



**UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“ENGLISH TEACHING STRATEGIES TO ENHANCE
READING COMPREHENSION SKILL IN EIGHTH
GRADERS AT UNIDAD EDUCATIVA "LA LIBERTAD” –
LA LIBERTAD – PROVINCE OF SANTA ELENA, SCHOOL
YEAR 2022 – 2023”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL
AND FOREIGN LANGUAGES**

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La Libertad, January 28th, 2021.

ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title **“ENGLISH TEACHING STRATEGIES TO ENHANCE READING COMPREHENSION SKILL IN EIGHTH GRADERS AT UNIDAD EDUCATIVA “LA LIBERTAD” – LA LIBERTAD – PROVINCE OF SANTA ELENA, SCHOOL YEAR 2022– 2023”** prepared by TIGRERO HIDALGO DEMMY LISSETTE undergraduate student of the pedagogy of national and foreign languages Career, Faculty of Educational Science and Language at Peninsula of Santa Elena State University, I declare that after oriented, studied and reviewed 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

A handwritten signature in blue ink, appearing to read 'Rossana Vera Cruzatti', is written over a horizontal line.

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La Libertad, January 28th, 2021.

STATEMENT OF AUTHORSHIP

I, Tigrero Hidalgo Demmy Lissette, with ID number 2450330226, undergraduate student from Peninsula Santa Elena State University, at School of Educational Sciences and Languages, as a prerequisite to obtain a Bachelor's degree in Pedagogy of National and Foreign Languages, in my role as author of the research paper "ENGLISH TEACHING STRATEGIES TO ENHANCE READING COMPREHENSION SKILL IN EIGHTH GRADERS AT UNIDAD EDUCATIVA "LA LIBERTAD" – LA LIBERTAD – PROVINCE OF SANTA ELENA, SCHOOL YEAR 2022– 2023" certify that this work is of my authorship, except for the quotes and reflections used in this research paper.



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ACKNOWLEDGMENT

I thank God, the father of heaven, for allowing me to have one more day of life and enjoy my family; for the blessings achieved and the strength provided from the beginning to the end of this project.

To my mother, father and brother for believing in me, for motivating me every day and supporting me in every decision I have made at every stage of my life.

To the university that welcomed me, to my teachers for sharing their knowledge to train me as a future teacher and to my tutor for advising me in the fulfillment and professional development of this work.

I thank them not only for being present and bringing good things to my life, but also for the great batches of happiness and various emotions that they have always caused me.

Demmy

DEDICATION

I dedicate this work first of all to God, my heavenly father, who guides me on the right path, and to the greatest blessing I have in my life which is to have my mother, my father and brother, they are the ones who have sacrificed so much for me during all my years of study, they have taught me values and principles for a good person, they are the ones who have supported me to be able to reach this stage of my studies, and not give up trying.

With love

Demmy

ABSTRACT

Teaching English based on Reading Comprehension Strategies has the greatest impact in the academic process in any academic and professional fields around the last century. In 2022, the Teaching English language is identified with the utilization of essential topics focused in the skills in various areas of knowledge, the teaching strategies come from as a dynamic process, which is presented internally in the students' learning, it can be intervened by itself, always valuing the effort of their learning; therefore, they will contribute positively to the enhance of the reading comprehension skill in the eighth-gradestudents at Unidad Educativa "La Libertad.

The present research project is based on the real necessity of teaching English with reading strategies. It is important to prepare the learners for an increasement level in the skill for their future as professional. It has been possible to gather information starting with a background that describes how the need was founded and how the problem is develop into two variables. Adapting quantitative research based on a perspective of exploratory and descriptive research were necessary to develop a survey for forty students. The proposal was designed thanks for the data collection and the influence of the real need, withthe application of these strategies, reading comprehension skills will be improved through educational training processes, and will even be a facilitating element of learning and socialinteraction of the students of Unidad Educativa "La Libertad".

Key words: English teaching strategies, reading comprehension, professional fields, enhance, training process.

RESUMEN

La enseñanza del inglés basada en las estrategias de comprensión lectora es la de mayor impacto en el proceso académico en cualquier ámbito académico y profesional del último siglo. En 2022, la enseñanza del idioma inglés se identifica con la aplicación de temas esenciales enfocados en las habilidades en diversas áreas del conocimiento, las estrategias de enseñanza surgen como un proceso dinámico, que se presenta internamente en el aprendizaje de los estudiantes, puede ser intervenido por sí mismo, siempre valorando el esfuerzo de su aprendizaje; por lo tanto, contribuirán positivamente al mejoramiento de la habilidad de comprensión lectora en los estudiantes de octavo grado de la Unidad Educativa "La Libertad".

El presente proyecto de investigación se basa en la real necesidad de enseñar inglés con estrategias de lectura. Es importante preparar a los alumnos para que aumenten su nivel de habilidad para su futuro como profesionales. Se ha podido obtener información comenzando desde el antecedente el cual describe cómo se presenta la necesidad y cómo se desarrolla el problema en dos variables. La adaptación de la investigación cuantitativa basada en una perspectiva de investigación exploratoria y descriptiva fueron necesarias para desarrollar una encuesta para cuarenta estudiantes. La propuesta se diseñó gracias a la recolección de datos y la influencia de la necesidad real, con la aplicación de estas estrategias se mejorarán las habilidades de comprensión lectora a través de los procesos de formación educativa, e incluso será un elemento facilitador del aprendizaje y la interacción social de los estudiantes de la Unidad Educativa "La Libertad".

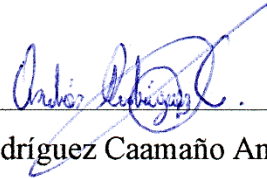
Palabras claves: Estrategias de enseñanza del inglés, comprensión lectora, ámbitos profesionales, mejora, proceso de formación.

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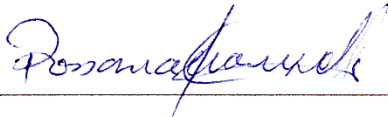
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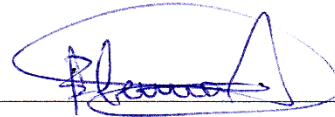
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INDEX

ADVISOR'S APPROVAL.....	II
STATEMENT OF AUTHORSHIP	III
ACKNOWLEDGMENT	IV
DEDICATION	V
ABSTRACT.....	VI
BOARD OF EXAMINERS.....	VIII
INDEX.....	9
FIGURES.....	12
TABLES	13
INTRODUCTION	14
CHAPTER I.....	15
THE PROBLEM.....	15
Research topic.....	15
Problem statement.....	15
Problem Tree.....	17
Research Objectives	18
Specific Objectives.....	18
Justification	18
Problem Limitation	19
CHAPTER II.....	20
THEORETICAL FRAMEWORK.....	20
Background.....	20
Pedagogical Basis.....	21
Sociological Basis	22
Philosophical Basis	22
Teaching Strategy.....	22
English Teaching Strategies	23
Participatory Learning.....	24
Implementation of English Teaching Strategies	24
Strategies in Teaching Reading Comprehension	25
Reading	27
Teaching Reading.....	27

Reading comprehension	28
Reading comprehension difficulties	29
Processes of Reading Comprehension	29
Levels of reading comprehension	30
Legal Basis	31
Hypotesis	31
Variables of the Study	31
CHAPTER III	32
METODOLOGICAL FRAMEWORK	32
Reseach Approach	32
Quantitative method	32
Type of Research	32
Exploratory	32
Descriptive	32
Techniques and Instruments	32
Population and Sample	33
Population	33
Data Collection Plan	34
Data Processing Plan	35
ANALYSIS OF DATA	36
Survey directed to the students	36
CHAPTER IV	42
THE PROPOSAL	42
Name of the Proposal	42
Information Data	42
Background of the Proposal	43
Reseach Objectives	44
General Objetive	44
Specific Objetives	44
Justification	44
CONCLUSIONS	71
RECOMMENDATIONS	72
References	73
APPENDIX #1 ANTI-PLAGIARISM REPORT	75

APPENDIX #2 TUTOR ASSIGNMENT76
APPENDIX #3 AUTHORIZATION.....77
APPENDIX #4 STUDENT SURVEY78
APPENDIX #5 EIGHTH GRADERS AT UNIDAD EDUCATIVA LA LIBERTAD.....81

FIGURES

Figure #1: Problem Tree.....	17
Figure #2: Teaching Strategies.....	36
Figure #3: Reasoning and Problem-solving Skills.....	36
Figure #4: Reading Comprehension Skills.....	37
Figure #5: Reading a Book.....	37
Figure #6: Pre-reading Activities.....	38
Figure #7: Direct Support in the Reading Process.....	38
Figure #8: Reading Activities.....	39
Figure #9: Reading Strategies Provided by the Teacher.....	39
Figure #10: Evaluation of Reading Comprehension Level.....	40
Figure #11: Activities to Enhance the Reading Comprehension.....	40
Figure #12: Unidad Educativa “La Libertad”.....	42

TABLES

Table #1 – Population Details	33
Table #2- Data Collection Plan	34
Table #3 - Data Processing Plan.....	35
Table #4: Beneficiaries	43

INTRODUCTION

Nowadays, improving reading comprehension is fundamental in the integral formation of students, since it allows them to be able to respond to expectations, and increase their interest in learning more. Based on significant foreign researchers it contributes to the solution of complex problems that occur during students' learning such as poor vocabulary, National English teachers mention confusion about the meaning of words or sentences, lack of interest in the subject matter of passages, or lack of concentration that leads to not being able to connect ideas from the students. Due to the great importance of reading comprehension, throughout history, reading has been an indispensable tool for the development of people's cognitive and communicative skills, because it is the means by which they are informed, acquire knowledge and help them to integrate into society.

By using some English teaching strategies, students will be able to pay attention and comprehend what they read, including activities such as summarizing, making inferences, comparing or contrasting, self-questioning in order to improve reading comprehension skills useful to apply both within the educational institution and in society. This research project is divided into four chapters:

Chapter I-The Problem: describes the problem statement, which is based on the low level that students present when analyzing, understanding or synthesizing ideas when reading a text of any topic in this foreign language. Relevant information is also categorized as the objectives and the hypothesis that help this research.

Chapter II-Theoretical Framework: This section provides all the theories of important authors and previous researches projects that support to the investigation.

Chapter III-Methodology: This explains the methodological strategies for the success of the research. This contains the type of research, techniques, and methods used in data collection, populations and sample, data collection with its respective analysis and interpretation to provide possible solutions.

Chapter IV-The Proposal: This focuses on a possible solution to the problem. Here are presented the objectives, development of the proposal, and interpretations of the results of survey with the intension of covering a need related to the enhancement of reading comprehension through the didactic guide of English teaching strategies.

CHAPTER I

THE PROBLEM

Research topic:

English teaching strategies to enhance reading comprehension skill in eighth graders at Unidad Educativa "La Libertad" – La Libertad – Province of Santa Elena, school year 2022 – 2023.

Problem statement

Reading is one of the four language skills taught in the English learning process, in addition to listening, speaking and writing, and among these skills, reading is considered the most important. Anilema et al, (2020) stated that reading comprehension constitutes a complex constructive activity of a strategic nature which involves interactions between the reader and the text. There is a unidirectional connection between them, which is an optimal knowledge is constructed from the meanings arising from the text of a sociocultural, historical, political or technological context. Also, reading is done from a comprehensive interpretation of what is discovered in the text comparing with the reader's own reality, forming a critical thinking in which the learner is able to express the ideas or thoughts in an autonomous way, or even come to decisions about any situation.

Teaching English to students often present problems at the time of reading understanding with basic vocabulary, it affects their learning process and student performance, so it was determined that certain English teaching strategies do not respond to the expected skills of students, because the pre-reading indications were not clear and some texts are unattractive to them. As revealed by other factors were identified such as lack of identification and word recognition, limited special comprehension abilities, poor oral reading and difficulties in understanding the instructions given by the teacher before.

Different studies worldwide report that Ecuadorian education has one of the lowest levels of reading comprehension, with 40% of fifth grade students not surpassing the initial reading level. In addition, there is a major sociocultural deficit corresponding to 60% of students between 10-11 years old who fail to comprehend readings due to low level of English, vocabulary and comprehension. (Anilema et al., 2020). Therefore, educational institutions have the intention to increase reading comprehension for both low and high

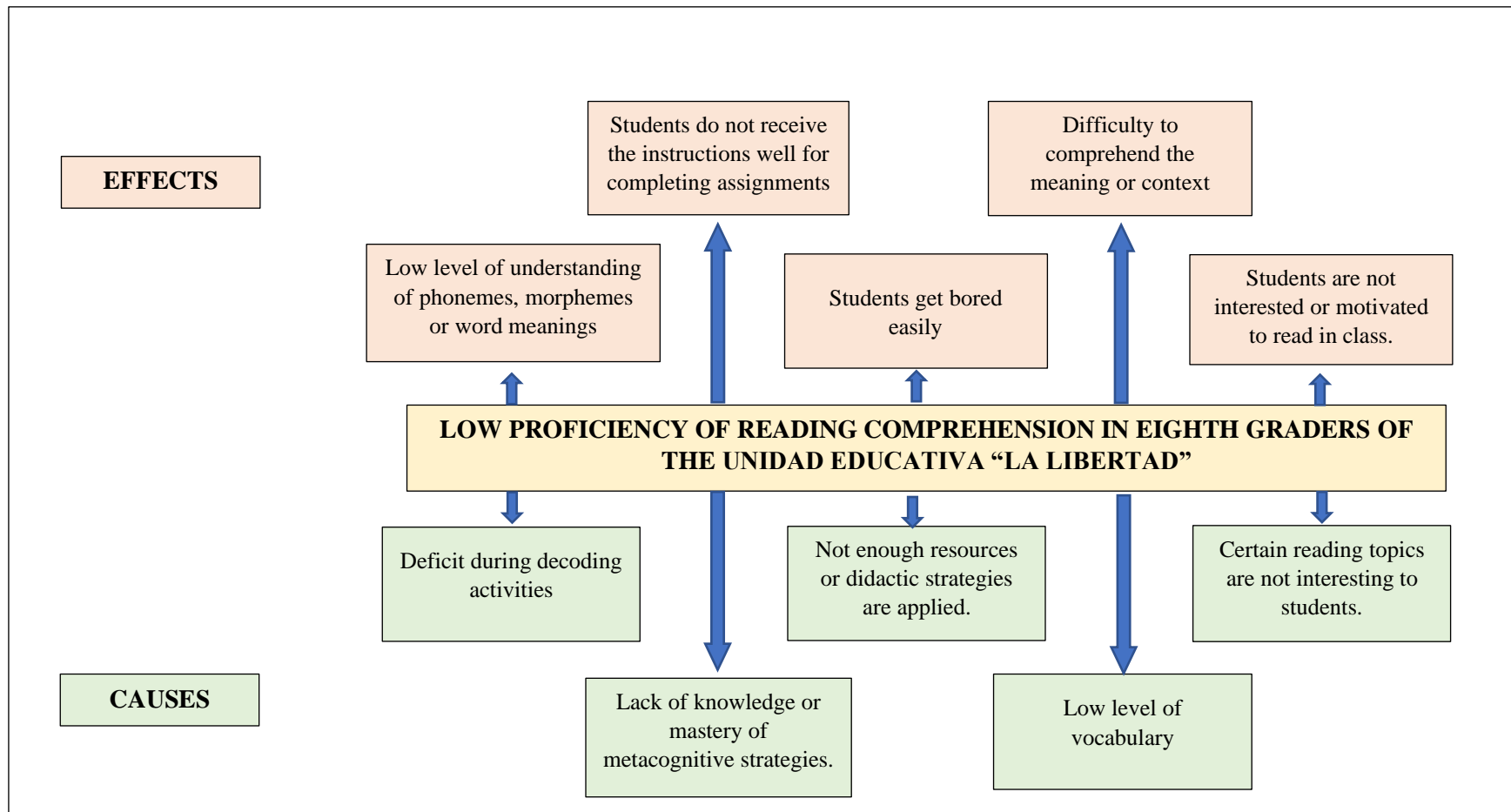
levels of formation, so it is important to provide some didactic strategies that support the teaching of this skill.

Reading comprehension should be taught in a suitable environment where students enjoy the class and do not feel embarrassed when participating in class by reading orally a passage or making pronunciation errors during this activity. Evidently, teachers should apply innovation in managing their classes, they may introduce attractive reading topics for students so that they are encouraged to read by choice and even update them constantly. They should also foster a positive environment with a variety of strategies and materials in order for students to be participatory actors and motivated to improve their reading comprehension.

Problem Tree

Figure 1

Problem Tree



Research Objectives

General Objective

To contribute to the improvement and development of reading comprehension through the use of English teaching strategies in students of eighth grade at Unidad Educativa “La Libertad” – La Libertad- Province of Santa Elena, school year 2022-2023.

Specific Objectives

- To set up a bibliographic review about some theoretical support on how English teaching strategies support the improvement of reading comprehension skills.
- To establish the methodology to obtain data that will contribute valid information to the research project.
- To design a didactic guide of English teaching strategies for the enhancement of reading comprehension in eighth graders at Unidad Educativa “La Libertad”

Justification

The importance of implementing English teaching strategies with students in any area of study is the aim of improving and optimizing the process of formation for reading comprehension. In the English area, reading comprehension is essential, since some activities are developed through understanding the meaning, types of analysis, synthesis and capacity for reaction or production in a student of a certain age. This makes the application of teaching strategies vital to increase skills in the area of study that is being taught at a given time. The relevance of the elaboration of this research project is to understand and manage mental processes to the maximum, which it is necessary to apply English teaching strategies, since this way it will be possible to establish types of stimulus activities that go from learning fundamental rules and experimenting to comprehension and different activities in everyday life experience.

It is necessary to use teaching strategies to enhanced reading comprehension skill because it is possible to establish a stimulus during the reading or collaborative activities, which are based on learning rules, decoding games, interference, anticipatory reading, synthesis, information retention, or problem-solving activities which will increase in difficulty, or simplifying information. In this case, the teacher should periodically observe

how the students perform in a given reasoning or solving exercise, and adapt the strategies according to the student's learning level and the activities to be performed. It is feasible the elaboration of this research about the use of english teaching strategies to improve reading comprehension skills, since at this high school there a lack of work that evidences the use of active teaching strategies in the area of English and it shoul be contributed positively to the educational community.

Additionally, the direct beneficiaries of this project are the educational community, who are from eighth graders, English teachers or any other subject, since they can be supported with the information provided in this research project and apply it in their classes. On the other hand, the students of Unidad Educativa "La Libertad" will be able to enrich the reading comprehension skills taking into account the good management of interactive or collaborative games of text, news analysis or problem solving which could encourage their interaction, motivation and commitment.

Problem Limitation

Field: Education.

Area: English.

Aspect: English teaching strategies to enhanced reading comprehension.

Temporal limitation: School year 2022-2023.

Spatial limitation: Unidad Educativa "La Libertad".

Population: Eighth graders.

Context limitation: The present study will focus on the influence of a teaching strategy to enhanced reading comprehension skills in eighth graders at the Unidad Educativa "La Libertad".

CHAPTER II

THEORETICAL FRAMEWORK

Background

Reading and comprehension emerged hundreds of thousands of years ago when basically certain signs or drawings of what primitive man thought, remembered or felt were written on sticks, stones or pottery. These writings were even read and interpreted by other primitive people. Many years later, different writing systems were developed with which the symbols could be decrypted so that people could find their way to the reading of texts of any subject of general culture. So, due to the great importance of reading comprehension, throughout history, reading has been an indispensable tool for the development of people's cognitive and communicative skills, because it is the means by which they are informed, acquire knowledge and help them to integrate into society.

Smith (1965) states that since the beginning of the century, educators and psychologists have considered the importance of reading and have determined what happens when a reader understands a text. It was also believed that reading was only verbalizing what was written, that is, decoding signs and giving them sound, and that the reader did not develop his or her own ideas while reading. But later, this idea evolved, as Climer (1968) pointed out that teachers began to formulate various questions based on Barret's taxonomy of reading comprehension. Since then, new research on the subject has been carried out in order to theorize about how the reading subject comprehends, or which are the reading levels that a reader presents.

Education and reading are processes that have evolved over time, showing at each stage, facets that vary depending on the student, teacher and discipline of studies. Teaching strategies have been presented and developed little by little throughout the educational process, it has gone from applying theories to develop thinking, where English teaching strategies are implemented with the intervention of technology and modern education. Current education is based on teaching where not only scientific content from different areas of study is taught to students; rather, comprehensive training is encouraged among students of any age, in which the teacher must create, organize and plan ways of teaching, techniques, methodologies, resources and appropriate creative activities, so that through

them, students can effectively receive the contents, whether of knowledge, skills or attitudes.

In order to introduce to the subject and that it has a direct relationship with the teaching strategies to enhance reading comprehension skills; concepts and their forms of stimulation, several references were made to previous investigations of books, brochures, internet pages and newspaper articles. In this way, the results of the investigations directly related to the object of study are presented below in order to know the purpose of the investigation.

Pedagogical Basis.

The pedagogical foundation states that the comprehension and reasoning are processes that can seem to be erroneous, since when an idea is realised, it will always present faults due to lack of experience until it is perfected, since it is necessary to first carry out a process of analysis of something that already exists, and thus apply our analytical and critical thinking in order to provide a solution to a given problem, and of course the theories that we put forward will no longer be wrong. Mullis (2010) points out that when a person tries to figure something out, it is not logic that leads to the solution, but a subconscious step. That is, the solution usually lies in something that, at first, may be considered a mistake; but that actually all the pieces fit together using a little perspective and reasoning.

In a creative and reasonable way the pieces of the puzzle can be assembled, that is, the ideas that arise in the mind of a person can fit together by themselves only if a product is obtained in a creative way, thus achieving the understanding of a situation that can express what at first glance seems an idea without foundation or evidence, but that with critical judgments and thorough analysis of everything you want to express, you can understand and interpret giving another perspective to the original one. Therefore, with reasoning, analysis, and critical thinking, students can learn to draw conclusions on their own from simple or complex readings allowing them to solve problems and understand messages of any kind that books teach, but are not analyzed.

Sociological Basis

Focusing on the social environment, it can be considered that the human is a supreme being with a high capacity to think and analyze, whether positively or negatively the events that occur in the social environment in which he lives. The ability to think and reason gives the possibility of interpreting the ideas offered by other people through a critical or logical analysis, with the purpose of finding a viable solution to certain situations in society.

For a person to be considered a critical thinker, he or she must understand what constitutes quality reasoning, have the relevant commitments to employ, and seek informed analysis. It also considers the practice of taking on change and liberation from the oppressions that are generated in order to achieve social transformation, and to focus not only on theoretical problems, but also on practical and everyday problems within society.

Philosophical Basis

Philosophically speaking, Facione (2009) says: “Beyond the ability to decipher, examine, evaluate and infer, good critical philosophers manage to do two more things. Explain what they think and how they came to that decision” (p.7). Human beings have the ability to interpret and analyze their own and adverse situations, useful for society in general, they also have the mental capacity to express what they think or what they feel for some purpose. They can decide how they think or say something in order to arrive at a suitable solution, based on previous experience that life has given them, or interaction with other people.

Reading is easy because every human being has the ability to do it, where or how, but thinking, analyzing, interfering, judging in what concerns what is read is the dilemma, but what can be done is to encourage a debate in which the ideas and beliefs of each person are shared, for this, people must have a mental control within these situations, and each individual must express their ideas in the easiest way possible.

Teaching Strategy

Teaching strategies are procedures or resources that the teacher uses in order to obtain meaningful, active, participatory or cooperative learning through the development and use of various activities or didactic resources that attract the attention of students.

Brown (2007) indicates that these strategies are fundamental to be able to control certain

problems or tasks that are developed in class. Within the learning process the teacher can plan which material or resource is suitable to apply in order to transmit the knowledge in an optimal way.

In other words, teaching strategies are a series of plans, methods or activities designed to achieve a specific educational goal, and it is very important for teachers to know their students well so that they can correctly apply strategies according to their level of knowledge or performance, class content or situation in order to achieve an effective teaching-learning process, awakening the students' curiosity, their participation and adding an important playful component.

English Teaching Strategies

English teaching strategies are closely related to the teaching and learning processes of students, so much so that they are considered as an active agent to adapt and process information according to learners' expectations and prior knowledge of the subject to be learned. Therefore, it should be considered important that the application of a teaching strategy in a real context allows to achieve relevant and more effective learning for students in any field of study. We can understand that English teaching strategies are a set of steps, activities, techniques or tools that facilitate the teaching and learning process, in which a positive and dynamic environment is built so that students can increase their knowledge and at the same time be of quality.

On the other hand, the teacher must be committed to the student and their learning process, paying attention to the student's needs, and development in the classroom, since students learn at different rates, so they must adapt the strategies to the learning level of their students and maintain the same level of knowledge. Rose Mary Hernández (2010) says that teaching strategies are a set of activities that enable learners to increase their repertoire of cognitive skill. Basically, the integration of teaching resources, techniques and strategies creates a dynamic, deep and functional learning climate that is meaningful in children's live.

The application of English teaching strategies in education is essential since it provides both the teacher and the student of a school, high school and college the facility to transmit knowledge in an optimal and adequate way, even allowing the development of skills, attitudes and abilities to properly prepare students with good expectations for their

future. Also, these promote spaces for production, reflection, critical discussion and research that stimulate the development of daily life problem solving skills, such as organizing collaborative groups in which they solve real life problems, all students have tasks together, that means, in groups they will build their knowledge and skills mutually.

Participatory Learning

Participatory learning is very important within education since it positively contributes to social competence among students, which, at the same time, favors the enhancement of reading comprehension. During participatory learning, students learn to play an active role within the learning process, helping to develop both their English language skills and their reading comprehension skills. According to Gumucio (2012), learning is participatory when students work in pairs or groups, share and defend their ideas, develop and organize them to reach a conclusion. This is a key means of improving reading comprehension skills when using strategies that help develop free imagination in a flexible and dynamic way.

Participatory and collaborative learning includes the experiences, opinions, and knowledge of the members of the class group, and also allows students to get out of their comfort and safety zone thanks to an active and creative context. This type of learning carries out planning, application and evaluation activities in the learning process, which requires the intervention and interaction of all students in the same environment. Besides, education indicates that participatory or collaborative learning within a classroom is an effective tool to develop the knowledge, attitudes and skills of students. It also provides an environment where they can explore all the possibilities or options necessary for their learning process.

Implementation of English Teaching Strategies

According to Sánchez (2013), The application of didactic strategies in English facilitates the teaching process since they awaken the interest of the students, motivate them to learn significantly, through the application of different techniques, digital or traditional material resources, class topics from any area of society, and to achieve this, the teacher has the responsibility to attend to the needs of the student with respect to their development in the classroom and to provide all the necessary services to achieve an improvement in terms of reading skills.

The teacher must establish English teaching strategies to convert the information acquired into meaningful knowledge for the students, allowing them to develop reading skills. The use of English teaching strategies at different levels and educational aspects of different disciplinary fields promotes a space for production, critical discussion and research during certain individual or collaborative activities, allowing students to develop within the group, being active agents and thus achieve the educational objectives set.

Strategies in Teaching Reading Comprehension

Small group discussion: Collective discussion enhances the skills to analyze and interpret a text, since students must be prepared in advance to actively participate in the assigned work. This allows you to peruse the text, once or more if necessary. Thus, it is put in practice the ability to analyze and synthesize information (Farrach, 2016).

Forums: It can be used when students have already completed the assigned reading of a certain literary work. For the development of this technique, the teacher must prepare a list of questions on formal and content aspects, which can be thrown at random, or distributed among the participants. It is important to mention that teacher training is essential for students to enhance their reading skills, since the role of the teacher is to encourage innovative, collaborative, participatory, recreational work using various methodological strategies aimed at improving the teaching-learning process (López, 2006).

Story Sequence: It is very useful for the analysis of the parts by concentrating on reading a book, it allows knowing and logically ordering its parts, whether its paragraphs or chapters, according to what the author originally proposed. For this, the teacher is required to prepare a series of cards with textual phrases from the reading, which are distributed among the students, so that they search among their classmates, with order and structure for the textual or story sequence (Farrach, 2016).

Brainstorming: It is a group strategy which allows to investigate and to obtain information about what a certain group knows about a topic. Likewise, it is suitable for generating ideas about specific content or solving a specific problem. It allows clarifying misconceptions, solving problems, developing creativity, obtaining group conclusions and fostering high student participation (Pimienta, 2012).

Asking questions: After applying a reading, the formulation of questions allows to develop critical and logical thinking, investigate previous knowledge, analyze a situation

and delve into it, generate ideas or challenges that can be faced to stimulate new ways of thinking, develop metacognition and enhance learning through discussion (Farrach, 2016).

Role Plays: There are different roles who are assigned to students, so they have their imagination and creativity for the analysis of a certain situation. Using this technique promotes an environment of interest and study around a problem, while allowing students to identify with the subject matter (Farrach, 2016).

Collaborative reading: It encourages creative problem solving, develops creative thinking, values the attitude of creation and personal contribution, in addition to favoring communication and teamwork. This methodological strategy requires work in small groups, to which the teacher assigns content and objectives in relation to the diversity of students (López, 2006).

Scaffolding: Scaffolding is a great strategy in which a teacher or another individual with more competence assists a student in solving a challenge that is above his or her developmental capacity (Alber, 2014). From the preceding definition, it can be stated that scaffolding is a support, provided by teachers to students, that enables the development of learning ability, resulting in a greater level of mastery of content demonstrated by the completion of increasingly difficult challenges.

Think-alouds: Think Aloud is a learning strategy that aims to assist learners to retain more significant information from the texts provided by the teacher. Teachers' ability to impart creativity to students and regulate them in completing each phase to think aloud approach in understanding reading texts, in which teachers make their thinking clearly by verbalizing their thoughts while reading orally (Schmitz, 2014).

Reciprocal Teaching: As Bales (2020) says, reciprocal teaching is a great way to teach students how to determine important ideas from a reading while discussing vocabulary, developing ideas and questions, and summarizing information. It can be used across several content areas; it works particularly well with textbooks and non-fiction text. These English teaching strategies enable students to develop optimal learning by fostering autonomy, collaboration and participation in class, which will gradually eliminate the problem of a little active class, will prevent students from getting bored during class and will awaken their interest in a reading topic; it should also be noted that these didactic strategies can be applied before, during and after any lesson presented in class.

Reading

Reading is a process in which a person acquires codified information from written texts such as books, magazines, newspapers, or web pages in order to be understood and interpreted. As Schoaenbach Ruth (1999) mentions “reading is no just a basic skill”, that is, it is a complex cognitive process that is based on the decoding of written symbols and in which the eyes and brain work simultaneously receiving the messages and then giving meaning to them. Even the Real Academia Española (2001), cites three definitions that are relevant in the educational field, which are: to look at a written or printed text while trying to understand the meaning of the characters used; to understand the meaning of any type of graphic representation; and to understand or interpret a text in a certain way.

In accordance with the above, it is stated that reading is a mental and visual process in which one tries to interpret signs and graphics in order to get an explicit message; and like any language, it requires constant practice to develop or refine this skill, and for this purpose, it must lead to interaction between the text and the reader, shaped by previous knowledge or experiences and maintaining an active attitude among the reader's linguistic community.

During reading, the reader needs to develop his or her creative and critical analysis skills that allow him or her to produce his or her own ideas and opinions after reading. Readers become active players where, in addition to having a means of language acquisition, they also engage in communication activities and share information and ideas. Also, they use a variety of strategies during their exploration, decoding and interpretation of texts, they must use morphemes, semantics, syntax linked to their existing knowledge in order to make meaning of unknown words. That is why reading is considered to be guided by an interactive system where the reader applies different ways to determine the meaning of what is being read.

Teaching Reading

In education, teaching is considered a fundamental process for learners, since it not only provides information but also takes into account a variety of activities, resources or strategies for knowledge to be transmitted in an effective way. According to Jeremy Harmer (2007), teaching is not an easy job, but it can be rewarding when the teacher notices the progress of his students thanks to the way he teaches his classes. This can be

considered as a gift of guiding and facilitating learning through proper training towards the learner, being understanding and patient about the learning process and providing necessary information for the formation of attitudes and aptitudes of the learner.

The teaching of reading allows us to learn strategies to build or shape existing knowledge, acquire comprehension or oral language skills, and expand our vocabulary based on what we read. This means that the teacher must be trained to understand how to approach any topic so that he or she can explain the meaning of the text or a word unknown to the students and encourage students to respond with their own analysis to the content of a passage. It is necessary to take into account the principles of reading, which indicate that this is not a passive skill, this is based on a series of mental and visual exercises of prediction where it is necessary that students engage with reading and relate to the tasks on the subject. The teacher and the teacher can be considered partners in the teaching process for the teaching process to be effective.

Reading comprehension

Reading, in the opinion of McLaughlin & DeVogd (2008), means exploring, questioning, and confronting the relationship between author and reader about a particular topic from any perspective. So, reading is the ability to see and understand information from a text, image or diagram or a combination of these. Reading is of great importance as it helps to understand the communication between the writer and the reader providing access to a range of information not only in an English class, but also in mathematics, biology, anatomy, chemistry and others that require literary skills.

According to Mikulecky and Jeffries (2004), comprehension is a process of connecting ideas from the text being read and making sense of it by taking into account previous knowledge or experiences. In other words, aspects of the world around us are considered, and we can relate them to what is included in the reading and thus fulfill the purpose of reading comprehension. Therefore, reading any material contributes to the reading comprehension of students to maintain a constant learning throughout their lives and reach a constructive role in society. In any area of study, students are able to have a broader understanding of a text, because they have the ability to reflect or question problems from different angles and develop ideas according to what they read in order to

find solutions. So, it is necessary to deepen in English teaching strategies that allow the development of reading comprehension skills in students.

Reading comprehension difficulties

Previously it was believed that a person did not have problems understanding a text because he/she read fluently, but this idea was changing because there are a number of causes that give rise to this difficulty. There are several factors that cause comprehension failure, to which are added those of the affective-motivational sphere, and if these are identified early, it is more likely that readers will raise their reading comprehension level. (Nathan V & Lauren S, 2002)

Some of the difficulties in reading comprehension may occur due to deficiencies in decoding where the reader confuses the identification of letters or words, forget the meaning of words, or completely lose the meaning of what they read. There is also a lack of vocabulary or poor prior knowledge which leads to not identifying and understanding some rare words or even long sentences in the text, preventing the relationship of these with information or experiences stored in the reader's mind.

There is a constant search for explanations of learning failure due to reading disabilities which impede the acquisition and processing of information for analysis. This is often due to the lack of motivation or low self-esteem that the learners present, but this could be improved if mastery or control of comprehension strategies were applied during the class, which is usually scarce or there is no knowledge of these, therefore, the lack of these will continue to cause students to maintain a passive attitude when reading, or also due to class management that can be routine.

Processes of Reading Comprehension

Taking into account that reading requires a series of mental operations in order for the reader to go through a decoding process and reach a comprehension process. According to Alderson (2000), research has shown that reading focuses on two processes for readers to approach and comprehend a text, namely Bottom-up processing and Top-down processing. However, in recent discussions on reading comprehension, experts mentioned that there is a further top-down processing called interactive reading comprehension.

The Bottom-up processing refers to a low-level process of reading skills; this is when the reader begins to decode sounds and recognize linguistic cues such as letters,

syllables, phrases, grammatical clues, or learn semantic meanings. In this section the objective is to make sense of the knowledge learned, and if the reader has not gone through this process of recognizing words automatically, he/she will not move towards comprehension.

Top-down processing happens when the reader applies information or prior knowledge to predict the meaning of the language, i.e., the reader interprets words or phrases in a text in his own way by locating his own meaning and sense in order to understand what he is reading. Finally, interactive reading is a combination above all processes, i.e., it develops both the construction of meaning and the application of prior knowledge to interpret a text.

Levels of reading comprehension

Reading comprehension is the ability to obtain information from a text to be processed, analyzed and understand its meaning or context. Therefore, three levels of comprehension are indicated which are the literal, inferential and the critical/evaluative level. (Pedro T & Yerni H, 2020). The literal level is the first in the pyramid, it refers to understanding the meaning of words, sentences or paragraphs in the text and understanding what is really happening in the story by identifying essential information in the passage. This is a very important level of comprehension as it provides more advanced understanding through reading long or short stories, hearing the words or seeing the pictures.

The interference level requires a super level of comprehension in which the reader, in addition to understanding, interprets, or draws conclusions from what he/she has read, the reader must make use of his/her analytical skills and linguistic knowledge; for example, he/she can apply the vocabulary learned, make hypotheses, or propose new interpretations about the text. It should be emphasized that this favors during the teaching-learning process since students can have a more active attitude.

The critical and evaluative level is the most advanced and final level, because, in this case the reader fulfills a process of combining, reorganizing and structuring the information read in order to formulate judgments and evaluations according to what is said by the author in the text. So, here the student will practically have to give his own arguments or logical

point of view comparing with what the author of the passage stipulates, thus taking a critical position in class.

Legal Basis

This research is based on the Legal Bases of the Constitution of the Republic of Ecuador approved in 2008; and the Code of Childhood and Adolescence, which guide the education system to provide useful services to the community in general. The “Constitucion Política de la República del Ecuador” (2008), Fifth section, Article 27 established that education must guarantee the holistic development of the human being, and stimulate the critical sense of students in order to develop knowledge, competencies and essential skills that will serve for the progress of the country, therefore, this is able to be applied through readings that form an analytical thinking thus complying with the law.

Besides, the “Código de la Niñez y Adolescencia” (2004), Chapter II, Article 38; states that educational programs and institutions of basic or secondary education must ensure optimal training in knowledge, values, aptitudes and mental and physical capacities, reaching their maximum potential, that is to say, that the autonomous, active and critical thinking of students at any educational level is developed.

Hypotesis

English teaching strategies contribute positively to the enhancement of reading comprehension of eight graders at Unidad Educativa “La Libertad” – La Libertad- Province of Santa Elena, school year 2022-2023.

Variables of the Study

Independent variable:

English teaching strategies

Dependent variable:

Reading comprehension

CHAPTER III

METODOLOGICAL FRAMEWORK

Research Approach

The research project has a quantitative approach as it applies techniques such as surveys which allow the collection of percentage data to determine the problem of this research and provide possible solutions. In addition, this section will help us with accurate information to design a plan of didactic strategies that favor the improvement of reading comprehension skills applied to eighth grade students.

Quantitative method

According to (Oakshott, 2017, p.12), this research is also supported in a quantitative method, since numerical and statistical measurements will be made to provide us with accurate and reliable data, through the use of questionnaires and surveys in order to determine the appropriate teaching strategies that will contribute to the improvement of reading comprehension skills in eighth grade students.

Type of Research

The present study is supported by two main levels of research which are exploratory and descriptive, which allowed the researcher to identify, analyze and update the information for the respective interpretation based on the current situation of the eighth-grade students of the Unidad Educativa "La Libertad".

Exploratory

This type of research aims to examine and understand the basis of the existing problem in the study project, as part of the research must have indispensable data to have a clear view of the object of study, which in this case will be the eighth-grade students of the Unidad Educativa "La Libertad" in relation to the English subject.

Descriptive

The purpose of this type of research is to describe in detail the existing problem, as well as the behavior of a target group in order to obtain a better perspective of the phenomenon related to reading comprehension skills.

Techniques and Instruments

Research techniques and instruments are means of collecting information used by the researcher to measure the behavior of variables. In this study, a technique and an instrument

are applied which provide a clear scope of the problem and guide the researcher to possible solutions to the questions posed.

Technique

Surveys

The technique applied in this research was the survey which contains a series of essential questions to apply in a group way in the eighth graders of the Unidad Educativa "La Libertad" in order to obtain the opinion of the students regarding the English teaching strategies and their level of use of reading comprehension in their learning process.

Questionnaire

This instrument is based on a series of written questions that provide information in a clear and precise manner, for which it must be filled out by the respondent, without the intervention of the interviewer. The questions established in the questionnaire are composed of questions regarding the variables, and in addition to allowing for the quantification, analysis and interpretation of data, it eliminates surveyor bias.

Population and Sample

Population

The study population is based in the Province of Santa Elena, in the canton of La Libertad, where the Unidad Educativa "La Libertad" is located, and 40 eighth grade students will be surveyed. The ages of the students are between 10 and 12 years old, with a female predominance of which all the members will be part of this research. It is important to emphasize that the participation of the population responds to their availability and willingness to be part of this research.

Table 1

Population Details

N°	Population	Quantity
1	Eighth grade students from Unidad Educativa "La Libertad"	40
Total		40

Data Collection Plan

The data collection plan was developed through the implementation of instruments and techniques such as questionnaires, both interviews and surveys to be subsequently analyzed and interpreted. These consist of a series of questions created with the aim of obtaining relevant information about the problem taking into account the opinions of the target population, in this case, the students of the Unidad Educativa "La Libertad".

Table 2

Data Collection Plan

BASIC QUESTIONS	EXPLANATION
1. What for?	To enhance reading comprehension
2. From which people or objects?	Eighth grade students at Unidad Educativa "La Libertad"
3. About what aspects?	Active and innovative classes
4. Who?	Researcher: Demmy Lissette Tigero Hidalgo
5. To Whom?	Students
6. When?	School year 2022 - 2023
7. Where?	Unidad Educativa "La Libertad"
8. How many times?	Just one time
9. How?	By group and individually
10. What data collection techniques?	Surveys
11. What resources were used?	Questionnaires

Data Processing Plan

Table 3

Data Processing Plan

Determination of a situation	Data search	Data collection and analysis	Definition and formulation	Statement of solutions
<p>Through the surveys carried out with students of the educational institution, it was determined the poor application of English teaching strategies and their incidence in reading comprehension skills of the students at the moment of carrying out activities of capturing relevant information or analysis.</p>	<p>Once the students' problems in developing their reading comprehension skills were known, we proceeded to search in magazines, essays, articles or web pages about the causes and effects of this problem.</p>	<p>Using the information obtained about the poor application of English teaching strategies for reading comprehension skills, surveys were carried out among the population. Subsequently, the results were interpreted and analyzed.</p>	<p>Having defined that the absence of the use of English teaching strategies causes the student to get bored easily, and to lose interest and motivation in the process of developing reading comprehension skills, it was essential to suggest to the authority and teachers to promote more the use of new strategies.</p>	<p>With the application of new strategies for reading comprehension, and the support that the teacher provides, the student will be more motivated in the reasoning activities and will be prepared not for the moment in class, but for future life.</p>

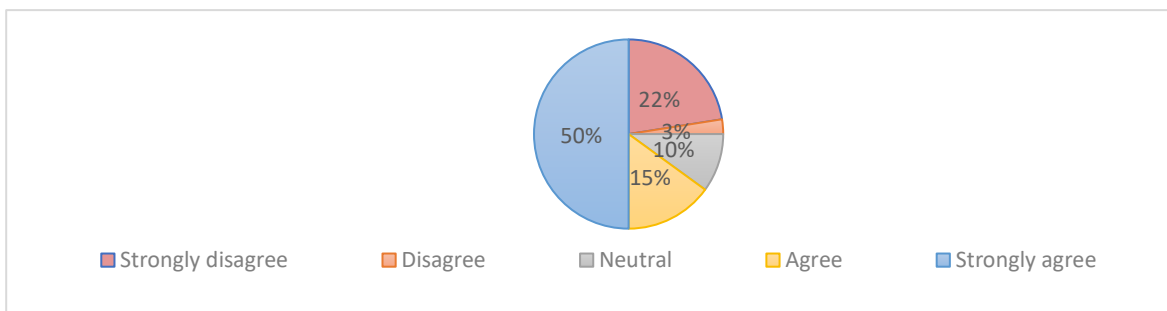
ANALYSIS OF DATA

Survey directed to the students

Question #1. Does your English teacher apply teaching strategies that help you to improve your reading comprehension skill?

Figure 2

Teaching Strategies

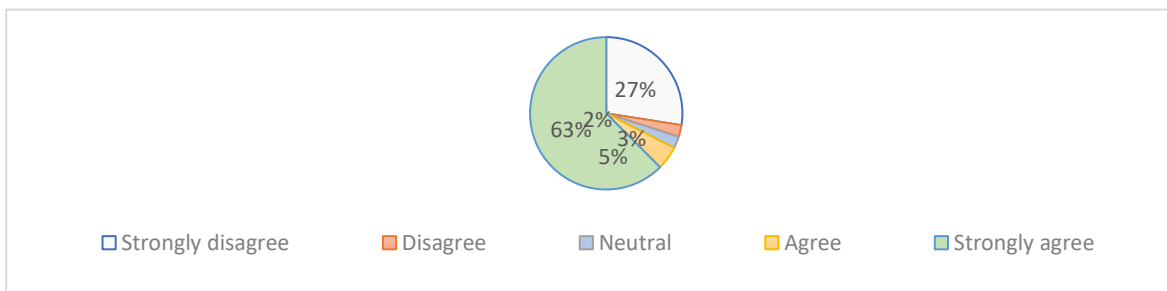


Analysis: According to the results, the 50% strongly agree about the applying of the strategies to improve their reading comprehension skill by their teacher, but there is a little percent of students disagree on this idea which is 3%.

Question #2. Do you consider that the English teaching strategies that your teacher applies in class help you to improve your reasoning and problem-solving skills?

Figure 3

Reasoning and Problem-Solving Skills

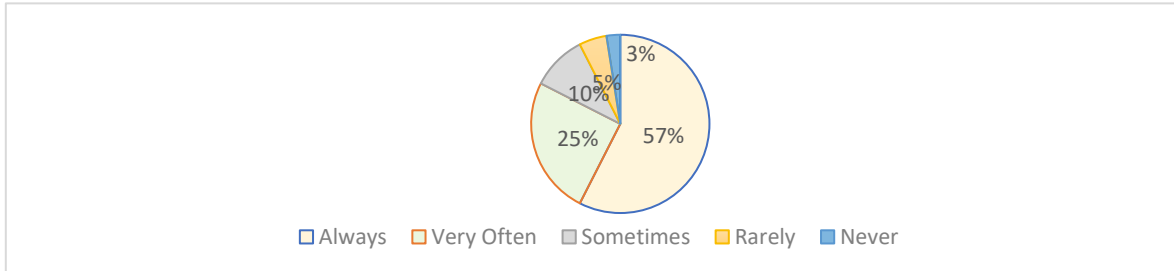


Analysis: Based on the results of the survey, 63% students strongly agree in the benefits of their teacher's strategies applied in class help them to improve their reasoning and problem-solving skill, on the other hand, 2% disagree with this statement.

Question #3: How often would you attend a class where you are helped to improve your reading comprehension skills?

Figure 4

Reading Comprehension Skills

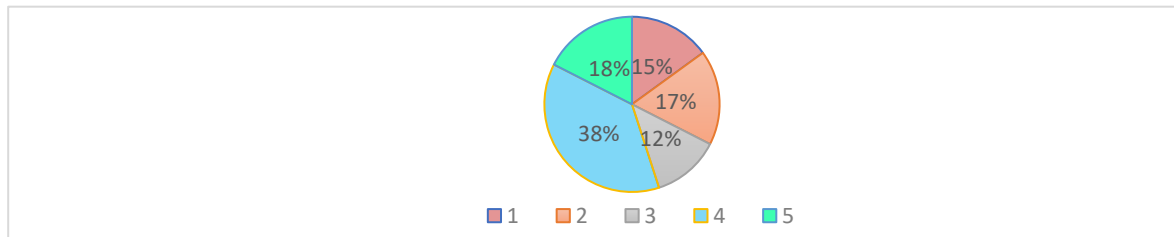


Analysis: The results of the students' survey are focused in two frequencies, the higher is 57% that means more than the middle of the students always attend a class where their can be helped to improve their reading comprehension skill, and the lowest is 3% which means their never attend a class like that.

Question #4: How many hours per day do you spend reading a book?

Figure 5

Reading a Book

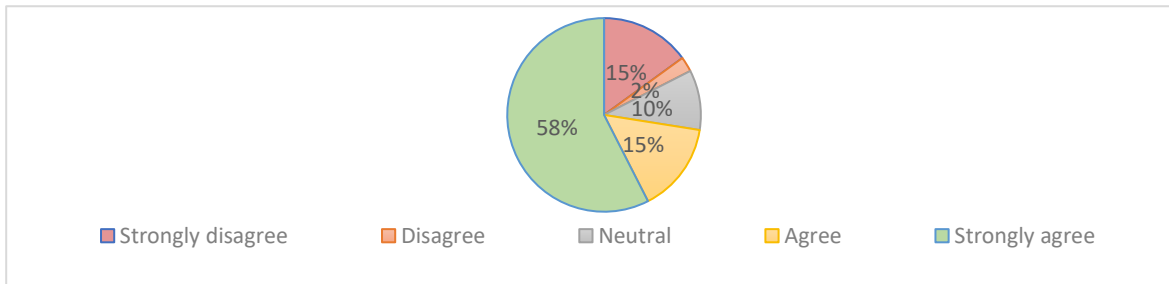


Analysis: According to the data obtained by the survey, 38% answered they spend 5 hours per day reading a book, it could be by their preference and passion, it is very important to have this kind of moment daily because it enhances the capability to be reasonable and be able to used new kind of vocabulary adapting it in creating comments focused in critical thinking; but the 15% of the students surveys spend only one hour per day reading, so, it is necessary to motivated, to encourage them, to invited them to read something interesting based on their perspective.

Question #5: Does your teacher encourage reading through the application of pre-reading activities (preparing the student before reading)?

Figure 6

Pre-Reading Activities

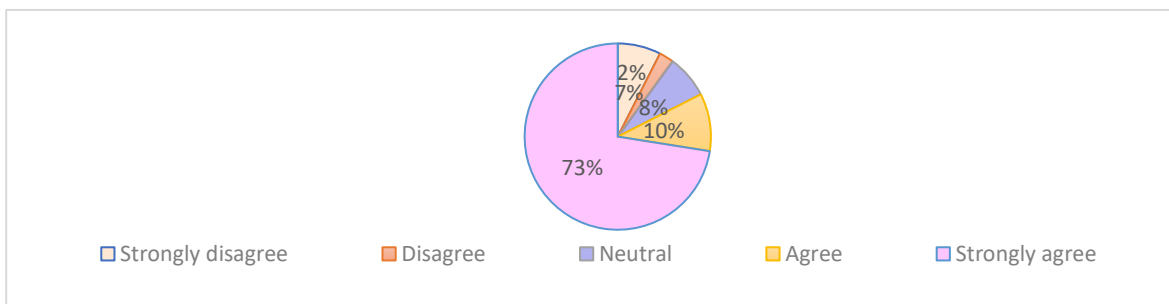


Analysis: For this question, the 58% strongly agree that their teacher encourages them to read something through the application of pre reading activities such as pre-teach vocabulary, pre-teach concepts and story set-up while the 2% of the students said that they disagree with the statement.

Question #6: Does your English teacher provide direct support to you during the reading process (help with vocabulary, understanding of events, clear instructions)?

Figure 7

Direct Support in the Reading Process

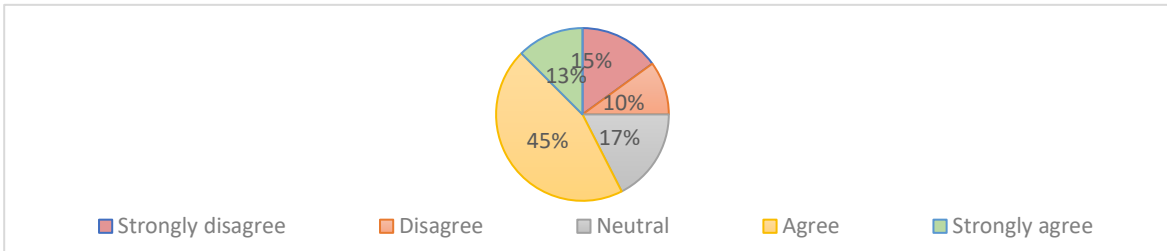


Analysis: According to the data collected by the student survey, the 73% support as strongly agree with the main idea of the statement that the teacher provides them directly support during the reading process; only the 2% says the opposite.

Question #7: During the reading of texts, does your English teacher promote activities such as predicting events and vocabulary, questions and answers, clarifying details and summarizing?

Figure 8

Reading Activities

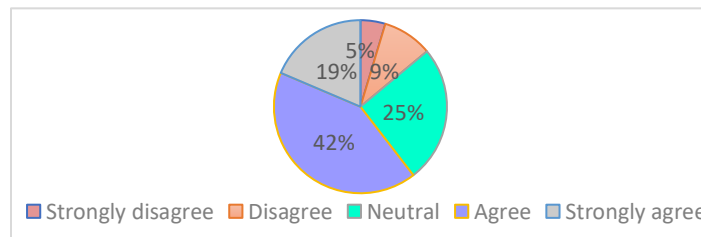


Analysis: According to the results of this survey, the 45% agree that their teacher promote activities such as predicting events and vocabulary, Q/A, clarifying details and summarizing. It is feasible to adapt those activities during the class and reinforce it at home having the help of their teacher, on the other hand just the 10% disagree with the idea of this statement.

Question #8: When you are reading in English at home, do you use any strategies provided by your teacher in order to facilitate a social exchange where you express your point of view demonstrating your level of critical thinking?

Figure 9

Reading Strategies Provided by the Teacher

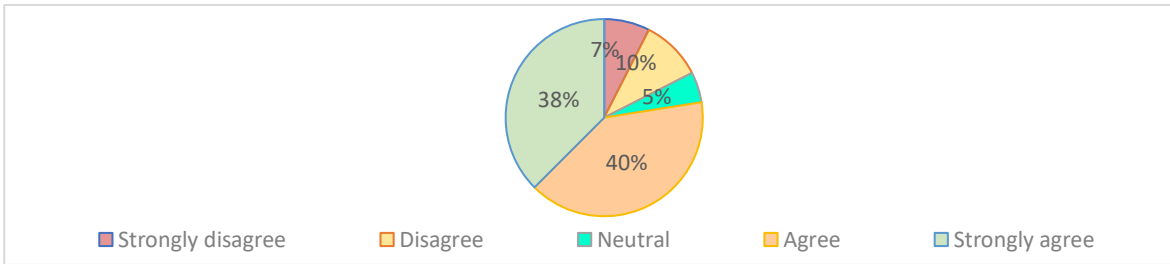


Analysis: Based on the results of the survey, 42% agree with the idea for this statement, students should read at home as academic activities and when they are free. They try to use strategies provided by their teacher in order to facilitate a social exchange where their express their point of view demonstrating a good level of critical thinking.

Question #9: After reading any kind of texts, does your teacher evaluate your level of reading comprehension through strategies such as: inquiry, extraction of ideas, identification of events, inferences, brainstorming, question and answer, among others?

Figure 10

Evaluation of Reading Comprehension Level

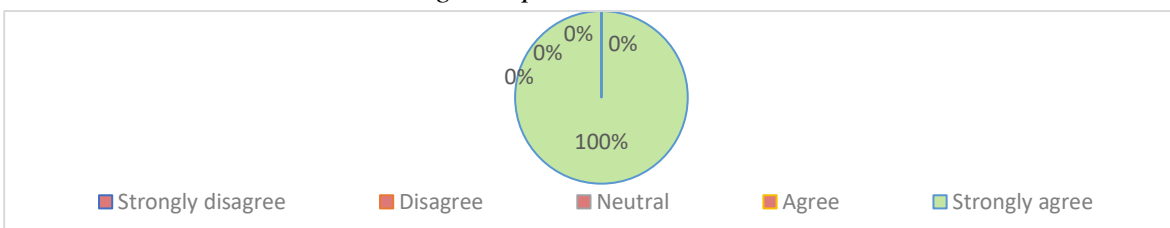


Analysis: Based on the opinion of the students, the 40% strongly agree which means they would like to be continuing evaluated based on the strategies of their teacher such as inquiry, extraction of ideas, identification of events, inferences, brainstorming, question and answer, among other. It shows a good opportunity to keep developing the reading ability of the forty students. But only the 10% disagree this position.

Question #10: Does the use of a guide containing lectures, stories, fables, novels, among others and useful activities of reading comprehension will help you to enhance your reading skill?

Figure 11

Activities to Enhance the Reading Comprehension



Analysis: According to the data obtained, all the 40 students strongly agree, it demonstrates the wish to have a guide focus on the enhance the development in the reading skills, this kind of useful resource as a teaching tool can contain different activities related to lectures, stories, fables, novels among others.

Applying a quantitative research method is completely useful because it helps to the researcher to know the real fact about this problem situation. The problem statement is a good beginning to start developing the conceptualization and idealization to follow the steps to have a good investigation. Having the support of the bibliographic information that is the purpose to develop a methodological process to adapt a set of questions referring to the two variables for this research paper which are: the independent variable “English teaching strategies” and the dependent variable “Reading comprehension”.

Through the application of the survey, it is possible to know their daily life inside or outside the classroom. These results show the goal for the study of the students based on the teaching process applying strategies to enhance the development of the reading comprehension skill. It is completely proved the criteria of the forty students using the Likert Scale where they are asked specifically in the reading skill abilities, capability, strategies and activities provide by their English Teacher, and also one statement focus on the development of a proposal that is a functional guide as an answer for this research paper giving to them an opportunity to keep continue practicing with different ways to develop their ability of reading for academic purposes.

CHAPTER IV THE PROPOSAL

Name of the Proposal

DIDACTIC GUIDE OF ENGLISH TEACHING STRATEGIES TO ENHANCE READING COMPREHENSION SKILL IN EIGHTH GRADERS AT UNIDAD EDUCATIVA “LA LIBERTAD” – LA LIBERTAD – PROVINCE OF SANTA ELENA, SCHOOL YEAR 2022 – 2023.

Information Data

Figure 12

Unidad Educativa “La Libertad”



Note: Google Maps

Institution: Unidad Educativa “La Libertad”

Province/City: Santa Elena - La Libertad.

Country: Ecuador.

Beneficiaries: Eighth grade students at Unidad Educativa “La Libertad”

Section: Morning.

People in charge:

Author: Tigrero Hidalgo Demmy Lissette.

Advisor: Lcda. Rossana Vera Cruzatti MSc.

Institution Staff:

Msc. Msc. Kathyuska Tomalá Tumbaco

Principal

Msc. Sixter Palma Murga

Vice Principal

Beneficiaries

Table 4

Beneficiaries

INSTITUTION	BENEFICIARIES	TOTAL
Unidad Educativa "La Libertad"	Students of Eighth grade	40
TOTAL		40

Background of the Proposal

After the process of theoretical research, observation and interpretation of the results obtained from the surveys conducted to 40 students of the Unidad Educativa "La Libertad", which showed the negative situation in relation to the learning of the English language and its low application of reading comprehension skills in the subject, it is considered necessary to propose a didactic guide of English teaching strategies along with a series of effective activities to strengthen this skill and even increase the level of grammar, listening, and speaking.

These activities to be proposed in the didactic guide of strategies have been selected with the intention of generating interest in the students, so that they become active agents and conceive reading as a pleasant activity in which they feel free to express themselves through their creativity, imagination and critical thinking. These are related to a series of English teaching strategies proposed as an alternative to strengthen students' reading comprehension skills, which consist on comprehension and analysis activities through dynamics or exercises that motivate the development or improvement of their reading skills. Therefore, it is expected that students will achieve a better performance in the evolution of reading comprehension levels, from the basic level to the comprehension of long or complex texts.

Research Objectives

General Objective

To develop a didactic guide of English teaching strategies to enhance reading comprehension skill in eighth graders at Unidad Educativa "La Libertad" – La Libertad – Province of Santa Elena, school year 2022 – 2023.

Specific Objectives

- To describe the didactic guide with its properties, strategies that will be applied for teaching students about the English language.
- To apply didactic during the class to encourage them to interact in the classroom.
- To provide a didactic resource to enhance the reading comprehension skill in eighth graders at Unidad Educativa “La Libertad”.

JUSTIFICATION

This proposal is feasible to carry out since it has the support of the authorities and teachers of the Unidad Educativa "La Libertad" - La Libertad - Province of Santa Elena, school year 2022 - 2023, besides the fact that it has the objective of providing a contribution to the intellectual development and reading competence of the eighth graders who attend on a regular basis and find it difficult to achieve significant learning.

The English teaching strategies considered in the proposal are of great importance within the students' learning process, since they will be able to understand the explicit and implicit purposes of reading, activate their cognitive abilities, contribute opinions to the reading based on previous knowledge and will be formed with a critical thinking to face any situation inside or outside the educational institution.

The proposed didactic guide is based on diverse bibliographic, technological and didactic resources, it also contains 10 different English teaching strategies with their respective activities, which are aimed at enhancing the levels of reading comprehension; literal, inferential and comprehension of short texts, and to reach a higher level of motivation, participation, or reasoning.

English Teaching Strategies
for Reading Comprehension

DIDACTIC GUIDE



**Eighth
Grade**

Author  Demmy Tigrero H.



INTRODUCTION

This guide proposes ten English teaching strategies, whose mission is to provide help in the development of reading comprehension, improving learning, committing the teacher's work to strengthen comprehension levels, as well as analysis, synthesis, argumentation and critical thinking.

These strategies will mainly allow students to feel motivated towards a pleasant and non-compulsory reading, will give them the opportunity to manifest their aptitudes and the progress of specific skills, will awaken creativity, reflection and text comprehension, contributing positively to the formation of knowledge in a didactic and innovative way, supported by integrating activities.

The didactic activities shown are focused on the development and strengthening of reading comprehension in eighth grade students, therefore, it is recommended to implement a reading plan to generate reading habits and develop great readers.

This is an easy-to-follow guide.

Hoping to contribute to your language teaching process

Demmy Tigrero H.

ACTIVITY

1

Cave Painting

Vocabulary: Picture, Paint, primary colors, and secondary colors, prehistoric art.

Objective: To develop reading comprehension skills after extracting and ordering information on the topic "Cave painting".

Learning outcome: At the end of the lesson, students will be capable to classify the positive, negative and interesting aspects of the reading.

Methodology: Direct teaching using story sequence strategy.

English Teaching Strategy: characteristics of the scientific content (positive, negative aspects) – Little Story.

Procedure: The student should carefully read the text in order to extract and classify the positive, negative and interesting aspects of the reading. At the end of the activity, answers are compared and socialized with classmates.

Time: 15 minutes.



WORKSHEET



Activity #1

Student's name:

Grade: ___/10

Date:

- 1) On the following sheet of paper fill in the following characteristics of the scientific content "Cave painting".

CAVE PAINTING

Paint is the material that is applied on a surface in thin layers to cover it or to create some kind of drawing. The word is also used to refer to art that consists of the creation of a graphic representation by means of pigments and other natural or artificial substances. Rupestre is that which belongs to or relates to rocks. By extension, this adjective is used to name everything related to the primitive or rough world.

We can affirm that the concept of cave painting is used to talk about those graphic representations and drawings that are captured on rocks or caves and that were made in prehistoric times. Thanks to the fact that most of them are painted inside natural cavernous structures, they have managed to resist the passing of

the centuries and many of them can still be appreciated.

Cave painting is one of the oldest artistic manifestations that exists, or rather that has been preserved.

The most famous cave paintings are found in Spain and France, the most famous being those found in the Cave of Altamira (in Cantabria), the maximum exponent of prehistoric art. It is believed that cave paintings were associated with certain rituals or magical beliefs in order to favor hunting. That is why they show animals such as bison, mammoths and deer, as well as hand marks. The colors used in cave paintings are usually black, red, yellow and ocher, shades achieved with charcoal, minerals and various fluids.

POSITIVE



NEGATIVE



INTERESTING



POSITIVE	NEGATIVE	INTERESTING

ACTIVITY

2

Unfair Trial

Vocabulary: unfair trial, murdered, accused, guilty, scapegoat, the gallows.

Objective: To reinforce the ability of answering questions in an interactive way to enhance the reading comprehension skill.


Learning outcome: At the end of the lesson, students will be to discuss in groups and answer questions using their criteria effectively.

Methodology: Cooperative learning.

English Teaching Strategy: Inference and Brainstorming.

Procedure: Before reading, a forum or small discussion group is opened to analyze and comment about a short sentence. Then, individual reading comprehension is carried out in order to answer questions about the text. Main or secondary ideas are also organized in a mental map. It should be noted that the activities also include a personal analysis section of extracts from the reading.

Time: 20 minutes.



WORKSHEET



Activity #2

Student's name:

Grade: __ /10

Date:

- 1. Before starting the reading, let's comment on this sentence:** "We are all equal before the law, but not before those who are in charge of exercising it."
- 2. Read and analyze the text carefully.**

UNFAIR TRIAL



An ancient legend tells that in the Middle Ages a very virtuous man was unjustly accused of having murdered a woman. In reality, the real perpetrator was a very influential person in the kingdom, and therefore, from the very beginning, a "scapegoat" was sought to cover up the culprit.

The man was brought to trial already knowing that he would have little or no hope of escaping the terrible verdict: the gallows!

The judge, also bought, was careful, however, to give all the appearance of a fair trial, so he said to the accused: - "Knowing your reputation as a just man and devoted to the Lord, we will leave your fate in His hands: We will write on two separate papers the words 'guilty' and 'not guilty'. You will choose, and it will be the hand of God that will decide your fate."

Of course, the bad official had prepared two papers with the same legend: 'GUILTY'. And the poor victim, even without knowing the details, realized that the proposed system was a trap. There was no escape. The judge ordered the man to take one of the folded papers.

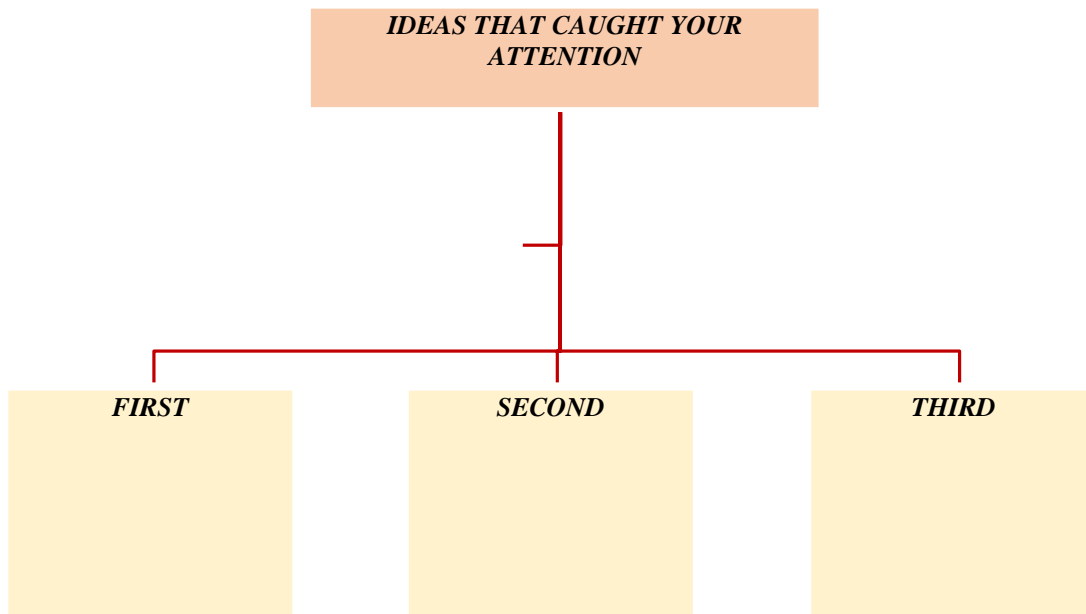
He took a deep breath, remained silent for a few seconds with his eyes closed, and when the room began to get impatient, he opened his eyes and with a strange smile, he took one of the papers and quickly swallowed it.

Surprised and indignant, those present reproached him.... "But... what did he do... and now" ... "how are we going to know the verdict...? – "It's very simple," answered the man... "It's a question of reading the paper that remains, and we'll know what the one I swallowed said". With great disguised courage, they had to release the accused and never bothered him again....

3. Based on the reading, answer the questions in the following box.

1.- What kind of person was the murderer?	2.- In that kingdom, how are those guilty of murder punished?
3- What did the accused do with one of the slips of paper?	4.- The judge, knowing that the man was honest, transferred the verdict to the hands of....
5.- What does this expression "scapegoat" mean?	6.- What did the judge intend with the two pieces of paper?
7.- What do you think of the solution that the widower found when it seemed that he had no way out?	

4. Complete the graphic organizer according to the information of the passage.



ACTIVITY



Paper rocket

Vocabulary: Paper, rocket, creativity, imagine, drawing.

Objective: To develop a reasoning level to interact in a creative way to reinforce students' ability in the reading skill.

Learning outcome: At the end of the lesson, students will be able to interact with their classmates through dialogues and compare their answers in groups.

Methodology: Communicative activities.

English Teaching Strategy: Small discussion group.

Procedure: Divide the class into Group 1 - Group 2. Each student in each group will have a reading sheet with their respective exercises. Then, students compare their answers through dialogues. They will also apply their creative skills in drawing what they liked the most or the most important part of the lesson.

Time: 20 minutes.



WORKSHEET

Activity #3



Student's name:

Grade: __ /10

Date:

1. Read and analyze the text carefully.

PAPER ROCKET

Once upon a time there was a little boy whose greatest dream was to have a rocket and shoot it to the moon, but he had so little money that he could not afford to buy one. One day, by the sidewalk he discovered the box of one of his favorite rockets, but when he opened it he discovered that it contained only a small, broken paper rocket, the result of a mistake at the factory. The boy was very sorry, but thinking that he finally had a rocket, he began to prepare a scenario to launch it. For many days he collected papers of all shapes and colors, and devoted himself wholeheartedly to drawing, cutting out, gluing and coloring all the stars and planets to create a paper space.

It was a very difficult job, but the final result was so magnificent that the wall of his room looked like a window open to outer space.

Since then, the boy enjoyed every day playing with his paper rocket, until a classmate visited his room and when he saw that spectacular scenery, he proposed him to change it for a real rocket that he had at home. That almost drove him crazy with joy, and he gladly accepted the exchange. Since then, every day, when playing with his new rocket, the boy missed his paper rocket, with its scenery and planets, because he really enjoyed playing with his old rocket much more. Then he realized that he felt much better when he played with those toys that he himself had built with effort and illusion.

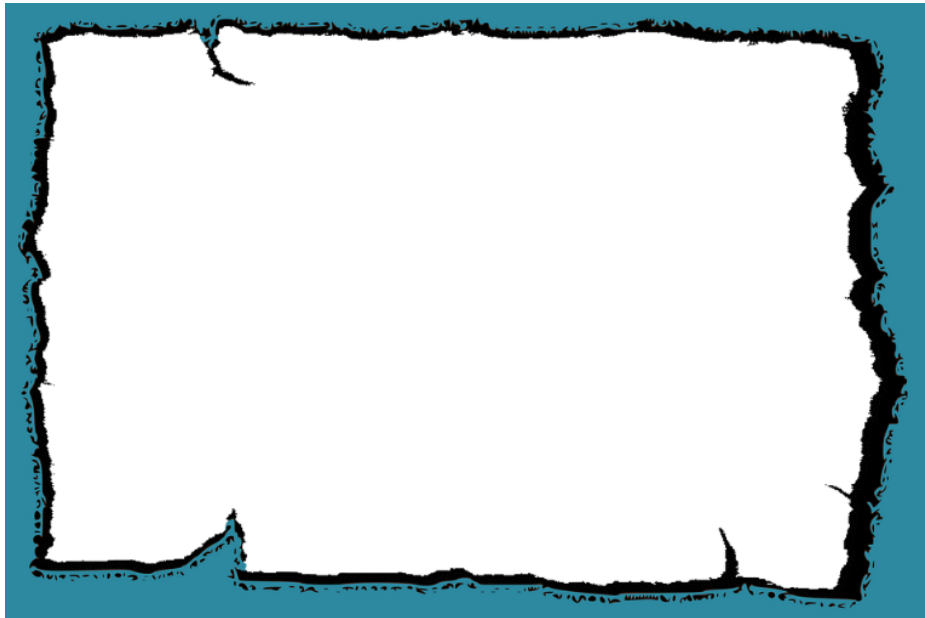
2. Complete the following activity.

Create another ending to the story

Write down the part of the story you liked.

Write down the part of the story you did not like.

3. Draw the part of the story "Paper Rocket" that you consider the most relevant.



ACTIVITY

4

Pharmaceutical products

Vocabulary: Health, relief, gastric problems, muscle pain and fatigue, dosage, tablets, expiration.

Objective: To develop a new vocabulary section with the students to expand their knowledge in meanings using their reasoning.

Learning outcome: At the end of the lesson, students will have the ability to accurately identify informative facts about a product.

Methodology: Collaborative learning.

English Teaching Strategy: Self-learning - taking care health.

Procedure: Students should carefully read the product's information poster. Have students identify and extract relevant information detailed in the pharmaceutical product. Terms unknown to students will be noted down, look for their definitions. Finally, they will complete the exercises on the worksheet within the established time.

Time: 15 minutes.



WORKSHEET

Activity #4



Student's name:

Grade: __/10

Date:

Observe and complete the activity according to the drug product information.

FOR QUICK RELIEF OF:

Stomach upsets, Gastric hyperacidity, excesses of food and drink - Headaches - Neuralgias - Fatigue and muscle aches - Cold symptoms.

INSTRUCTIONS

Oral route.

ALKA-SELTZER should always be taken dissolved in water.

ADULTS: 1 or 2 tablets dissolved in water up to a maximum of 10 tablets per day.

CHILDREN: Half the dose. For children under 3 years of age, consult your doctor.

Each tablet contains	AlKA – SELTZER dissolved in water transforms into:
Acetylsalicylic Acid	0,32 gr. Acetylsalicylate Folic Acid
Monocalcium Phosphate	0,20 gr. Sodium Phosphate Calcite
Sodium Bicarbonate	1,90 gr. Sodium bicarbonate
Citric Acid	1.05 gr. Sodium Citrate

Registered at DGFM under N° E 40876

Manufactured in Spain by:

BAYER



1. When should this medicine be taken?

Headaches - Bad eyesight - Constipation - Anemia - Skin itching - Diarrhea - Nervousness

2. How many doses can a 9-year-old child take per day?

3. What is the expiration date of the medicine?

4. On February 20, 2008 will I be able to take this medicine? Why?

5. How will I be able to take this medication?

Write the answers in the box

1	
2	
3	
4	
5	

ACTIVITY

5

Imitating a comic

Vocabulary: Prehistory, coronavirus, dinosaur, sloth, wash hands.

Objective: Use oral and body language during the reading of the comic sequences.

Learning outcome: Students will be able to activate their reading comprehension skills orally through a comic book presented by the teacher.

Methodology: Reading comprehension questions.

English Teaching Strategy: Role Plays – Questions and answers.

Procedure: Students will read the text taking equal turns. They will also describe the actions of each sequence, or they can even make gestures to make it a more dynamic reading, so they should pay attention to both the dialogue and the actions performed. At the end of the activity, the teacher asks the students how they felt doing this activity.

Time: 15 minutes.



WORKSHEET

Activity #5



Student's name:

Grade: __/10

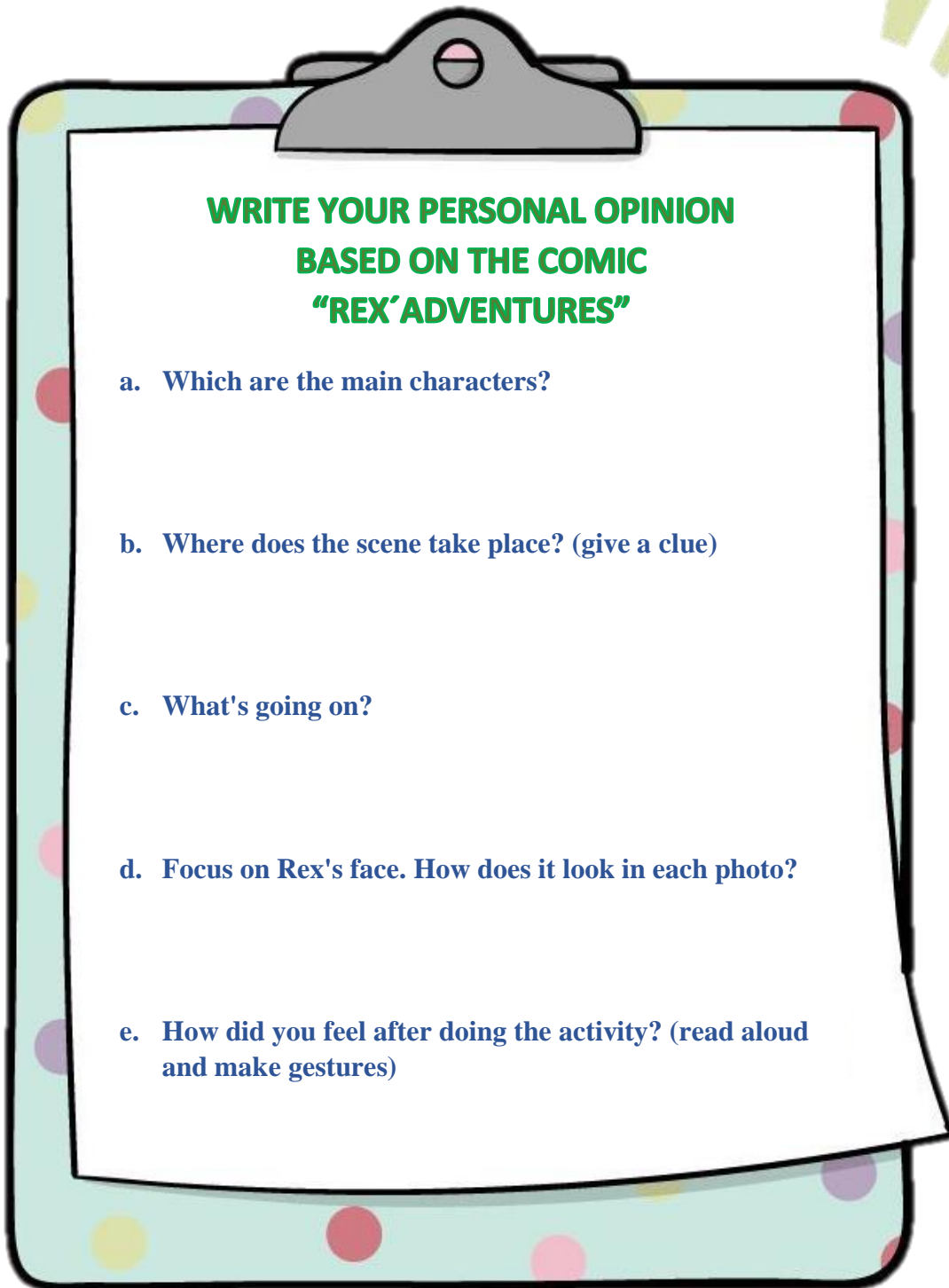
Date:

1. Read the dialogues, interpret and imitate the actions shown in the comic.

REX'S ADVENTURES



2. Answer the questions according to the Comic



ACTIVITY

6

Carly's family

Vocabulary: Large family (mom, dad, brothers, pets)

Objective: Students will autonomously read the short text to answer the multiple-choice questions according to the reading content.

Learning outcome: At the end of the lesson, students will be able to identify the best option based on multiple choice activity providing them a reinforcement in the previous skill learned.

Methodology: Autonomous activity.

English Teaching Strategy: Questions and Answers.

Procedure: Divide the text into fragments to be read silently. Distribute the questions to the students so that they can answer them according to the reading fragments. The student can use the dictionary in case he/she finds any unknown words. At the end of the activity students can compare their answers to know their own level of Reading comprehension.

Time: 15 minutes.



WORKSHEET

Activity #6



Student's name:

Grade: __ /10

Date:

Read the passage. Then answer the questions below

CARLY'S FAMILY

Carly has a large family.
She lives with four people.
Carly also has two pets.

Carly's mom is a doctor. Carly's mom works at the hospital. Carly's mom helps people who are sick.

Carly's dad works at home. Carly's dad cooks for the family. Carly's dad drives the kids to soccer practice.

Carly has two brothers. James is ten years old. Scott is fourteen years old.

Carly has two pets. Jinx is a small, black cat. Diego is a large, brown dog.

Carly loves her family!



QUESTIONS

1) How many people are in Carly's family?

- A. four
- B. five
- C. six

2) Carly's mom works at the

- A. restaurant
- B. mall
- C. hospital

3) This passage is mostly about Carly's

- A. family
- B. pets
- C. soccer team

4) Which of the following is most likely true?

- A. Carly's mom coaches the soccer team.
- B. James is the best soccer player in the family.
- C. Jinx and Diego are part of Carly's family.

5) The oldest brother in Carly's family is

- A. James
- B. Scott
- C. Diego

ACTIVITY

7

Logical inference

Vocabulary: Past tense verbs, feelings and emotions.

Objective: Comprehend the implicit details of a text and promote inferences to find additional information that is not written in the text.

Learning outcome: Students will activate their critical reading level in which they will interpret and produce new information based on the text presented.

Methodology: Cooperative learning.

English Teaching Strategy: Inferences – Group discussions.

Procedure: The worksheet is distributed to each student to begin reading the passage. During this, students should read carefully to extract relevant information from the text and from this, answer the questions in their own words based on the text. At the end of the activity, students can discuss their answers.

Time: 15 minutes.



WORKSHEET

Activity #7



Student's name:

Grade: __ /10

Date:

Read each passage and then respond to the questions. Each question will ask you to make a logical inference based on textual details. Explain your answer by referencing the text.

MIYA'S CHILDHOOD

Miya came out of the bathroom with tears in her eyes. She ran down to the cafeteria and asked the staff if they had any rice. Fortunately for Miya, Ms. Lucille did. Ms. Lucille filled a red plastic cup about half way with white rice grains and handed it to Miya. Miya pulled a damp phone from out of her back pocket and pushed it into the dry rice grains inside of the plastic cup. She sincerely thanked Ms. Lucille and then went back to class. She felt relieved, but she was still a little worried.

1. Why is Miya upset at the beginning of the passage?

How do you know this?

2. Why does Miya put her phone in the cup of rice?

How do you know this?

3. Why is Miya relieved but still worried at the end of the text?

How do you know this?

ACTIVITY

8

Figurative language

Vocabulary: Literature, poem, figurative language (metaphor, personification, alliteration, tone)

Objective: To put in practice the brainstorming strategy to develop a new experience of reasoning based on poetry learned in Literature and English class.

Learning outcome: Students will be able to identify and classify rhetorical and literary figures according to information in the poem.

Methodology: Direct Teaching – Brainstorming.

English Teaching Strategy: The classification of the poem's literary and rhetorical figures will be detailed through a brainstorming.

Procedure: The teacher distributes the activity material after teaching the content of figurative language. Students should read the poem presented as they will have to identify and brainstorm 2 examples of figurative language. These examples can be different on each student worksheet. At the end of the activity, compare results with classmates.

Time: 10 minutes.



WORKSHEET



Activity #8

Student's name:

Grade: __/10

Date:

Read the following poem, identify and mention in the brainstorming two examples of each figurative language.

A PRECIOUS—MOULDERING PLEASURE
By Emily Dickinson

A precious—mouldering pleasure—'tis—
To meet an Antique Book—
In just the Dress his Century wore—
A privilege—I think—

His venerable Hand to take—
And warming in our own—
A passage back—or two—to make—
To Times when he—was young—

His quaint opinions—to inspect—
His thought to ascertain
On Themes concern our mutual mind—
The Literature of Man—

What interested Scholars—most—
What Competitions ran—
When Plato—was a Certainty—
And Sophocles—a Man—

When Sappho—was a living Girl—
And Beatrice wore
The Gown that Dante—deified—
Facts Centuries before

He traverses—familiar—
As One should come to Town—
And tell you all your Dreams—were true—
He lived—where Dreams were born—

His presence is Enchantment—
You beg him not to go—
Old Volume shake their Vellum Heads
And tantalize—just so—



ACTIVITY

9

Other wealths

Vocabulary: Wealthy family, fortunate, peasant family, poor and needy people, life lesson.

Objective: To keep developing the students' reasoning in an easy way using activities provided before to enhance the developing of the reading skill.

Learning outcome: At the end of the lesson, students will be able to provide a new experience using their reading comprehension skill based on a new Q&A activity.

Methodology: Direct Teaching – Q&A activity.

English Teaching Strategy: Questions and Answers.

Procedure: The teacher provides the students with the worksheet so that they can proceed to read and perform the activity. The class is divided into groups of 4 people to complete the task. At the end of the task, the reading comprehension skills are evaluated through the worksheet. Also, the teacher asks some questions to the students related to the topic (vocabulary) they learned.

Time: 15 minutes.



WORKSHEET

Activity #9



Student's name:

Grade: __ /10

Date:

Read the text and complete the activity

OTHER WEALTHS

Once, the father of a wealthy family took his son on a trip to the countryside with the firm purpose of making him see how poor the people who lived there were; that he would understand the value of things and how fortunate they were.

For a day and a night, they stayed at the farm of a very humble peasant family. At the end of their stay, and on their return home, the father asked his son.

- What did you think of the trip?
- Very nice, Dad.
- Did you see how poor and needy people can be?
- Yes. - And what did you learn?

- That we have one dog at home, they have four; we have a 25-meter swimming pool, they have an endless stream; we have imported lamps in the yard, they have the stars; our yard reaches the edge of the house, theirs has the whole horizon. Dad, I especially noticed that they have time to talk and spend time together as a family. You and mom have to work all the time and I hardly see you.

At the end of the story, the father was speechless and his son added: "Thank you, Dad, for that way of showing me how rich we could be!"

1. What is the family like? _____

2. Where did the father take the son on a trip? _____

3. What did the father intend to do? Answer true (T) or false (F)

- He wanted the son to see how rich the country people were. ()
- That the son would understand the value of things and how fortunate they were ().
- That the son would see how beautiful the countryside was and become a farmer ().

4. How long were the father and son on the farm?



5. In the text it says: "At the end of their stay..."
The underlined word can be replaced by....

- finish
- flee
- get
- begin

6. When the father says: Did you see how poor and needy people can be?

7. Who was he referring to?

- His own family
- His cousins
- The family on the farm
- The neighbors

8. Who do you think taught the lesson: the father or the son to the father?

9. Match what the boy had with what they had on the farm.

WEALTHY FAMILY	FARM FAMILY
A dog...	
A swimming pool...	
Imported lamps...	
A big yard...	
Parents he hardly saw...	

ACTIVITY

10

Short conversations

Vocabulary: Action verbs, days of the week, places, professions.

Objective: To develop the reading comprehension skill based on reading aloud activity using short conversation in order to provide an understanding in all the English skills.

Learning outcome: The student will improve their oral reading fluency by reading loud the short conversations.

Methodology: Teaching Direct- Reading aloud.

English Teaching Strategy: Role plays – Questions and Answers.

Procedure: Divide students into pairs for the oral reading activity (Student A – Student B) Each pair will read aloud a short conversation. Then they will answer the questions collectively and order the simple questions according to each fragment, Also, students should be attentive listening to the opinions of their partners to compare their answers.

Time: 15 minutes.



WORKSHEET



Activity #10

Student's name:

Grade: __/10

Date:

Read the conversations and answer the questions

1 When is the park closed?

- A: National Park. Can I help you?
B: Yes, I'd like to know the opening hours for the park.
A: We are open from nine to six Tuesday to Sunday.
B: And how about Monday?
A: Sorry, we aren't open on Mondays.

Monday

Saturday

Sunday

2 What is Barry doing?

- A: Hey! Where's Barry? Is he sleeping?
B: At this time? No! He's in the garden.
A: Is he doing the gardening?
B: Barry? Of course not! He's reading.

Sleeping

Reading

Gardening

3 Where is Jenny?

- A: Hi, Jenny! Are you at home?
B: No, I'm at the hairdresser's.
A: Well, would you like to go for coffee later?
B: I can't. I've got a lot of homework.

At home

At the hairdresser's

At the café

4 What is Dave's mum's job?

- A: Where does your mum work, Dave?
B: She works in a hospital.
A: Oh! Is she a nurse?
B: No, she works in a dentist's office. She's a secretary.

Nurse

Secretary

Dentist

5 How many animals are there at the zoo?

- A: How many animals are there here?
B: We usually have about one hundred but at the moment we only have sixty-five.
A: And do you have any rare animals?
B: Yes, about fifteen!

15

65

100

CONCLUSIONS

It has been determined that the students of eight grade at Unidad Educativa “La Libertad” have a variety of teaching strategies related to the improvement and development of reading comprehension skill, so they are able to practice during their classes inclusive outside the high school because they like to keep developing the skill.

Be connected with the theoretical framework it is possible to find out the necessity to keep the guide of reading comprehension activities updated in association with the students and English teachers in every scholar year to review bibliographic information based on the principal variables.

The methodological process of this research paper was useful to adapt a questionnaire to determine the needs of the students in order to improve and develop strategies for their student profile and personal performance in their future.

At the point that the guide is completely designed, English teachers from Unidad Educativa “La Libertad” should be trained with all these useful activities that involves the best strategies for the application of their knowledge using perfectly this beneficial resource.

RECOMMENDATIONS

It is recommendable for future research that covers English teaching strategies to emphasize the improvement and development of reading comprehension skill in different high school graders at Unidad Educativa “La Libertad” counting the inspiration of the students to keep developing their ability.

It is suggested that the guide should be persistently review and updated from different investigations, books and useful bibliography, since it could have any change bases on the needs of the students.

It is recommendable to apply some methods to gather truthful information such as the application of the direct observation inside the classroom or doing an observation sheet writing all the problems faced during the hour of class, and it is important to apply questionnaires to students every scholar year to know their progress with the English teaching lessons.

It is suggested that the reading comprehension guide should follow a format to replicated in other high school inside or outside the Santa Elena province, as a result of any similar research project may be focused on any different English skill.

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APPENDIX #1 ANTI-PLAGIARISM REPORT

La Libertad, 28 enero 2022

Oficio 20 -RVC- 2022

Señora

Ing. Tatiana García, MSc.

Directora Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros PINE,

UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA.

En su despacho:

En relación con el trabajo de titulación English Teaching strategies to enhance Reading Comprehension Skill in eight graders at Unidad Educativa in La Libertad – Province of Santa Elena, School year 2022-2023, elaborado por la estudiante Demmi Lissette Tigrero Hidalgo, de la Carrera Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias de la Educación, Universidad Estatal Península de Santa Elena, me permito informar que el sistema anti-plagio URKUND, señaló un 0% de similitud, mismo que permite continuar con los trámites correspondientes.

Adjunto reporte de similitud.

Atentamente,

**ROSSANA
NARCISA
VERA
CRUZATTI** Firmado digitalmente por
ROSSANA
NARCISA VERA
CRUZATTI
Fecha: 2022.01.28
22:04:42 -05'00'

Lcda. Rossana Vera Cruzatti

Docente

Curiginal

Document Information

Analyzed document	DOCUMENTO A URKND.docx (D126468368)
Submitted	2022-01-28T23:01:00.0000000
Submitted by	
Submitter email	demmy.tigrero@upse.edu.ec
Similarity	0%
Analysis address	rverac.upse@analysis.orkund.com

Sources included in the report

APPENDIX #2 TUTOR ASSIGNMENT



Facultad de
Ciencias de la Educación e Idiomas
Pedagogía de los Idiomas Nacionales y Extranjeros

MEMORANDO

REFERENCIA: PINE-097-2021-TT

DE: ING. TATIANA GARCÍA VILLAO, MSC.
DIRECTORA DE CARRERA

PARA: TIGRERO HIDALGO DEMMY LISSETTE
ESTUDIANTE CARRERA PINE

CC: MSC. ROSSANA VERA CRUZZATTI
DOCENTE CARRERA PINE

ASUNTO: APROBACIÓN DE ANTEPROYECTO DE UCI Y DESIGNACION DE TUTOR

FECHA: 06 DE DICIEMBRE DEL 2021

Por medio de la presente y cumpliendo con la normativa existente para estudiantes de Pregrado de la Universidad Estatal Península de Santa Elena, me dirijo a usted para informarle que mediante Resolución de Consejo de Facultad RCF-SO-FCEI-025-2021, Sesión ordinaria del 25 de noviembre de 2021, fue aprobado el Tema de su Trabajo de Titulación: "English Teaching Activities to enhance reading comprehension skills in eighth graders at Unidad Educativa "La Libertad"; siendo designado como tutor la docente:

APELLIDOS	CORREO	TELÉFONO
MSc. Rossana Vera Cruzatti	rverac@upse.edu.ec	093 994 3806

En caso de existir alguna observación con respecto al tutor, por favor notificar oportunamente con el fin de resolver cualquier situación que impida cumplir con el objetivo propuesto. Recordarle que las tutorías deben ser registrarlas en el Formato de Registro de Asistencia a Tutorías.

Atentamente,



ROSA TATIANA
GARCIA



Ing. Tatiana García Villao, MSc.
Directora Carrera Pedagogía de los Idiomas Nacionales y Extranjeros

c/c Archivo

Somos lo que el mundo necesita

APPENDIX #3 AUTHORIZATION

La Libertad, 20 de Enero del 2022

Msc. Víctor Bernabé Rodríguez
DIRECTOR DISTRITAL 24D02

En su despacho;

Reciba un cordial saludo de la estudiante *Tigrero Hidalgo Demmy Lissette* de Octavo semestre de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Estatal Península de Santa Elena, solicito su autorización para desarrollar las encuestas a 40 estudiantes aproximadamente de Octavo año sea en la modalidad virtual o presencial en una hora clase con el docente presente quienes pertenecen a la distinguida Unidad Educativa "La Libertad", la cual actualmente dirige la *Msc. Kathyuska Verónica Tomalá Tumbaco*. Esta actividad tiene como finalidad obtener información que aporten a mi Proyecto de Investigación cuyo tema es "*ENGLISH TEACHING STRATEGIES TO ENHANCE READING COMPREHENSION SKILL IN EIGHTH GRADERS AT UNIDAD EDUCATIVA "LA LIBERTAD" - LA LIBERTAD - PROVINCE OF SANTA ELENA, SCHOOL YEAR 2022 - 2023*", previo a la obtención del título de Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros, el mismo que deseo realizarlo en la institución educativa antes mencionada, en la cual culminé mis estudios secundarios y me siento muy orgullosa de contribuir en su crecimiento educativo.

Segura y conocedora de que esta labor servirá para beneficio de los estudiantes y el personal docente de dicha institución. Esperando su aprobación quedo muy agradecida, y deseándole éxitos en sus funciones.

NOTA: Adjunto el cuadro detallado de la fecha para realizar las respectivas encuestas y entrevistas en la institución.

FECHA	MIÉRCOLES 19 - 01 - 2022
ENCUESTAS	DIRIGIDO A: 40 ESTUDIANTES

Atentamente

Tigrero Hidalgo Demmy Lissette
N° Cédula: 2450330226
N° Celular: 0982760587
demmy.tigrero.15@gmail.com

La Libertad, 19 de enero del 2022

Msc.
Víctor Bernabé Rodríguez
DIRECTOR DISTRITAL 24D02
En su despacho. -

De mi consideración.-

Por medio del presente, reciba un cordial saludo, por parte de quienes formamos parte de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, deseándole éxitos en este nuevo año, y posteriormente exponerle lo siguiente.

La estudiante de octavo semestre Demmy Lissette Tigrero Hidalgo, actualmente se encuentra en desarrollo de su anteproyecto de tesis cuyo tema está relacionado al método de la enseñanza de Idiomas Inglés Básico a estudiantes de octavo grado en la Unidad Educativa "La Libertad".

Por lo expuesto, solicito su autorización para que la mencionada estudiante pueda acceder a la recolección de datos relevantes mediante entrevistas a docentes y encuestas a estudiantes, en la referida Institución que actualmente está representada por la Msc. Kathyuska Verónica Tomalá Tumbaco, información que será de utilidad para el desarrollo de su anteproyecto de tesis previo a la obtención del título de Licenciada en Pedagogía del Idioma Inglés.

En espera de su aceptación a nuestro petitorio quedo de usted muy agradecida.

Atentamente,



ROSA TATIANA
GARCIA



Ing., Tatiana García Villao, MSc.
Directora Carrera Pedagogía de los Idiomas Nacionales y Extranjeros

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**APPENDIX #4 STUDENT SURVEY
UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA**

FACULTY OF SCIENCES OF EDUCATION AND LANGUAGES

PINE MAJOR

OBJECTIVE: This survey will help to obtain important information for the research project titled:

INSTRUCTIONS: Please, read carefully each question with its alternatives. Then, choose one alternative to provide an answer (X).

1. Does your English teacher apply teaching strategies that help you to improve your reading comprehension skill?

Strongly disagree	Disagree	Neutral	Agree	Strongly agree

2. Do you consider that the English teaching strategies that your teacher applies in class helps you to improve your reasoning and problem-solving skills?

Strongly disagree	Disagree	Neutral	Agree	Strongly agree

3. How often would you attend a class where you are helped to improve your reading comprehension skills?

Always	Very Often	Sometimes	Rarely	Never

4. How many hours per do you spend reading a book?

0h	1h	2h	3h	4h

5. Does your teacher encourage reading through the application of pre-reading activities (preparing the student before reading)?

Strongly disagree	Disagree	Neutral	Agree	Strongly agree

6. Does your English teacher provides you direct support during the reading process (help with vocabulary, understanding of events, clear instructions)?

Strongly disagree	Disagree	Neutral	Agree	Strongly agree

7. During the reading of process, does your English teacher promotes activities such as predicting events and vocabulary, questions and answers, clarifying details and summarizing?

Strongly disagree	Disagree	Neutral	Agree	Strongly agree

8. When you are reading in English at home, do you use any strategies provided by your teacher in order to facilitate a social exchange where you express your point of view demonstrating your level of critical thinking?

Strongly disagree	Disagree	Neutral	Agree	Strongly agree

9. After reading any kind of texts, does your teacher evaluate your level of reading comprehension through strategies such as: inquiry, extraction of ideas, identification of events, inferences, brainstorming, question and answer, among others?

Strongly disagree	Disagree	Neutral	Agree	Strongly agree

10. Does the use of a guide containing lectures, stories, fables, novels, among others and useful activities of reading comprehension will help you to enhance your development in the reading skill?

Strongly disagree	Disagree	Neutral	Agree	Strongly agree

Thanks for your time and cooperation!

APPENDIX #5

EIGHTH GRADERS AT UNIDAD EDUCATIVA "LA LIBERTAD"

