



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

FACULTY OF EDUCATION AND LANGUAGES

ENGLISH TEACHING CAREER

**“INTERACTIVE READING ACTIVITIES TO STRENGTHEN ENGLISH
COMPREHENSION IN STUDENTS OF EIGHTH YEAR AT UNIDAD
EDUCATIVA SANTA ROSA IN SALINAS, SANTA ELENA PROVINCE,
YEAR 2014 – 2015”.**

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN ENGLISH

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ADVISOR: Lcdo. Kleber Loor Zambrano, MSc

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PENÍNSULA DE SANTA ELENA**

FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA DE INGLÉS

**“INTERACTIVE READING ACTIVITIES TO STRENGTHEN ENGLISH
COMPREHENSION IN STUDENTS OF EIGHTH YEAR AT UNIDAD
EDUCATIVA SANTA ROSA IN SALINAS, SANTA ELENA PROVINCE,
YEAR 2014 - 2015”.**

TRABAJO DE TITULACIÓN

Previo a la Obtención del Título de:

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La Libertad, May 2015

ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title **INTERACTIVE READING ACTIVITIES TO STRENGTHEN COMPREHENSION IN STUDENTS OF EIGHTH YEAR AT UNIDAD EDUCATIVA "SANTA ROSA" IN SALINAS, SANTA ELENA PROVINCE, SCHOOL YEAR 2014 – 2015**" prepared by José Wilmer Balón Tigrero undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having oriented, studied and reviewing the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

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Lcdo. Kleber Loor Zambrano, MSc.
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LA Libertad, May 2015

AUTHORSHIP

I, José Wilmer Balón Tigrero with ID number. 092042891-9 undergraduate student from the Peninsula of Santa Elena State University, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor's degree in English, in my role as author of the research paper **INTERACTIVE READING ACTIVITIES TO STRENGTHEN ENGLISH COMPREHENSION IN STUDENTS OF EIGHTH YEAR AT UNIDAD EDUCATIVA "SANTA ROSA" IN SALINAS, SANTA ELENA PROVINCE, SCHOOL YEAR 2014 – 2015**", certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

Sincerely,

José Wilmer Balón Tigrero.

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DEDICATION

I dedicate this work to my dear father; mother, and brothers, who have always been there, supporting me with good positive attitude every day.

Thank you for encouraging me unconditionally in the development of this project to achieve this goal with great responsibility and effort.

José

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STATE UNIVERSITY**

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Advisor: Lcdo. Kleber Loor Zambrano, MSc.

ABSTRACT

Currently in our society, it is important the use of English language because education is changing fastly. Nowadays, it is necessary to read English books because reading enriches knowledge and the students improve their vocabulary and the fluency in the reading. Moreover the use of techniques and methods is an important factor in the education, because the students learn to pronounce difficult words, getting good writing through reading. This research paper is for encouraging students of Eighth year at Unidad Educativa Santa Rosa catch the interest for learning English and develops their creativity through interactive reading activities, and the use of strategies of learning. To apply the activity in the English reading, material is present to help the students have a relationship with the content and the development of the activity.

Keywords: Reading skill reading comprehension reading strategies.

INTRODUCTION

Our world is changing every second, consequently education is advancing continually; technology, science, international trade, communication, and many other factors demand to be handled in a universal language, English, because English language is necessary for the people and has become an indispensable requirement to achieve better opportunities.

The purpose of this research paper is to encourage students to participate with activities in the English language through different interactive reading activities. Therefore, in our society the education is essential for all people of all ages. Usually English reading skill helps to increase the capacity by reading and pronouncing difficult words. Due to practice, students can improve spelling, vocabulary, and acquire fluency to read.

Nowadays, it is essential to incorporate interactive reading activities, which benefit to the students to focus another basic ability for attaining a better fluency in the reading, students to progress in English through the interactive reading activities. The importance of the research paper is beneficial for the understanding English reading, due to our society the teaching is relevant for all people, in diverse level of learning.

This research paper is presented in five chapters the chapter and each one has an essential characteristic. In chapter one, there are statement of the problem,

contextualization, critical analysis and other important factors what are essential requirement to known the problem and solution in our country

In the chapter two, there are bibliographic quotes where to find important content about English reading to develop and improve the existent problematic.

In the chapter three, there are different methods, techniques and skills to identify the data through scientific way, for what the researches achieve his purpose through the English reading. Also, the necessary analysis, population in the educational institution how to apply the proposal, the benefits, the chart of variables, the instrument, the data collection according to the surveys and interviews.

In the chapter four, there are informative data, the methodology, activities, and placement result test, what are important in the development of students. Currently the education is changing. Therefore, it is indispensable that students adapt the environment of teaching about their needs.

In the chapter five, there are timetable and budget, human resources, material resources, technological resources, budget, timetable and bibliography for identifying the use of the different materials in the develop of this project.

CHAPTER I

THE STATEMENT OF THE PROBLEM

1.1 Title

“INTERACTIVE READING ACTIVITIES TO STRENGTHEN ENGLISH COMPREHENSION IN THE STUDENTS OF EIGHTH YEAR AT UNIDAD EDUCATIVA “SANTA ROSA” IN SALINAS, SANTA ELENA PROVINCE, SCHOOL YEAR 2014 – 2015”

1.2 Statement of the Problem

Our world is changing every second, consequently education is advancing continually; technology, science, international trade, communication, and many other factors demand to be handled in a universal language, and that language is English, which has spread around the world; therefore, schools, colleges, universities, and even in jobs, the knowledge of English has become an essential requirement to achieve better opportunities.

English is a very important subject for students in our country, and especially in our region which is visited by foreign tourists; but, there are many problems that teachers and students face.

There are other reasons for the poor performance in learning English: most of the time teachers speak Spanish in English class; so, students do not adapt their ear to English listening, they do not understand much and they have fear to speak

English in front of others. On the other hand, now teachers should abide the new layout of education authorities, and they should prepare to play a better role in class, using all the skills (listening, reading, speaking and writing) in English teaching.

Although all skills are very important, reading skill is the most used in a text in order to construct meaning considered one of the most important skills for students. Moreover, the Ecuadorian society does not like to read general, used less in English, students are dubious at the moment of reading because they are not sure of what they are saying and if the pronunciation is correct.

It is not very easy to learn English, especially in places where English is not spoken frequently. In Santa Elena province there is deficiency in learning English by many reasons; such as, insufficient training to English teachers, inappropriate environments, inappropriate didactic material, insufficient technology, and many other factors, have made that learning English does not comply with the current required standards.

At Unidad Educativa Santa Rosa -Salinas, Santa Elena Province, there is not an accurate approach of the English subject; there aren't enough didactic materials for teachers and specially for developing the reading skill. In 2013, the government changed the books in public schools, which are divided in levels. These books are elaborated by the Pearson Longman Editorial. For 8th year the

blue book is used level A1 containing six units, which does not contain sufficient reading activities and reading passages for students.

The reading comprehension is an important ability in the development and understanding of the students for identifying the most important parts of the text. Practicing reading comprehension allows people to read with better fluency and learn more from what they read, due to interactive reading activities, to strengthen comprehension is possible in the students of eighth year at Santa Rosa high school in Salinas, Santa Elena Province, School Year 2014 – 2015”

1.2.1 Contextualization

English became important after World War II, due to the need to communicate with other countries, especially the traffic of goods and people who travel to other countries. When people go to other countries for tourism they speak most of the time in English.

Santa Elena Province is in a region frequently visited by tourists from all over the world, especially in places like Montañita, Olón, Salinas and others, therefore, it is important that people prepare in English knowledge.

In Santa Rosa, Salinas, a group of teachers have a necessity of creating a High School, due to many children have to finished the education they do not continue their education because their parents who the location do not have enough economic resources and cannot cover with the expenses of transport, books and materials for the education.

Observing this necessity, in the parish a group of professionals felt that it was necessary to create an institution to benefit children and young people of the province.

This emotion started on March 3rd of 1993, with 8 teachers and 66 students. They started teaching in the Comité Promejoras de “Santa Rosa”.

It became a Public school on October 31 of 1995, with the creation of a building for the institution in 1 de Enero neighborhood, San Ramon avenue Atahualpa Street in Salinas Canton. Nowadays, there are 12 teachers and a numerous group of students.

At Unidad Educativa Santa Rosa, Salinas in Santa Elena Province is a public educational institution with 135 students in the 8th grade, and 3 English teachers. Students have little level of English, because they do not have sufficient necessary materials to keep enthusiasm and attention in English class.

1.2.2 Critical Analysis

The students at Unidad Educativa Santa Rosa feel disappointed when they attend English classes, because it has been taught centered on theoretical bases found only in the text book and they do not practice in a way that students find interesting to keep attention. In reading skills, students don't read, because they don't find interesting topics in the book provided by government, so they don't

acquire the sufficient information found in the text therefore they do not develop understand in reading texts.

At Unidad Educativa Santa Rosa, the percentage of students that has a great skill in the reading is according to the interesting information that is found in the book, according to what it has been observed, because they maintain the interest at moment when the teacher reads a text, article, magazine or story. Students show great enthusiasm by reading for improve their understanding, and can identify the general idea in each paragraph of the text, obtaining a better appreciation of English language through reading comprehension.

Other group of students read according to the items, but they do not know that is written in the reading, and they cannot express the correct pronunciation. Therefore, they do not feel encouragement for learning the English language with a good attitude.

At Unidad Educativa Santa Rosa we can observe some students who do not like to read, in Spanish neither in English, they do not find the enough entertainment through interactive reading in books, newspaper, magazine, internet website or story. Neither have they showed great enthusiasm for learning the English.

1.2.3 Formulation of the problem

Will interactive reading activities strengthen reading comprehension in the students of eighth year at Unidad Educativa Santa Rosa?

1.2.4 Guideline questions

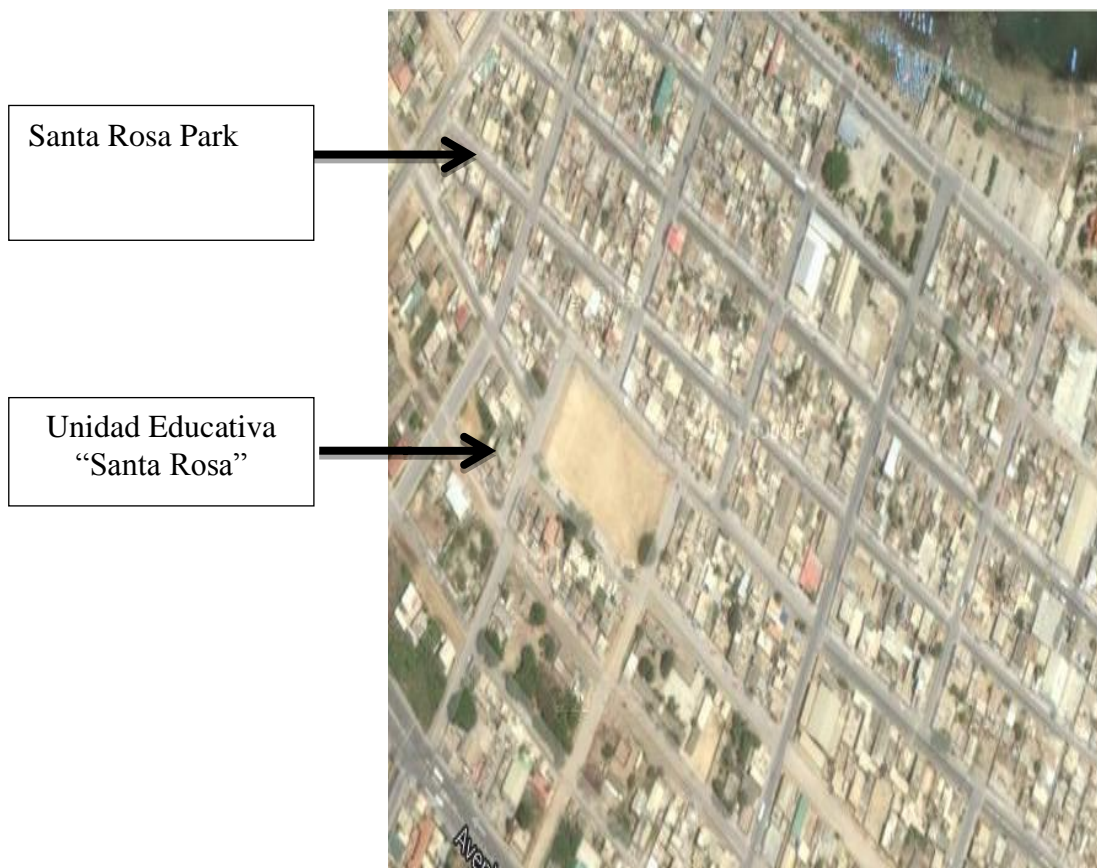
- How to improve the reading skills of the eighth grade students at Unidad Educativa Santa Rosa?
- Do the students have reading habits?
- Does reading help to increase the vocabulary of the students?
- Do teachers use a variety of methods to enhance reading in English classes?

1.2.5 Problem limitation

The studies were executed at Unidad Educativa Santa Rosa in eighth year with 135 students

- **FIELD:** Education
- **AREA:** English.
- **ASPECT:** Reading activities to strengthen comprehension.
- **TITLE:** “INTERACTIVE READING ACTIVITIES TO STRENGTHEN ENGLISH COMPREHENSION IN STUDENTS OF EIGHTH YEAR AT UNIDAD EDUCATIVA “SANTA ROSA” IN SALINAS, SANTA ELENA PROVINCE, SCHOOL YEAR 2014 – 2015”.
- **PROBLEM** The improvement on comprehension using reading interactive activities.
- **TIME LIMITATION:** The research will be held during the academic year 2014- 2015

- **POPULATION LIMITATION:** Students of eighth year at Unidad Educativa Santa Rosa.
- **SPACE LIMITATION:** Santa Rosa high school, located in 1 de Enero neighborhood, avenue San Ramón, Atahualpa Street in Salinas.



- **CONTEXT LIMITATION:** This research will be focused on Interactive reading activities to strengthen comprehension in the students of eighth year at Unidad Educativa Santa Rosa- Salinas, Santa Elena Province.

1.3 Significance

Nowadays it is important to incorporate interactive reading activities, which help to the students to focus on a basic skill such as reading, for attaining a better fluency in the reading skill. The purpose of this research is help students to improve in the English language through the interactive reading activities.

The importance of the research is useful for the understanding of reading and language acquisition. Due to our society, the education is relevant for all people, in different level of education.

Through this research, at Unidad Educativa Santa Rosa and the teaching staff that conforms it will have the advantage of taking into account that the reading comprehension is an important part for English learning.

To read books page by page develop the creativity in the students of all ages. These strategies help to expand the knowledge and improve spelling, vocabulary, comprehension and even grammar. At Unidad Educativa Santa Rosa can provide a better education for students of eighth year and they can benefit in getting a better understanding of English through different reading interactive activities.

It is important to encourage students at Unidad Educativa Santa Rosa, to learn to identify the sound of language through reading books aloud. This stimulates their imagination and expands their understanding. It helps to develop the language comprehension. An important aspect of the reading skill is fluency, and

comprehension that are based on understanding, concepts, and phonemes attaining excellent results.

The teacher needs to provide forms of entertainment through interactive reading which students can show great enthusiasm English. Also it is necessary to use fun methods to reinforce and expand understanding of the students of eighth year.

This research is important, because it helps to acquire necessary methods in different kinds of reading, to make a distinction between extensive and intensive reading, that teacher can use in classroom. These tools are necessary in reading books and magazines that are important for the creativity and intelligence of the students, to promote conversations about authors, themes or issues raised in the books, which encourage students to comment on situation of interesting characters found in reading.

The students at Unidad Educativa Santa Rosa acquire a great benefit through this research of reading comprehension because they can improve. It also promotes the creativity and imagination about the books. The teachers need to use techniques to strengthen and broaden their understanding in the reading.

This research is viable for the students at Unidad Educativa Santa Rosa because students will acquire great advantages in the process of learning English. Also the resources are an important benefit that offers different options to share necessary information in the learning of the students. Furthermore the instruments of

research such as a survey, interview and observation, those help with pertinent and appropriate data about English learning.

1.4 Objectives

1.4.1 General objective of the research

To strengthen English reading comprehension by applying interactive reading activities in students of eight year at Unidad Educativa Santa Rosa.

1.4.2 Specific objective of the research

To identify students comprehension level in English reading classes.

To analyze student skills for reading.

To apply interactive activities for increasing the level of reading skill.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 PREVIOUS RESEARCH

(AMBER, 2008) Reading comprehension is the important skill to understand information in a text. Frequently people are not capable to read exceptionally and cannot collect the information in a text as they do not have enough understanding of the theme.

Occasionally the students do not read with good aptitude, it is necessary to support and encouragement English reading. Some reading contains section of listening comprehension, work decoding that is important in our society. Currently some researchers have observed students facing problems in decoding words, but they have excellent listening comprehension skills. Another with weak capacity of understanding. Some teenagers have difficulties and take time in to decoding letters, or words.

Decoding words is an indispensable skill, but it is not suitable for reading comprehension and it is important to progress in English language, currently the students read with good decoding skills and weak listening comprehension is problematic with language a trouble that is an obstacle for reading comprehension. Several instructors have found that there is a close relationship between to vocabulary knowledge and reading comprehension.

The English language plays an important role in reading comprehension. A student with insufficient background knowledge will learn how problematic it is to draw inferences between the reading contained in a text and information in the long term memory. These approaches are reproducing the evidence in their own words, is reproduced discovering the main information, and setting questions about the idea, by using such ability strategies good students increase their understanding background and are capable of profound knowledge and learning, comprising other thinking method such as, generalization, and application.

The students need ways for applying their background understanding strategically when reading difficult texts. To understand activities such as drawing inferences between background knowledge and read the contain of a text, reading the edition some times for using approaches for a backward and forward search to obtain information to confirm or change an understanding, setting questions to get missing information, and summarizing.

(STUDEANTS, 2012) There are five ways for Reading Skills. Developing reading skills let students to acquire in the best manner an education. Educators in the primary grade levels are centered on helping scholars progress with a solid basis, however teachers in the higher grades strengthen the basis and by presenting how reading is essential in the actual world. Teachers find many techniques which help students to progress reading skill, in the following descriptions is explained several ways that the students could use to build a solid reading basis are explained.

First, the application of several reading materials is imaginative for teaching reading through diverse book presentations, magazines, book projections and other detailed. Reading can offer students numerous habits to connect with the material. The students will expand experience seeing the words in the written page. Other technologies, such as software can improve a reading exercise in scholars and maintain the attention to the sentences structures and words.

Second, it transmits reading to other areas of the apprentice life, to encouraging students in reading assigned material, then debate it in relation to other books, movie, news or program TV, make comparison, what they liked, to be able to connect what has been read.

Third, the fun with words. The students work on the reading tasks, it is necessary to write words or phrases that they do not understand and can conduct a classroom dialogue on the words until everybody understand different meaning and uses. Moreover, students can show their card creating and recording challenging language they have understood. It helps students to develop their vocabulary.

Fourth, building a record of progress to help to students to create a journal of the reading work, a list of readings they have done and a brief summary of the material. Create a section of challenging words or phrase, and this section can be used for passaging they do not readily comprehend.

Fifth, create reading about communication formulate numerous lessons, where students read a numbers of different printed materials, start a conversations how it

is to be able read these items precisely and understand. This reading world helps student recognize the long term importance of excellence reading skills and comprehension.

(HAMBER, 2007) There are several important reasons why the students read English texts are a fundamental part of the teacher profession. Due to many students who are not capable to read text in English either careers, for major study purpose or simply for pleasure. The reading is useful and indispensable to acquire knowledge and for increasing language acquisition in the student of all ages.

Afford that the students more or less understand what they read, and can express and share with other people. The reading moreover has a positive effect on vocabulary knowledge; spelling and writing. The reading of books, articles, newspaper, and journals also offer virtuous models for the English writing. It is important to encourage students to be centered in the vocabulary, grammar or punctuation that is a factor very essential in the reading.

Different kind of reading is the difference between extensive and intensive reading. It refers to the extensive reading which all people practice often in different places such as may read novels, web pages, newspaper, magazines and other important materials for learning. Due to students can choose what they want to read and share with another people how important is reading, because most of the activities implicate students do much of the works. Therefore this activity of books is necessary because implement the pedagogy in the students that have

better ability for developing reading, the extensive reading is fundamental for English Teaching.

These activities of English reading are focused on skills that habitually the teacher practices in class. For recognizing diverse genres, improving the capacity of reading and strengthening with strategies of reading.

The intensive reading focus in the importance of a text that usually is necessary in classrooms, the students improve their reading skills through the practice, using different materials such as magazines, poems, internet websites, novels and others kind text.

(NUTTALL, 2009) Differences Between, Reading Skills and Reading Strategies. It is important because it helps to students learn to read with better facility, due to it is an experience for each one and feeling prides of acquire effective reading skills and effective strategies. These relations of skills and strategies are an essential part of vocabulary that the teachers apply to define their teaching in the students learning.

This search of reading skills and reading strategies starts with dialogues and descriptions of ancient customs of words that give evidence in their comparisons and differences. Moreover, to consider the characteristics of the different reading that are applied of creative manner, and to define interpretations that are found between skill and strategies in the different readings.

The people who practice the teaching of reading using the different approaches of reading skills and reading strategies that are practiced usually in their daily job. However, many people have problems to pronounce and understand when maintain different dialogues for example:

Skills. Developed ability to achieve a better aptitude in the people, for attaining an important aspect in the reading, but skills are also to discuss some parts that are principally academic in the comprehension.

Strategies. It is an aspect of information to improve learning in people, it means that it helps to distinguish dialogues so the students can relate experience, interactions with readers and obtain knowledge about the reading.

It is necessary to know the importance of reading strategies and reading skills for students that start a profession, because people who practice fast reading do not care about the mistakes they are doing while they read. As a result, they do not understand the importance of the text. This specific activity is an appropriate goal for the students so they can construct a better comprehension and expand their vocabulary. It is necessary the use of precise activities of reading for the decoding, fluency, comprehension and critical reading.

This effective reading is an exact result that offers a wide motivation in the practice and the fluency in the action of reading in the students of different levels, for knowing how they interpret the reading. These exact situations are useful and

appropriate strategies through early learning, as adolescence readers learn different aspect of letter shapes, names and sound in a dialogue.

(FRANZEN, 2012) Expose “Series books provide pleasure to young readers. They fill a need within them to know the kinds of things that series characters do and say, and what happens. Reading series books helps young people to develop an identity as a reader a person who collects the new books and read expand their vocabulary who eagerly awaits the next book or movie, it is a person that progresses every day and most important what do you like to read.” (p 12).

Said the reading has positive effect, when a student practices the reading in class with text or some useful materials according to the class. The students in this moment develop the competence of reading, fluency, vocabulary and comprehension, it is important when the students repeat the reading of some books developing the fluency

(GRUNDVIG, 2012). Exposed “The aim of this paper is to explore strong and weak readers’ use of reading strategies, when Reading picture books, giving particular attention to decoding and visualization. Based on the inherent interaction, between the verbal and the visual expression (p2 2).

(GRUNDVIG, 2012) Reading is a basic ability that is essential in order to acquire knowledge and the skill for expressing the information that is found in the text. Currently, the texts are different. Now the students have access to internet that is a necessary method to learn reading. Through reading, the students develop much

skill that is important to increase fluency of words. Some books have excellent understanding because they contain pictures and narratives elements, where the students expand their creativity and can express for reading a text.

(CROFT, BURKINS, 2010) “Exposed guide reading give the opportunity to observe students as they read from texts at their instructional levels. This strategies guide describe ideas that support guided reading, including practical suggestions for implementing it in the classroom; introduces guide reading.”(p 17.)

According to the Publication of the article Using Guide Reading by Burkins & Croft (2010), main objective is to develop the activity of reading, it is helpful to students to develop their knowledge that are necessary for applying in the reading skill in an independent manner to recognize the importance of the text obtaining a learning about meaning of book’s words. While the students identify the main part of the reading. When the students look at the picture, they develop their creativity, identify and can expand their vocabulary during the reading. It can be educational text from an article or didactic material that contain reading dependence that permits to students adjust their vocabulary with easy ability and acquire an excellent fluency in each text.

(HASBROUCK, 2014). Said that “Teaching beginning readers to become fluent. Because accuracy is a fundamental component of fluency, teachers who work with beginning readers must focus significant amounts of instructional time on basic word recognition.” (p10).

Expresses the reading techniques are necessary tools that can be used very frequently with a variety of texts according to the level of each student, which helps to maintain and develop reading fluency. The teacher can be the principle example: teaching to students read text aloud for learning with correct pronunciation throughout the text, article or some important material in the development of the reading. It is important the use of various techniques such as the practice, which is indispensable to keep the attention of students to read a text aloud. Because at the moment students read strong, they increase their vocabulary becoming better the pronunciation, obtaining excellent results in the development of the reading, helping to recognize and pronounce difficult words in a text.

(CLARKE, 2013). Expresses “Reading Independence is a critical component of a well-designed literacy program. When you provide time every day for your students to practice reading in a book they selected, students not only grow their vocabulary,” (p 5)

International Reading Association published the article: Oczukus (2010) and commented that the students spend in independent reading is one of the best predictors of reading achievement in comprehension, decoding, fluency and vocabulary. When people read for pleasure they acquire a great variety of vocabulary and expand their knowledge and understanding.

2.2 PHILOSOPHICAL BASIS

Education according to Plato.

Plato expressed the importance of education in people. Education is a way to conform a prodigious society that maintains dialogue to others to conduct the ideal society. It is a tool that adjusts society and defines the world.

Education is an important source of knowledge about the good, bad and just things, such as private or public life. Plato ideas about the education, from his perspective, are adjust to the attention of each apprentice and obtain a wide politic life in the educative learning that is essential in the society and the world.

Education is an important process that is placed in a way of transition and assimilation of different standard customs, techniques and necessary ideas which adapt the society. Plato said the term of education such as a different means that transmit the education truthful in the people of society. Furthermore, he exposed that truthful education involved the adoption of new customs in people when it contributes from the better to the habitual with different expression.

Moreover, he expresses that the education is a process that permit to the society take conscience of the life and reality. Due to people with however, he expressed that the man with education has truthful knowledge, and clear Platonic ideas, to manifest and it does not show objective of sensitive of the world away in comparison with the ideal world he defends. The education consist in learn and differentiate things, and not to be a slave among be or not be. However, the

prepared apprentices become a just person and live a good life normally

According to Plato (1949) it is important that the education start from the childhood. Therefore, it is necessary give attention to student and shows to parent the necessary material according to the education. Other Plato idea is the music, gymnasia for not only to reach to man and women the equality of the sex. Plato to consider the importance of the first ages of life in a man. Plato law expresses, the youth only reach the justice through of the education that is a key that permit to arrive to a just society that characterize people of society.

Noam Chomsky (1957) said that the use correct of language is essential in people, because is a way of know the existence of a universal grammatical to all people. Due to study of language, it was used to know the culture Greek in some problematic inherent of language. In the century Id. C. the language was adapted as an important science that started a big diversity study that created necessary techniques for the scientific analysis and effective to linguistic learning of people.

Chomsky tries adapting the necessary descriptive form for giving a use to the importance language. Noam Chomsky designates the existence of the Universal Grammar, generative grammar, formal grammar, that admits to the children an innate knowledge in the grammar as to all human language. The generative grammar of Chomsky was the first solid evidence that gives human intelligence that consider to language as a particular general process of the brain. Chomsky exposes that the natural languages is a part of a universal grammar that is a property of all humans that come from some language and diverse cultures.

2.3 FUNDAMENTAL CATEGORIES

2.3.1 Reading. Definition

(HOBSBAUM, 2012). “Said that reading is the capacity of understand a text. The objective of the reading is that the students attain the ability of appreciate a book and excel the ideas that express the reading. It helps students to develop their critical thinking and can develop in the society.

As a comment it could be said the reading is a great habit that can really change the life of the people, when a people read an book increase their creativity, comprehension and the development of language. The reading permit to people recognizes difficult words and pronounces with better fluency and learns more from what they read.

2.3.2 Reading comprehension

According to Jacqueline Comas (2008). “The reading comprehension is skill essential in the development and understanding of the people. Through reading we can recognize the most important parts of the text. Practicing reading comprehension permits to the people improve their vocabulary and develop with better fluency.” (Vol 49).

The English reading is important nowadays. Due to student develop their knowledge, recognize words, decode words and improve the listening comprehension. Currently the students read a book according to the level, other

develops the English language because they observe the pictures and catch the interest by reading. Some students has problem for identifying and pronounce the difficult word, an important technique is the practice where the students improve their skill and obtain an good decoding words and can read with easier the text according within difficult

2.3.3 Reading Aloud

Loading article (2008). “English Reading is an benefit important, because the teacher must teach to students should read aloud to children and to identify in each paragraph of book reading the grammar and commas, that is an important factor in the reading skill (vol 93 No

Reading aloud is essential for the students to encourage in each activity of reading, so they can learn and recognize letters and understand representing each word. Each teacher must teach the student like taking the book in hands for start a reading, turn the page to continue with the reading, the reading is essential for the people, due to the they acquire expand their knowledge through the English reading.

2.3.4 Reading skill

Of article Building Academic Reading Skill (2010) Define that “Reading Skill is a complex activity that involves a wide of skills; this ability recognizes and remembers that you need read depends in a large part on your ability to apply.

Reading Skills is an activity that involves a wide variety of skills and ability to understand and remember what you read. However, through the systematic application of the reading skills, students will be able to understand and apply the information. Through different genres of reading such as newspaper, magazine, journal or online articles.

2.3.5 Reading Strategies.

The article Summer Reading Strategy (2012). Said “Reading Strategies help to the students develop identification as a reader, the reading of different texts improve student’s fluency, vocabulary and comprehension. These strategies are important when a students read and repeat, identify the picture is easier to understand the meaning of the reading skills.

These reading strategies provide important and specific activity for developing the fluency and retentive comprehension skills in the students. The feedback is important to improve reading comprehension in the people of all ages, the different reading types of texts, articles requires the use of different reading strategies.

2.4 LEGAL BASIS

According to the Art 26, it refers that the government of Ecuador defines the standards of quality for increase the intercultural education level, in the children, children, teenager, young and middle age, to promote better capacity of learning in the students of our country. Education system is focused in the worth, and culture diversity to stop the discrimination races in community, town and nationalities that has slow level of educational learning, for attaining that obtain students great knowledge and domain of the education, especially in the English language that is important currently. Quality education improves the knowledge to end with the illiteracy in people of different nationalities.

According to the Art 27, it refers the government promote new modalities of education with emphasis and priority attention in the teaching of students and combat the elements that are obstacles to continue with the education in our country, and to achieve expand the education since initial level until higher level, to attain that students obtain great knowledge and domain of the basic education and also English language and can express opinions, maintain dialogues, and communication with members of different culture, town and Ecuadorian bilingual nationalities, Because the education is an opportunity for all peoples.

(LOEI: Intercultural Education) Art 2, our society the education is for all people to promote habits of teaching for improving the comprehension of the students in different level of learning in the society, and promote the dialogue and the use of English learning that is the most important in the educational environment.

Nowadays it is necessary that students learn to handle the technology in the development of science research, technology and strengthen the social economic that is of big importance in the education of regional level, of different places public and private to develop scientific that everyday increases new important strategies to knowledge and learning of the students.

2.5 HYPOTHESIS

Reading interactive activities will strengthen English reading comprehension in students of Eighth year at Unidad Educativa “Santa Rosa”.

2.5.1 Variables of study

Dependent Variable:

Reading Comprehension

Independent Variable:

Interactive Activities

CHAPTER III

METHODOLOGY

3.1 RESEARCH APPROACH

3.1.1 Quantitative and Qualitative Methods

This method identifies the data through scientific manner, which a researcher sets for a situation, resolves and interprets the obtained information of the people. It consists in getting the solution about English reading activities.

This method is an outstanding matter because depending of content on the formulation of the problem will be able to achieve favorable result.

This problem is focused on “Interactive reading activities to strengthen English comprehension in students of eighth year at Unidad Educativa Santa Rosa” and the solution will help to increase the comprehension and the knowledge in English Subject. Furthermore this research is centered in the combination of different method that performs an independent technique to find the same proposed objective.

3.1.2 Quantitative Method

Through assessment and surveys, obtain essential information to measure the necessity of students, to found future solution in the English reading.

3.1.3 Qualitative Method

Currently education is focused to find a necessary technique to improve the teaching reading strategies in a better scale, furthermore is important the development of reading comprehension in the students.

This method is the great emphasis to society existing in the education, due to improve the interactive reading activities in the students of eighth year at Unidad Educativa Santa Rosa, to achieve the development of the investigation and the solution will help them to develop skill in English reading.

3.1.4 Inductive-deductive Method

3.1.4.1 Inductive Method

Through this method the researcher know the problem of teaching learning in the strength comprehension of reading in the students of eight year of basic education at Unidad Educativa Santa Rosa.

3.1.4.2 Deductive Method

This technique complement that inductive method follows an analysis, deducts, interprets and determines the better way for applying the teaching of reading interactive activities to strength comprehension in the students of eighth year at Unidad Educativa “Santa Rosa”.

3.1.5 Scientific Method

This approach searched the solution of a problem and was applied it during the process of the investigation, based in the didactic philosophic attain results in the students of eighth year at Unidad Educativa “Santa Rosa”.

3.1.6 Analysis - Synthesis

Analysis and synthesis contain two essential processes that complete such as important purpose in a research. Due to research of analysis proceeds in an intellectual ways where the students develop their knowledge and abilities in the interactive reading activities.

The synthesis found outcome necessary and determines the main characteristic and the way of express the important in the reading, this helps students of eighth year at Unidad Educativa “Santa Rosa” develop their knowledge.

3.2 LEVEL OR TYPE OF RESEARCH

3.2.1 Field Research

The field research is for achieving the specific objectives of study in the students of eighth year at Unidad Educativa “Santa Rosa”. Therefore, the aim was necessary to identify the problematic existent in the process of teaching and learning for finding solution in the interactive reading activities.

3.2.2 Bibliographic research

This research permits to obtain information from books, newspapers, work of investigation, journals and websites with relation to the topic of investigation that is developed. Due to this method that provided to students plentiful knowledge to increase fluency in the reading.

3.2.3 Correlational Research

Distinguish where the investigation is developed in this case at Unidad Educativa “Santa Rosa” - Salinas. Through dialogue, the authentic information helped to obtain necessary evidence, this investigation was made to the students of eighth year at Unidad Educativa Santa Rosa in the English subject to strength the comprehension in the interactive reading in English.

3.2.4 Qualitative research

This type of research allowed to obtained information about data collection, which researcher present authentic explanation of existent problems and achieve a

possible solution, about the interactive reading activities in the Educational Institution at Unidad Educativa “Santa Rosa”.

3.3 POPULATION AND SAMPLE

3.3.1 Population.

For the development of the investigation, it is necessary to make a study of the population in the educational institution, to know how to apply the proposal and to observe the benefits to each member of the place. The population is formed by the Director, Teachers and Students at Unidad Educativa “Santa Rosa”.

Chart #: 1 Population

N°	Description	Quantity	%
01	Authorities	1	1%
02	Teachers	1	1 %
03	Students of the eighth Course A,B, C	135	99%
TOTAL		137	100 %

Source: Santa Rosa High School
 Author: José Wilmer Balón Tigreiro

3.3.2 Sample

It is a part of the population where is focused the authority, teachers and students of eighth year at Unidad Educativa Santa Rosa - Salinas. In this case, due to the small number of population used 100 %, it was not necessary to select a sample for the development of the project by the determined instruments of investigation.

3.4 VARIABLES OPERATIONALIZATION

3.4.1 Independent Variable: Interactive Activities.

Chart #: 2 Independent Variable: Interactive Activities

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
Interactive reading is one of the most important activities to acquire knowledge, increasing their creativities and the comprehension in the develop of language.	Language	Activities	Does reading in English allow to students speak correctly and fluently?	Interview
	Activities	Skills	Do you think that the English is a very important component currently?	
	Objectives	Practice	Do you attain to moment to do an interactive reading?	Survey
	Explain	Specific Objectives		

Source: Santa Rosa High School.
 Author: José Wilmer Balón Tigreiro.

3.4.2 Dependent Variable: Reading Comprehension

Chart #: 3 Dependent Variable Reading Comprehension.

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
<p>Reading comprehension is essential skill in the development and comprehension of the people. Through reading we can recognize the most important parts of the text, permits improve the vocabulary and the fluency</p>	<p>Information</p> <p>Strategies</p> <p>Select</p> <p>Develop</p>	<p>Abilities</p> <p>Information Data</p> <p>Components</p> <p>Learning Improve</p>	<p>Do you consider that English through of strategies of teaching improve the vocabulary and enthusiasm in the students?</p> <p>¿Is the reading in English a very important component for the people?</p> <p>¿Do activities allow to students improve the speaking with people from other places?</p>	<p>Questionnaire</p> <p>Interview</p> <p>Poll</p>

Source: Santa Rosa High School.

Author: José Balón Tigrero.

3.5 TECHNIQUE

3.5.1 Survey

This survey is applied to English teachers, parents and students. It was elaborated with positive aptitudes for the people in Linkert's style scales.

The first aspect of this research is to recognize the importance of the problem and discover the main method to develop the possible solution

3.5.2 Interview

With interviews, the researcher can identify about student difficulties and have a direct contact with them, also with the teacher or the principal.

The interviewer uses questionnaires to gather evidence about the complications in English reading, and tries to identify about reasons for future analysis.

3.6 INSTRUMENTS

3.6.1 Camera, video – camera

It is a technological and essential tool to reserve information of visual manner (photography), such as show images and capture the attention for the implementation of the answers (Reading Comprehension, didactic of the English) of the students of Santa Rosa High School.

3.7 DATA COLLECTION PLAN

The data collection plan was done according to the surveys and interviews. Mathematical calculations and statistics charts were done in order to present this research paper.

Chart #: 4 Data Collection plan

BASIC QUESTIONS	EXPLANATION
1. What for?	To strength the teaching of the interactive reading through of skills
2. Who is it directed to?	Students of eighth year at Unidad Educativa “Santa Rosa”
3. About what aspects?	Interactive Reading Activities to Strengthen English Comprehension.
4. Who?	Researcher: José Wilmer Balón Tigrero.
5. To Whom?	Students, Teachers and Principal.
6. When?	School year 2015 – 2016.
7. Where?	Unidad Educativa “ Santa Rosa” Salinas
8. How many times?	Colective and individual
9. How?	by team
10. What data collection techniques?	Interviews, and surveys
11. With what?	Photographic, record, Questionnaires, Notebook and cameras.

Source: Santa Rosa High School.
 Author: José Wilmer Balón Tigrero

3.7 DATA PROCESSING PLAN

Chart #: 5 Data Processing plan

DETERMINATION OF A SITUATION	DATA SEARCH	DATA COLLECTION AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENT OF SOLUTIONS
<p>It is important the surveys and interview to apply to students, teachers and principal. Due to the researcher defines the problematic in the interactive reading activities and tries to improve</p>	<p>Recognizing the problem the researcher consult the different causes consequence created in this process of research</p>	<p>Once processed and analyzed the summary of the interview information to teachers and students these surveys help to develop the Interactive reading Activities to Strengthen Comprehension. In order to solve the problems.</p>	<p>Through this investigation the researcher recognizes the necessity about these approaches in the reading and the form of express the interactive reading comprehension.</p>	<p>The use of Reading is an important method for implementing important strategies in the comprehension of the students in interactive reading activities.</p>

Source: Santa Rosa High School.
 Author: José Balón Tigreiro.

3.8 ANALYSIS AND INTERPRETATION OF RESULTS

3.8.1 Survey for Teachers

1 Do you consider that English subject is important nowadays?

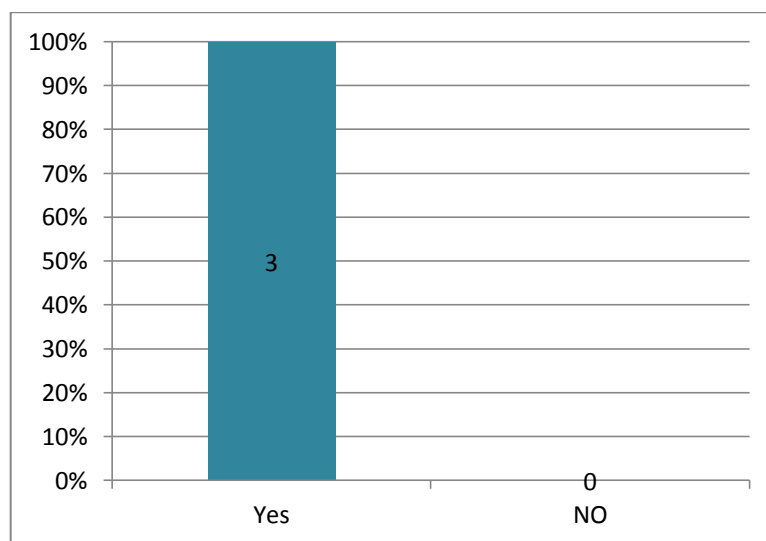
Chart # 6. Importance of English learning.

OPTIONS	FREQUENCY	PERCENTAGE (%)
Yes	3	100%
No	0	0 %
Total	3	100%

Source: Unidad Educativa “Santa Rosa”

Made by: José Balón Tigrero.

Graph 1: Importance of English learning.



Source: Unidad Educativa “Santa Rosa”

Made by: José Balón Tigrero.

Analysis: According to information 100% of teachers believe that English subject is important, due to students improve their vocabulary and increase the capacity of comprehension in the English language.

2) **Do you consider that the students should increase one more additional hour of subject English in the educative institution?**

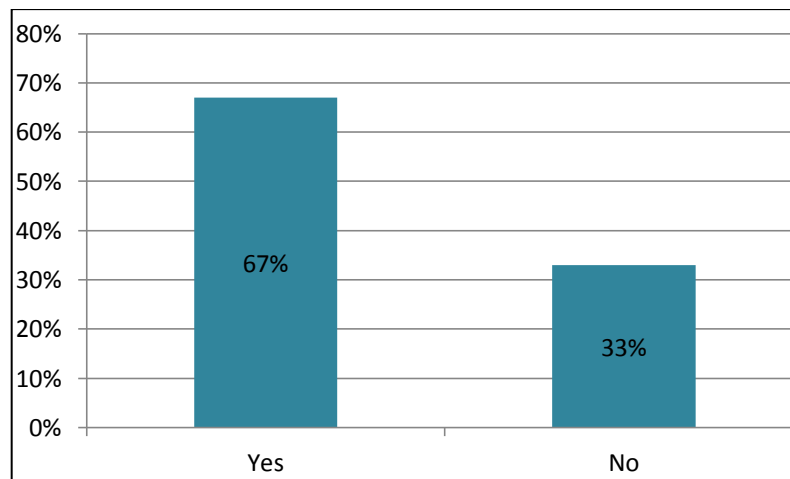
Chart #: 7 Increase hour English classes.

OPTIONS	FREQUENCY	PERCENTAGE (%)
Yes	2	67%
No	1	33 %
Total	3	100%

Source: Unidad Educativa “Santa Rosa”

Made by: José Balón Tigrero.

Graph 2: Increase hour English classes.



Source: Unidad Educativa “Santa Rosa”

Made by: José Balón Tigrero.

Analysis: The 67% of teachers agree the interactive reading activities are essential in the classroom because it would increase one hour more additional in the English subject, such as practice help students to develop and recognize their abilities for reading and interpreting.

3 Do you consider that the English reading is important to improve their students vocabulary?

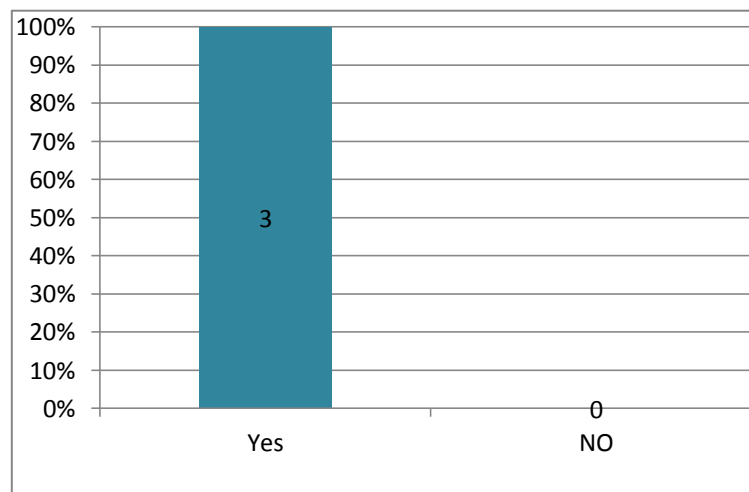
Chart #: 8 Importance English Reading to improve the vocabulary

OPTIONS	FREQUENCY	PERCENTAGE (%)
Yes	3	100%
No	0	0 %
Total	3	100%

Source: Unidad Educativa “Santa Rosa”

Made by: José Balón Tigrero.

Graph 3: Importance English Reading to improve the vocabulary



Source: Unidad Educativa “Santa Rosa”

Made by: José Balón Tigrero.

Analysis: According to statistics, 100% teachers agree the use of the reading that is indispensable for the students to improve their vocabulary.

4 How many hour should the students have a week?

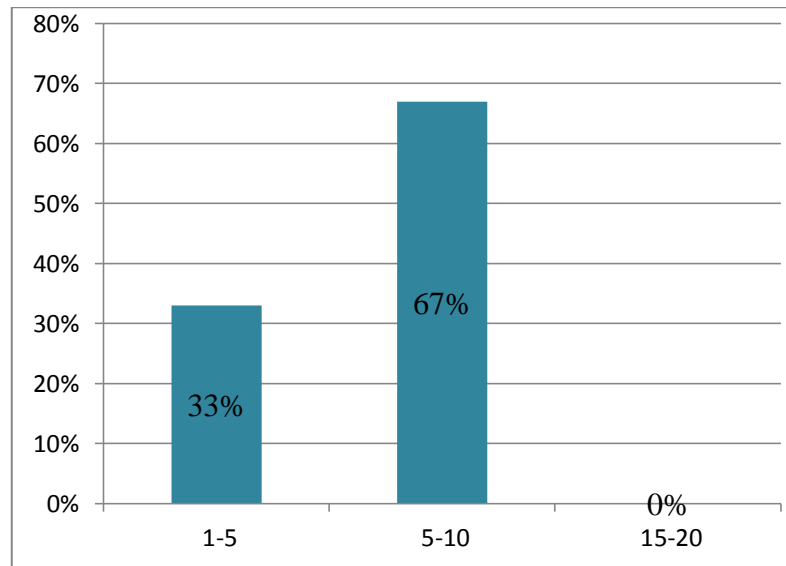
Chart #: 9 Increase of hours English to week

OPTIONS	FREQUENCY	PERCENTAGE (%)
1-5	1	33%
5-10	2	67%
15-20	0	0%
Total	3	100%

Source: Unidad Educativa “Santa Rosa”

Made by: José Balón Tigrero.

Graph 4: Increase of hours English to week



Source: Unidad Educativa “Santa Rosa”

Made by: José Balón Tigrero.

Analysis: According to statistic 67% of teachers think about increase the amount of hours during the week but, practice is very important: such as the dialogue between classmates, and perform different activities with relation to the reading for obtaining excellent results in the development of reading fluency.

5 Do you consider that English reading develops important abilities of speaking with fluency?

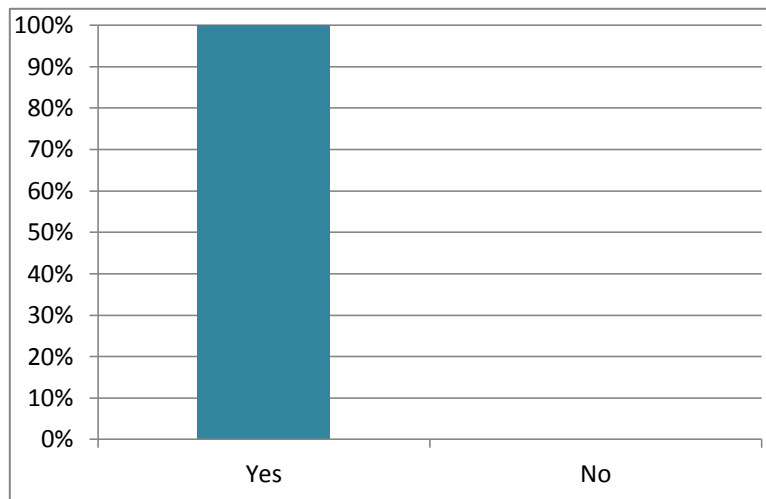
Chart 10 Importance of speak with fluency

OPTIONS	FREQUENCY	PERCENTAGE (%)
Yes	3	100%
No	0	0 %
Total	3	100%

Source: Unidad Educativa “Santa Rosa”

Made by: José Balón Tigrero.

Graph 5: Importance of speak with fluency



Source: Unidad Educativa “Santa Rosa”

Made by: José Balón Tigrero.

Analysis: According to the statistics 100% of teachers agree the reading expand the knowledge and improve the vocabulary, through of English reading the student can interact with good fluency in class and maintain communication with the teachers.

6 Do you consider that English subject should be implemented as in the institutions of government as private?

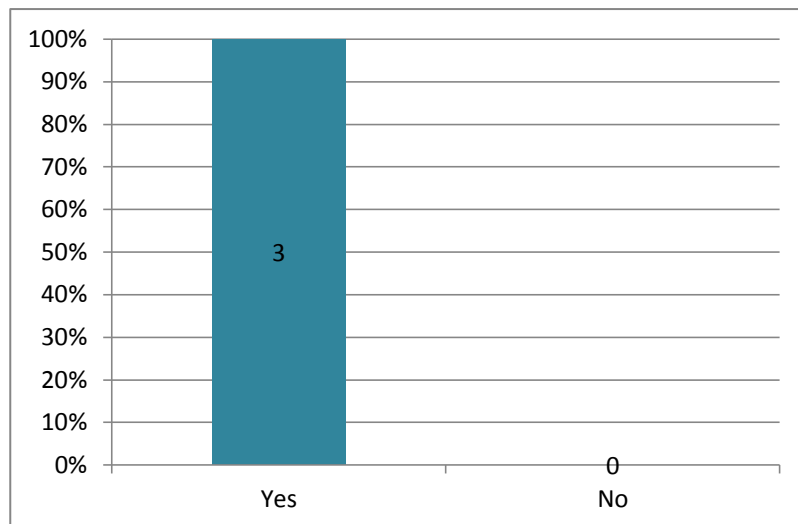
Chart #: 11. English subject should implement in the institution

OPTIONS	FREQUENCY	PERCENTAGE (%)
Yes	3	100%
No	0	0 %
Total	3	100%

Source: Unidad Educativa “Santa Rosa”

Made by: José Balón Tigrero.

Graph 6: English subject should implement in the institution



Source: Unidad Educativa “Santa Rosa”

Made by: José Balón Tigrero.

Analysis: According to the statistic 100 % of teachers agree, due to important to implement the English subject in all the institutions, which this great benefit to help students construct own knowledge and obtain new experiences to their current understanding of the country.

7 Do you believe that subject English is a fundamental tool for communicating with the people that arrive to Ecuador?

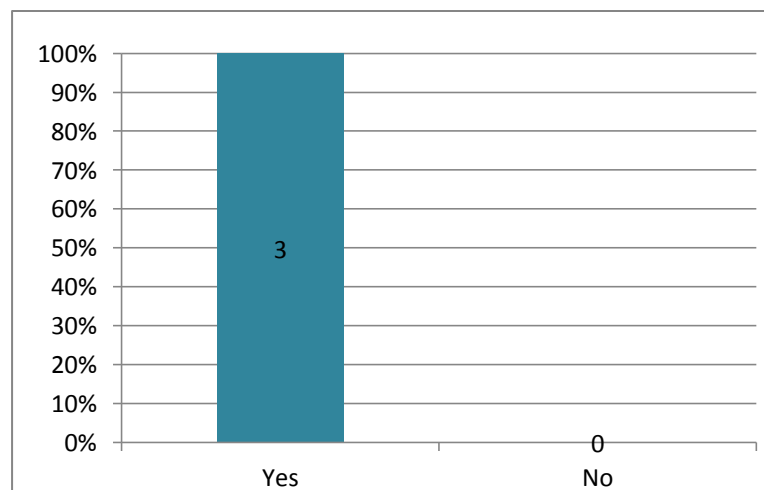
Chart #: 12. Importance English subject nowadays

OPTIONS	FREQUENCY	PERCENTAGE (%)
Yes	3	100%
No	0	0 %
Total	3	100%

Source: Unidad Educativa “Santa Rosa”

Made by: José Balón Tigrero.

Graph 7: Importance English subject nowadays



Source: Unidad Educativa “Santa Rosa”

Made by: José Balón Tigrero.

Analysis: According to the data 100 % of teachers believe the English reading is a fundamental base nowadays. Through of practice, strategies and technique the English reading the student achieve by able to use the language properly, for communicating with another people of different places.

8 What do you suggest to the teachers for improving the English reading in the students?

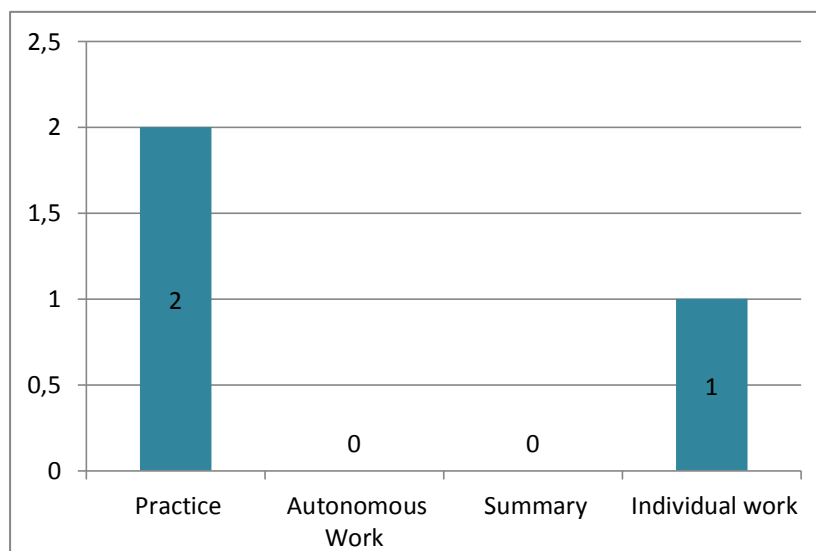
Chart #: 13 Improve English reading in the students

OPTIONS	FREQUENCY	PERCENTAGE (%)
Practice	2	67%
Autonomous Work	0	0%
Summary	0	0%
Individual work	1	33%
Overall	3	100%

Source: Unidad Educativa “Santa Rosa”

Made by: José Balón Tigrero.

Graph 8: Improve English reading in the students



Source: Unidad Educativa “Santa Rosa”

Made by: José Balón Tigrero.

Analysis: According to the data 67 % of the teachers believe that is convenient that teacher uses the time in activities, types of techniques and materials in order to help students achieve communication competence.

3.8.2 Survey for Students

1 Do you like reading English books?

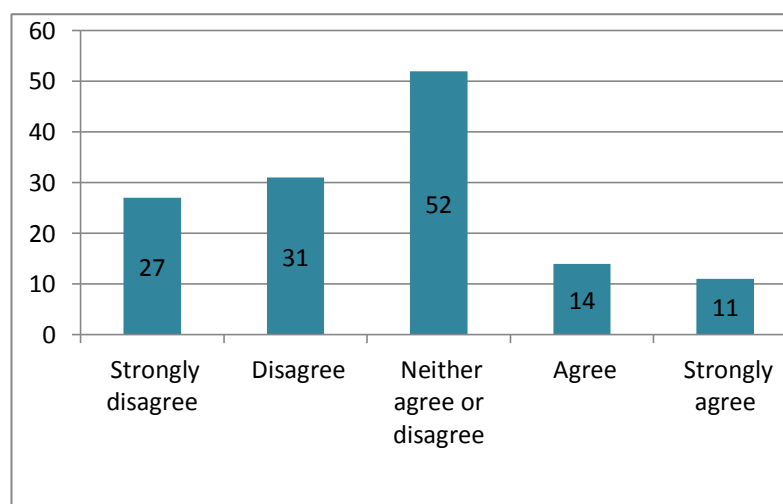
Chart #: 14. Read English book improve the learning

OPTIONS	FREQUENCY	PERCENTAGE (%)
Strongly disagree	27	20%
Disagree	31	23%
Neither agree or disagree	52	39%
Agree	14	10%
Strongly agree	11	8%
Total	135	100%

Source: Unidad Educativa “Santa Rosa”

Made by: José Balón Tigreiro.

Graph 9: Read English book improve the learning



Source: Unidad Educativa “Santa Rosa”

Made by: José Balón Tigreiro.

Analysis: According to the statistic 39% of the students Neither agree or disagree they believe read English books, do not offer to the chance to help students to learn and spend so several years in their classroom with the objective to achieve the desired goal, and they think learning English as a foreign language is few usual for them.

2 Do you think that the English is a very important component currently?

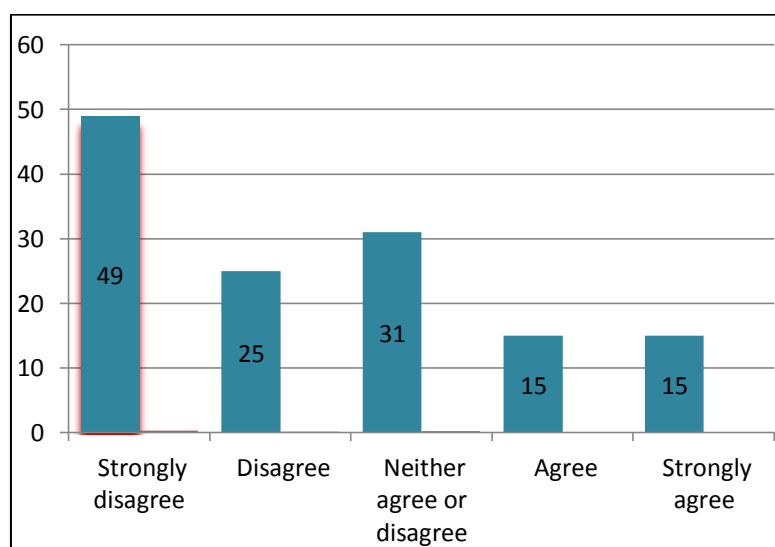
Chart #: 15. Use English is an important component currently

OPTIONS	FREQUENCY	PERCENTAGE (100%)
Strongly disagree	49	36 %
Disagree	25	19 %
Neither agree or disagree	31	23 %
Agree	15	11 %
Strongly agree	15	11 %
Total	135	100%

Source: Unidad Educativa “Santa Rosa”

Made by: José Balón Tigrero.

Graph 10: Use English is an important component currently



Source: Unidad Educativa “ Santa Rosa”

Made by: José Balón Tigrero.

Analysis: According to the statistic 36% of students strongly disagree they think that use of English is very important nowadays. Due to many people of different places arrive in our country and in different occasion they need contact us, because it is necessary that all people learn English language.

3 Does reading in English allow speak correctly and fluently

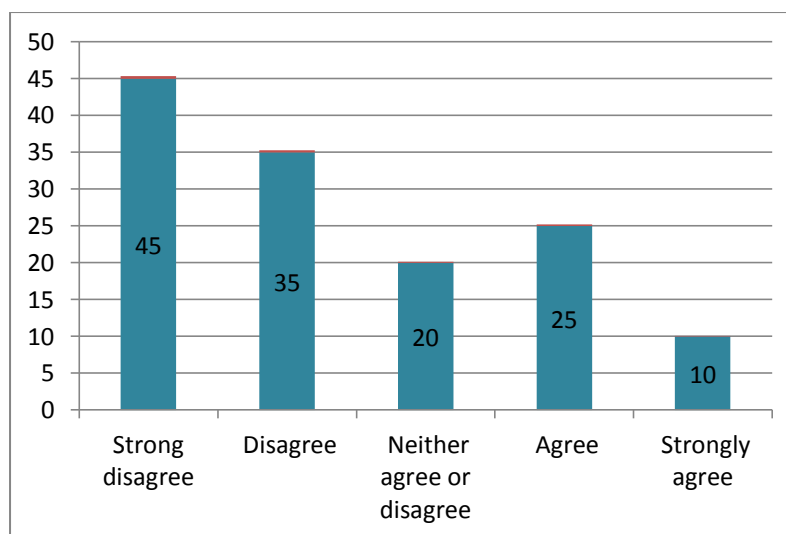
Chart #: 16 English reading allow improve the vocabulary

OPTIONS	FREQUENCY	PERCENTAGE (100%)
Strong disagree	45	33%
Disagree	35	26%
Neither agree or disagree	20	15%
Agree	25	19%
Strongly agree	10	7%
Total	135	100%

Source: Unidad Educativa "Santa Rosa"

Made by: José Balón Tigrero.

Graph 11: English reading allow improve the vocabulary



Source: Unidad Educativa "Santa Rosa"

Made by: José Balón Tigrero.

Analysis: According to the data, 33% of students strongly disagree. Due to the many English reading no contain the sufficient reading comprehension. The most important is the practice in class, using different materials that achieve the fluency to speak.

4 Do you usually read English books in your free time?

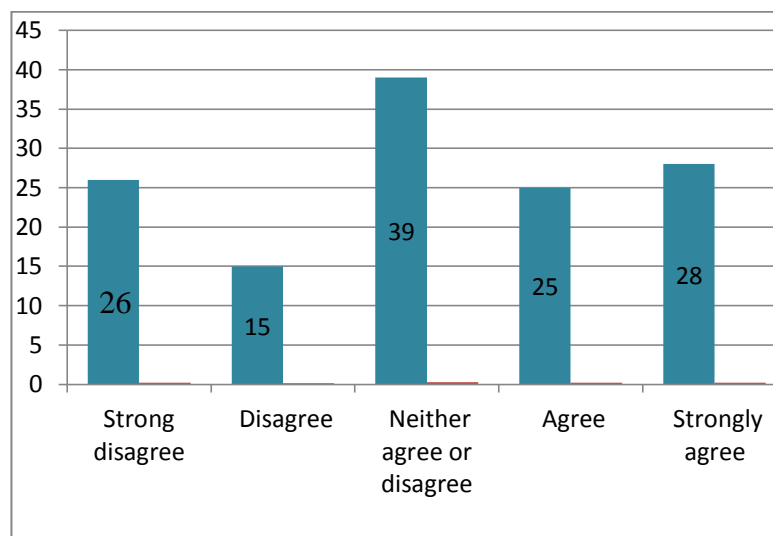
Chart #: 17. Read English book in free time is important nowadays.

OPTIONS	FREQUENCY	PERCENTAGE (100%)
Strong disagree	26	19%
Disagree	15	13%
Neither agree or disagree	39	29%
Agree	25	19%
Strongly agree	28	20%
Total	135	100%

Source: Unidad Educativa “Santa Rosa”

Made by: José Balón Tigreiro.

Graph 12: Read English book in free time is important nowadays.



Source: Unidad Educativa “Santa Rosa”

Made by: José Balón Tigreiro.

Analysis: According to the data, 29% of the students neither agree nor disagree.

They think that many people dedicate their time to other activities such as sports, other people consider that spend time reading English books is important, because is an advantage for now and acquire new vocabulary, in the comprehension of interactive reading activities.

5 Does reading allow to students the analytic capacity to interpret with better comprehension?

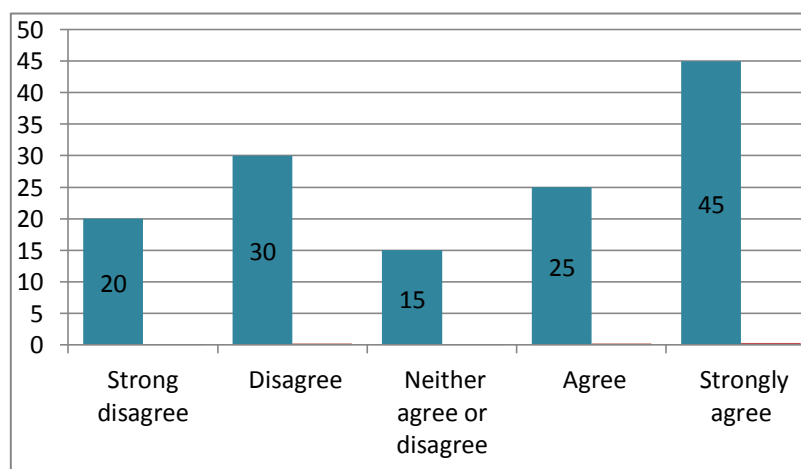
Chart #:18. Read expand the comprehension in the students

OPTIONS	FREQUENCY	PERCENTAGE (100%)
Strong disagree	20	15%
Disagree	30	22%
Neither agree or disagree	15	11%
Agree	25	19%
Strongly agree	45	33%
Total	135	100%

Source: Unidad Educativa “Santa Rosa”

Made by: José Balón Tigreiro.

Graph 13: Read expand the comprehension in the students



Source: Unidad Educativa “Santa Rosa”

Made by: José Balón Tigreiro.

Analysis: According to the data, 33% of students strongly agree, through reading the student has the ability to understand information and know the basics of grammar and spelling that is the most important in a text, and develop their creativity with new ideas.

6 Can you talk about your reading after doing it?

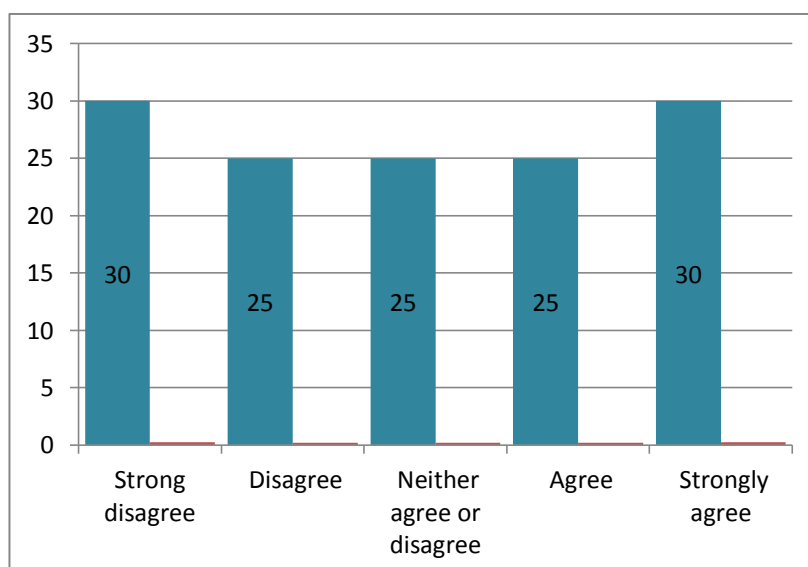
Chart #: 19. After Reading obtain new ideas.

OPTIONS	FREQUENCY	PERCENTAGE (100%)
Strong disagree	30	22%
Disagree	25	19%
Neither agree or disagree	25	19%
Agree	25	19%
Strongly agree	30	22%
Total	135	100%

Source: Unidad Educativa "Santa Rosa"

Made by: José Balón Tigrero.

Graph 14: After Reading obtain new ideas.



Source: Unidad Educativa "Santa Rosa"

Made by: José Balón Tigrero.

Analysis: According to the data, 33% of students neither agree or disagree, due to many students do not find the necessary interest in English reading, and cannot develop the communicative competences through interactive reading activities.

7 Do you think that the English subject through strategies of teaching promote expectation and enthusiasm in the students.

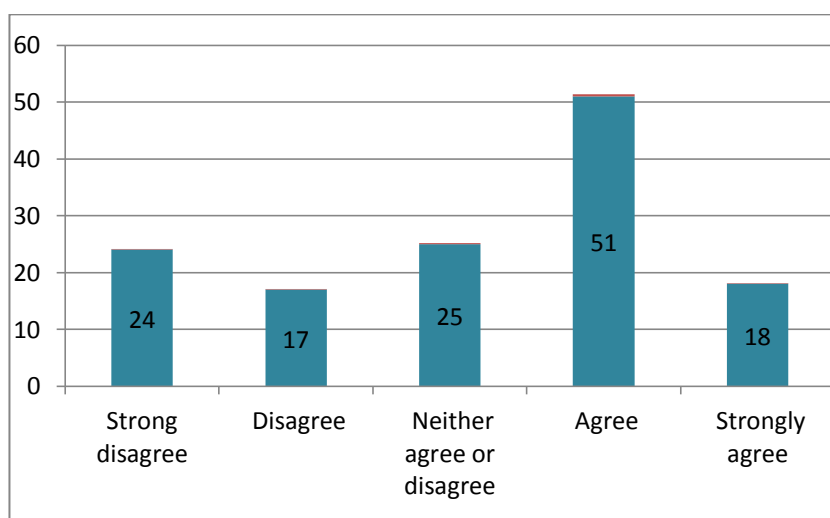
Chart #: 20. English subject to enthusiasm promote in the students

OPTIONS	FREQUENCY	PERCENTAGE (100%)
Strong disagree	24	18%
Disagree	17	12%
Neither agree or disagree	25	19%
Agree	51	38%
Strongly agree	18	13%
Total	135	100%

Source: Unidad Educativa “Santa Rosa”

Made by: José Balón Tigrero.

Graph 15: English subject to enthusiasm promote in the students



Source: Unidad Educativa “Santa Rosa”

Made by: José Balón Tigrero.

Analysis: According to the data, 38% of students agree, the reading offers a great variety of activities, which can encourage student to obtain great interest in the English subject and express new ideas.

8 Would you like to have a space for practicing English reading?

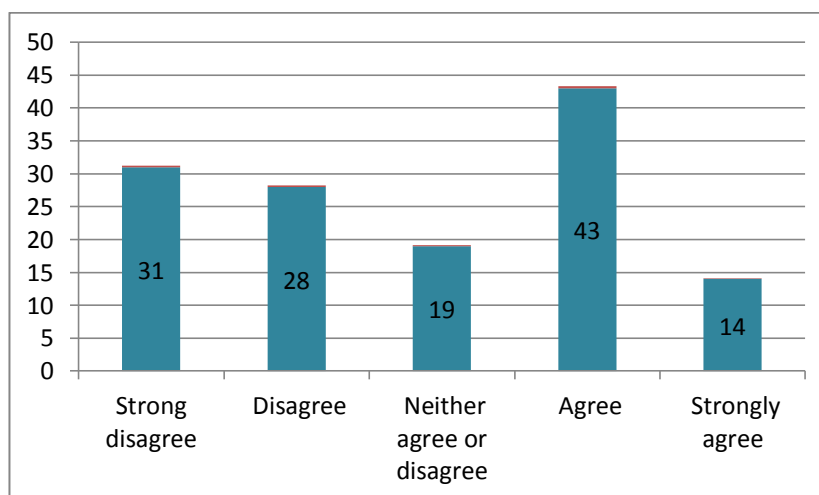
Chart#: 21. Importance of space to English reading books.

OPTIONS	FREQUENCY	PERCENTAGE (100%)
Strong disagree	31	23%
Disagree	28	21%
Neither agree or disagree	19	14%
Agree	43	32%
Strongly agree	14	10%
Total	135	100%

Source: Unidad Educativa "Santa Rosa"

Made by: José Balón Tigrero.

Graph 16: Importance of space to English reading books.



Source: Unidad Educativa "Santa Rosa"

Made by: José Balón Tigrero.

Analysis: According to the data 32 % of students agree that is important to have a place where the students could develop the four skills such as listening, reading, speaking and writing. So the students can maintain direct practice with other people expanding their vocabulary and learn new ability of interactive reading activities.

3.9 CONCLUSIONS

In conclusion:

- ❖ The teachers do not use the sufficient recourses to apply the adequate strategies and appropriate method to encourage students to improve their knowledge and to accomplish their learning goals.
- ❖ The interactive reading is an essential skill that the student needs to increase their understanding and capacity to improve communicative expression in our society.
- ❖ Many parents do not dialogue with their children, about the importance of English reading that is an indispensable factor nowadays.
- ❖ The students do not have the sufficient encouragement for developing the English reading skill it should be performed a great variety of activities which can help students to develop the ability of express them with fluency.
- ❖ It is indispensable to teach students through methods and techniques unfamiliar to improve their comprehension when reading a text in English and can express their own ideas.
- ❖ It is necessary that students approach to the practice and other important activities that help to develop the communication of interactive reading comprehension.

3.10 Recommendation

To recommend:

- The teachers should use enough resources learning the students and apply in the classroom in order to students improve their vocabulary and their knowledge.
- Through the interactive reading the students can improve their understanding.
- Nowadays the parents should stimulate children to take advantage education, especially in the language English, which is important nowadays.
- It Is important to encourage students to practice the English reading, using different material technique for acquiring the sufficient knowledge and can express without difficult in the interactive reading activities
- It Is essential the teaching and the practice English reading as an important strategy, to improve the capacity of student to reach successful learning
- Due to practice in English reading the student improve the communication and can benefit in several ways when you talk about what you read and can develop the communication, creativity and improve the vocabulary and the fluency in the interactive reading activities.

CHAPTER IV

PROPOSAL

4.1 INFORMATIVE DATA

4.1.1 Title

“Interactive Reading Activities to Strengthen English Comprehension in the students of eighth year at Unidad Educativa “Santa Rosa”.

4.1.2 Educative Institution.

Unidad Educativa “Santa Rosa” Salinas, Santa Elena Province, located en el Barrio 1 de Enero, San Ramón Avenue, Atahualpa Street in Salinas.

4.1.3 Beneficiaries

Students of eighth Basic year Education course A, B, C. at Unidad Educativa “Santa Rosa” located in en el Barrio 1 de Enero, San Ramón, avenue Atahualpa Street in Salinas.

4.1.4 Responsible of research

Author: José Wilmer Balón Tigreiro.

Advisor: Lcdo. Kleber Loor Zambrano, MSc.

4.2 Background of the proposal.

Nowadays, some educative institution at Santa Elena Province do not have enough didactic materials to teach English that permit students to be involved with these accurate materials of reading. Due to use these didactic tools can develop their knowledge's and learns to express correctly.

This process of the English reading is important for finding expression and develops the value of the written words and develops great skills to be able to use appropriate language that means the understanding of content in the reading.

At Unidad Educativa "Santa Rosa", there are not enough didactic materials that permit students to get involved these accurate materials of reading. Currently the education is changing in a fast way. Therefore, it is indispensable that students adapt the environment of teaching about their needs. Moreover the teachers should seek alternatives which allow optimizing the educative process

4.3 SIGNIFICANCE

Nowadays the English reading is a very important factor, due to since the environment in which the human beings live is necessary to apply the teaching to students and the correct use of different tools and resources that permit to improve the educative process.

The English language is a main advantage, which the current education requires now. Furthermore, it is very indispensable the interactive reading activities to strengthen comprehension in the student. It is approach to help the students to involve and show interest in the reading. Nowadays the teachers should be more

interactive and researcher for finding the best form to apply teaching according to their capacities.

The interactive reading activities are feasible because it motivate students, parent and members of the educative institution to benefit and be an alternative of support to encourage students and so catch interest towards to the reading and to allow interpret the content of a text. Hence is necessary that the students read, for allowing develop the critical thinking, and can express before an audience of correctly manner.

4.4 OBJECTIVES

4.4.1 General objective

To strengthen English reading comprehension by applying interactive reading activities in the students of eighth year at Unidad Educativa “Santa Rosa”.

4.4.2 Specific objectives

- To diagnose the didactic forms that the teachers use for the students can catch the interest in the interactive reading activities.
- To determine strategies that promote to students to catch the interactive reading activities to strengthen comprehension.
- To establish workshops for teachers with the use of interactive reading activities for the promotion of the importance of reading skills.

4.5 PEDAGOGICAL.

Currently English reading skills is important and indispensable for the students. Through reading they can develop their knowledge. Furthermore, Reading permits to express an adequate manner. Teachers should motivate incentive students to take with responsibility the interest for the reading and encourage getting interest and fomenting the habit toward to the English reading.

4.5.3 Beneficiaries.

- Students that strengthen the reading skill in English
- Teachers who will improve the process teaching.
- The institution, because it will have students with English skills developed.

4.6 METHODOLOGY

Chart #: 22 Methodology

Objective	Workshop	Resource	Date	Responsible
To comprehend reading in present progressive and recognize the verbs.	Ricky and the American Girl.	Test into “Interactive reading activities”	Nov. 13 th 2014.	Researcher
To understand the reading in simple past for an interactive practice with questions.	Jack and the Beanstalk.	Interactive practice into “Interactive Reading Activities”	Nov. 23 th 2014	Researcher
To understand interactive reading in present continuous in order to do an oral lesson.	Turtle diary Team.	Oral lesson “Interactive Reading Activities”.	Dec.15 th 2014	Researcher
To understand the reading in present continuous in order to do a test.	Wind Song	Test into “Interactive Reading Activities”	Jan.14 th 2015.	Researcher
To comprehend the reading in simple past in order to do a test.	Jean Agapith.	Test “ interactive Reading Activities”	Jan. 29 th 2015.	Researcher
To understand the reading and underline the past verbs in order to do a lesson.	Sleep Beautiful.	Test “Interactive reading Activities”	Feb. 16 th 2015.	Researcher

Made by: José Balón Tigrero

4.7 Action plan: Strategies to develop the interactive reading activities

4.7.1 Workshop 1: Present progressive.

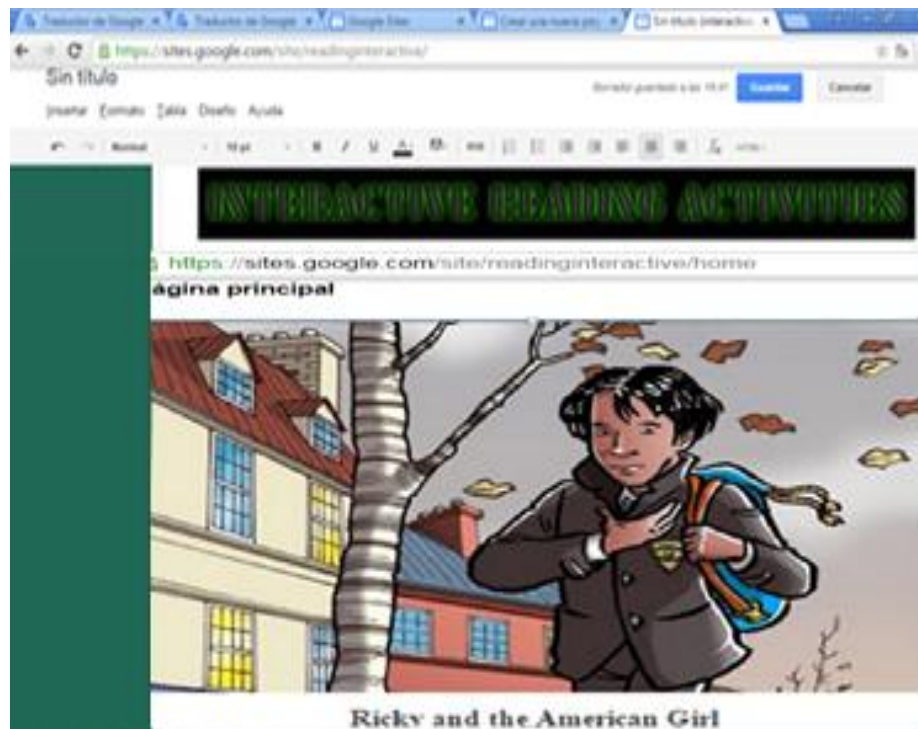
Topic: Ricky and the American Girl.

Objective: To analyze the reading in present progressive and recognize the verbs.

Chart #: 23 Workshop 1 Past Progressive

ACTIVITY	RESOURCE	ASSESSMENT
<ul style="list-style-type: none"> *Read the story about Ricky *To recognize grammar structure in present progressive. *Complete the test with the correct verbs. 	<ul style="list-style-type: none"> * Reading worksheet. *Test into interactive Reading activities. . 	<ul style="list-style-type: none"> *Measure skills doing an exercise. *Match the action of the verbs, with the pictures.

Author: José Balón Tigrero.




Picture # 1 Main Page of the Reading Comprehension.

Author: José Balón Tigrero.

Ricky and the American Girl

 Ricky's world changed completely on a cold Friday afternoon in November.

 It was only five to four but it was already getting dark. Ricky was walking home from school, his bag hanging over his shoulder. He wasn't listening to his MP3 or chatting with friends. He was alone and he was doing calculations in his head - maths calculations. He was a bit of a mathematical genius and he loved solving problems. He didn't need a calculator or a computer. He could do them in his head.

But then he saw someone looking up and down the street. She seemed confused. But when she saw Ricky, she called out. And from that moment on, his life would never be the same again.



4.7.2 Workshop 2: Simple Past

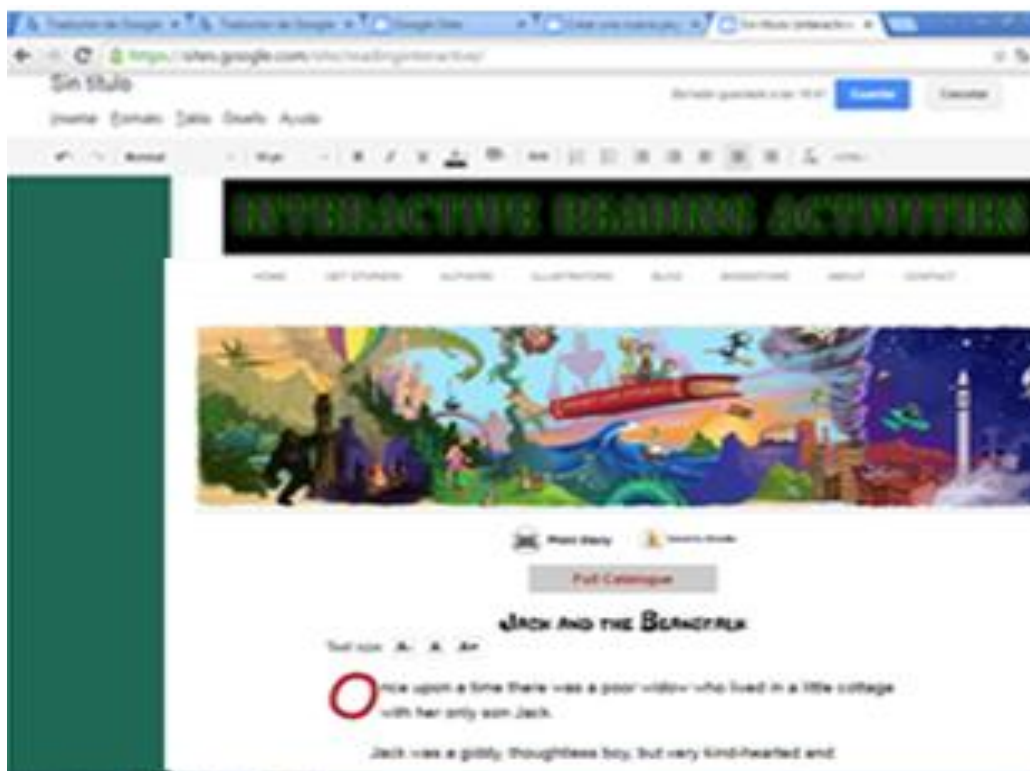
Topic Jack and Beanstalk

Objective: To analyze the reading in simple past in order to do an interactive practice with questions.

Chart #: 24 Workshop 2 Simple Past.

ACTIVITY	RESOURCE	ASSESSMENT
<ul style="list-style-type: none">*to read a story about Jack and Beanstalk.*Students identify grammar structure in simple past*to complete the test with interactive practices.	<ul style="list-style-type: none">* Reading worksheet.*Test into interactive reading activities.	<ul style="list-style-type: none">*Measure talent doing a test.*Interactive Practice to measure the understanding of the students.

Author: José Balón Tigero.



Picture #:2 Main Page of Interactive Reading.

Author: José Balón Tigrero.

ACTIVITY

JACK AND THE BEANSTALK

JACK AND THE BEANSTALK

Once upon a time there was a boy called Jack. He lived with his mother. They were very poor. All they had was a cow. One morning, Jack's mother told him to take the cow to the market and sell her. On the way Jack met a man. He gave Jack some magic beans for the cow. Jack took the beans and went back home. When Jack's mother saw the beans she was very angry. She threw the beans out of the window. The next morning, Jack looked out of the window. There was a giant beanstalk. He went outside and started to climb the beanstalk. He climbed up to the sky through the clouds. Jack saw a beautiful castle. He went inside. Jack heard a voice "Fee, fi, FO, fume!" and ran into a cupboard. An enormous



giant came into the room and sat down. On the table there was a hen and a golden harp. "Lay" said the giant. The hen laid an egg-it was made of gold. "Sing" said the giant. The harp began to sing. Soon the giant was asleep. Jack jumped out of the cupboard. He took the hen and the harp. Suddenly the harp sang "Help, master!". The giant shouted, "Fee, fi, for, fun!" Jack ran and started to climb down the beanstalk. The giant came down after him. Jack shouted "Mother, help!".

Jack's mother took an axe and chopped down the beanstalk. The giant fell and crashed to the ground. Nobody ever saw

READING ACTIVITY.

PAST TENSE PRACTICE.

NAME..... **COURSE**.....
SUBJECT..... **DATE**.....

READ THE SENTENCES BELOW AND WRITE

“TRUE” or “FALSE”

JACK AND THE BEANSTALK

1. Jack and his mother were very wealthy. (.....)
2. He shared the house with his mother. (.....)
3. Jack's mother told him to take the cow for a walk. (.....)
4. Jack met a man on the way to the market and sold the cow to him. (...)
5. Jack sold the cow for a hen and a magic harp. (.....)
6. When his mother saw the beans, she cooked the dinner with them. (.....)
7. Jack woke up and saw a very big beanstalk in front of the window. (.....)
8. He went up to the sky and saw a beautiful girl over the clouds. (.....)
9. He hid under the table when he heard the voice of giant

(.....) 10. The giant had a hen that laid golden eggs.
 (.....) 11. The golden harp could sing. (.....) 12. The golden harp warned Jack because the giant woke up. (.....)
 13. Jack took the hen and the harp with him before he climbed down the beanstalk. (.....) 14. The giant didn't follow Jack. (.....) 15. Jack's mother burnt down the beanstalk and killed the giant. (.....)

4.7.3 Workshop 3: Present Continuous.

Topic: Turtlediary team

Objective: To interactive Reading in Present Continuous in order to do an oral lesson

Chart #: 25 Workshop 3 Present Continuous.

ACTIVITY	RESOURCES	ASSESSMENT
Reading Activities” * To read the story about, Turtlediary team * To recognize grammar structure in Present Continuous. *Oral lesson	* Reading worksheet. * Oral Lesson into interactive reading activities.	*Measure capacity of an oral lesson. * Use the interactive reading in order to express it to their classmate

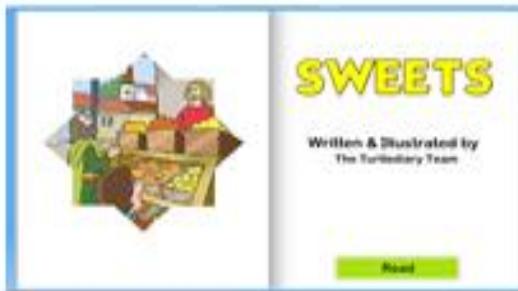
Author: José Balón Tigrero.



Picture#: 3 Main Page of interactive reading.

Author: José Balón Tigrero.

Source: <https://sites.google.com/site/readinginteractive/home/sweets.png>



Grammar Exercise

Look at the picture and talk about it, and Fill in the gaps with the correct form of the verbs in Present Continuous.



1. I _____ (learn) how to swim.



2. I _____ (eat) my lunch.



3. I _____ (watch) television.



4. She _____ (read) a book.



5. My sister _____ (listen) to music.





6. Peter _____ (clean) his car.

7. We _____ (sing) our favorite song.



8. My brother and I _____ (play) a computer game.



9. The dog _____ (bark) in the garden.



10. My brother _____ (listen) to music.

Write the correct form of the verbs in Present Continuous.

1. I **am learning** how to swim.

6. Peter **is cleaning** his car.

2. I **am eating** my lunch.

7. We **are singing** our favorite song.

3. I **am watching** television.

8 My brother and I **are playing** a
Computer game.

4. She **is reading** a book

9. We **are singing** our favorite song

5. My sister **is listening** to music.

10. My brother **is listening** to music.

4.7.4 Workshop 4: Present Continuous.

Topic: Wind Song

Objective: To recognize the reading in present continues in order to do a test.

Chart #: 26 Workshop 4: Present Continuous.

ACTIVITY	RESOURCES	ASSESSMENT
<ul style="list-style-type: none">*To read the story about, Wing Song.*To recognize grammar structure in present continuous.*To complete the test with the verbs	<ul style="list-style-type: none">*Reading worksheet.*Written lesson into interactive reading activities using verbs	<ul style="list-style-type: none">*Measure ability in a test*Use the interactive reading activities in the comprehension of verbs.

Author: José Balón Tigero.



Picture#: 4 Main Page of interactive reading

Author: José Balón Tigrero.

Wind Song

It was a day like the day before and the day after. The wind wrapped itself around the sod cabin in gusting moans as the pioneer family within carried out their tasks pretending not to hear. They heard the wind, however. It had been their constant companion on the open plains since their journey from Philadelphia two years before in the spring of 1865. Following the covered wagon train of ten, the wind had lifted the drab landscape into billows of dust falling on everyone and everything until there seemed but one color and one sound.

Now Rachel sat on the bed hand-stitching a quilt while her mother hunched over a sewing machine across the room rocking her feet backwards and forwards on a foot treadle that turned the shaft that moved the needle. The thumping counter pointed the wind outside. Laughter and giggling erupted from Rachel's younger brother and sister playing jacks on the floor and it brought a smile to their sister's face, but when she glanced back at their mother she stopped smiling.

Rachel felt that her parents worked too hard. They rarely had fun or relaxation like they had enjoyed in Philadelphia. Now her father was always in the fields. Her mother prepared meals on a wood-stoked stove, did the laundry on a washboard, baked flatbread and sewed clothes to trade for goods in town. Rachel remembered her mother singing and telling stories at one time but that was before she had begun complaining about the wind and the dirt and the mud. Eventually she had stopped complaining, but she had stopped singing, too.

The town of Wausau, Nebraska was not unlike other little towns that had sprung up to welcome the pioneers. It was a mix of old and new buildings with wood plank sidewalks and a wide main street of dirt to accommodate trains of oxen. In one of the newer buildings was the general store. Guarding the door was a wooden Indian and next to it hung a bird cage. The family stopped for a moment to look at the yellow bird inside.

It hopped from perch to perch rarely standing still and as it hopped it kept its eyes on Rachel. Suddenly a shadow passed over the girl and startled, she looked up to see a Sioux Indian brave. Her heart beat faster. Indians sometimes came to town to barter although it was discouraged by the shopkeepers. Such a history of warfare existed between Indians and white settlers that no one felt safe. But this Indian was as fascinated by the bird as Rachel.

The woman stood in the door of the attic and sighed. Gray and dusty in the half light, the room was filled with old furniture, boxes and a thousand forgotten memories. She had inherited its contents from her grandmother and now faced the chore of deciding the fate of each piece. Attracted to an old sewing machine, so old that it had a foot treadle, she opened the top drawer. Amidst the buttons and needles and scissors was a tiny bundle of lace neatly tied with ribbon? Curious she picked it up and unwrapped it. To her surprise she found she was unfolding the burial cloth of a canary, its body long ago dried up but carefully preserved

Read of dialogue, and write the answer according to the picture.



Rachel sat on the bed hand-stitching a quilt.

Her mother hunched over a sewing machine.

Rachel's younger brother and sister playing jacks on the floor.



Guarding the door was a wooden Indian and next to it hung a bird cage.

Suddenly a shadow passed over the girl

But this Indian was as fascinated by the bird as Rachel.

4.7.5 Workshop 5: Simple Past.

Topic: Jean Agapith.

Objective: To identify the Reading simple past in order to do a test.

Chart#: 27 Workshop 5 Simple Past.

ACTIVITY	RESOURCES	ASSESSMENT
<p>*To read the story about, Jean Agapith.</p> <p>*To identify grammar structure in simple past.</p> <p>*To fill in the blank with the correct verbs, in a lesson of reading.</p>	<p>*Reading worksheet.</p> <p>* Written lesson into the interactive reading.</p>	<p>*Measure skill in a test.</p> <p>*Use the interactive reading in the understanding of verbs.</p>

Author: José Balón Tigreiro.



Picture#: 5 Main Page of interactive reading.

Author: José Balón Tigreiro.

A Native American Indian Story

Sti' Tumma had always wanted to have beautiful beaded "shooflies" attached to her saddle, on the breastplate and under the horse's tummy on the cinch. She had already made a couple for her favorite bridle! The shooflies were made from a small amount of horsehair being folded in half, wrapped with buckskin, and beadwork put over the buckskin. The shoofly would then be clipped onto the favorite spot selected by each rider. So when the horses had their tails cleaned, the hair was saved for Sti' Tumma who then went to work to make herself some beautiful and colorful shooflies. Sometimes Gilly, Sti' Tumma's sister, would do the beadwork on a dozen shooflies at a time for the trail guides. The shooflies would move with the horse and keep some of the flies from settling on the horse!



It was a beautiful Saturday morning and time to get ready to meet the scheduled trail riders at the lake for the 20-mile ride through the beautiful countryside. Her nephew and youngest brother saddled her horse while she went to select the shooflies to attach to her saddle today. Across the breastplate she clipped six, on the cinch she clipped two, and on the rear of the saddle she clipped two. She stood back to take a good look, and said to herself, "Today both Zoomer and I will look good!"

At the lake she stayed on horseback due to the pain she was feeling in her back and neck; getting off and on would only make it worse. Today she wanted to be able to complete the ride to show off all her hard work on the beautiful and colorful shooflies. By wearing her new ribbon shirt, she looked elegant upon that gorgeous horse with all the beadwork showing on the shooflies. She met the riders, gathered the riding fees, which were placed in the beaded bag tied tight to her saddle, and even had some pictures taken of her and Zoomer!

Today Sti'Tumma would begin the trail ride by trailing the riders. She took her time, although Zoomer wanted to be in the lead of the pack. What a lovely day, open views for nice photos, and she noticed that the riders were taking some lovely shots. Zoomer was becoming impatient, so Sti'Tumma let him walk a bit faster to get to the head of the riders. She was almost to the beginning of the riders when a pair of riders, an elder cowboy and his wife, moved up to talk to her. The lady asked, "We were wondering if you are a medicine lady, you have all the scalps with beadwork on them displayed on your saddle. And we wanted to know how you got anyone to actually touch the scalps to put the beadwork on them."

Since that ride, and all the jokes and laughter about the medicine lady and her scalps, Gilly has been able to have a dozen "imitation scalps" beaded and ready for sale at each trail ride during the lunch break at the wonderful and remodeled old campsite.

Exercise

According to the picture, write short sentences. Using simple Past.

I **saw** a movie yesterday.

Last year, I **traveled** to Quito.

He **washed** his car.

I **Did** you **have** dinner last night?



Write sentences according to the picture, using simple past



We danced in the party yesterday

I worked in the office last week

4.7.6 Workshop 6: to underline the past verbs

Topic: Sleep Beautiful.

Objective: To recognize the Past Verbs in a lesson.

Chart #: 28 Workshop 6 underline the past verbs.

ACTIVITY	RESOURCE	ASSESSMENT
<p>*To read the story about, Sleep Beautiful.</p> <p>*To recognize the grammar structure, underline the verbs.</p> <p>*Read the text and gave the own ideas in an oral lesson.</p>	<p>*Reading worksheet.</p> <p>*Oral lesson, into the interactive reading activities.</p>	<p>*Measure the capacity of reading.</p> <p>*Practice the reading skill to achieve a good fluency of vocabulary in an oral lesson.</p>

Author: José Balón Tigero.



Picture #: 6 Activity in classroom of eighth year at Unidad Educativa Santa Rosa

Author: José Balón Tigero.

The Playground

Circle the verbs. Write each one in the past tense form.

The Playground It **is** time for recess. I **am** on the **play**ground with my friends. First, we play hopscotch. Next, we **throw** a ball. Later, we **see** the swings, and we **race** over to them. I **pump** my swing faster and higher than my friends Jennifer and Peter. We **get** off and **run** to the slide. We **have** to wait in line for the slide. When my turn finally **comes**, I **climb** to the top of the ladder and **sit** down on the slide. I **push** off with my hands and **go** down very fast. I **laugh** because it **is** fun. Then the bell **rings**. I quickly **drink** some water and **wave** goodbye to Jennifer and Peter.

Past tense form of the verbs:

Past tense form of the verbs:

1 was	6 raced	11 came	16 laughed
2 was	7 pumped	12 climbed	17 was
3 played	8 got	13 sat	18 rang
4 threw	9 ran	14 punished	19 drank
5 saw	10 had	15 went	20 waved

The Playground

It is time for recess. I am on the playground with my friends. First, we play hopscotch. Next, we throw a ball. Later, we see the swings, and we race over to them. I pump my swing faster and higher than my friends Jennifer and Peter. We get off and run to the slide. We have to wait in line for the slide. When my turn finally comes, I climb to the top of the ladder and sit down on the slide. I push off with my hands and go down very fast. I laugh because it is fun. Then the bell rings. I quickly drink some water and wave goodbye to Jennifer and Peter.

Rewrite story using the past tense verbs.

It was time for recess. I was on the playground with my friends. First, we played hopscotch. Next, we threw a ball. Later, we saw the swings, and we raced over to them. I pumped my swing faster and higher than my friends Jennifer and Peter. We got off and ran to the slide. We had to wait in line for the slide. When my turn finally came, I climbed to the top of the ladder and sat down on the slide. I pushed off with my hands and went down very fast. Laughed because it was fun. Then the bell rang. I quickly drank some water and waved goodbye to Jennifer and Peter

4.8 Design of English Reading.

Through of the English reading, it must be known the problem for defining and identifying the source of the problem and determine the possible solutions. The purpose of this phase is to catch the attention of students, in order to they can develop the following activities of reading, appropriate creative and innovative, that allows students to be interactive and to improve their vocabulary in the English language.

The phase contributes to the problematic inside the classroom, the lack of didactic material, and didactic tools that the students do not used, and cannot develop the knowledge of students of eighth year at Santa Rosa High School, in order to improve the language, it is necessary to implement appropriate techniques for catching the attention of the students, and also the proper use of teaching materials for obtaining excellent results in the English reading.

Analysis.

The analysis in the interactive reading was too applied at Unidad Educativa “Santa Rosa” which is an essential subject. In order to increase their capacity and skills in reading, improve the vocabulary and the domain in the grammar; it is a very important technique. Due to the student learn to identify and handle the different material according to the reading.

The students at Unidad Educativa Santa Rosa, showed interest and good aptitude in the moment of practice an English reading, they thought that the practice helped them to read, speak and write correctly, at the moment of pronounce difficult words they practice and improve the fluency and achieve catch interest and domain for the reading.

Nov.13th 2014. Began the first activity with students of eighth year at Unidad Educativa Santa Rosa in the classroom, which started with the familiarization of content through of a class of interactive reading by actor, after of this activity it was performed, was applied a test for knowing the skills of each student in the English language. Moreover the activity of interactive reading increases their vocabulary, improve your writing through the practice, helping him to read and write properly.

The number of students registered in the eighth year at Unidad Educativa Santa Rosa with 135 students of the courses A, B, C. where their aptitude by the reading it was of great enthusiasm, each reading must agree to the level of students,

In this table the learning activities are detailed made during the research paper, that contribute the improvement of English reading and the practice by students of eighth year at Santa Rosa High School.

4.8.1 Activity for implementing the English reading.

This activity was performed during several months, two hours classes during the week (45 minutes) in which the author He imparted his knowledge, creativity, and

skill for the English reading. To generally this activities to develop the creativity and knowledge in the students

Furthermore the author should use the necessary material in each unit, for the student can be motivated in each activity, and can improve the English language, through the interactive reading activities.

After the activity of English reading, students observe the evaluation and start to fill blank space with the correct vocabulary, they delighted the activities of interactive reading activities.

4.9 TEST

The author considers that evaluate students is important, the author question to students according to the English reading to measure the capacity and the level that has the student in the language English, this way it can observe the difficulties has the student in the level of reading and usually writing. It was important to supported grade teacher that agreed and collaborated for giving their opinion.

This phase of training and evaluation allowed to determine interactivity and learning Student significant based on opinions that express topics raised in the reading, to allow assimilate of effective ways the contents.

To know the level in reading skill, it was necessary to take an assessment, considering the expression, fluency, punctuation, pronunciation, and comprehension, both in the diagnostic as the final assessments, as is showed in the rubric below:

Chart #: 29 Rubric

ITEMS TO EVALUATE	4,01 – 6,99	7 – 8,99	9 - 10
EXPRESSION	Monotone	Voice tone and or speed	Voice tone and or speed appropriately
FLUENCY	Usually slow and stumbling	With some stumbling	with appropriate rhythm
PUNCTUATION	No used	Partially used	Used all time
PRONUNCIATION	Difficulty pronouncing most words	Most words pronounced correctly	All words pronounced correctly
COMPREHENSION	Cannot re-tell parts of story	Can re-tell story with some difficulty	Fully understands story, can relate story to own experiences.

Author: José Balón Tigrero

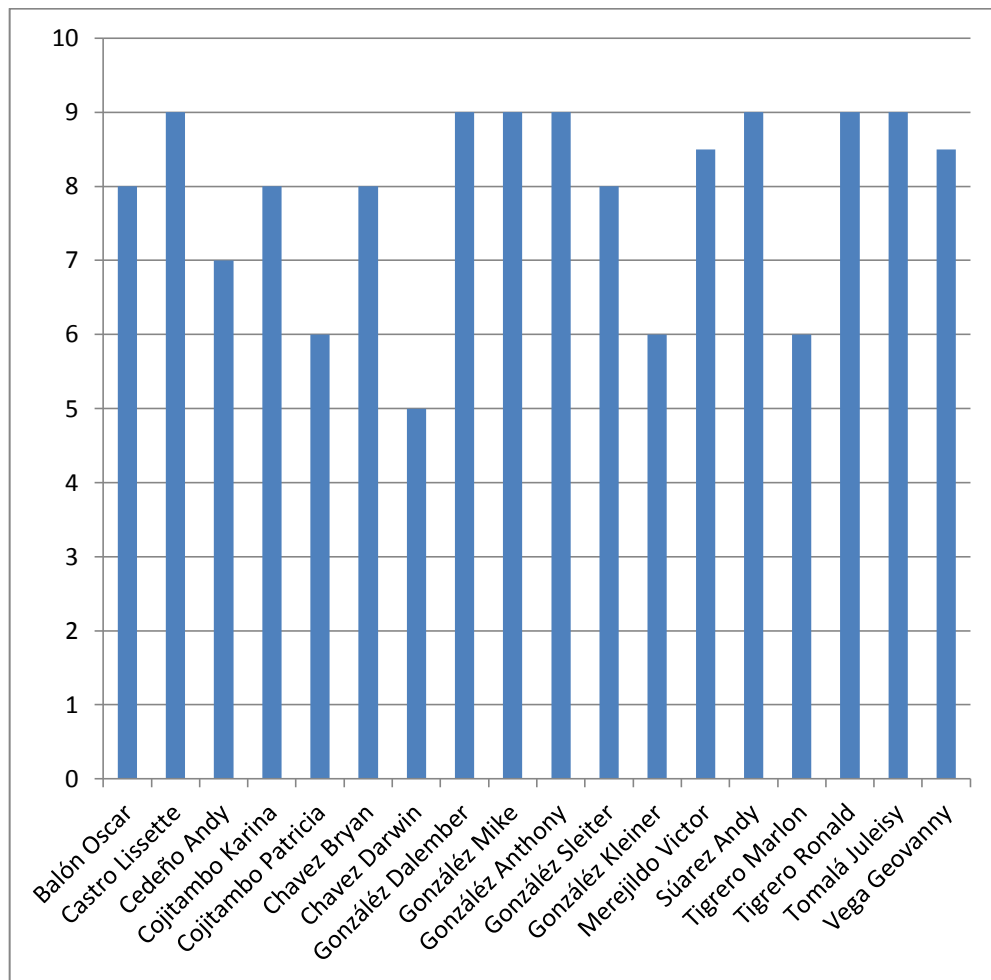
Diagnostic test

Chart #: 30 Diagnostic test

No	Students	Diagnostic test (10 points)
1	Balón Oscar	8
2	Castro Lissette	9
3	Cedeño Andy	7
4	Cojitambo Karina	8
5	Cojitambo Patricia	6
6	Chavez Bryan	8
7	Chavez Darwin	5
8	González Dalember	9
9	González Mike	9
10	González Anthony	9
11	González Sleiter	8
12	González Kleiner	6
13	Merejildo Victor	8,5
14	Súarez Andy	9
15	Tigrero Marlon	6
16	Tigrero Ronald	9
17	Tomalá Juleisy	9
18	Vega Geovanny	8,5

Author: José Balón Tigrero

Graph 17: Grade of the students in the activity of English Reading



Author: José Balón Tigrero.

These students participated in the Activity of English Reading, obtain excellent results, and maintain the necessary attention, and enthusiasm of improve their capacity to read.

No	Students	Diagnostic test (10 points)
1	Balón Oscar	8
2	Castro Lisette	9
3	Celedo Andy	7
4	Cotnambo Karina	8
5	Cotnambo Patricia	6
6	Chavez Bryan	8
7	Chavez Darwin	5
8	González Dalesber	9
9	González Mike	9
10	González Anthony	9
11	González Sletta	8
12	González Kleina	6
13	Miranda Victor	8,5
14	Risara Andy	9
15	Tajera Marlon	6
16	Tajera Ronald	9
17	Yemala Julius	9
18	Vega Giovanni	8,5

Figure #: 4 Result of the interactive reading Test
 Author: José Balón Tigero.

Chart #: 31 Activities grade score

Activities	Grade Score.
Stories	8,5
Reading worksheet	9,50
Short Stories and example	9, 10
Total	9,03

Author: José Balón Tigero.

Evaluation

Students started with low level the English reading; it was reflected during the activity, the process began of the manner following

Chart #: 32 Evaluation

Section	Activities	Topic
Presentation	Test	Placements test (20 min.)
Stories	Interactive reading activities.	Broom and the Room Jack and the Beanstalk
stories	Practice of English Reading.	Recognize the main part of the text. Talk about the subject.
Stories	Reading aloud	Beggar: Wait Please do not take to me the King Court
stories	Recognize the verbs in the short English Reading	The Halloween House is big and old. I'm told that on Halloween night things happen there.
Check Your Advance.	Final Test	Test (20min)

Author: José Balón Tigreiro.

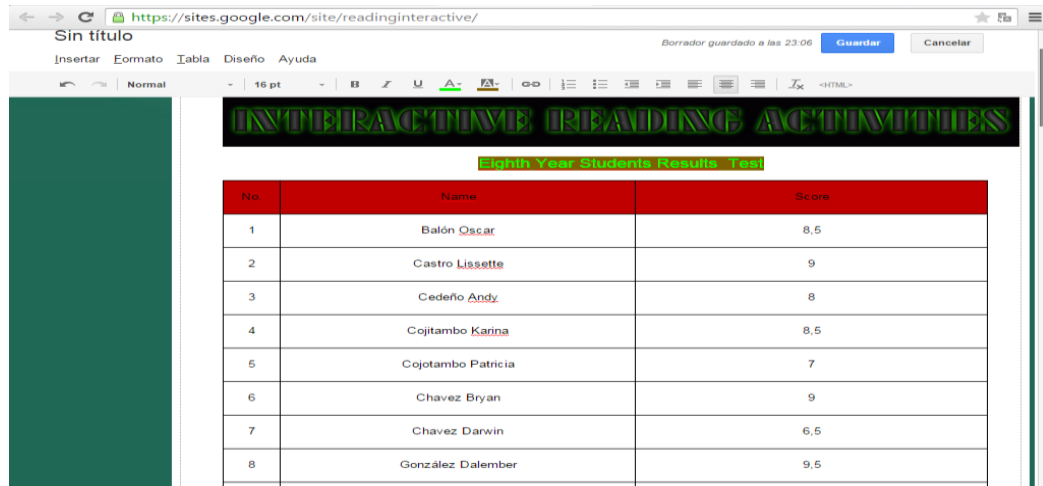
Placement result test

Students of eighth year at Unidad Educativa Santa Rosa, participated in the activity of Reading

Chart #: 33 placement result test

No.	Name	Score
1	Balón Oscar	8,5
2	Castro Lissette	9
3	Cedeño Andy	8
4	Cojitambo Karina	8,5
5	Cojitambo Patricia	7
6	Chavez Bryan	9
7	Chavez Darwin	6,5
8	González Dalember	9,5
9	González Mike	9,5
10	González Anthony	9,5
11	González Sleiter	8,5
12	González Kleiner	7
13	Merejildo Victor	9,5
14	Súarez Andy	8
15	Tigero Marlon	8,5
16	Tigero Ronald	9,5
17	Tomalá Juleisy	9,5
18	Vega Geovanny	9

Author: José Balón Tigero



Picture #: 5 Result of the test
Author: José Balón Tigero.

RESULTS OF THE FIRST AND FINAL TEST

Chart #: 34 Results of the first and final test

No.	Name	First Test Scores	Final Test Scores
1	Balón Oscar	8,5	9
2	Castro Lissette	9	9,5
3	Cedeño Andy	8	8
4	Cojitambo Karina	8,5	8,5
5	Cojotambo Patricia	7	9
6	Chavez Bryan	9	10
7	Chavez Darwin	6,5	7,5
8	González Dalember	9,5	9,5
9	González Mike	9,5	10
10	González Anthony	9,5	10
11	González Sleiter	8,5	9,5
12	González Kleiner	7	8
13	Merejildo Victor	9,5	10
14	Súarez Andy	8	9,5
15	Tigrero Marlon	8,5	9
16	Tigrero Ronald	9,5	9
17	Tomalá Juleisy	9,5	9
18	Vega Geovanny	9	9,5
	Total	8,94	9,14

Author: José Balón Tigrero.

https://sites.google.com/site/readinginteractiv/

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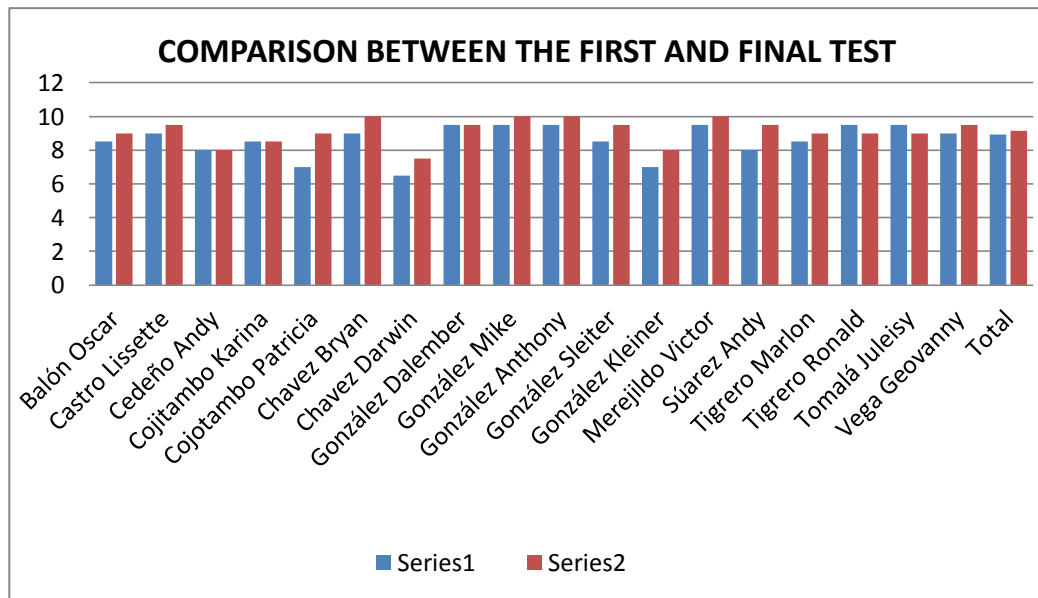
INTERACTIVE READING ACTIVITIES

NO.	NOMBRE	First Test Scores	Final Test Scores
1	Balón Oscar	8,5	9
2	Castro Lissette	9	9,5
3	Cedeño Andy	8	8
4	Cojitambo Karina	8,5	8,5
5	Cojitambo Patricia	7	9
6	Chavez Bryan	9	10
7	Chavez Darwin	6,5	7,5
8	González Dalember	9,5	9,5
9	González Mike	9,5	10
10	González Anthony	9,5	10
11	González Sleiter	8,5	9,5
12	González Kleiner	7	8
13	Merejildo Victor	9,5	10
14	Suárez Andy	8	9,5
15	Tigrero Marlon	8,5	9
16	Tigrero Ronald	9,5	9
17	Tomalá Juleisy	9,5	9
18	Vega Geovanny	9	9,5
	Total	8,94	9,14

Picture#: 6 Comparison between Placement tests.
 Author: José Balón Tigrero.

Analysis of the students Results.

Graph 18: Comparison between the first and final test



Author: José Balón Tigrero.

Chart #: 17

Chart 35 Strategies of improvement

Before the Proposal	After the Proposal
Classes without didactic material.	Students acquired knowledge through the use of didactic material in English Reading.
Traditional English Reading.	Modern English Classes and use of strategies and resources.
Low level of English Reading.	Development of English level through Interactive Reading.

Chart #: 12 Strategies to improve reading comprehension.

CHAPTER V

TIMETABLE AND BUDGET

RESOURCES

HUMAN RESOURCES

MATERIAL RESOURCES

Materials	Unit	Total
6 packs of paper	\$ 6	\$ 36,00
500 Photocopies	\$ 0,10	\$ 50,00
10 Folders	\$ 2	\$ 20,00
600 Printings	\$ 0,30	\$ 180,00
5 Project Folder Presentation	\$ 15	\$ 75,00
FINAL TOTAL		\$ 361

TECHNOLOGICAL RESOURCES

Materials	Unit	Total
60 hours / Internet	\$ 0,60	\$ 36
Computer	\$ 850	\$ 850
1 Camera	\$ 350	\$ 350
Speakers	\$ 20	\$ 20
1 Pendrives	\$ 10	\$ 10
2 CDs	\$ 1,5	\$ 3
FINAL TOTAL		\$ 1269

BUDGET

Resources	Total
Material	\$ 361
Technological	\$ 1269
TOTAL	\$ 1630

TIMETABLE	2014							2015									
	APRIL	MAY	JUNE	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APRIL	MAY	JUN	JUL	
ACTIVITIES	x																
Theme approval		X															
Meeting with Tutors			X														
Meeting with undergraduates					X												
Tutoring Work Degree						X											
Develop chapters I and II							x										
Revision and correction								x									
Tutorial Work Degree									x								
Identification of the sample							X										
Preparation and applications of tools									X								
Collecting and analysis of results										X							
Determination of conclusions and recommendations												x	X				
Elaboration of proposal													x				
Elaboration of draft project													X				
Presentation draft project														x			
Revision														x			
Thesis Tutoring															x		
Elaboration of Final Report															X		
Presentation of Final Report (ringed)															X		
Distribution to members of the Court															X		
Revision and correction															x		
Thesis Advisory																x	
Presentation of the Final Report (bound)															X		
Distribution to members of the Court															X		
Preparation for thesis defense																X	
Thesis defense																	X
Graduation																	X

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APPENDIX

Assessment of the teachers



Picture 1: Assessment of the teachers at Unidad Educativa “Santa Rosa”

Author: José Balón Tigrero.



Picture 2: Assessment of the teachers at Unidad Educativa “Santa Rosa”

Author: José Balón Tigrero.



Picture 3: Assessment of the teachers at Unidad Educativa “Santa Rosa”

Author: José Balón Tigrero



Picture 4: Assessment of the teachers at Unidad Educativa “Santa Rosa”

Author: José Balón Tigrero.



Picture 5: Assessment of the teachers at Unidad Educativa “Santa Rosa”

Author: José Balón Tigrero.



Picture 6: Assessment of the teachers at Unidad Educativa “Santa Rosa”

Author: José Balón Tigrero.

Activities of English Reading



Picture 7: Activity in the classroom of eighth year at Unidad Educativa “Santa Rosa”

Author: José Balón Tigreiro.



Picture 8: Activity in the classroom of eighth year at Unidad Educativa “Santa Rosa”

Author: José Balón Tigreiro.



Picture 9: Activity in the classroom of eighth year at Unidad Educativa “Santa Rosa”

Author: José Balón Tigero.



Picture 10: Activity in the classroom of eighth year at Unidad Educativa “Santa Rosa”

Author: José Balón Tigero.



Picture 11: Activity in the classroom of eighth year at Unidad Educativa “Santa Rosa”

Author: José Balón Tigero.



Picture 12: Activity in the classroom of eighth year at Unidad Educativa “Santa Rosa”

Author: José Balón Tigero.



Picture 13: Activity in the classroom of eighth year at Unidad Educativa “Santa Rosa”

Author: José Balón Tigreiro.



Picture 14: Activity in the classroom of eighth year at Unidad Educativa “Santa Rosa”

Author: José Balón Tigreiro.



Picture 15: Activity in the classroom of eighth year at Unidad Educativa “Santa Rosa”
Author: José Balón Tigrero.

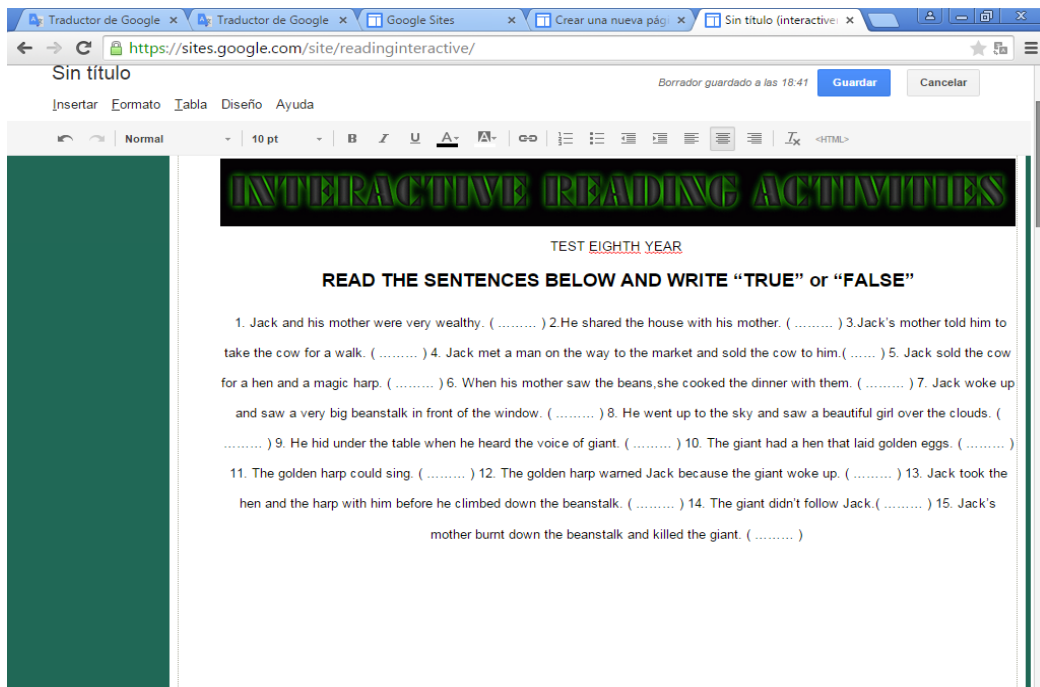


Picture 16: Activity in the classroom of eighth year at Unidad Educativa “Santa Rosa”
Author: José Balón Tigrero.



Picture 17: Activity in the classroom of eighth year at Unidad Educativa “Santa Rosa”

Author: José Balón Tigrero.



Picture 18: Activity in the classroom of eighth year at Unidad Educativa “Santa Rosa”

Author: José Balón Tigrero.

ACTIVITY

JACK AND THE BEANSTALK

Once upon a time there was a boy called

Jack. He lived with his mother. They were very poor. All they had was a cow.

One morning, Jack's mother told him to take the cow to the market and sell her.

On the way Jack met a man. He gave Jack some magic beans for the cow. Jack

took the beans and went back home.

When Jack's mother saw the beans she was very angry. She threw the beans out

of the window. The next morning, Jack



looked out of the window. There was a giant beanstalk. He went outside and

started to climb the beanstalk. He climbed up to the sky through the clouds. Jack

saw a beautiful castle. He went inside. Jack heard a voice "Fee, fi, FO, fume!" and

ran into a cupboard. An enormous giant came into the room and sat down. On the

table there was a hen and a golden harp. "Lay" said the giant. The hen laid an egg-

it was made of gold. "Sing" said the giant. The harp began to sing. Soon the giant

was asleep. Jack jumped out of the cupboard. He took the hen and the harp.

Suddenly the harp sang "Help, master!". The giant shouted, "Fee, fi, fo,

fum!" Jack ran and started to climb down the beanstalk. The giant came down after

him. Jack shouted "Mother, help!". Jack's mother took an axe and chopped down

the beanstalk. The giant fell and crashed to the ground. Nobody ever saw.

The Windy City

Chicago, where I am from, is called the "Windy City." In the winter a cold wind blows off Lake Michigan and it snows a lot. The temperature gets very cold, sometimes below zero.

In the spring the weather is great. It's warm and the snow melts. People plant gardens and start to play outdoor sports like baseball.

In the summer it's hot and sometimes humid. People swim and turn on their air conditioners to keep cool. Sometimes it rains or we get thunderstorms.

In the fall it's cool. People prepare for winter and buy warm clothes like coats and hats. The leaves change colors and fall from the trees. It's very beautiful.



Practice

Read the short dialogue, and write the correct answer.

1. When do the leaves change colors in Chicago?

2. When is it humid?

3. When do people plant gardens?

4. When do people prepare for winter?

5. When does it Snow?

ACTIVITY OF READING

NAME..... COURSE.....

SUBJECT..... DATE.....

READ THE SENTENCES BELOW AND WRITE “TRUE” or “FALSE”

1. Jack and his mother were very wealthy. (.....)
2. He shared the house with his mother. (.....)
3. Jack’s mother told him to take the cow for a walk. (.....)
4. Jack met a man on the way to the market and sold the cow to him. (.....)
5. Jack sold the cow for a hen and a magic harp. (.....)
6. When his mother saw the beans, she cooked the dinner with them. (.....)
7. Jack woke up and saw a very big beanstalk in front of the window. (.....)
8. He went up to the sky and saw a beautiful girl over the clouds. (.....)
9. He hid under the table when he heard the voice of giant. (.....)
10. The giant had a hen that laid golden eggs. (.....)
11. The golden harp could sing. (.....)
12. The golden harp warned Jack because the giant woke up. (.....)
13. Jack took the hen and the harp with him before he climbed down the beanstalk. (.....)
14. The giant didn’t follow Jack. (.....)
15. Jack’s mother burnt down the beanstalk and killed the giant. (.....)

ACTIVITIES

The meanings of the verb "to be"

There **is** a rabbit inside.



There **is** nothing in the fridge.



She **is** home.



The party **is** tonight.



She **is** at school.



He **is** a singer.



This **is** dangerous.



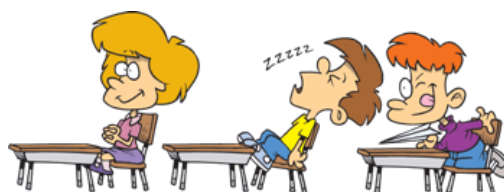
ACTIVITIES

The meanings of the verb "to be" choose according to the picture

This **is** dangerous. She **is** at school. The party **is** tonight. She **is** home.

The food **is** on the table. This **is** dangerous. There **is** nothing in the fridge.

He **is** a singer.





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FACULTY OF SCIENCES OF THE EDUCATION AND LANGUAGE.
ENGLISH CAREER.
SURVEY FOR STUDENTS**

READ THE QUESTIONS CAREFULLY IN ORDER TO ANSWER THIS SURVEY. MARK WITH A X THAT YOU CONSIDER CORRECTLY. YOUR ANSWERS WILL BE SO IMPORTANT FOR THIS RESEARCH.

	1	2	3	4	5
1. Do you like reading English books?					
2. Do you think that the English is a very important component currently?					
3. Does reading in English allow students to speak correctly and fluently?					
4. Do you usually read English books in your free time?					
5. Does reading allow to students the analytic capacity to interpret with better comprehension?					
6. Can you talk about your reading after doing it?					
7. Do you think that the English subject through of strategies of teaching promote expectation and enthusiasm in the students?					
8. Would you like to have a space for practicing English reading?					



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTY OF SCIENCES OF THE EDUCATION AND LANGUAGE.
ENGLISH CAREER.
SURVEY FOR TEACHERS**

1 Do you consider that English subject is important nowadays?

2) Do you consider that the students should increase one more additional hour of English subject in the educative institution?

3 Do you consider that the English reading is important to improve their students vocabulary?

4 How many hour should the students have a week?

5 Dou you consider that English reading develops important abilities of speaking with fluency?

6 Do you consider that English subject should be implemented as in the institutions of government as private?

7 Do you believe that subject English is a fundamental tool for communicating with the people that arrive to Ecuador?

8 what do you suggest to the teachers for improving the English reading in the students?



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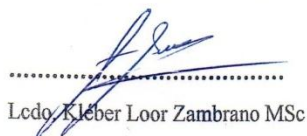
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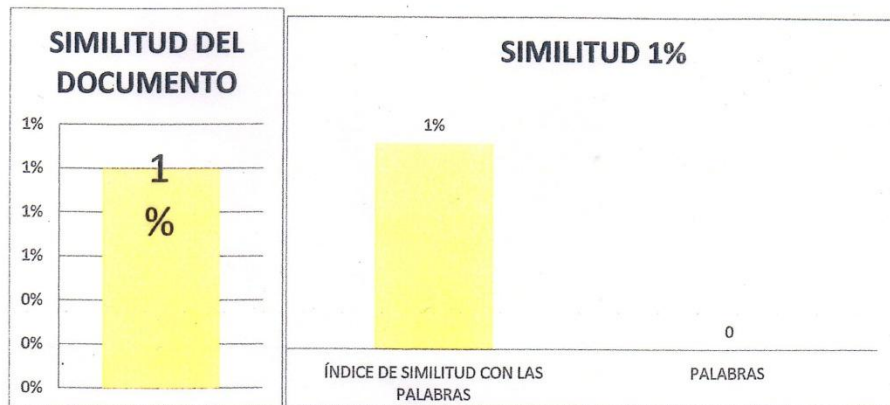
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CERTIFICATE

I, Martha Delgado Cisneros, hereby certify that I have reviewed the grammar and spelling of the content of the Research **"INTERACTIVE READING ACTIVITIES TO STRENGTHEN COMPREHENSION IN STUDENTS OF EIGHTH YEAR AT SANTA ROSA HIGH SCHOOL IN SALINAS, SANTA ELENA PROVINCE, SCHOOL YEAR 2014 – 2015"**, prepared by undergraduate student JOSÉ WILMER BALÓN TIGRERO prior to obtain the BACHELOR'S DEGREE IN ENGLISH.

To this end I proceed to read and analyze the style and shape of the content of the text:

- Neatness in writing.
- Correct use of punctuation.
- The language is educational, academic, simple, direct and easily understood.

Based on the previous and according with my rights as a Master in Education I certify the validity of this research.


Martha Delgado C. de Lara, MHRD
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