PENINSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES

LANGUAGE SCHOOL

ENGLISH TEACHING CAREER

"A READING CLUB TO IMPROVE THE LEARNING OUTCOMES IN ENGLISH FOR STUDENTS IN TENTH YEAR OF BASIC EDUCATION FROM COLEGIO MIXTO PARTICULAR UPSE, LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2014 - 2015 ".

RESEARCH PAPER

As a requisite to obtain a:

BACHELOR´S DEGREE IN ENGLISH

AUTHOR: CARLOS LUIS TOMALÁ POZO

ADVISOR: Ec. CECILIA ALEXANDRA JARA ESCOBAR, MSc

LA LIBERTAD – ECUADOR

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UNIVERSIDAD ESTATAL

PENÍNSULA DE SANTA ELENA

FACULTAD DE CIENCIA DE EDUCACION E IDIOMAS

CARRERA DE LICENCIATURA EN INGLÉS

" UN CLUB DE LECTURA PARA MEJORAR LOS RESULTADOS DE APRENDIZAJE DEL IDIOMA INGLÉS EN LOS ESTUDIANTES DEL DECIMO AÑO DE EDUCACIÓ BÁSICA DEL COLEGIO MIXTO PARTICULAR UPSE, LA LIBERTAD, PROVINCIA DE SANTA ELENA. AÑO LECTIVO 2014 – 2015".

TRABAJO DE TITULACIÓN O GRADUACIÓN PREVIO A LA OBTENCIÓN DEL TITULO DE:

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AUTOR: CARLOS LUIS TOMALÁ POZO

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2015

La Libertad, July 09th, 2015

ADVISOR´S APPROVAL

In my role as Advisor of the research paper under the title **"A READING CLUB TO IMPROVE THE LEARNING OUTCOMES IN ENGLISH FOR STUDENTS IN TENTH YEAR OF BASIC EDUCATION FROM COLEGIO MIXTO PARTICULAR UPSE, LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOLYEAR 2014 – 2015"** prepared by Carlos Luis Tomalá Pozo, undergraduate student of the English Teaching Career, Faculty of Education and Languages 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 board of examiner.

Sincerely,

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Ec. CECILIA ALEXADRA JARA ESCOBAR, MSc.

ADVISOR

La Libertad, July 09th, 2015

STATEMENT OF AUTHORSHIP

I, Carlos Luis Tomalá Pozo with ID number 092137601-8 undergraduate student from the Peninsula of Santa Elena State University, Faculty of Education and Languages, as a requisite to obtain a Bachelor´s degree in English, in my role as author of the research paper **"A READING CLUB TO IMPROVE THE LEARNING OUTCOMES IN ENGLISH FOR STUDENTS IN TENTH YEAR OF BASIC EDUCATION FROM COLEGIO MIXTO PARTICULAR UPSE, LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2014 – 2015"** ", certify that this work is of my own authorship, except for the quotes and reflections used in this research paper.

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DEDICATION

First of all I dedicate this work to my God and Lord. Also, I dedicate this work to my wife, Pamela, who has been next to me as support and encouragement during all this time of my study. I am really thankful for having her in my life. Finally, it is dedicated to my sons Carlos, Joseph and my beautiful daughter Elizabeth for being my great motivation and inspiration.

Carlos

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Author: Carlos Luis Tomalá Pozo
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ABSTRACT

Today, the Ministry of Education, through agreement 41-14, allows the implementacion of Clubs as tools to reinforce the knowledge acquired by students and improve their development in different fields of education. It is considered that with the implementation of clubs for the "good living" in such extracurricular classes, students will be able to reinforce their learned knowledge in the classroom thought different strategies and teaching applied by teachers according to the contents and general competence proposed.The following research has as purpose of showing how the learning outcomes in English language in the students of Tenth Basic Year from Colegio Mixto Particular UPSE is improved through the implementation of a Reading Club. A manual of a reading club was designed, and applied in the classrooms of the institution. It used six texts related to the contents, grammar and vocabulary of the students´ English book of the Minstry of Education. Also, strategies were implemented to teach and are vocabulary, grammar, discussion and writing, and techniques such as looking for the main idea and looking for details that made it easier, more entertaining and interactive the students' learning process. The strategies and techniques applied helped the students to develop their language skills. In addition, a reading club was created on Facebook in order to improve their writing skills, to keep in touch between teacher and students, and to promote the dialogue and interaction among themselves. It gave the teacher clear ideas about students' learning outcomes. The Reading Club allowed to get better learning outcomes in the English subject in students of the tenth year of basic education. Then, they assimilated the contents of the student´s English book. Moreover, they developed their language skills ,and finally, they got a good proficiency level according to the exit profile.

KEY WORDS: Reading club, improve, learning outcomes, general competece, exit profile.

INTRODUCTION

Learning the English language is a complex process that students must face to assimilate and domain the most accurately. Success in learning English depends on the domain of the language, strategies used, and the activities. The student must have also an interest in learning the language, to be willing to learn it, understand and dominate it.

Learning the English language becomes very important today because it is one of the most used in the world, that is why in our country it is taught in schools as a English language. However, the mastery of this language is not so significant because the techniques, strategies, and resources are not used to make the learning process effective. In addition to that, the students do not perform extracurricular activities in which the English language could be used.

This research work aims to detect the most relevant problems in learning the English language, and establishes solutions to improve the academic performance of students in the tenth year of basic education. The following allows us to set the question of research: How does the implementation of reading clubs favor to improve the learning outcomes of the English language in students in the tenth year from "UPSE" high school in the academic year 2014-2015?

Chapter I: **The problem**, sets the objectives pursued in this research, in addition to the justification and importance of the subject in study.

Chapter II: The theoretical framework, is based on documentary research, indicating a history of research, theoretical basis and other foundations that endorse this research process.

Chapter III presents **the methodology** to be followed in the process of research, methods, design, population and sample, techniques, instruments of data collection, processing of data, analysis and interpretation of result from the application of the instruments with their respective data and statistical tables.

In **Chapter IV, the proposal,** provides a guide to the Reading Club, the alternative solution to the problem, a proposal to improve academic performance in the English subject in students of the tenth year of basic education in the "UPSE" high school.

Finally, **Chapter V** refers to the **Administrative framework**, which includes resources used to comply with the investigation.

CHAPTER I

STATEMENT OF THE PROBLEM

1.1. TITLE OF THE RESEARCH PAPER

"A READING CLUB TO IMPROVE THE LEARNING OUTCOMES IN ENGLISH FOR STUDENTS IN THE TENTH YEAR OF BASIC EDUCATION FROM COLEGIO "UPSE", LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2014 – 2015."

1.2. STATEMENT OF THE PROBLEM

1.2.1. Context

The level of development of basic education in foreign language reading skills has been affected by the lack of effective teaching of teachers towards students in the province of Santa Elena; it has been observed that in general students have not strengthened the reading skills in English.

Students in the tenth year of basic education from "UPSE" high school are not the exception, and they have not developed in full the four communicative skills of English which are writing, speaking, reading, and listening.

In the didactic part, the English teaching only focuses on content such as learning new phrases, words, and sentence patterns. Also there is lack of interaction between the teacher and the student, turning the student into passive, weak, or obedient attitude.

In addition, the lack of teaching resources is another factor which does not facilitate learning language; they do not take advantage of these resources or do not master

certain technological instruments affecting the growth of the communication skills of the students.

The main deficiency of the learning problems is the lack of application of techniques, strategies and learning methods that exist for the teaching of a language.

Observations made an inspiration to carry out a project that would enable to apply tools that improve and strengthen the communication skills and learning outcomes of the students in the English subject, and improve their school performance.

It was considered speaking with the school authorities and English teachers to proceed with the investigation, and they provided all the necessary adaptations and resources that support the implementation of the research project.

1.2.1.1 Contextualization

With the advancement of technology and global competition in Latin America, the use of English language has become a necessity for all countries, but within the Ecuadorian Educational process of implementing the use of English language as a requirement in the educational programs, the Ministry of Education through training programs has come to identify different types of problems that affect the learning of English language in basic and higher education, emphasizing that people study English language but do not learn to speak it, write it and they have difficulty in recognizing basic words at the time of making an investigation and in most scientific books, magazines and articles, and for those reasons students fail to understand. Students are not being motivated enough to learn English, they see it as a requirement that they will have to do in the class, and that they must learn it; where teachers must guide as a training opportunity and use this tool to battle cultural poverty in learning other languages at local, national foreign levels.

In Ecuador, the subject of English has been incorporated in the curriculum, but through the years it has not provided great satisfaction due. To lack of pedagogical teaching tools, a good curriculum and the application of traditional methods have been affecting the teaching of the English language. The Ministry of Education is implementing educational policies to improve the learning of the English language, among them there are teacher training and improvement of the curriculum guidelines based on the Common European Framework.

Also, the lack of other factors such as motivation, teaching resources and their bad application, in some cases, are obvious factors that have failed to inspire creativity in the process of teaching the English language; the excess of the number of students per classroom is not adequate in the process of teaching and learning within the Ecuadorian education framework.

1.2.1.2 Prognosis

A methodological guide to reading clubs in the English subject would help students to their individual and collective development; they would develop language skills which also improve learning outcomes. Also, it will be of great benefit for teachers to apply English reading clubs in the institutions immersed Ecuadorian education system.

1.2.1.3 Main problem:

Students have not developed the sufficient English skills

Causes:
   a) Inadequate teaching resources
   b) Application of old traditional methods
   c) Excess of students per classrooms
   d) Lack of motivation

Effects:

   a) Students cannot communicate in English

   b) It is difficult to do research in English

   c) Force to learn English as a requirement

d) Traditional cultural factor does not inspire to learn another language

1.2.1.4. Description of the causes:

- **Inadequate teaching resources. -** Despite the fact that the technology is in our country, there are institutions that do not have the adequate resources, or the teachers do not use them. Also the English text books are not well used, many teachers refer to the book as something that must be followed and do not realize that this is only a guide for teaching.

- **The application of traditionalist methods.-** Despite the fact that modern education focuses on the constructivist method, today teachers still do not adapt themselves to the new methods, and continue applying traditional methods. Many teachers still send homework as a way of facilitating understanding and learning.

- **Lack of motivation. -** Motivation is the impulse that a person has to achieve a goal, but within the English language teaching it is considered that students are not motivated by teachers. This lack of motivation in students do not allow them to have a positive attitude towards the English subject.

- **Excessive number of students in the classroom. -** With the system of free education in all public schools, the classrooms of the schools and high schools have been filled out with students. In many schools, there are 50, 60 to 65 students per classroom, deriving an unhealthy pedagogical environment.

1.2.1.5. Description of the effects:

☐ **Students cannot communicate in English**. Students do not like to study English because it is a subject that is very difficult to learn, but it is also considered that lack of motivation exists because teachers do not apply special techniques or interactive and entertaining methods. Teachers must apply creative techniques that motivate students to appreciate this subject. The low motivation of students and lack of creativity of teachers are not making the students to communicate in English in a simple and easy way.

☐ **Difficulty of doing research in English. -** Today, most of research that is published in books and on the Internet are written in English as well as in English speaking countries, or in other countries which have English as their second official language. Students when doing research into certain subject, find necessary information in English. But by the lack of knowledge of this language, they seek only information in Spanish making their research scientifically limited.

☐ **English learning as a requirement. -** This is what many students expressed on this subject. But one of the problems is that they end up studying English because it is an obligation to pass the academic year. It is true that in our country the official language is Spanish, but obviously it is a necessity to learn English to do research since most of the books on the internet are in English and printed books are very expensive.

☐ **Traditional Culture does not inspire learning other languages. -** In our country it is very evident that there is a lack of culture to learn another language, and this problem could be caused by poor culture practices. It is considered that people who do not learn another language is because of the costs of learning are very expensive in some educational institutions that offer the teaching of the English language, and others think that it is very difficult to learn a new language.

1.2.2. Critical analysis

The purpose of teaching the English language is that students will speak another language and can communicate easily with people from other countries. It also converts into an economic support in life and that indirectly contribute to social development. Teachers have been aware of this and have sought to focus on the needs of the students and in the social demands by applying new educational approaches, without positive results.

It is important to analyze the drawbacks of learning the English language and then seeking to waste all the resources that are necessary in order to improve this process of teaching English language.

1.2.3 Problem formulation

How feasible and relevant will be the implementation of a Reading Club to improve the learning outcome of the English in students of the tenth year of basic education from UPSE high school?

1.2.4 Guideline questions

- What is the theoretical foundation of the English Reading Club for students in the tenth year of basic education?

- What methodology is applied in the English reading club for students in the tenth year of basic education of the "UPSE" high school?

- What are the methodological guidelines for a Reading Club that teacher must master in basic education?

- Would the contents help to improve the performance of English language learning?

- Do you think that the resources used in class for the teaching of English are appropriate?

- Do you consider that the lessons taught in class are not sufficient for learning the English language?

- Do you believe that values such as respect and tolerance are needed to learn the English language?

- Do you think that comprehensive readings are tools that facilitate the learning of the English language?

- Do you know the most common phrases and words used in the English classes?

1.2.5 Problem limitation

This research will take place in the UPSE high school located within the UPSE University in the city of La Libertad, province of Santa Elena, and will work directly with the 10th year students of basic education and teachers.

The estimated time for this research is 6 months depending on the inconveniences that may occur during the investigation

Observation units

The students of the tenth year of basic education and teachers of the "UPSE" high school.

Spatial delimitation

This investigative work will have the duration of 6 months from June to December of 2014.

Temporal delimitation

For the purpose of this research, it is considered 134 students from tenth year of basic education, 5 teachers and 2 authorities from "UPSE" high school.

1.3. SIGNIFICANCE

Nowadays, the communicative approach of English teaching allows developing reading skills through communicative strategies and making learning more meaningful, it also has methods and teaching techniques that allow development and strengthens the knowledge in the learning of the English language. The purpose of this research is help to students to improve theirs learning outcomes of the English language through a Reading club.

In addition, a Reading Club allows the implementation of topics related to the social context to generate a change in the activity of teaching the English language and pass from the traditional way to the creative way, from the monotonous to the extraordinary, by applying strategies that provoke a chance of positive attitude in the students towards the English language in order to reinforce the students´ communicative ability and improve the model of teaching of English within the educational institutions.

The research is aimed at students in the tenth year of the "UPSE" high school and will be a model of structure to improve the learning outcome of English subject.

The subject has aroused interest in the tenth year students that belong to the "UPSE" high school, what it can be achieved for the students and also for parents who can discover the importance of learning another language through the implementation of

English Reading Clubs as strategies of teaching resources, in order to participate actively in the school.

The project has the assistance of administrators, teachers, and educational community in each of the students in the tenth year of basic education of the "UPSE" high school.

The direct beneficiaries will be the students of the educational community of the "UPSE" high school.

1.4. OBJECTIVE

1.4.1. General objective

☐ To improve the learning outcomes of English subject through the implementation of a reading club in students in the tenth year of basic education of   UPSE high school. School year 2014-2015.

1.4.2. Specific objectives

☐ To identify the theoretical foundation in the learning of English in students through comprehensive reading language.

☐ To Establish the appropriate methodology to improve the result of learning through a Reading Club strategy in order to learn to speak English in students in the tenth year of basic education.

☐ To propose a reading club as complementary strategies in the strengthening and improvement of learning the English language.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 PREVIOUS RESEARCH

The English language is the most spoken language in the whole world and is essential in the field of education, communication, research and the world of work. It allows personal and social development. (Arias, 2012)

In our country the Government is aiming at improving the quality of education of the English language, the educational curriculum has been modified from 1897 to 1946 where English was included within the area of languages whose curiculum was based on the Bachelor's degree in classical humanities. In 1966, a new innovation divided the degree in basic and diversified education which implemented the subject of foreign language in the two cycles in the area of general culture (national educational systems, 1994). In July of 1992, the Ecuadorian Government and Great Britain signed an agreement of bilateral technical cooperation for the implementation of a new curriculum to improve the teachings of English at the public institutions in the country.

The Government, through the Ministry of Education, has declared mandatory the teaching of the English language within the curriculum up to the eighth, ninth and tenth year of basic education and the first, second and third year of Bachillerato with the goal of improving the learning and teaching process of the English language. It also expresses that the teaching of the English language can be used in extracurricular clubs in basic education institutions according ministerial agreement 0041-14 issued on March 11th, 2014 of the Ministry of Education of the Ecuador. In addition, the teachers are being trained through the program Go Teacher to improve English language teaching.

Today, there are governmental institutions like the Servicio Ecuatoriano de Capacitación Profesional through different educational programs of training and

development tries to introduce the teaching of the English language to strengthen the proficiencies of the human talent in the employment system. In the same way private institutions such as the Foreing Language Center offers English classes to improve the communicative skills through reading, dialogue and practice.

Currently, projects for the implementation of extracurricular English clubs within the educational institutions of basic education as a means of a further education are being designed.

2.2 PHILOSOPHICAL BASIS

2.2.1 Philosophical Foundation

This research focuses on the constructivist model of current philosophy, i.e., focuses on the person, in their ability to learn, the way of how he interacts in the environment that surrounds him to develop his cognitive ability, and how that learned knowledge is significant. It is considered that the students learn more when they build their own knowledge. (MBATY, 2013)

Richard & Rodgers (2014) Of the Approaches and Methods in language teaching book expressed that:

Constructivism emphasizes that learners are actively involved in their own process of learning. It is a dynamic process that has both cognitive dimensions, as the organizer reorganizes new knowledge on the basis of existing knowledge, and to social dimensions as learner interacts with others and solves problems through dialogues. (p.27).

It is important to consider that the constructivist philosophical dimension is not reduced to the learner but yet to a passive subject, rather, the constructivism sees the learner as an active person that can learn by himself and interact with others. Then it considered

the communication as an important tool to solve problems and the acquisition of new knowledge.

2.2.2 Psychological Foundation

Constructivist psychology explains the cognitive ability of the learner. The learner with his prior knowledge of manipulation and discovery, creates systems of understanding that allow you to learn new knowledge, develop skills and individual abilities. By such causes, this research takes as the psychological foundation as the formal operation of the theory of cognitive development in Piaget´s period to be able to explain in what capacity the students could be and to take this stage of cognitive development in them.

(Dumbar, 2007) from Occupational Theraphy Model for Intervention with Children and Families has presented:

Chart No. 1 Piaget´s stages of cognitive development

Stages of Cognition	Description
Sensorimotor 0 to 2 years	A progression from reflex-dominated activity to mental representation of objects that leads to cognitively combining and manipulating items in play. This stage is dominated by prectice play.
Preoperational Thought Period 2 to 7 years	First level of stage to 4 year is caracterized by dependence on perception, rather that on logic problem solving. Egocentric speech is present. The second level of the stage is caracterized by a transition to dependence on logical thought for problem solving. Symbolic play to sociodramatic play is observed during this stage.
Concrete Operations Period 7 to 11 years	Performance of logical mental operations on observed or imagined objects. Games with rules are common during this stage as the child assimilates to social demands.

| Formal Operation Period | Imagination of past, present, and future |
| 11 to 15 | conditions that will influence a situation logic used to hypothesize multiple ways of solving a problem. |

For Piaget, formal operations period is the period where the subject is independent of reality and internalize over itself, creates reality and build their knowledge through formal operations. Knowledge is the result of operational structures that are organized internally by the individual. This is the stage where knowledge is increasing through reasoning.

2.2.3 Pedagogical Foundation

Jean Piaget's theory "Theory of cognitive development"; and the best known concept of Lev Vigotsky "Zone of proximal development" are not conflicting points of learning, they are complementary theories:

The two positions are correlative and considere that learning depends on the evolution of the subject, occurs within the cognitive system of the subject, and it is determined by social interaction. But to complement them, this research will focus on cooperative learning method of the theory of Slavin (1985).

Slavin, (1985)(p.5-6), quoted by (Rosenfild, 2009) Book Instructional Consultation has extracted the definition of Slavin (1985) on the method of cooperative learning:

"Structure system instructional strategies capable of being used at any grade level and in most school subjects. All of the methods involve having the teacher assign the students to four-to-six member group learning... Each group is a microcosm of the class in academic achievement level, sex, and ethnicity". (p. 141).

This cooperative method is applicable to all levels of learning and is a method that allows interactive, creative learning while rating the individual potentials of the

subjects. It also allows for cooperative learning for students learn more, remember more, build relationship, and learn group skills that they can make inside or outside the classroom. It also enables the subject to learn and solve problems through cooperation while maintaining individual and group responsibility inspired towards a common goal. This project is focused on the cooperative constructivism and considers that in the learning of the English languag the interaction between people who surround them is essential. This way, it can verify as an influence the help of one or a group of people in the process of learning a language.

2.2.4 Sociological Foundation

In the same way it is considered to the Sociological Model Constructivist as another main focus of learning since it is of a social nature, i.e., allows us to socialize into the world in which we interact and cooperate because it allows us to interact with other people.

About the Zone of Proximal Development (ZPD),Vygostsky (cited by Bogeli, 2010), it is considered that this as a space between the learner´s knowledge (activities that the learner can do by himself) and potential knowledges of the learner (activities that the learner can do with assistance or guide from other people) (p. 364).

For Vygotsky, development skills and potential of a person is determined by the interaction without discriminating knowledge already acquired by the subject. The next development zone determines the need to learn another. Knowledge is the product of the interaction, i.e. learning among subjects who exchange information is more significant and permanent, this exchange of information with the help of a competent subject will help to make the learning more meaningful and allow having new structures that facilitate the acquisition of new skills and competencies.

Group work is widely used in the process of the teaching of the English language since it allows the exchange of knowledge between partners, it increases the fluidity in

speech, develops collective habit, integration of knowledge and skills, and influences on personality.

2.3 LEGAL BASIS

2.3.1 Political Constitution of the Republic of Ecuador

Relevant rules of the Constitution of the Republic of Ecuador

Article 26.- Education is a right for all people and without any descrimination and an inescapable and unavoidable duty that is guaranteed by State . It constitutes a priority area of public policy and state investment. All people who live in this country have the right and the responsibility to participate in the educational process.

To emphasize this right and the responsibility that we have within the educational process as Ecuadorians, people, authorities, teachers, parents and community have this duty in common.

Article 27.- Education's focus on the human being; will stimulate the critical sense, community initiative and the development of skills and abilities to create and work.

Having learned that the Constitution supports the individual initiatives when it comes to developing skills and abilities within the educational process, this research will focus on the development of the same through the teaching of English as a medium that allows a comprehensive training for the students.

To highlight the need to develop skills and potential through the English language, this research takes as a point of reference which refers to the **Plan Nacional Del Buen Vivir,** in the section referred… "To promote the learning of a foreign language under the parameters of international accreditation, from early childhood education to a higher level".(Secretaria Nacional del Buen Vivir).

The PNBV emphasizes the need to learn another language of international character from early education up to the higher level in such a way that the most optimum is the English language since it is a global language that enables communication between people of different nationalities.

In addition there are guarantees that are based low general principles of education that not only allows us to learn our language, but it also allows us to train in other languages to interact with international communities as the Article 2 of the intercultural education Act stated: "…recognizes the right of all persons, municipalities, communities, peoples and nationalities to form their own language and in the official languages of intercultural relationship; as well as in other relationship with the international community."

This general principle of education recognizes natural circumstance in which the human being unfolds and need to communicate in other languages with different people and nations, so that a right that is inherent and own cannot be separated from the man. In our country, much priority is given to education at all levels allowing having an education of quality and warmth.

Because of the above, the Ministry of Education, through the Subsecretaria Nacional para la Innovación y el Buen Vivir "seeks to contribute to the integral development of the person" through the implementation of clubs for the good living to contribute to the development of skills, capabilities and potential, and within it allows the "practical application of clubs of English within the field of action and life". Granda (2014).

2.4 FUNDAMENTAL CATEGORIES

2.4.1 Club (Extracurricular Activities)

It is consided that the word comes from the root club "glu" and therefore the term "Klumbo". Both terms have meaning as a compact mass or that an object is formed. In English the word "Club" is used keeping the same meaning as compact mass. At the

end, the term "club" took the meaning of a group of people with common purposes. Roberto (2012).

Today the word club is used to refer to groups of people who have a common purpose, develop and share their interest with non-profit activities. This word has been used to make societies, groups, and applied it in education to pedagogical purposes.

2.4.2 Cluabs in the Ecuadorian education

In Ecuador, the Ministry of Education is implementing clubs inside the program of basic education as an opportunity that contributes to the formation of students, through experimental recreational activities that contribute to the discovery and development of the skills and potential students, respecting their preferences, having interests and differences as individuals". Then, clubs are considered tools for the integral formation of the students in the teaching-learning process and are applicable in any area of the field of education. In addition, clubs allow complimentary training and are different from what they traditionally received within the classroom.

2.4.3 Reading

Reading is considered as an internal, dynamic and participatory process where the subject not only interprets the information but also encodes and incorporates it in his intellectual area of current development. In the same way, it makes the individual to have, on reading, not only passive but also active posture that allows the creation of new schemes from understanding and comprehension/interpretation of a written text. Santisteban, (2012)

In addition, (M.E.E., Leer Periódico en Casa. Guia para la familia, 2011) from the book Leer Periódico en Casa: Guia para la familia, from Spanish Ministery of Education considered that:

"Within the teaching process learning is that reading is not about decoding a text: must understand, interpret, assess, critically analyze the content of what is read" (**P. 31).**

The reading is an important tool within the learning process. It allows the development of thinking and reading abilities as speaking and writing.

2.4.4. Reading in the teaching of English as a second language

English is used in the media information that is spread and written in a scientific nature, sporting, cultural, and recreational, news, etc. Either in an English speaking country or because it is the most spoken language in the world. For these reasons, within the teaching of languages, reading is considered an effective tool to the development and evolution of abilities or skills, communicative and linguistic competences (mastering of spelling, vocabulary, grammar, etc.) and our knowledge based on the communicative approach.

2.4.5. The benefit of reading in teaching and learning of English subject as a second language

The benefit that is acquired in reading within the process and an English language learning is that it allows to acquire vocabulary, it activates prior knowledge, acquires fluency, recognizes grammatical points, sees different styles of reading, acquires information about the Anglo-Saxon culture, acquires fun, entertainment, and above all motivation to continue learning English.

2.4.6 Intensive reading and extensive reading

2.4.6.1 Extensive reading

According to (Jeremy, 2011) from the book How to Teach English, makes a definition of extensive reading and says:

"it refers to reading which students do often (but not exclusively) away from classroom." They may read a novel, a web page, newspapers, magazines or any other reference material. (P. 99)

In the same way this type of extensive reading according to (Xiao-lei, 2011) in the book Learning to read and write in the Multilingual Family expresses that:

"it helps to: children to build confidence, to increase motivation to read, to facilitate in predicting ability, and automatically to develop reading, extensive vocabulary and to increase knowledge".(P.93)

2.4.6.2 Intensive reading

Similarly expresses the intensive reading: is understand of a detailed way about the content and structure of the text. The teachers may ask the students to look at articles from magazines, poems, Internet website, novels, newspapers and others.

(Palmer, 1921 / 1964) quoted by (S.Hedgcock & Ferris, 2009)   argues that the purpose of the intensive reading is:

 "to take a text, study it line by line, referring at every moment to our dictionary and our grammar, comparing, analyzing, translating and retaining every expression that it contains". (P.161)

2.4.7 Reading Clubs

It consists of a group of readers who meet one face, blended or virtual way to socialize and share a book they have read previously.

2.4.8 The Importance of a Reading Club as a extracurricular program.

Today the implementation of English clubs in extracurricular programs at schools are becoming increasingly necessary and important for learning English.

It is considered that an English Club,as explained by (Mouleko, 2013) from the English Club Guide Book: A contribution to bilingualism in Gabon it gets the idea from Dr. Stive Ndinga-Koumbabinza, who refers to the following:

"English Club in school, as stated earlier, is the first structure to provide English learning through entertainment after class". (P.11).

Implementing an English Club, as an extracurricular reinforcement within the educational institutions is as important as it is a very determinated tool in the process of teaching and learning of the English language.

2.4.9 Benefit of a Reading Club

An English club allows to create spaces for individual and social learning through practice and improvement of the English language. Then, it promotes relationships between students from different social and cultural status. In consequence, it allows to develop and disseminate innovative techniques to facilitate learning the English language. Finally, it inspires students to develop the linguistic skills to communicate in an easy, simple and fluent way in English.

2.4.10 Previous Research on English Clubs

At the University of Colimas in 2009 it was proposed to implement a literacy club in the area of English Advanced II students from eighth semester with complementary activities for reading and use of technology to be applied as an effective tool for the student to see throuh reading as an enjoyable activity.

2.4.11 Learning Outcomes

Learning outcome is the knowledge acquired by the student and can be demonstrated at the end of a class period. But, the most mportant is that the learning outcomes should be applied in well-defined learning programs because it is the heart of the teaching and learning process, according to Kennedy,(2012).

For productive positive outcomes it is put into consideration Bloom's Taxonomy as a tool that sets targets for learning outcomes according to the degree of complexity of the activities within the classroom. Nelson, (2014).

Chart No. 2 Bloom´s Taxonomy

BLOOM´S RESEARCH		
DOMAINS OF LEARNING		
PSYCHOMOTOR Categories	EFFECTIVE Categories	COGNITIVE Categories
Complex overt response	Organization	Knowledge
Adaptation	Internalising value	Comprehension
Origination	Responding to Phenomena	Application
Mechanic	Receiving phenomena	Analysis
Set	Valuing	Synthesis
Guided response		Evaluation
Perception		

Sourse: (http://www.educatorstechnology.com/2011/09/blooms-taxonomy-21st-century-version.html, 2011)

In this picture the three domains of learning according to Bloom (1956) are showing how the abilities and knowledge acquired by students according to the objectives of the learning process planned by teachers are classified. Then, it is a simple classification of cognitive thinking skills.

2.4.11.1. Affective Domain

This learning domain aims to assess the growth of attitude, emotion and feeling of the students. Furthermore, it is shown as the emotional part of the person should be encouraged for the students to demonstrate a positive attitude.

2.2.11.2 Psychomotor Domain

In this domain the objective is directed to how the student develops his behavior and motor skills. Also, it allows us to identify the emotional and personality development.

2.4.11.3 Cognitive Domain

It provides high capacity and human ability to transform reality. It also presents how the cognitive process of students works for knowledge acquisition. Finally, it explains how the learning objectives are defined according to the process of acquiring knowledge.

Chart No. 3 The six levels of Bloom´s Taxonomy
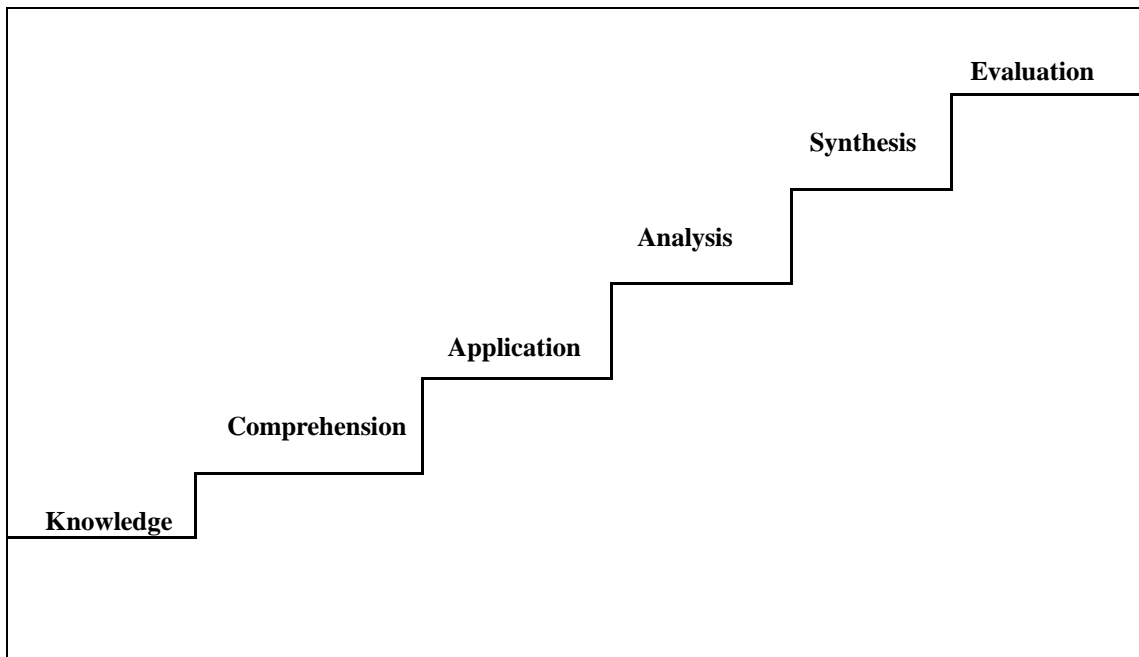
Sourse: Stanley, (2010) of Critical Thinking and Formative Assessment: Incrising Rigor in Your Classroom. (P. 2)

2.4.11.3.1 Knowledge

This is the lowest level and involves recall of facts of information. Here includes words such as: who, what, when, how, why, where, which, choose, find, define, lavel, show spell, list name, select and tell.

2.4.11.3.2 Comprehension

This is the level of understanding of a fact or idea. In this level the student can demostrate a limit understanding about that a teacher has taught. Here includes words such as: illustrate, translate, extend, infer, compare, outline, interpret, summarize, show and classify.

2.4.11.3.3 Application

In this level the student can solve problems by applying the asbtract knowledges in concret situations. It is the level which includes words such as: apply, build, choose, construct, develop, interview, experiment, plan, select, solve, identify and model.

2.4.11.3.4 Analysis

In this level the student analyzes information by examining different component in parts and identify causes or motives. The key word to consider when using analysis are: categorize, classify, compare, inspect, simplify, survey, take part in, test for, relationships, function, motivate, inference and to form conclusions.

2.4.11.3.5 Synthesis

In this level the students can consolidate adquired knowledge to propose solution or create something new. The key words to consider when using synthesis are: choose, propose combine, compose, solution, design, develop, estimate, imagine, make up, suppose, modify, change, improve, theorize, create, invent, formule, and build

2.4.11.3.6 Evaluation

(Himmele, 2009) from the Language-rich Classroom: A Research-based Framework for English Language learner´s book is taken the definition of Bloom (p.207) about evaluation:

"…quantitative and qualitative judgments about the extent to which material and methods satisfy criterial" (p. 86)

It is the highest level of the category. It is a demostrated learning. The key words to consider when using evaluation are: criticize, determine, judge, compare, recommend, agree, estimate, choose, decide, dispute, mark, interpret, evaluate, assess, conclude, influence, perceive, justify, select, prioritize, explain, value and deduct.

2.4.12 The English Language Learning Standard and Proficiency Level

According to Ministerio de Educación del Ecuador,(2012) the ELLS are expected to achieve at the end of the proficiency level in term or Knowledge and skill gained throughout the process. It means that they will show "knowledge acquired by the student and can be demonstrated at the end of a class period"

The Common European Framework has designed a descriptive scheme with a global scale to demostrate the proficiency level required for each existing standard to facilitate the system of qualifications.

Chart No. 4 Common European Framework levels: Global Scale

Proficient User	C2	Can understand with easy virtually everything heard or read. Can sumarize information from different spoken and written sourses, reconstructing arguments and accounts in a coherent presentation. Can express him/ herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer text, and recognize implicit meaning. Can express him / herself f naturally without much expressions. Can use language easily for personal, social, academic and profesional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text of both concrete and abstrat topics, including technical discussion in him/ her field of specialisation. Can interact with native speakers and of a spontaneus way. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options
	B1	Can understand the main general competence like familiar, work, school,

		leisure, etc. Can deal with most situations likely to arise whilst travelling in a area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest and describe about everything of the real life like dream, events, ambitions, etc and give reasons of opinions and plans.
Basic User	A2	Can understand sentences related to (e.g. personality and familiar information, shopping, food and local geography). Can communicate using simple direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/ her background, immediate environment and matters in areas of imnediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of need of a concrete type. Can introduce himself / herself and others and can ask and aswer question about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact with other person of a slowly and clearly way. It will help to identify what level a person have about English language.

Sourse: Common European Framework Level: Global Scale. From Common European Framework of Reference for Languages: Learning, Teaching, assessment book. Cambridge Universite Press (p. 24)

It is considered that The ELLS are established on the Common European Framework of reference to the language. Then, The CEFR provides stablished program according to the level such as description of the objective, contents and methods.

2.4.13 Ecuador Proficiency Level

In Ecuador the proficiency levels established in the public educational system according to CEFR are:

Level A1 will be obtained at the end of the 9th year EBG.
Level A2 will be obtained at the end of the 1st year Bachillerato (High School).
Level B1 will be obtained at the end of the 3rd year Bachillerato (High School).

Levels of proficiency and their application per school year:

Figure No. 1 Levels of proficiency: Branshing approach
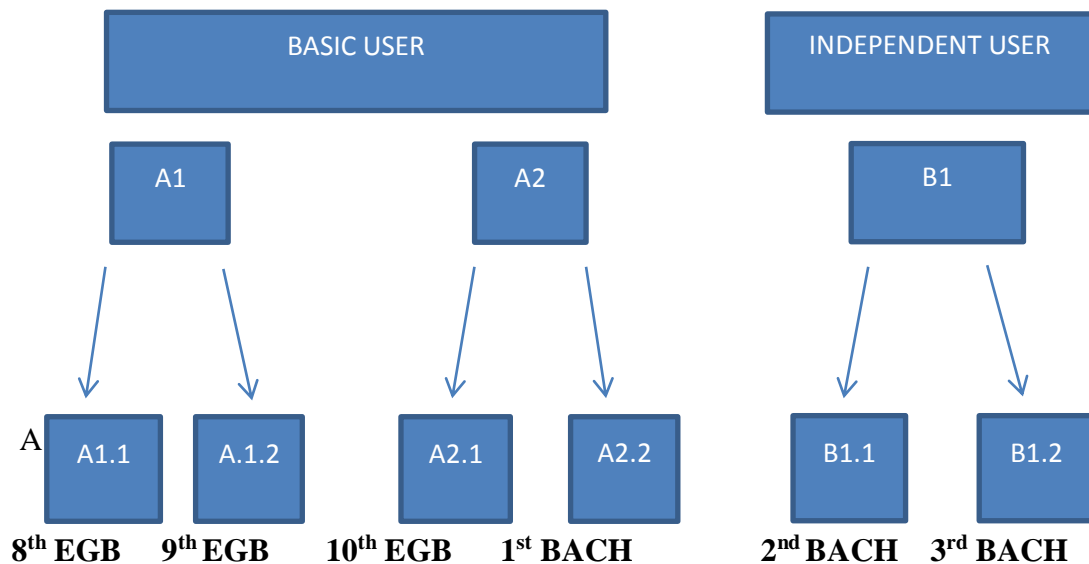
BASIC USER   INDEPENDENT USER

A1   A2   B1

A   A1.1   A.1.2   A2.1   A2.2   B1.1   B1.2

8th EGB   9th EGB   10th EGB   1st BACH   2nd BACH   3rd BACH

The Ministry of Education has designed an exit profile level A1, A2 and B1 with specific objectives and essential assessment indicators per school year. Then, the National Curriculum Overall Objectives are to ensure high school graduates to reach a minimun B1 language proficiency level according to the CEFR, and to build learner comunicative language competences with linguistic, socialinguistic and pragmatic component through the development of the four language skills: listening, speaking, reading and writing.

2.4.13.1 Exit Profile Level A2

According to National English Curriculum Guidelines of Ministry of Education by the end of the level A2 the students will have to achieved the communicative competence of A2 proficiency, and they will be able to:

Chart No. 5 Exit Profile Level A2

• Understand sentences and the most useful expression related to the topic.
• Communicate in simple way and make easy the exchange of information on familiar and routine matters;
• Describe in simple terms aspects of the background, immediate environment and matter in area of immediate need;
• Understand, identify, and prodice longer, more detailed informational, transactional, and expository texts;
• Forms, formal letters, biographies, etc. as well as simple procedural, description and narrative;
• Forms, formal letters, biographies, etc. as well as simple procedural, description and narrative;
• Be aware of some features that make their culture and the foreign culture different as well as develop attitudes to cope with such dissimilarities.

Source: Exit profile level A2.1 of National English Curriculum guidelines from Ministerio de Educación del Ecuador (P. 15

Chart No. 6 Communicative Competence and Proficiency Level for 10th year of Educación General Básica (A2.1)

COMMUNICATIVE COMPETENCE	PROFICIENCY LEVEL
	A2.1 by the end of the 10th year EGB, students will be able to:
Linguistic componet	Have a limit repertoire of short memorized phrases covering predicable survival situation at the personal and educational level; frequent breakdowns and misurderstandings occurred in routine situation. Produce brief, everyday expressions, in order to satisfy simple need of concrete types: personal and educational details, daily routines, wants and needs, requests fro information at home or school.
Socioloinguistic componet	Perform and respond to simple language funtion, such as exchanging information and requests.
Pragmatic componet	Adapt and build well- rehearsed simple, memorized phrases to particular circumstances through limited lexical substitution.

Source: Output profile level A2.1 of National English Curriculum guidelines from Ministerio de Educación del Ecuador (P. 15

2.4.13.2 Language skill A2 and proficiency level

Chart No. 7 Language skill A2 and proficiency level

Language Skills	Proficience level
	A2.1 by the end of the 10th year EGB, students will be able to:
Listening	Perceive, memorize, and note down words and expressions not proviously encountered in the personal, educational, and public domain as well as note their situation context and functional value. Make use of clues such as stress and intonation to identify and understand relevant information in orally produced text within the personal and educational domains.
Reading	Understand and identify longer, more complex transactional and expository text (e.g. formal letters, biographies, etc.). The text should contain the highest frequency vocabulary and include a proportion of shared international vocabulary items (e.g. hamburgers, restaurant, hospital, etc.)
Speaking	Use a serie of phrases and sentences linked onto a list to communicate in simple and routines within the personal and educational domain. Handle very short social exchanges within the personal ans educational domain even though they can usually understand enough to keep the conversation going by themselves.
Writing	Produce longer, more detailed, complex transactional and expository texts (e.g. formal email, imaginary biographies, etc.) than those presented in 9th year EGB with more variety in sentences extructure and lexical range.

Source: Specific objectives per school year (10th year and 1st year Bachillerato A2.1) of National English Curriculum guidelines from Ministerio de Educación del Ecuador (P. 16)

2.5 HYPOTHESIS

With the design of a Reading Club the learning outcomes will be improved in the English Language in the students of the tenth basic year of the UPSE high school.

2.6 VARIABLES OF STUDY

2.4.1 Independent variable

Designing a reading club

2.4.2 Dependent variable

Improvement the learning outcomes.

CHAPTER III

METHODOLOGY

3.1 RESEARCH APPROACH

A composite perspective was used in the research: quantitative − qualitative, these methods will allow to obtain specific results about implementation of a reading club to improve the learning outcome of the language learning in the students of the tenth basic year from UPSE high school; There will also be a predominance of the numerical, statistical and mathematical, checking the data obtained to determine the problem and then formulate the proposal and its solution.

3.2 LEVEL OR TYPE OF RESEARCH

3.2.1 LEVEL OF RESEARCH

The scientific method which is based on the enunciation of questions and exploration of answers must have validation that was used in the research process. Starting from this information, the methods used were: deductive, descriptive, from which formulated the problem, through direct observation of actions that students in the tenth year of basic education of the "UPSE" high school performed.

Scientific methods are interconnected procedures and guides scientific research for obtaining objective knowledge by using rules and principles. Quintero, (2010)

This means that the scientific method is presented as a process, not as an event where you pass immediately from the unknown to the reality. This is perhaps the most suitable method, as it is the only one that has the features and the ability to correct and improve it.

3.2.2 TYPES OF RESEARCH

3.2.2.1 Field research

Through the field techniques and use of the scientific method, the obtained data on the social reality, it is the study of a situation; diagnose needs and problems for applying the knowledge for practical purposes". Hernandez G. (2011).

In this research field it was applied the observation that allowed to establish actions at "UPSE" high school in the teaching – learning process, and the data collection techniques that facilitated the compilation of accurate data about the topic that was explored, such as observation, surveys and interviews that were made to students and teachers and authorities of the institution.

3.2.2.2 Bibliographical research

It was the information from documents, which are the main part to fulfill the inquiry. Paramount in a bibliographic research is to choose the basic documents to fulfill it. Information in journals, articles and books were used to sustain this search. It was in this investigation, analysis and interpretation of the contents with the assistance and contribution of bibliographic material of some authors that allowed the creation of the theoretical framework, in addition to be very useful compared to the environment arising from the established field research.

3.2.2.3 Descriptive research

The descriptive method, which has facilitated the checking of the relationship that arises between the different members of the educational community with an interest in the development of students who are educated at the institution, providing his reasoning about the problem encountered by the use of teaching "UPSE" high school, was used in this research work.

For the compilation of the data, the technique of the survey was used, which was carried out to the students in the tenth year of basic education and teachers; and the interview with the directors of the institution, on the implementation of a reading club in English to improve the learning outcome of the English language of the students.

3.3 POPULATION AND SAMPLE

3.3.1 Population

Chart No. 8 The populations used in this project are as follows:

N °	Description	Population	%
1	Authorities	2	1.41
2	English Teacher	5	3.54
3	Tenth year of basic education students	134	95.00
TOTAL		**141**	99.95

Source: Secretariat of the "UPSE" high school.
Made: Carlos Tomalá

3.3.2 Sample

As the population is limited, it is considered that the size of the population is manageable; the 100 % of the population will be studied.

3.4 OPERATIONALIZATION OF VARIABLES

Chart No. 9 Independent variables

VARIABLES	CONCEPTUALIZATION	DIMENSION	INDICATORS	ITEMS	INSTRUMENTS
		Topics	Subtopics		
INDEPENDENT	Reading club-is a group of people who gather to read and comment on a text with the same purpose	Resources	Human	Do you think that students should be involved in readings in English clubs to improve learning outcomes?	Survey
			Materials	Do you think that the materials used in class for the teaching of the English language are appropriate?	
		Contents	Texts	Do you think that the contents of the texts will help improvement of learning of the English language?	
			Tales	Do you consider the stories used in classes help to improve the reading in English language?	
			Short stories	Do you think that the short stories help with reading comprehension in English language?	
			Articles	Do you think that research articles help to improve reading in English?	
		Curriculum	Blocks of didactic units	Do you consider that the content taught in classes is adequate for learning the English language?	
		Values	Respect Tolerance	Do you believe that values such as respect and tolerance are needed to learn English language?	

Author: Carlos Luis Tomalá Pozo

Chart No. 10 dependent Variable

VARIABLE	CONTEXTUALIZATION	DIMENSION	INDICATORS		INSTRUMENTS
		Topics	Subtopics	ITEMS	
DEPENDEN T	Learning outcome. Are statements about what is expected that the student is capable of doing, understand, and/or is able to demonstrate after a process of learning	Strategies	Vocabulary	Do you know the basic words used in within the English classes?	Survey
			Reading comprehension	Do you think that comprehensive readings are tools that facilitate the learning of the English language?	
		Techniques	Skimming	Do you think that you have the ability to understand the main idea of a reading?	
			Scanning	Do you think that you have the ability to obtain specific information in a particular text?	
		Methods	Communicative approach	Are the methods applied in English classes based on the communicative approach?	
		Organizationa l forms	Cooperative work	Do you think that working in a group improves the learning outcomes in the English language?	

Author: Carlos Tomalá

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3.5 TECHNIQUES OF DATA COLLECTION

3.5.1. The survey

The survey was carried out on the basis of the operationalization of variables; it was aimed to students in the tenth year of basic education, teachers and principals of the "UPSE" high school. The collected data was analyzed by tabulation and then, the computer tool of Excel was used to obtain the results in statistical charts that allowed the illustration of the data.

3.5.2 Interview

The interview was applied to the directors of the institution; support materials such as computer and video-camera, were required to comply with it in order to preserve the tests that were then included in the final report of the thesis.

3.6 DATA COLLECTION PLAN

Chart No. 11 Data collection plan

BASIC QUESTIONS	EXPLANATION
1. What for?	To improve the results of learning the English
2. Which people or objects?	Tenth year of basic education students
3. About what?	Learning the English language.
4 Who?	Authorities, teachers and students
5. What to whom?	Authorities, teachers and students
6 When?	During the academic year 2014-2015
7 Where?	Colegio Mixto Particular "UPSE"
8 How many times?	Several
9 How?	Scientific research work
10. What research techniques?	Observation, survey, interview
11 With what?	Tab, questionnaire

Made: Carlos Tomalá

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3.7 DATA PROCESSING PLAN

To begin the investigation the problem was established: "little application of methods and techniques of reading in the process of teaching – learning of the English language in the students of the "UPSE" high school. After finding the information by observing, which was part of scientific research, it was also processed the descriptive research and bibliography.

Once the information data was collected from surveys applied to students and teachers and after the interview with the principal and the vice-principal of the institution was done, all information was analyzed and interpreted. Finally, from the investigative report, conclusions and recommendations were established.

As a statement of solution to the problem it is proposed: a reading club to improve the learning outcome of English language of students in the tenth year of basic education of the UPSE high school.

3.8 ANALYSIS AND INTERPRETATION OF RESULTS

3.8.1 Student´s survey

Question 1: What level of knowledge do you have?

Objective: To consult about the level of knowledge in English language.

Chart No. 12 To consult of level of Knowledge in English language

Category	Quantity	%
High	4	3
Medium	97	72
Under	31	23
None	2	2
Total	**134**	**100**

Graph No. 1 To consult the level of Knowledge in English Language

Source: Secretary of UPSE high school.

Made by: Carlos Tomalá

Interpretation: 72% of students considered to be in the medium, 23% are in medium level, 3% in the in the low level and 2% of the students considered to be in any particular level. For this reason, they should be searched alternatives to improve the learning process.

Question 2: Do you consider that English classes you receive are sufficient to learn English?

Objective: To determine if English classes in the institution are sufficient to learn English.

Chart No. 13 To determine if the English classes are sufficient

Category	Quantity	%
YES	71	53
NO	63	47
Total	**134**	**100**

Graph No. 2 To determine if the English classes are sufficient
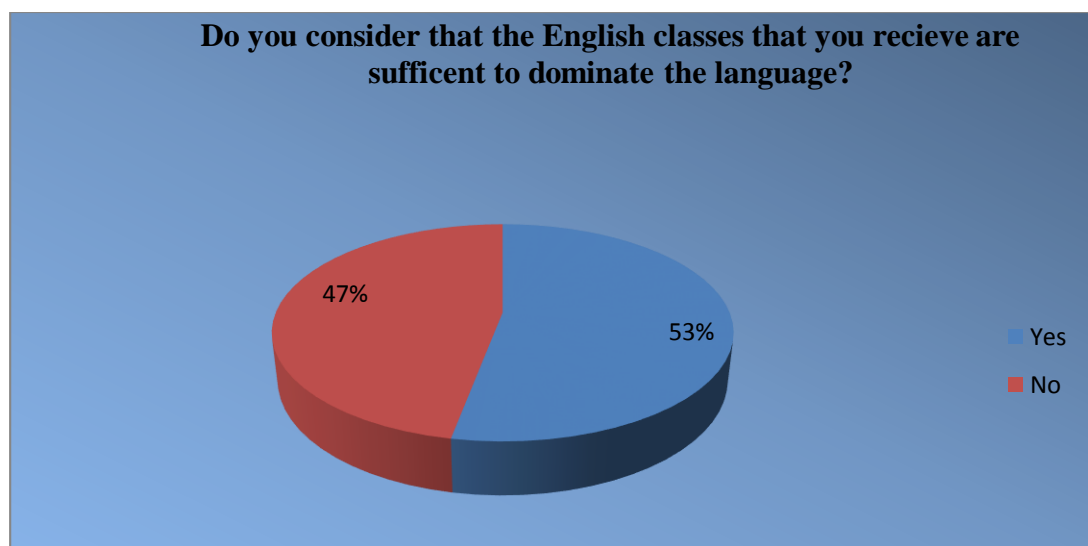
Source: Secretary of UPSE high school
Made by: Carlos Tomalá

Interpretation: 53% of the students considered that English classes are sufficient to learn English, while 47% do not considered that it is enough.

Question 3: What level do you think that will improve your English interating with native people?

Objective: To consult about the level that would improve the learning of students by interacting with native people.

Chart No. 14 Improving the learning by interacting with native people

Category	Quantity	%
High	42	31
Medium	79	59
Under	11	8
Null	2	2
Total	**134**	**100**

Graph No. 3 Improving the learning by interacting with native people
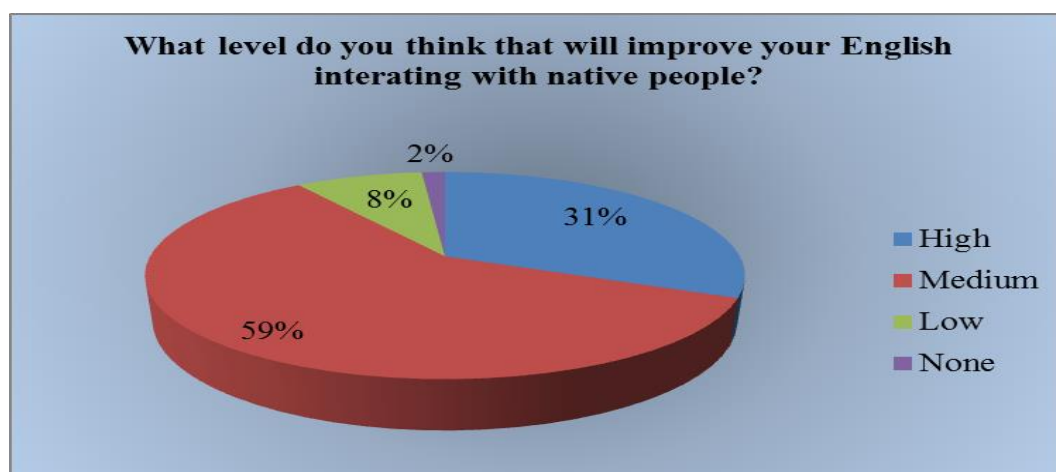
Source: Secretary of UPSE high school.

Made by: Carlos Luis Tomalá Pozo

Interpretation: 59% of students considered that they will improve towards the medium level, 31% the high level, 8% the low level, and only 2% think that they will not improve to any level.

Question 4: Does the school´s atmosphere where you receive English classes have the learning tools that you need?

Objective: To determine if the school has the tools to learn of the English language.

Chart No. 15 To determine if the school has tools to learn English

Category	Quantity	%
YES	90	67
NO	44	33
Total	**134**	**100**

Graph No. 4 To determine if the school has tools to learn English
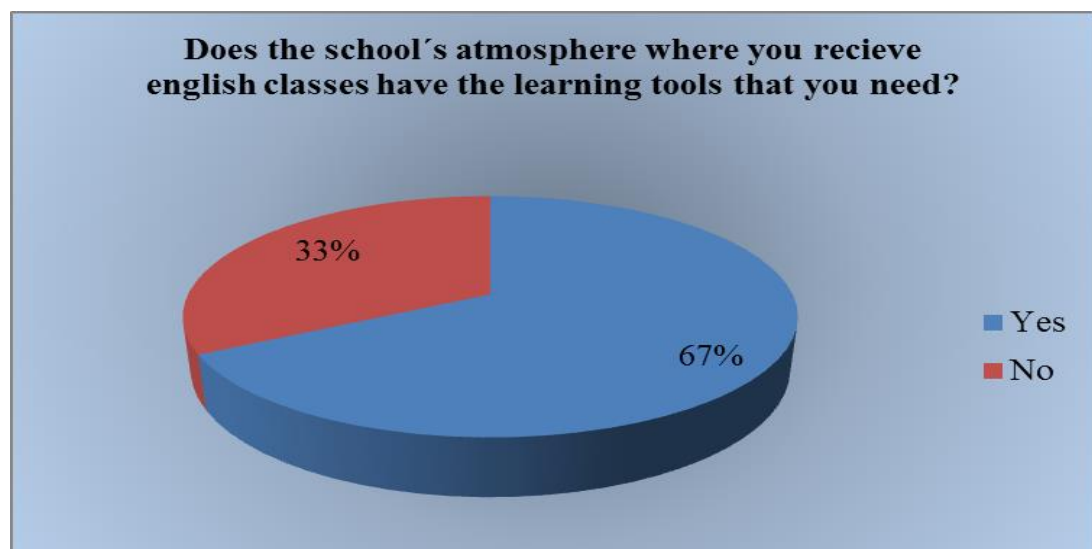
Does the school´s atmosphere where you recieve english classes have the learning tools that you need?

■ Yes
■ No

Source: Secretary of UPSE high school
Made by: Carlos Luis Tomalá Pozo

Interpretation: 67% of students considered that the school has tools, while 33% do not consider that school has enough tools to learn English.

Question 5: What is the level of English teaching that teachers demonstrate in your school?

Objective: To determine the teaching´s level of the teachers at school.

Chart No. 16 The teaching ´s level of the teacher

Category	Quantity	%
High	66	49
Medium	58	43
Low	9	7
Null	1	1
Total	**134**	**100**

Graph No. 5 The teaching ´s level of the teacher
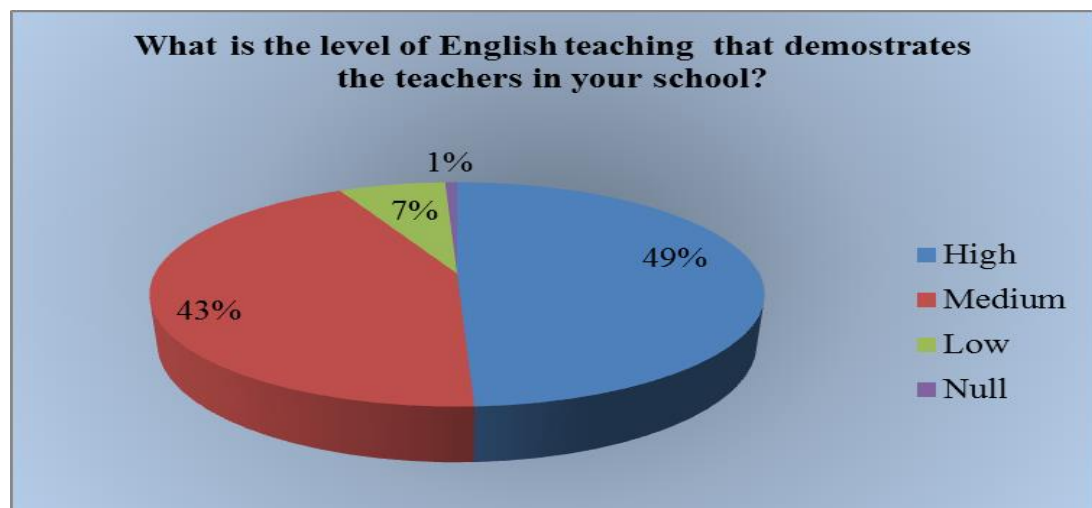
Source: Secretary of UPSE high school.
Made by: Carlos Tomalá

Interpretation: 49% of students considered that it is high, 43% is medium, 7% of students think it is low and the remaining 1% of students stated that the training level of teachers at that school is null.

Question 6: What is the condition of the infrastructure of your school for the teaching process?

Objective: To determine the condition of the infrastructure of the school for the teaching process.

Chart No. 17 Condition of the infrastructure at school

Category	Quantity	%
Excellent	30	22
Adequate	99	74
Inadequate	5	4
Total	**134**	**100**

Graph No. 6 Condition of the infrastructure at school
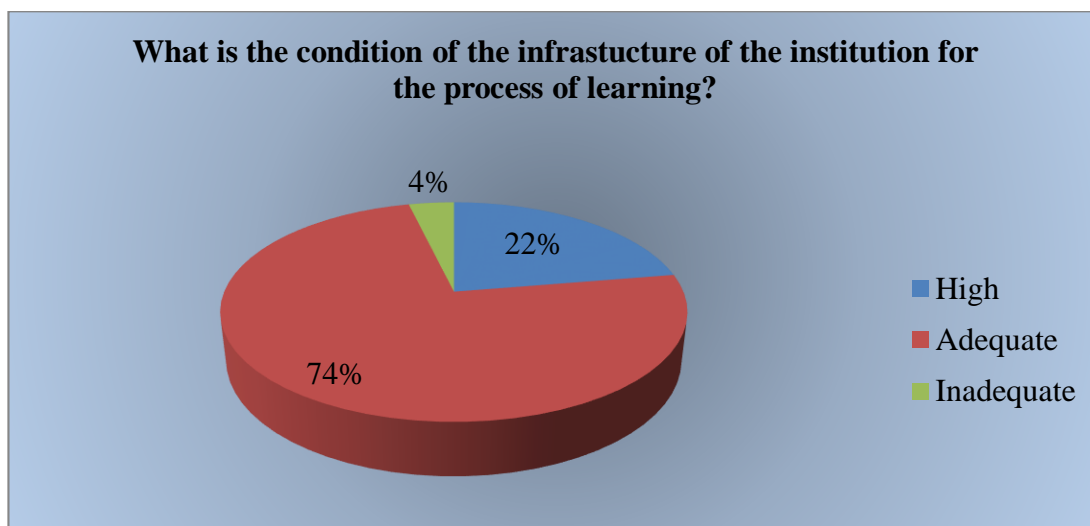
Source: Secretary of UPSE high school.

Made by: Carlos Tomalá

Interpretation: 74% of students considered it is adequate, 22% said it is excellent and 4% said that it is inadequate. This means that the institution must improve its facilities to provide a quality education.

Question 7: In what conditions are the technological tools in the institution to teach the English language?

Objective: To determine the condition of technology tools to teach English at school.

Chart No. 18 The conditions of technology tools to teach English

Category	Quantity	%
Excellent	12	9
Adequate	90	67
Inadequate	32	24
Total	**134**	**100**

Graph No. 7 The conditions of technology tools to teach English
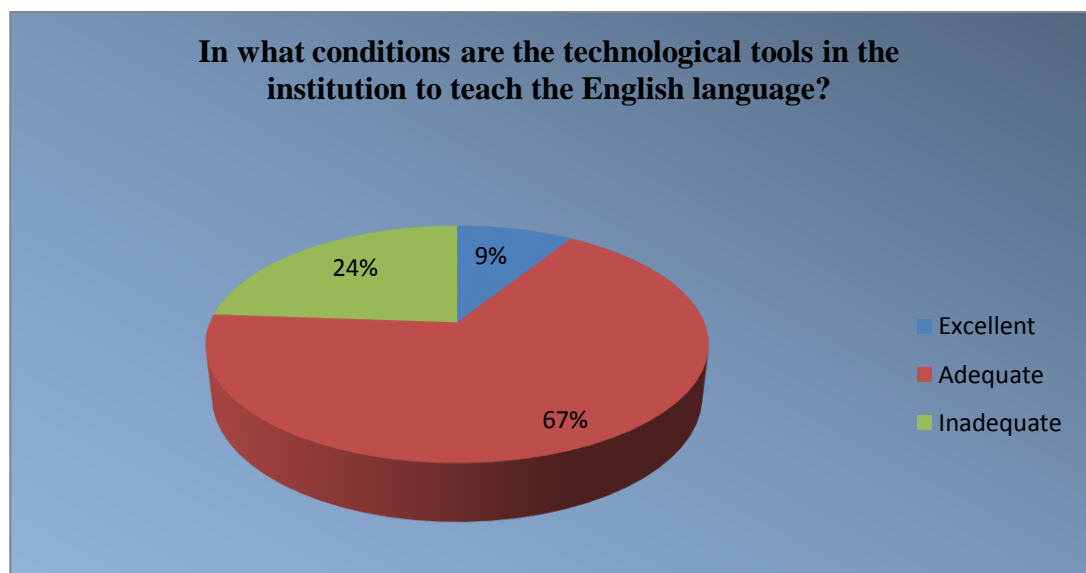
Source: Secretary of UPSE high school.
Made by: Carlos Luis Tomalá Pozo

Interpretation: 67% of students considered that it is adequate, 24% that it is inadequate and the remaining 9% said that it is excellent.

Question 8: Would you like to participate in extracurricular activities that help you to learn the English language?

Objective: To determine if the students would like to participate in activity that helps them to learn English language.

Chart No. 19 Participate in activity that helps to learn English language

Category	Quantity	%
YES	109	81
NO	25	19
Total	**134**	**100**

Graph No. 8 Participate in activity that helps to learn English language
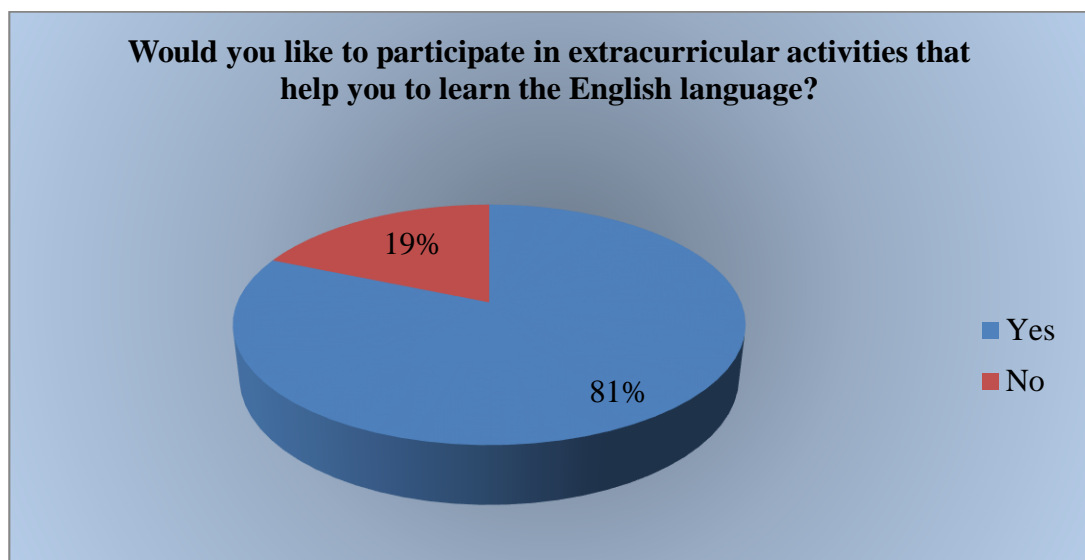
Would you like to participate in extracurricular activities that help you to learn the English language?

19%

81%

■ Yes
■ No

Source: Secretary of UPSE high school.
Made by: Carlos Luis Tomalá Pozo.

Interpretation: 81% of students answered that they would like to participate in activities that help them in the process of learning the English language, while 19% would not be interested on that.

Question 9:   Would you level of English knowledge improve by participate in extracurricular activity where the language is applied?

Objective: To determine if students consider that by participation in extracurricular activity they would improve their level of English knowledge

Chart No. Participation in extracurricular activity to improve of English

Category	Quantity	%
YES	129	96
NO	5	4
Total	**134**	**100**

Graph No. 9 Participation in extracurricular activity to improve of English
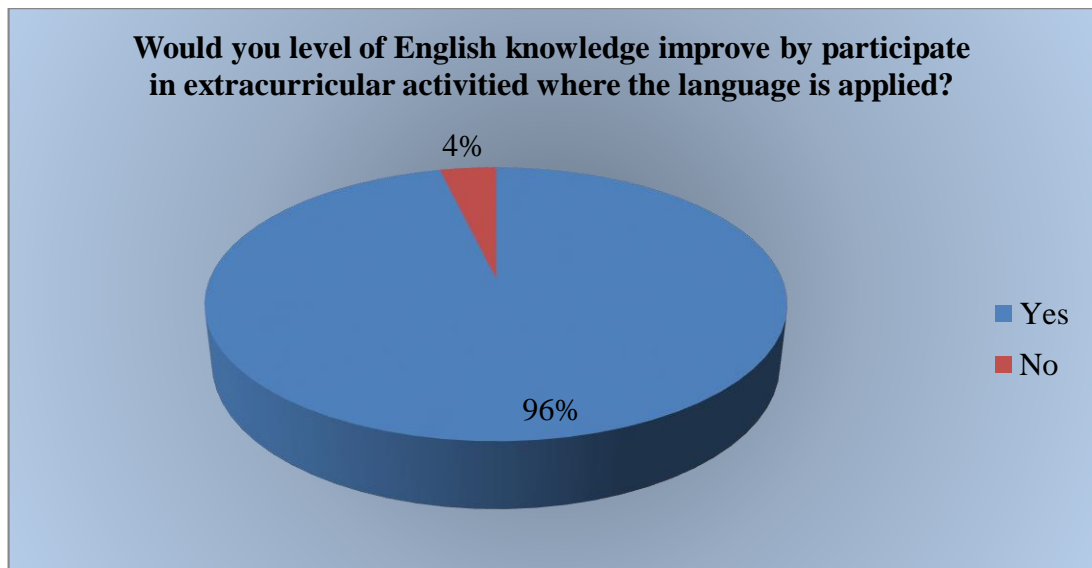
Source: Students

Made by: Carlos Luis Tomalá Pozo

Interpretation: 96% of students considered that by participation in extracurricular activity they would improve their level of English knowledge, while the remaining 4% do not considered it.

Question 10: Do you agree that the students should participate in a reading clubs to improve their learning outcome of the English language?

Objective: To determine if students agree to participate in a Reading Club to improve the learning outcome of the English language.

Chart No. 20 Participation in a Reading Club to improve the learning outcome

Category	Quantity	%
YES	108	81
NO	26	19
Total	**134**	**100**

Graph No. 10 Participation in a Reading Club to improve the learning outcome

Do you agree that the students should participate in a reading clubs to improve their learning outcome of English language?

19%

81%

■ Yes
■ No
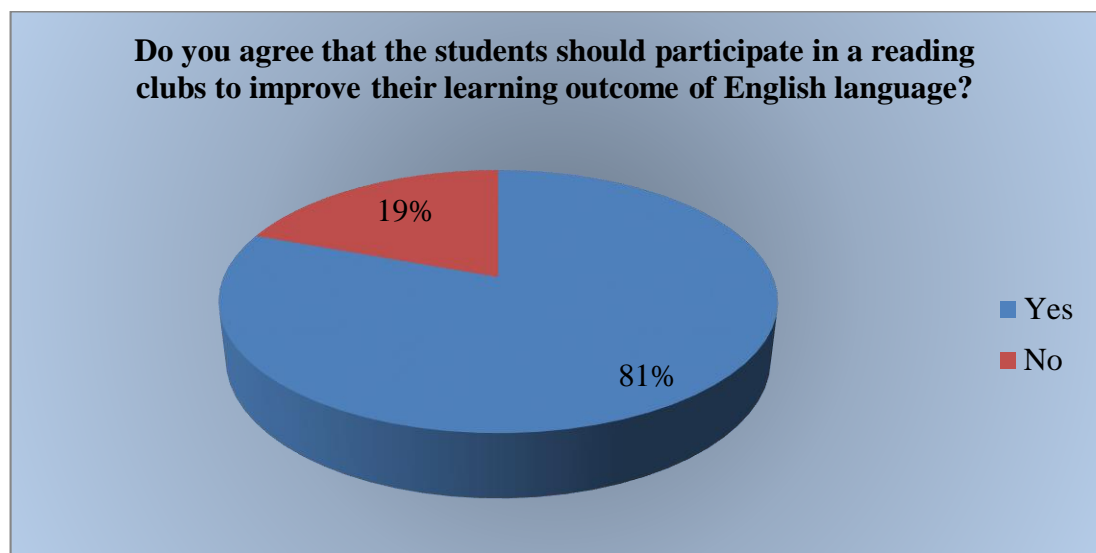
Source: Secretary of Colegio UPSE
Made by: Carlos Luis Tomalá Pozo

Interpretation: 81% of students agree to participate, while 19% do not considered relevant to participate in a Reading Club.

3.8.2 Survey of teachers

Question 1: What level of knowledge do your students have in the English language?

Objective: To determine the opinion of the teacher about the level of students´ knowledge in English language.

Chart No. 21 Opinion of teacher about the level of students´ knowledge

Category	Quantity	%
Average	1	20
Below Average	4	80
Total	**5**	**100**

Graph No. 11 Opinion of teacher about the level of students´ knowledge
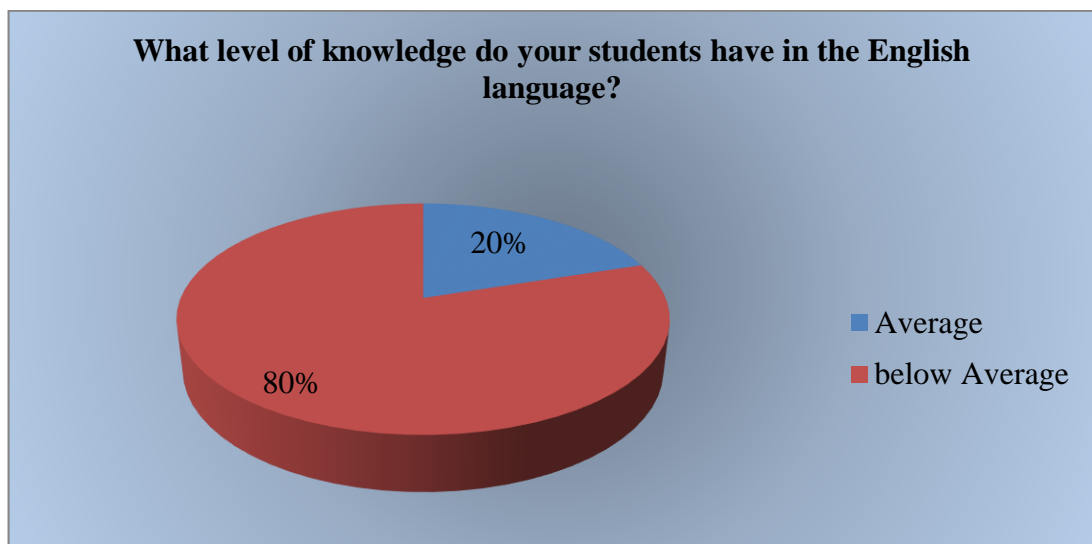
Source: Secretary of UPSE high school.
Made by: Carlos Luis Tomalá Pozo

Interpretation: 80% of Teachers considered that the most of students are in low level while that 20% considered that they are on an average level.

Question 2: Do you consider that English classes that are taught to your students are sufficient to learn English language?

Objective: To determine if the English classes, taught by the teacher, are sufficient to learn English language.

Chart No. 22 The classes taught by teacher are sufficient to learn English

Category	Quantity	%
YES	1	20
NO	4	80
Total	**5**	**100**

Graph No. 12 The classes taught by teacher are sufficient to learn English

Do you consider that English classes , that are taught to your students are sufficient to learn English language?
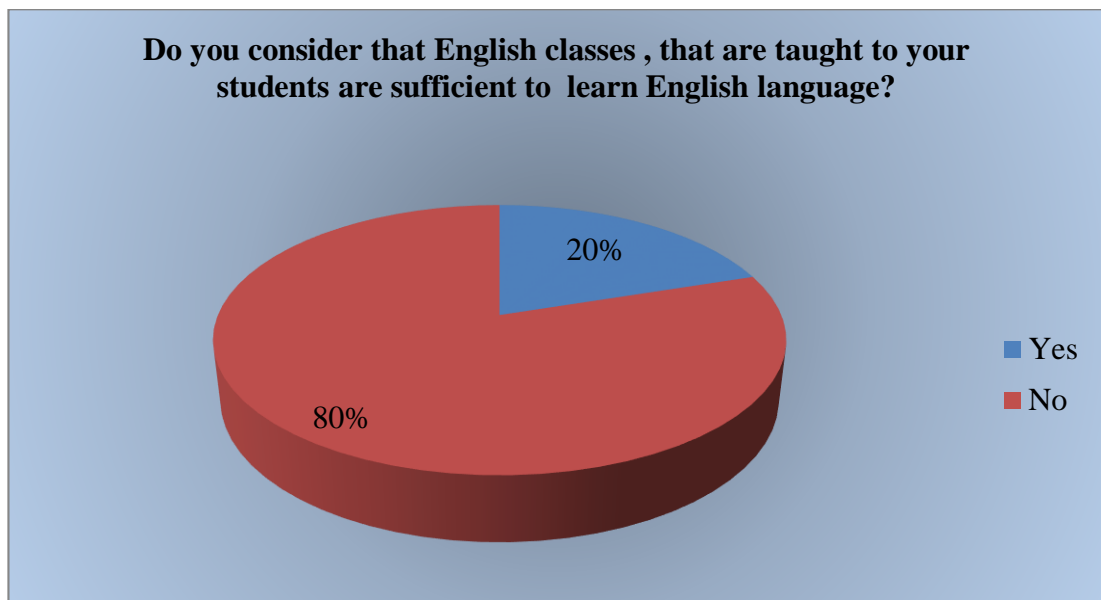
Source: Teachers

Made by: Carlos Luis Tomalá Pozo

Interpretation: The most of teachers considered that English classes are not enough to learn English, while just one considered the opposite.

Question 3: In what level do you consider will improve the English language by interacting with people who know the English language?

Objective: To determine if the interaction with people who know the English language improve the English level

Chart No. 23 The interaction improve the English level

Category	Quantity	%
High	4	80
Medium	1	20
Total	**5**	**100**

Graph No. 13 The interaction improve the English level
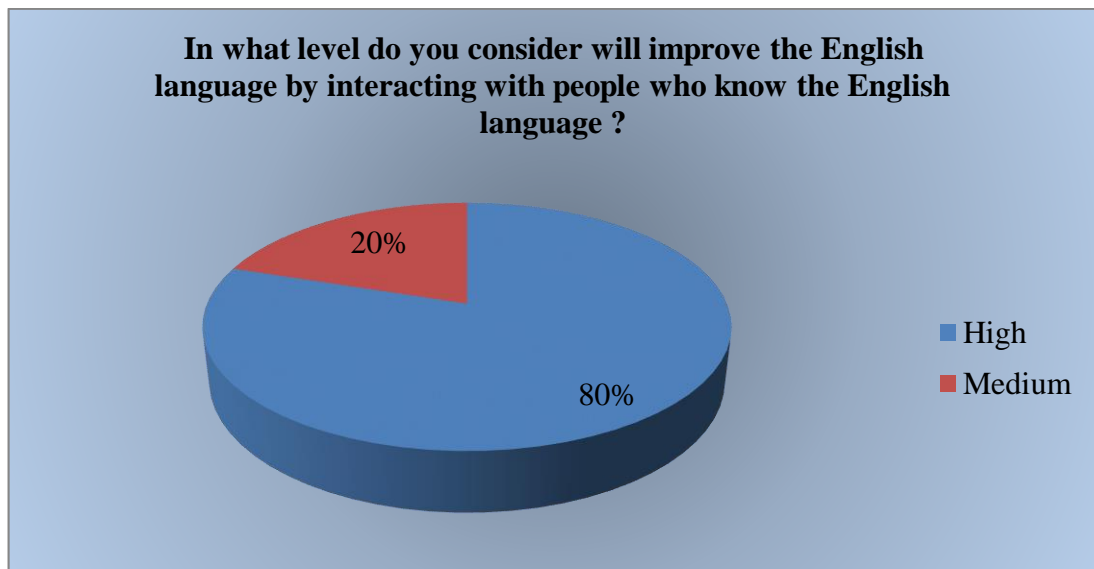
Source: Teachers
Made by: Carlos Luis Tomalá Pozo

Interpretation: 80% of teachers considered the high level and 20% considered the medium level.

Question 4: The high school "UPSE" where you share your knowledge of the English language to your students, does it have the didactic resources according to the pedagogical actions done?

Objective: To determine if the school has adequate didactic resources according to the pedagogical action.

Chart No. 24 Adequate didactic resources

Category	Quantity	%
YES	3	60
NO	2	40
Total	**5**	**100**

Graph No. 14 Adequate didactic resources
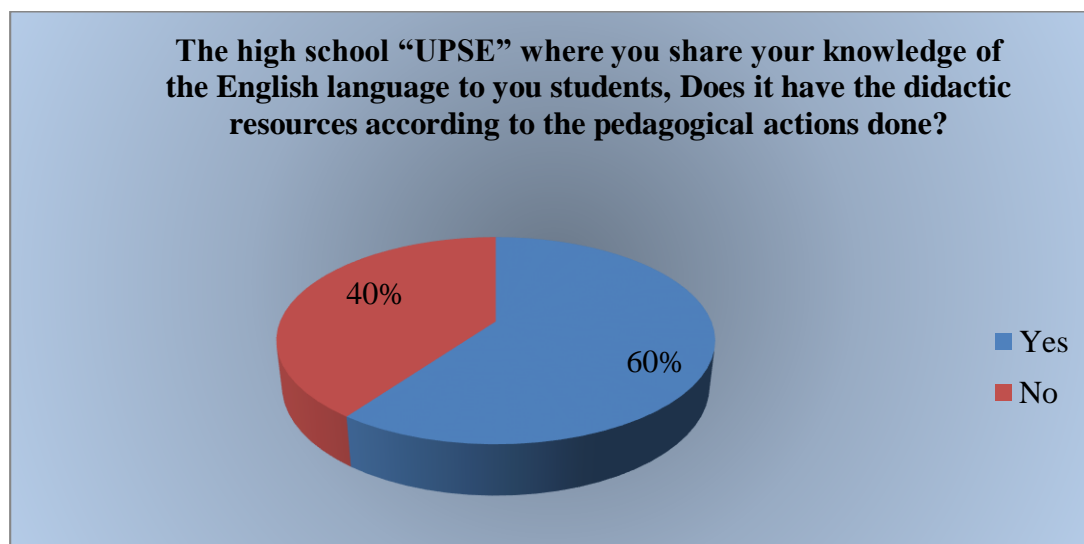
The high school "UPSE" where you share your knowledge of the English language to you students, Does it have the didactic resources according to the pedagogical actions done?

40%

60%

■ Yes
■ No

Source: Teachers
Made by: Carlos Luis Tomalá Pozo

Interpretation: 60% of teachers considered that there are adequate didactic resources while 40% do not considered that.

Question 5: What is the level of teaching the English language offered in the institution?

Objective: To determine the teaching level of English language offered at school.

Chart No. 25 English language that school offers

Category	Quantity	%
Above Average	1	20
Average	3	60
Below Average	1	20
Total	**5**	**100**

Graph No. 15 English language that school offers
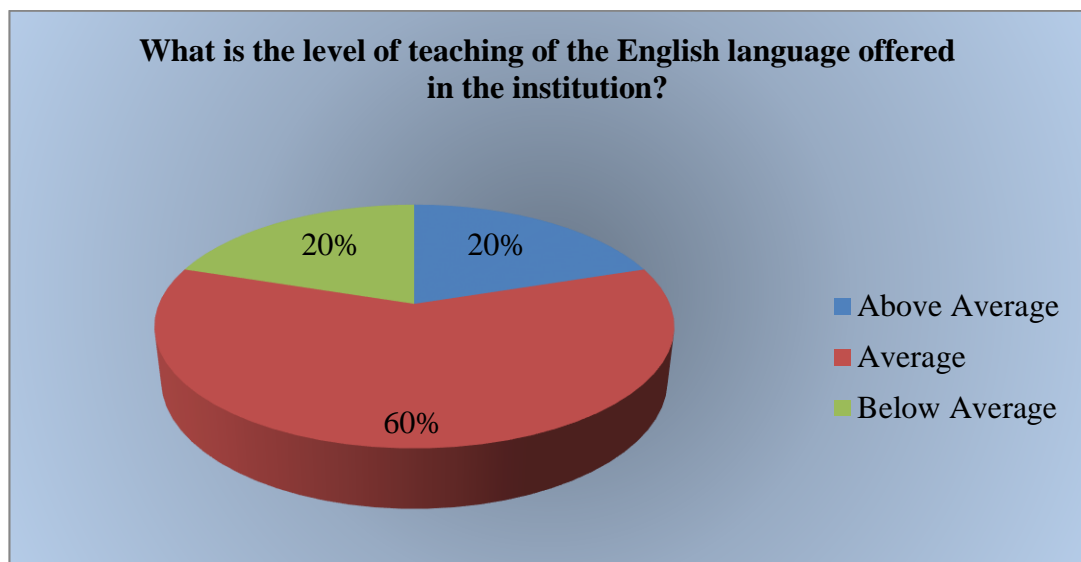
Source: Teachers
Made by: Carlos Luis Tomalá Pozo

Interpretation: 60% of teachers considered that the teaching level offered at school is above average, 20% considered it is average and 20% consider it is low.

Question 6: What is the condition of the infrastructure of the institution for the process of teaching?

Objective: To determine the condition of institution infrastructure for the teaching process.

Chart No. 26 Condition of infrastructure

Category	Quantity	%
Excellent	2	40
Satisfactory	3	60
Total	**5**	**100**

Graph No. 16 Condition of infrastructure
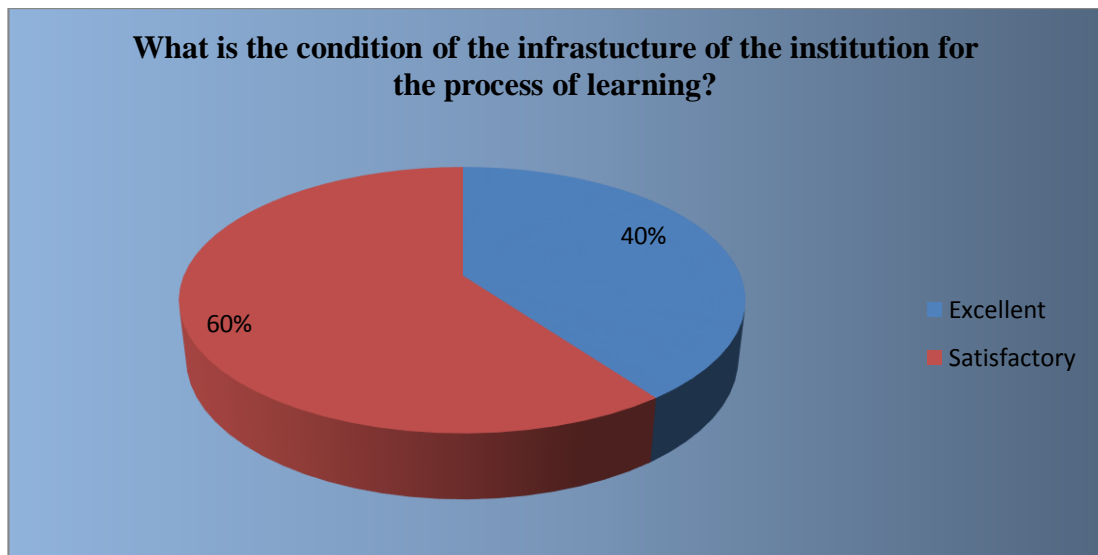
Source: Teachers
Made: Carlos Luis Tomalá Pozo

Interpretation: 60% of teachers considered that the condition of the infrastructure of the institution for the teaching process is excellent, while the remaining 40% considered it is satisfactory.

Question 7: In what conditions are the technological tools in the institution in order to teach the English language?

Objective: To determine the condition of the technological tools at the institution.

Chart No. 27 Condition of the technological tools

Category	Quantity	%
Adequate	0	0
Inadequate	5	100
Total	**5**	**100**

Graph No. 17 Condition of the technological tools

In what conditions are the technological tools in the institution in order to teach the English language?

0%

100%

- Adequate
- inadequate
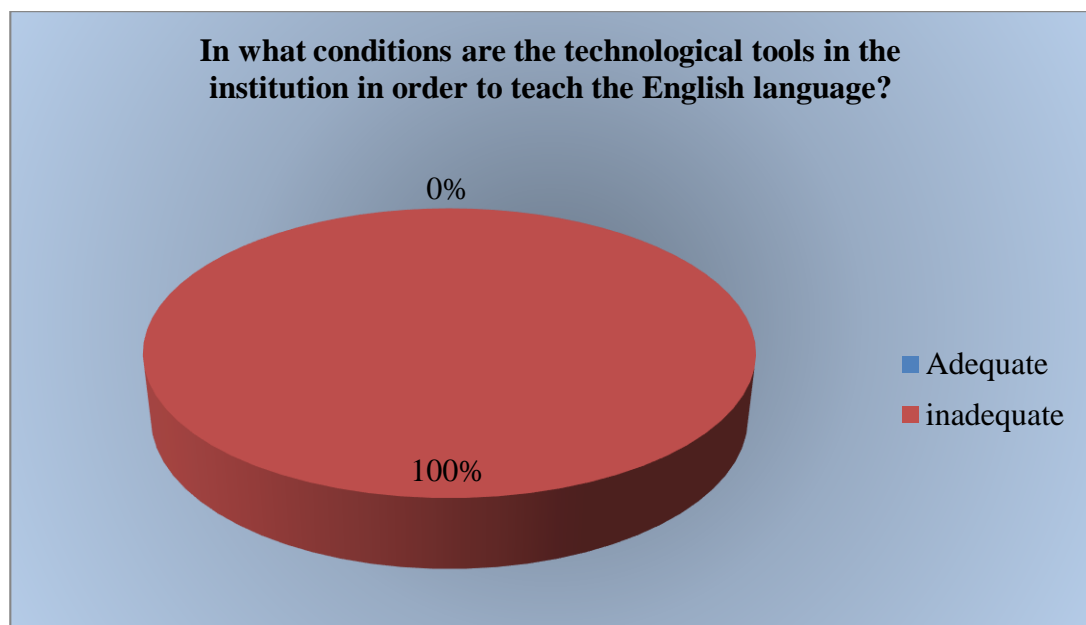
Source: Teachers

Made by: Carlos Luis Tomalá Pozo

Interpretation: All the teachers considered that the technological tools are inadequate.

Question 8: Do the students participate in extracurricular activities that help the process of learning English language?

Objective: To determine if students participate in extracurricular activities.

Chart No. 28 Participation in Extracurricular activity

Category	Quantity	%
YES	3	60
NO	2	40
Total	**5**	**100**

Graph No. 18 Participation in Extracurricular activity

Do the students participate in extracurricular activities that help the process of learning the English language?

40%

60%

■ Yes
■ No
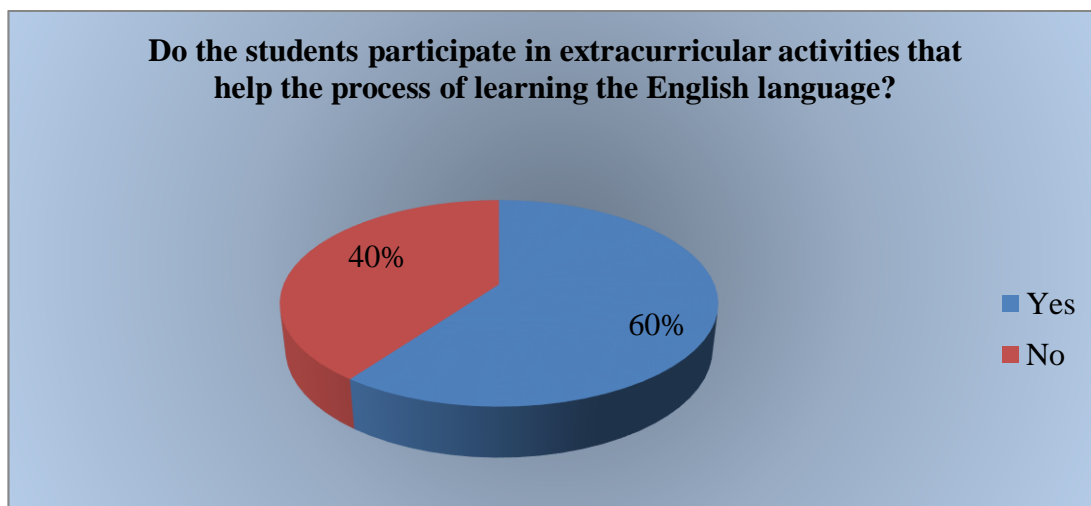
Source: Teachers
Made by: Carlos Luis Tomalá Pozo

Interpretation:

60% of teachers expressed that students do it and 40% said that their students do not participate on it.

Question 9: Would the level of English knowledge of the students help them to participate in extracurricular activities where the language is applied?

Objective: To determine if the extracurricular activity would help students to get a better level of English knowledge.

Chart No. 29 Extracurricular activity helps to get better level of English

Category	Quantity	%
YES	5	100
NO	0	0
Total	**5**	**100**

Graph No. 19 Extracurricular activity helps to get better level of English

Would the level of English knowledge of the students help them to participate in extracurricular activities where the language is applied?

0%

100%

- Yes
- No
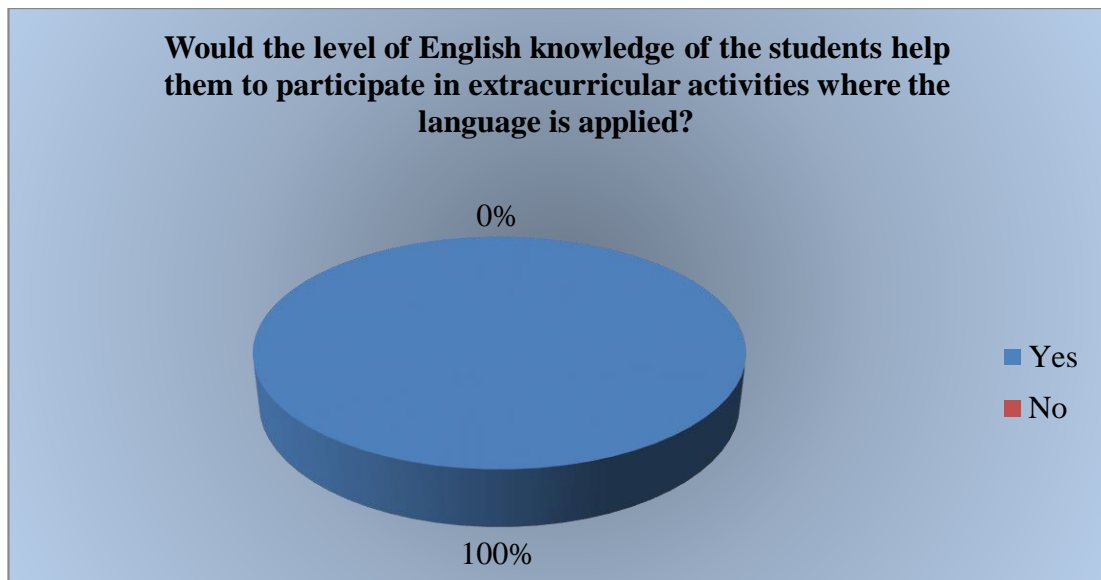
Source: Teachers
Made by: Carlos Luis Tomalá Pozo

Interpretation: 100% of teachers are convinced that by participating in extracurricular activities would allow students to get a better level.

Question 10: Do you agree that students should participate in a Reading Club to improve their learning outcome?

Objective: To determine the acceptance of an implementation of a Reading Club to improve the learning outcomes of the students.

Chart No. 30 Acceptance of an implementation of a Reading Club

Category	Quantity	%
YES	5	100
NO	0	0
Total	**5**	**100**

Graph No. 20 Acceptance of an implementation of a Reading Club

Do you agree that students should participate in a reading club to improve their learning outcomes?

0%

100%

■ Yes
■ No
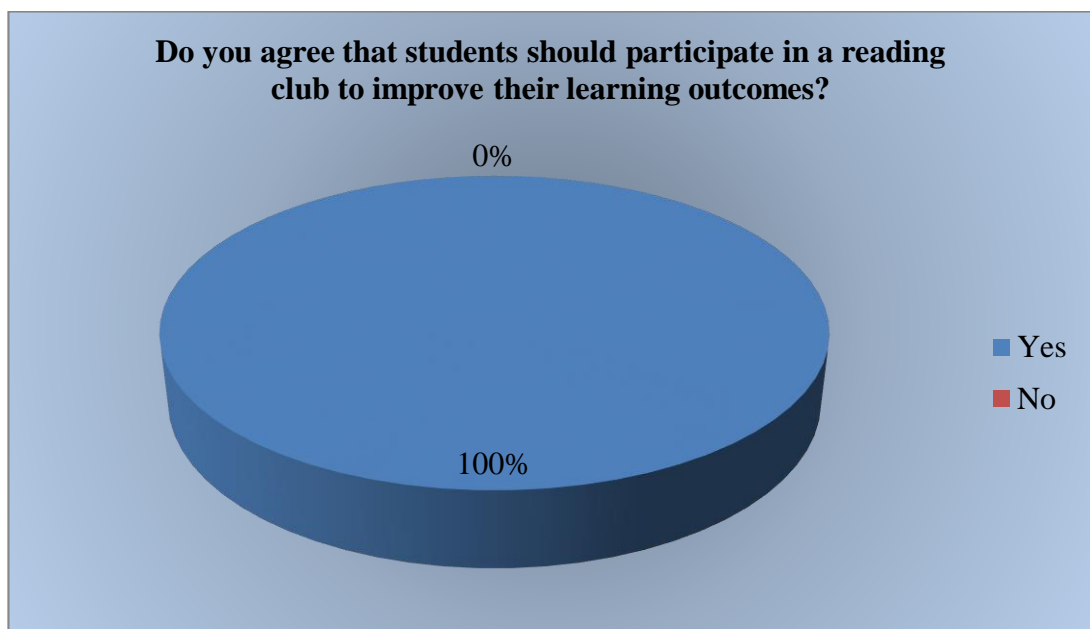
Source: Teachers

Made by: Carlos Luis Tomalá Pozo

Interpretation: All teachers considered that the students should participate in a Reading Club to improve their learning outcomes.

3.8.3 Interview directed to Authorities of the UPSE high school.

Question 1: Does the institution   have staff with a professional degree in the field of education in English?

Interpretation

All the authorities said that partially they have a professional degree in the field of education in English but in the next year they are going to fill the area with teacher with professional degrees in this area.

Question 2: What aspects do you consider that teachers in English require training?

Interpretation

The Principal expressed that it is really important to train English teachers, and he considered that teachers must be trained in all areas required in the teaching and learning process of the English language, especially in the motivational part, in order to take into students to practice every moment of the real life.

The Vice-principal considered that English teachers should be trained constantly and specially in the academic area in order to have a very good guide in the English program.

Question 3: Do you consider that the learning and teaching process of English language have had difficulties during the current school year? Which ones?

Interpretation

The Principal and the Sub-director expressed that they haven´t had difficulties with the teachers yet, but they considered that one big problem of every year is that the

institution doesn´t have an English lab. They think that if the institution gets an English lab, the teaching and learning process would improve the English knowledge and obviously the learning outcome.

Question 4: Do you think that English teachers apply current pedagogical actions? Which ones?

Interpretation

The Principal and the Vice-principal expressed that English teachers are working according to the instructions and guidelines of the Ministry of Education and it has allowed that some teachers apply pedagogical action, like extracurricular classes, for students with learning problems in order to improve their knowledge, such as it is required by the Law of Education, but they considered that the lack of technological resources is often an obstacle in the teaching and learning process.

Question 5: Does the institution have infrastructure and technological tools for teaching English? Which ones?

Interpretation

The Principal and Vice-principal said that unfortunately the school does not have the technological tools to facilitate the teaching of English area, but the teachers try to do everything with the resources they have.

Question 6: Has it made any diagnosis that allows it to determine the academic performance of students in the area of English?

Interpretation

The principal said that this school does not have a diagnostic of the students´ level of learning outcomes in the English area; it has only diagnostic of academic performance of areas and the institution per year.

Question 7: Is there a study on extracurricular activities used by teachers in the area of English to improve academic performance?

Interpretation

The Principal and Vice-principal said that there is not a specific study, but the English teachers use extracurricular activities in order to enhance knowledge to students with learning problems as it is required by the Law of Education.

Question 8: Do you think extracurricular activities help in the process of English Learning?

Interpretation

The Principal and Vice-principal expressed that the extracurricular activities are supplements to improve learning outcomes, and they considered it is a channel where the teacher has the opportunity to take into the life of the students and see their needs.

Question 9: Would you agree that applying in the institution a reading club in English would improve the learning outcome?
Interpretation

The Principal and the Vice-principal expressed agreement with the implementation of a reading club in English. They considered that it would improve the learning outcome of the students with learning problem and it would allow a better level of knowledge of English language. Finally, they assured their support to the implementation of a reading club in order to improve the learning outcome of the English Language.

Chart No. 31 **Result chart-students**

NO	QUESTIONS	HIGH		MEDIUM		UNDER		NULL		TOTAL	
		Q	%	Q	&	Q	%	Q	%	Q	%
1	What level of knowledge do you have?	4	3	97	72	31	23	2	2	134	100
2	Do you consider that English classes you receive are sufficient to learn English?	71	53	0	0	71	53	0	0	134	100
3	What level do you think that will improve your English interacting with native people?	42	31	79	59	11	8	2	2	134	100
4	Does the school´s atmosphere where you receive English classes have the learning tools that you need?	90	67	0	0	0	0	44	33	134	100
5	What is the level of English teaching that teachers demonstrate in your school?	66	49	58	43	9	7	1	1	134	100
6	What is the condition of the infrastructure of your school for the teaching process?	30	22	99	74	0	0	5	4	134	100
7	In what conditions are the technological tools in the institution to teach the English language?	12	9	90	67	0	0	32	24	134	100
8	Would you like to participate in extracurricular activities that help you to learn the English language?	109	81	0	0	0	0	25	19	134	100
9	Would you level of English knowledge improve by participate in extracurricular activity where the language is applied?	129	96	0	0	0	0	5	4	134	100
10	Do you agree that the students should participate in a reading clubs to improve their learning outcome of the English language?	108	81	0	0	0	0	26	19	134	100

3.8.4.1 Analysis of result-students

Results show that students consider that the English classes are not sufficient to learn English and have good learning outcomes; they also consider that the school does not adequate tools to teach English language, this is one reason why they have problem to learn English and they haven´t have developed their the abilities skills. The students believe with the implementation of extracurricular classes could be a solution to this problem.

On the other hand, they consider that with the implementation of a Reading Club they will improve their learning outcomes, and finally they showed their acceptance to participate in it.

Chart No. 32 Analysis of result chart-teachers

NO	QUESTIONS	HIGH		MEDIUM		UNDER		NULL		TOTAL	
		Q	%	Q	&	Q	%	Q	%	Q	%
1	What level of knowledge do your students have in the English language?	1	20	0	0	4	80	0	0	5	100
2	Do you consider that English classes that are taught to your students are sufficient to learn English language?	1	20	0	0	0	0	4	80	5	100
3	In what level do you consider will improve the English language by interacting with people who know the English language?	4	80	|1	20	0	0	0	0	5	100
4	The high school "UPSE" where you share your knowledge of the English language to your students, Does it have the didactic resources according to the pedagogical actions done?	3	60	0	0	0	0	2	40	5	100
5	What is the level of teaching the English language offered in the institution?	1	20	3	60	1	20	0	0	5	100
6	What is the condition of the infrastructure of the institution for the process of teaching?	2	40	3	60	0	0	0	0	5	100
7	In what conditions are the technological tools in the institution in order to teach the English language?	0	0	0	0	5	100	0	0	5	100
8	Do the students participate in extracurricular activities that help the process of learning English language?	3	60	0	0	0	0	2	40	5	100
9	Would the level of English knowledge of the students help them to participate in extracurricular activities where the language is applied?	5	100	0	0	0	0	0	0	5	100
10	Do you agree that students should participate in a reading club to improve their learning outcome?	5	100	0	0	0	0	0	0	5	100

3.8.5.1 Analysis of result-teacher

Result show that teachers consider that students are in a medium below level and the English classes are no enough to learn English and have good learning outcomes; they also consider that the school does not adequate tools to teach English language, this is one reason why students have problem to learn English and they haven´t have developed their the abilities skills. Teachers believe with the implementation of extracurricular classes could be a solution to this problem.

On the other site, they consider that with the implementation of a Reading Club they will improve their learning outcomes and learn English, and finally they showed their acceptance to involve participating with students in it.

3.9. CONCLUSIONS AND RECOMMENDATIONS

3.9.1 Conclusions

Through the research it can be concluded that:

- Many students of the tenth basic year of the UPSE high school are not satisfied with the English classes that they receive at school, and they show problems with the learning process.

- There is a lack of adequate technological resources in the teaching process. It doesn´t permit a good atmosphere to learn English.

- The clubs proposed by the Ministry of Education are increasing in basic education, a reading club appears as a good option to engage students to be motivated to learn English language and get a better level.

- The implementation of a Reading Club will be an excellent tool to improve the leaning outcomes of the students of the tenth basic year from UPSE high school.

3.9.2 Recommendations

Recommendation:

- It is recommended to implement strategies to improve the learning process in the students of the tenth basic year from UPSE high school. It will help to get a good output profile according to the proficiency level proposed by the Ministry of Education.

- It is recommended to implement adequate technological resources to help the teaching and learning process.

- Train teachers in extra-curricular activities in the process of teaching the English language to meet consistent activities for a better understanding of the language, resulting in optimal academic performance by students.

- It is recommended to implement a reading club in English Language; it will be an excellent tool to improve the learning outcomes in the tenth year of basic education.

CHAPTER IV

PROPOSAL

4. INFORMATION DATA

A READING CLUB TO IMPROVE THE LEARNING OUTCOMES IN ENGLISH FOR STUDENTS IN TENTH YEAR OF BASIC EDUCATION FROM COLEGIO MIXTO PARTICULAR UPSE, LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2014-2015.

Executing institution

Colegio UPSE

Beneficiary

Students of tenth year of basic education of the Colegio "UPSE"

Location

La Libertad city, Province of Santa Elena.

Estimated time for execution

6 Months

Responsible for technical equipment
Author: Carlos Luis Tomalá Pozo
Tutor: MSc. Cecilia Alexandra Jara Escobar

Budget: $1937.00

4.1. PROPOSAL BACKGROUND

After conducting the research, a proposal about designing, implementing and evaluating of a reading club for students of the tenth basic year of Colegio UPSE was necessary in order to improve their learning outcome. It is considered that Reading Clubs are spaces for interactive learning, where the students are active subjects and the teacher is the facilitator of didactic tools. According to the Ministry of Education of the Ecuador, various adjustments and modifications in the curriculum in the area of English language has been made, allowing the opening of new spaces of learning opportunities through the implementation of extracurricular classes in English clubs of the institution. With this, the Ministry of Education has proposed within the public education of the basic eduaction to promote English language of level A1 and A2 until 2017. Ministerio de Educación del Ecuador,(2012). This proposal is a very effective tool to apply among students of tenth basic year. During the development of this purpose it will be explained how it will be carried out.

4.2 SIGNIFICANCE

This is a relevant proposal in the field of education and specially in the English area to support students to improve their learning outcomes. The implementation of a Reading Club in English serves as a base to reinforce in extracurricular classes that will contribute to improve the learning outcome of English language in students of the UPSE high school. Thus, it will also increase the linguistic skills, communicative competence, interaction among one another, get a good exit profile according to the level of proficiency resquested by the Ministry of Education and in benefit of the community in Santa Elena province.

4.3. OBJECTIVES

4.3.1. General objective

To improve the learning outcomes by implementing a Reading Club of English Language   in students of the tenth basic year of the UPSE high school.

4.3.2 Specific Objectives

To design a Reading Club according to the current situation of the UPSE high school.

To implement a Reading Club using readings related to the contents of the units and specific and general competences of the student´s book of the Ministry of Education of Ecuador.

To assess the learning process of the students of the tenth basic year of the UPSE high school.

4.4 DESIGN, DEVELOPMENT AND IMPLEMENTATION OF THE PROPOSAL

LIVING AT SCHOOL

A READING CLUB TO IMPROVE THE LEARNING OUTCOMES IN ENGLISH AMONG STUDENTS IN THE TENTH BASIC YEAR OF UPSE HIGH SCHOOL

BY: CARLOS LUIS TOMALA POZO

AUTHOR

CONTENT OF THE PROPOSAL

1.INTRODUCTION

With the purpose of improving the learning outcomes of English language by creating a Reading Club for students of the tenth basic year of Colegio UPSE, it has been necessary to design Reading Club to be implemented in the classroom.

This Reading Club has a reading textbook and will be a tool to reinforce and enhance the contents that are taught in the classroom. This reading textbook has five short stories based in the daily life of the students at school. Also, these short stories are made according to the vocabulary and grammar of the units of student´s English book and satisfying students´need and improving their language skills. Each chapter focuses on everyday situations that students live in classes of English subjects.

The general competences in the five chapters of the reading textbook are: introductions, food, sports and clothes. Students will learn about specific life skills such as describing personality, identifying healthy food and fast food, classifying food, describing their favorite sports and identifying classroom activities.

Then, this guide has exercises at the end of each reading , to motivate and develop the four skills by solving vocabulary exercises, reading comprehension, looking for the main idea, looking for details, grammar, discussion, writing activities and role-plays. These exercises observe the learning process of students of the English language.

Next, there are two scoring sheets to evaluate the development of the language skills in students in order to get better learning outcomes.

To reinforce the reading and writing skills there will be a Reading Club on facebook where students will give their comments about the reading and solve some questions.

Finally, students will find motivation to learn English language by the implementation of a Reading Club. Also, they can get better learning outcomes, develop their language skills, and get a good proficiency level according to the exit profile.

2.OBJECTIVES

To propose a guide of the reading club for English teachers of the Colegio UPSE to improve the learning outcomes of students.

To promote reading in students to improve their English level.

To develop the linguistic skills in the learning process of the English language.

To motivate the English teacher to make easy texts related to the content of the curriculum.

3. MANUAL OF INSTRUCTION OF THE READING CLUB

3.1 SELECTION OF STUDENTS

The reading club will be formed with students of the tenth basic year of basic education, who want to improve learning outcomes of the English language and an English teacher who works as a guide. Previously, it is necessary to make a list of the participans. There will be a diagnostic test in order to identify and work with them. This diagnostic test will have basic content.

3.2 CONTENTS

The content is based on vocabulary and grammar and general competences of the units of student´s English book. It has five chapters and every chapter has exercises of vocabulary, looking for the main ideas, looking for details, grammar, discussions, writing and role plays.

BOOK	Living at school
Chapter I	My personality
Chapter II	Healthy food
Chapter III	I like playing soccer
Chapter IV	What´s going on now?
Chapter V	What are you wearing?

ENGLISH BOOKS	TEXT
UNIT I	**CHAPTER I**
Vocabulary: Personality traits	The reading has the use of words related to the personality, age, etc.
Grammar: Simple present	The reading is in simle present tense Use affirmative, negative sentences and questions with answers.
Skills **Speaking:** Describe people´s personality. **Writing** : Write about an ideal person. **Listening**: Listen specific information. **Reading:** Identify people for descriptions.	Describe their personality. Write about people´s personality. Listen to each other about personality. Read and identify the people´s description.

UNIT II	CHAPTER II
Vocabulary: Food	The reading uses all kinds of food.
Grammar: Countable and Uncountable nouns	The reading uses countable and uncountable nouns.
Skills: **Speaking:** Give and follow instructions **Writing:** Make a poster on healthy food **Listening:** Listening information	Talk about the benefit of the healthy food. Write about the benefith of the healthy food and the dangerous of the fast food. Listen to each other talking about fast

Reading: Reading for specific information	food and healthy food. Read and understand about the reading.
UNIT III	**CHAPTER III**
Vocabulary: Food and supermarket	The reading uses words related to the food and names of any local supermarket.
Grammar: There is/There are; How much/How many, little, few, a lot of, not much / not many	The reading uses There is/There are; How much/How many, little, few, a lot of, not much / not many
Skills: **Speaking**: Talk about places described in the reading. **Writing:** Write about shopping places. **Listening:** Listen and identify true information **Reading:** Read an article	Talk about the different places where they can buy food. Write about shoping places and the food. Listen to each other Read and understand the reading
UNIT IV	**CHAPTER IV**
Vocabulary: Sports and activities	Sports, activities and community activities
Grammar: Simple present; likes, dislikes, hate, enjoy, can´t stand and how often.	The reading uses simple present tense; like, dislike, hate, enjoy and can´t stand and how often.
Skills: **Speaking:** Talk about what do you like or don´t like **Writing:** Write about what do you like or don´t like. **Listening:** Listen for specific information **Reading:** Read a bar graph	Talk about student´s activities using like, don´t like, hate, enjoy, can´t stand. Write about what activity they like, don´t like, enjoy, hate and can´t stand Listen to each other Read and understand the reading

UNIT V	**CHAPTER V**
Vocabulary: Classroom activity	The reading uses some classroom activities and home activities
Grammar: Present Continuous	The reading uses present continuous tense.

Skills:	
Speaking: Talk about what they do at school.	Talk about what students do at school, home and community.
Writing: Write what they are doing now at school.	Write about what they are doing at school, home and community
Listening: Listen and identify true information	Listen to each other
Reading: Read an article	Read and understand the reading
UNIT VI	**CHAPTER VI**
Vocabulary: Clothes	Clothes
Grammar: Present continuous for future arrangements	Present continuous for Future arrangement/ too+ adjective + enough
Skills: **Speaking:** Talk about the kind of clothes you like	Talk about the kind of clothes you like and what are you wearing next week.
Writing: Write a list of fashion clothes	Write about what kind of clothes the teenager wear at Santa Elena Province
Listening: Listen for specific information	Listen to each other
	Read and understand the reading
Reading: Read for specific information	

3.3 STRATEGIES

3.3.1 Vocabulary

The vocabulary refers to the words that students have to learn in order to understand what students read and be able to communicate effectively. It plays an important part in reading process and contributes greatly of the students´ comprehension. In the vocabulary exercises students will solve the exercises alone and after that they will discuss about words they choose. It allows knowing the meaning of the works and increasing student's lexis.

3.3.2Reading comprehension

The reading comprehension strategy is an active and interactive process between students and text. It is the act of understanding what students are reading. There are two exercises of reading comprehension in order to understand the text.

3.4. TECHNICAL

3.4.1. Looking for the main idea

With these strategies students will solve the exercises alone and after that they will discuss about the main idea. It is used to confirm if they have understood the content of the text.

3.4.2 Looking for details. In this exercise the **skimming** and **scanning techniques** will be applied to expand the students' exploration of the text. Students will solve the exercises by themselves and after that they will express in detail what the reading is talking about. These techniques are used to identify the students' ability to read and infer about the reading.

3.5. GRAMMAR:

The grammar exercises allow having the ability to identify how words are used in a sentence (syntax) and how the word order is used to convey meaning (morphology). In the grammar exercises students will be alone and after that they will share their opinion about the words that they have chosen in order to identify the grammar rules. It permits students to apply more complex sentences in their oral and written language.

3.6. DISCUSSION

The discussion as a technique gives students the opportunity to express their ideas or imagination of the reading. With this technique students can discuss about some questions related to the book and their real life. It allows students to participate actively in the learning and teaching process promoting the interaction on students and developing the speaking and listening skills.

3.7. GAME: ROLE- PLAY

It refers to the playing of different roles. In this game students characterize roles. This strategy gives students the opportunity to practice pronunciation, intonation and new vocabulary.

3.8. ASSESSMENT

It has formats with a criterion of evaluation for every language skill; every student will be classified according to five categories. It will allow having information about the learning process.

3.8.1 RUBRICS FOR ORAL INTERVIEW

It is to evaluate the interaction Ss - Ss.

Categories	Poor	Fair	Good	Very good	Excellent
	01-feb	03-abr	05-jun	07-ago	09-oct
Comprehension (Ability to understand question and respond properly)	Unable to make herself/himself understood while performing the task1, even when listener asks for repetition or clarification.	Unable to make herself/himself understood while performing most of the task; listener frequently asks for repetition and clarification.	Makes herself/himself understood while performing at least half the task; listener sometimes asks for repetition or clarification.	Makes her/himself understood while performing most of the task; listener seldom asks for repetition or clarification.	Makes her/himself understood while performing most of the task; listener rarely asks for repetition or clarification.
Interaction (Ability to listen and interact with the mates)	Unable to listen attentively or respond appropriately while performing the task; fails to interact with a partner.	Unable to listen attentively or respond appropriately while performing most of the task; interacts poorly with a partner.	While performing at least half of the task, listens to another person and responds reasonably well; interacts adequately with a partner.	While performing most of the task, listens attentively to another person and responds appropriately; interacts well with a partner	While performing the task, listens attentively to another person and responds appropriately; interacts very well with a partner
Accuracy (Grammar and general structures)	Uncontrolled grammar and syntax, lacks knowledge of general structures.	Very frequent errors; difficulty in making meaning clear.	Frequent errors; meaning is not always clear.	Quite accurate; some errors, but meaning is clear.	Grammatical and lexical accuracy are high.
Fluency (Vocabulary, speech naturalness)	Unnatural and labored speech, extremely hesitant on even high-frequency vocabulary words, phrases and structures.	Hesitant; very limited range of language available.	Quite hesitant; limited range of vocabulary and structures	Some hesitation and sometimes has to search for words.	Speaks fluently without hesitation or searching for words.
Pronunciation (stress, rhythm, intonation patterns)	Lots of errors; unclear articulation and intonation, which makes speech almost misunderstood.	Very frequent errors; often very difficult to understand.	Frequent errors; not always clear enough to understand.	Generally clear; reasonable control of stress and intonation.	Very clear; stress and intonation help to make meaning clear.
Comments and suggestion		TOTAL			

Source: Classroom Assessment Suggestions from Ministry of Education (P. 11)

3.8.2 RUBRICS FOR READING COMPREHENSION

It is to evaluate the reading comprehension.

Categories	Poor	Fair	Good	Very good	Excellent
	01-feb	03-abr	05-jun	07-ago	09-oct
Looking the main idea (Ability to find the main idea)	Student did not complete activity and/or did not answer more than half of questions correctly.	Student answered at least half of the comprehension questions correctly.	Student answered 50% of comprehension questions correctly. Student tries to comprehend main idea of the reading.	Student answered 75% of comprehension questions correctly. Student comprehends main idea of the reading.	Student answered all (100%) comprehension questions correctly. Student fully demonstrates comprehension of main idea from the reading.
Looking for details (Ability to find specific information)	The level of detail in each question is poor and makes no attempt to include textually relevant information.	The level of detail in each question is emerging. Attempts to engage the texts that are made.	The level of detail in each question is good. The student could add a bit more textual detail	The level of detail in each question is very good. The student adds a bit more textual detail to further enhance answers.	The level of detail in each question is excellent. Textual details are relevant and student has connected fully with the literature.
Grammar (Ability to identify and apply the grammar)	There are numerous spelling or grammar errors, making the answer impossible to understand. There is no punctuation.	There are numerous spelling or grammatical errors, making the answer difficult to understand. Most punctuation is not used correctly.	Some spelling or grammar mistakes are evident, but do not diminish the meaning of the answer. Some punctuation is misused.	A few spelling or grammar mistakes are evident, but do not diminish the meaning of the answer. A few punctuation is misused.	Proper use of modern English spelling and grammar is employed consistently throughout the assignment. Punctuation is utilized correctly and only when necessary.
Vocabulary (Ability to classify words according their competences)	Lacks firm understanding of vocabulary from the studied unit (s)/course to complete the task or it is too limited for effective communication.	Uncomfortable with vocabulary from the studied unit(s)/ course when completing the task; incorporates very basic vocabulary only.	Firm understanding of some vocabulary from the studied unit (s)/course to complete the task, but fails to elaborate.	At ease with expected vocabulary for completing the task; elaborates a little	Demonstrates full knowledge of vocabulary from the studied unit (s)/course to complete the task; elaborates well.
Comments and suggestions			TOTAL		

Source: Classroom Assessment Suggestions from Ministry of Education (P. 12)

4. PLANS AND READING

4.1 PLAN OF READING I

<table>
<tr><td colspan="2" align="center">**READING I**
MY PERSONALITY</td></tr>
<tr><td>GENERAL OBJECTIVE: Students will be able to describe personality</td><td>COURSE:
Tenth basic year</td></tr>
<tr><td>SPECIFIC OBJECTIVE:
Inspire to read text related to their diary life.</td><td rowspan="2">RESOURCES
Posters
English book
Computer
In focus
Text: My Personality
Reading club on Facebook</td></tr>
<tr><td>TIME:
 3 hours</td></tr>
<tr><td colspan="2">ACTIVITY OF TEACHING AND LEARNING:

Explain what students are going to do in class.

Read the text "My Personality".

Gather students in group of 5.

Students solve the exercises: for this they have to infer and get specific details.

Students' discussion about the reading by using some questions.

Students write some information about their personality.

Students make a Role-play in classroom</td></tr>
</table>

4.1.1. READING I

CHAPTER 1

My personality

It is the first day of class at school. Students arrive very early at school and they are anxious to meet new friends and old friends. The teacher arrives very early at school, too. But he is talking with a teacher outside the classroom. Other students arrive at school on time and sit in different chairs. When it was on time, the teacher greets to everybody and gives them welcome to the new academic year at UPSE school and he asks some basic information about them in order to integrate them and to know the students´ personality.

Teacher: Good morning, students!

Students: Good morning, teacher!

Teacher: Welcome to this new Academic Year, students! As an introduction of our first class of English subject I want to know some basic information about you, like your routines and personality in order to integrate each other.

Students: ok, teacher.

Teacher: Only four students are going to introduce themselves. He or she should describe their names, nicknames, ages, best friend/s, and personality, how often you do sport, and goals for the future.

Students: Could we talk about our pets and food, too?

Teacher: Yes, but that is only if you want to.

> We start with José!

Jose: Good morning, teacher and classmates! My name is José Gonzalez, but my parents called me "Pepe", I like it. I live in Salinas. I´m fourteen years old. My best friends are Juan, Mario and Genesis. They tell me I´m competitive, friendly and I enjoy meeting new people. I know that is not true. I like to play soccer, tennis and volleyball every afternoon.

Juan: Hi! My name is John, my nickname is Mark Anthony! When I wear my sunglasses I look like him. I´m fourteen years old, too. I live in San Pablo. Dianna is

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my best friend; she is quiet, shy, very intelligent and competitive. She likes to read books. My last teacher considered me very serious, strict and very sensible; I usually work hard. I love doing sports on weekends especially on Saturday morning.

Dianna: Hello! My name is Dianna. My dad says me Pretty Doll, I´m 14 years old, but I hate being this age. I want to be a free person, but I can´t do it. My parents don´t understand me. I live in Santa Elena. I don´t have a best friend here, all classmates are important for me. I´m outgoing, funny, talkative and not easily an upset person. I like to dance and go to the gym with my brother every night and I would like to be a model in the future.

Mario: Hi! My name is Mario and everybody called me "El Joven". I´m fourteen years old. I live in La Libertad. My best friends are my parents, they are really cool. I´m liked by all people and my friend says to me El presidente! I like chatting, playing soccer, going to the Paseo Shopping with my friends.

Teacher: Hi! Everybody, I´m Carlos and some friends called me Tomy. I come from Anconcito. I have lived there for 20 years. I love Anconcito because there are wonderful beaches. I´m thirty years old. All my students are my friends, especially who have a lot of problems to learn English. I enjoy working with teenagers. I´m serious, but not strict. I like competitive students but not lazybones.

Dianna: I´m sure we are going to enjoy your class!

Teacher: I hope so…

Jose: We will be the best students of the English class!

Teacher: Thank you students for your short information about yourselves. I´m really sure I´m going to use this information in order to have a good environment in classroom. It is a pleasure to meet you and work with you this academic year.

<div align="right">By Carlos Tomalá</div>

VOCABULARY

1. Take one out. - Read each of this word group. Take out the words or words that do not belong

1.1   a) Like   b) love   c) chat   d) playing

1.2   a) friend   b) teacher   c) student   d) parents

1.3   a) competitive   b) studious   c) talkative   d) president

1.4   a) funny   b) friendly   c) easygoing   d) strict

DEFINITION

2. Multiple choices. - Choose a, b, or c as the correct answer.

2.1 José´s friend says to him that he enjoys meeting new friends. This means that he is

   a) studious

   b) easygoing

   c) outgoing

   d) shy

2.2 The John's teacher told him he is very sensible; usually works hard. This means that he is

   a) smart

   b) serious

   c) fun

   d) shy

2.3 John says that Dianna is very intelligent. This means that she is :

   a) shy

   b) easygoing

   c) popular

   d) smart

2.4 Dianna is not easily upset and usually not worried. It means that she is:

   a) competitive

   b) quite

   c) easygoing

   d) intelligent

3. LOOKING FOR DETAILS

Answer the questions about the reading

3.1 What is the reading about?

3.2 Who arrives first to class?

3.3 What is the teacher doing before coming into the classroom?

3.4 What does teacher do before to ask for some information?

3.5 What should the students tell to introduce them?

3.6 Who is serious?

3.7 Who enjoys meeting new people?

3.8 Why does Juan say that he looks like Mark Anthony?

3.9 What does Mario like?

3.10 What is the teacher´s nickname?

GRAMMAR

Complete the sentences using the simple present tense.

Be	live	hate	enjoy	like

4.1 José_____ 14 years old.

4.2 Carlos_____ in Anconcito for 20 years old.

4.3 Diana_____ this age.

4.4 Mario _____ playing soccer.

4.5 The teacher _____ working with teenagers.

DISCUSSION

Is the first class at school interesting?

How do you introduce yourself?

Is really important to say the personality when you are introducing in the first day of class?

WRITING

How do you introduce yourself in class?

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

GAME : ROLE-PLAY

4.2 PLAN OF READING II

<table>
<tr><td colspan="2" align="center">**READING II**
HEALTHY FOOD</td></tr>
<tr><td>**GENERAL OBJECTIVE**: to inspire students to eat healthy food in order to have a good health.</td><td>**COURSE:**

Tenth basic year</td></tr>
<tr><td>**SPECIFIC OBJECTIVE:**

Students will be able to identify the fast food and healthy food using words related to the food</td><td rowspan="2">**RESOURCES**

Posters
English book
Computer
In focus
Text: Healthy food
Reading club on Facebook</td></tr>
<tr><td>**TIME:**
3 hours</td></tr>
<tr><td colspan="2">**ACTIVITY OF TEACHING AND LEARNING:**

Explain what students are going to do in class.

Read the text " healthy food"

Gather students in groups of 5.

Students solve the exercises: for this they have to infer and get specific details.

Students' discussion about the reading by using some questions.

Students write about what is the fast food? What are the effects?

Students make a list of healthy food.

Students make a Role-play in the classroom.</td></tr>
</table>

4.2.1 READING II

CHAPTER II

Healthy food

This is the second day of the class, and the teacher is worried about what students eat in lunch time at school. He noticed that the food in the cafeteria was really junk food, and he saw some students eating fast food yesterday.

Teacher: Good morning Students!

Students: Hello teacher! It´s good to see you again.

Teacher: Thank you. Me, too.

Mario: I talked to my mom what we did in the English class yesterday, and she said it was interesting.

Juan: What is the topic for today, teacher?

Teacher: The topic for today is about food!

Dianna: It sounds like delicious.

Teacher: Yes! This morning, I am going to make you some question about, how much food do you eat a day? What do you eat in the breakfast? , and finally, What do you eat at break time at school?

Juan: Well, I eat three times a day: breakfast, lunch and dinner

Teacher: What do you eat and drink for breakfast every day?

Juan: Okay. From Monday to Friday, I eat bread, cheese, fried banana, cereal, boiled eggs, a lot of fruit salad and boiled fish. I don´t drink much coffee, a little milk, yogurt, a little hot chocolate.

Teacher: And you Mario! Do you eat the same?

Mario, Ok. I could say, yes! But I don´t like to drink coffee, I don´t eat boiled fish in the morning. I prefer juice of fruit like strawberry juice or apple juice. I eat sandwiches. My mom makes delicious sandwiches for me and my family.

Teacher: And you Dianna?

Diana: I don´t like to eat and drink nothing during breakfast. I prefer to drink a glass with water as breakfast.

Teacher: Why don't you eat or drink anything?

Diana: It´s because I don´t want to have weight problems. I see many people eating

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too much food and they are obese.

Teacher: And you José?

José: I drink coffee, some grape juice, chocolate with milk and I eat bread omelet, boiled eggs, butter, cheese, ham, encocado, encebollado, and something more.

Teacher: Very good! All of you have a very good breakfast! But Diana does not, because she doesn´t want to have weight problems. My second question is for all of you! What do you eat during break time at school?

Juan: I always eat cake, French potatoes, hamburgers, ice cream, chips, candies and I drink bottles of orange juice, soda or milkshake.

Jose: I drink some pineapple juice, one soda, yogurt, Gatorade, Tony juice and others and I eat corviche, empanadas, and rice with chicken, tortilla de verde, bonice, candies, and other, the greasy food is delicious.

Mario: I eat chicken sandwich, hot dog with mustard, relish, onion, tomato and hot pepper, and fried hot dog bun, pie, cake and I drink soda, orange juice, mineral water or yogurt.

Diana: I eat a lot of vegetables salad, fruits salad, apple, few grapes or pears. They are healthy food for me, and I drink orange juice, mineral water when it is hot, yogurt and milk. I don´t eat any sweets.

Teacher: Thank students for your information. And I have one question for you, Have you ever listened about healthy food and fast food?

Mario. Yes, teacher. My mother always says to me that I should eat fruits and drink natural juice for lunch but I always forget that.

Juan: On TV there are lot of documentaries about healthy food and fast food. I like watching that but I forget those advices.

José: My mom always says to me the same "don´t drink soda, don´t eat fast food" but I like this kind of food because it is delicious.

Maria: I always eat and drink healthy food because the fast food is dangerous. The fast food produces overweight.

Teacher: Very well students! You know: What is fast food? What it can produce? Or What illness will you get if you don´t eat healthy food? The fast food doesn´t have nutrients, it doesn´t have fiber, many of them are in high sugar, fat, sodium and

calories. The fast food affects the children´s knowledge, their self- esteem and other kind of illnesses. For example, today there are many children with overweight problems, the numbers of children with Diabetes is increasing, and there are other children with Leukemia and heart problems.

Teacher: I think we have to change our food habits! We should have healthy habits. All teenagers need to consume a healthy diet that is in high nutrients, like calcium and iron. A healthy diet helps teenagers to look and feel great.

Teacher: You must say to your parents about what we are talking about. Teacher, students and parents should be aware about what we are eating.

By Carlos Tomalá

1. VOCABULARY

1. Take one out. - Read each of these word groups. Take out the words or word that does not belong.

1.1   a) milk   b) yogurt   c) cheese   d) bread

1.2   a) carrot   b) onion   c) pepper   d) orange

1.3   a) chicken   b) beef   c) fish   d) candies

1.4   a) potato   b) soda   c) noodles   d) rice

2. COMPREHENSION (LOOKING FOR THE MAIN IDEA)

Circle the letter of the best answer.

2.1 What is the reading about_____

   a) what students eat at school

   b) mineral water for breakfast

   c) fruits salad

2.2 Fast food is _____

   a) boiled eggs for breakfast

   b) in high in sugar, fat, sodium and calories

   c) healthy food

2.3 There are many children with _____

    a) overweight problem

    b) Leukemia and heart problem.

    c) both A and B

2.4 Students have to change _____

    a) our teacher

    b) our school

    c) food habits

LOOKING FOR DETAILS

3. Circle **T** if the sentence is true. Circle **F** if the sentence is false.

	TRUE	FALSE
3.1 The teacher is happy about what students eat at school.	T	F
3.2 The teacher asks students about what they eat at breakfast.	T	F
3.3 Diana doesn´t have breakfast because she has weight problems.	T	F
3.4 Mario, José, and Juan like fruit juices in breakfast.	T	F
3.5 Do Juan, Mario, and Jose eat fast greasy food at school?	T	F
3.6 All students know about the fast food and healthy food.	T	F
3.7 Does Diana watch documentaries about fast food and healthy food?	T	F
3.8 The fast food does not have nutrients, fiber…	T	F
3.9 The fast food affects the children´s knowledge and weight.	T	F
3.10 Teens need to consume a healthy diet that is in high nutrients	T	F

GRAMMAR:

4. Complete the sentences using "to be" verbs, am, is, and are.

4.1 The teacher said "I _____ going to ask you some question about fast food.

4.2 There _____ a lot documentaries on TV about healthy food and fast food.

4.3 The fast food _____ dangerous.

4.4 Diabetes _____ increasing and appearing other children with Leukemia and heart problems.

4.5 All teenagers need to consume a healthy diet that _____ in high nutrients, like Calcium and Iron.

DISCUSSION

Discuss the next questions

What do you eat for breakfast?

Do you eat fast food at school and home? Which ones?

What is the healthy food for you?

Do you consider that all of us have to change our food habits? Why?

WRITING

Write about what you eat every day at home and school, all about fast food, and what is healthy food for you?

_____
_____
_____
_____
_____
_____
_____
_____

4.3 PLAN OF READING III

<table>
<tr>
<td colspan="2" align="center">**READING III**
How much food do you eat at school?</td>
</tr>
<tr>
<td>**GENERAL OBJECTIVE**: To identify the healthy food by classifying the type of food.</td>
<td>**COURSE:**

Tenth basic year</td>
</tr>
<tr>
<td rowspan="2">**SPECIFIC OBJECTIVE:**

Students will be able to talk about: identify the healthy foods, how much food they eat, where they buy food, what kind of food they eat at school and how much money they can spend at school.</td>
<td rowspan="2">**RESOURCES**

Posters

English book

Computer

In focus

Text: How much food do you eat at school?

Reading club on Facebook</td>
</tr>
<tr>
</tr>
<tr>
<td>**TIME:**

3 hours</td>
</tr>
<tr>
<td colspan="2">**ACTIVITY OF TEACHING AND LEARNING:**

Explain what students are going to do in class.

Read the text " How much food do you eat at school "

Gather students in groups of 5.

Students solve the exercises: for this, they have to infer and get specific details.

Students' discussion about the reading using some questions.

Students write about: How much food do they have at home? Which ones? And make a list of healthy food; Where do they buy food? And, What kind of food do you eat at school?

Students make a Role-play in the classroom.</td>
</tr>
</table>

4.3.1 READING III

CHAPTER III

How much food do you eat at school?

This is another ordinary day at school, and the teacher has planned an interesting topic for his students. First of all, he is going to ask to one student about the average of food that his/her family buys a week. Then, he is going to ask to other one about what food they have at home right now, and to other students about the place where they buy them. After that, someone is going to classify some products according to the type of food. Finally, he is going to ask you something related to the food.

Jose: Hi teacher! The class was really wonderful yesterday. I learned about the fast food and the healthy food. I told to my family about last topic. My father said that he is going to buy only healthy food for me and my mon packed some fruit in my bag for my lunch this morning.

Teacher: That sounds great!

Teacher: Of course! Today we are going to talk about the overage of food that your family buys a week, other one is to talk about the average of food that he/she has at home right now, and other one will talk about the place where he/she buys them. Finally, other one is going to classify the type of food according its category.

José: I want to be the first!

Teacher: Go ahead José.

Jose: I usually go with my mom to the Gran Aki Supermarket on Saturday. Mom always buys 20 pounds of rice, 5 kg of sugar, a bar of butter, a dozen of eggs, two pounds of cheese, one melon, two pounds of chicken, two pounds beef, four heads of garlic, four gallons of milk, a lettuce, a quart of beans, four cucumbers, twenty lemons, six oranges, five pounds of tomato, a bag of potatoes, a jam jar, mushrooms, one pound of noodles. One load of chocolate and the rest of the products, my mom buys them at the grocery shop near to my house.

Mario: My mom buys food in different places. She sometimes buys at Cepeda Jácome Market. Other days she buys food at Tia Supermarket. At other times, she buys at fairs street because she considers the food is cheaper over there, and she sometimes

buys food at the grocery shop.

Diana: I don´t like to buy food. My father buys food once a week. There is too much food at home. For example: about fruits! There are six oranges, a lot of grapes; Dairy! There is a gallon of milk; Meat! There are a large chickens and five pounds of beef; Bakery products! There are cookies, doughnut; and vegetables! There are a lot of tomatoes, some cucumbers, few onions, few carrots, peas, beans, and lettuce.

Teacher: Very good, José! Mario! And Diana! And you, Juan? Can you classify the food according its categories?

Juan: Yes! Mister. I can! It will be a pleasure to do it! The food classifies in…

Fruits	Vegetables	Meat	Diary	Bakery products
Orange	Carrot	Beef	Milk	Candies
Banana	Onion	Chicken	Cheese	Cake
Grapes	Peppers	Turkey	Butter	Apple Pie
Orange	Cucumber	Pork	Yogurt	Cookies
Watermelon	Avocado	Fish		Donuts
Melon	Tomato			

Teacher: Really excellent students! I´m going to ask you the next question:

How many fruits do you eat every day, Juan?

Juan: No! I like eating fruits, but I prefer juice of fruit.

Teacher: Do you eat vegetable every day, José?

José: I don´t like any kind of vegetables, but yesterday night my mom made a delicious vegetable salad. It was really delicious.

Teacher: What kind of meat do you eat, Diana? And how much juice do you drink?

Diana: I eat all kinds of meat, but I prefer chicken. I like grilled chicken with tomato salad.

Teacher: How much milk do you drink every day, Juan?

Juan: I don´t like to drink much milk! I like to drink a lot of coffee!

Teacher: do you drink a little soda, Diana?

Diana: Yes! I don´t drink much soda, but I like it! I prefer to drink a lot of fruit juice.

How much time do you spend for breakfast, Mario?

Mario: I spend twenty minutes a day?

Teacher: How much bakery product do you eat a day? , and how much money do you spend at school, Mario?

Mario: I eat lots of bakery products like sweets, doughnut and cookies. And I spend two dollars in bakery products.

Teacher: how much money do your parents give you for school, José?

José: My father gives me two dollars every day.

Teacher: How much money do you spend on a school day, Juan?

Juan: I spend three dollars. I spend one dollar for the bus and the rest for school.

Teacher: I think everybody… should buy healthy products with the money that your parents give to you!

By Carlos Tomalá

1. VOCABULARY

1 Complete the sentences with one of the following words

dozen	bag	load	pound	gallons

1.1 Jose´s mother buys two _____ of milk

1.2 Diana has five _____ of beef at home.

1.3 Mario eats three _____ of bread

1.4 Jose´s mother buys_____ of chocolate at Gran Aki supermarket

1.5 There are_____ eggs.

2. COMPREHENSION

Circle the letter for the best answer.

2.1 The teacher   asks about_____.

   a) a list of food

   b) Where students´ family buy food

   c) classification of the food

   d) a, b and c

2.2 José talks about _____.

  a) recipe

  b) list of food

  c) chocolate

  d) none

2.2 Diana talks about _____.

  a) Jose´s list of food

  b) food that she has at home

  c) vegetables

  d) none

2.4 Juan makes the classification of _____

   a) vegetables

   b) fruits

   c) meat

   d) dairy products

   e) a, b, c, d and e

3. LOOKING FOR DETAILS

3. Number of sentences 1 through 8 to show the correct order

3.1 What is the teacher going to ask about?

3.2 What food does José´s mother buy at the supermarket?

3.3 Where does Mario´s mother buy food?

3.4 What does Juan do?

3.5 What does Juan prefer to drink every day?

3.6 How much bakery food does Mario eat? And How much money does Mario spend?

3.7 How much money does Juan spend on a school day?

4. GRAMMAR

4. Complete the sentences using:

| a lot | much | few | a little | some | any | there is | there are |

4.1 _____ six oranges, a lot of grapes.

4.2 I don´t drink _____ soda.

4.3 I drink _____ kind of fruits juice.

4.4 _____ a gallon of milk

4.5 She   sometimes buys _____ food at grocery shop.

4.6 Diana drinks _____ banana juice.

4.7 There are cookies, doughnut; and vegetables! There are _____ tomatoes, some cucumbers, but _____onions, few carrots, and beans.

5. DISCUSSING

5. Discuss the next questions with your classmate

5.1 What kind of food do you have at home? And How much do you have?

5.2 Where do you or your parents buy food?

5.3 What kind of food do you eat at school?

5.4 What much money do you spend at school?

5.5 How are you going to spend your money at school?

6. WRITING

Write about which food you have at home, how much food you have at home, where you or your parents buy food and how you are going to spend your money at school

_____

_____

_____

_____

4.4 PLAN OF READING IV

<table>
<tr>
<td colspan="2" align="center">READING IV
I LIKE PLAYING SOCCER</td>
</tr>
<tr>
<td>GENERAL OBJECTIVE: To inspire to students get into community activity</td>
<td>COURSE:

Tenth basic year</td>
</tr>
<tr>
<td>SPECIFIC OBJECTIVE:
Students will be able to talk about routines</td>
<td rowspan="2">RESOURCES
Posters
English book
Computer
In focus
Text: I like playing soccer
Reading club on Facebook</td>
</tr>
<tr>
<td>TIME:
 3 hours</td>
</tr>
<tr>
<td colspan="2">
ACTIVITY OF TEACHING AND LEARNING:

Explain the students what they are going to do in class.

Read the text " I like playing soccer"

Gather students in groups of 5.

Students solve the exercises: for this, they have to infer and get specific details.

Students discuss about the reading using some questions.

Students write about the routines that you like don´t like and hate doing at home and school.

Students make a Role-play in the classroom.</td>
</tr>
</table>

4.4.1 READING IV: I LIKE PLAYING SOCCER

CHAPTER IV

I like playing soccer

This is other day at school. Students are talking about what activity they like, don´t like, hate, can´t stand every day and on weekend. The teacher arrives 5 minutes earlier and he hears what students are talking about. The teacher begins the class asking about what kind of activities they like or dislike, hate and can´t stand, and finish his class encouraging students to get involved in community activities

Teacher: Hello! How are you?

Students: Good morning teacher! We are well, and you?

Teacher: Well, too! Today, I´m so happy because we are going to talk about what activities we like, don´t like, hate and can´t stand; and you will describe how often do you those activities.

Teacher: What activities do you like doing in ordinaries day?

Diana: I like doing sports, My favorite sport is Basketball. I practice Basketball three times a week. I consider to do sports is healthy.

José: I like chatting and going out with friends. I think it is good to have a good relationship with my friends.

Juan: I like to read books or magazines, especially books for teenagers. I read every day. I think this is a way to know what are the new teen fashion styles, famous teens, news in video games, etc…

Mario: I like running on the beach. I like doing it because on the beach I can feel free, breathe fresh air, see all kinds of fish, and hear the sound of the sea. It is really interesting

Teacher: What do you dislike, hate, can´t stand, José?

Jose: I always hate waking up at 6:00 o´clock to go to school. It so hard for me. Then, I don´t like to take a shower at the same time, but something good is that after the shower I feel relaxed.

Diana: Me too! But I hate eating so much food with calories. It´s not good for me. I

want to be a model and I need to have a skinny body.

Juan: I don´t like eating vegetables soup. My mom usually makes vegetable soup three times a week. This is a true sacrifice for me.

Mario: I don´t like when someone bothers me or want to take control on me. I think that is not good for a teen. We need to grow up in a free environment. And you teacher?

Teacher: I don´t like having problem with friends at school; I hate lying and being late at school, I can´t stand the noise. It is good have a good relationship with people

Teacher: What do you do on the weekend? How often do you do those activities?

Diana: I always do yoga in the morning and go to the gym on Saturday night. I love going to church with all my family on Sunday morning, and I love helping to my mom cooking every Sunday.

Juan: I love watching TV on morning Saturday, I sometimes play soccer on Saturday afternoon, but I prefer to play video games on Saturday and Sunday.

Mario: Seriously? That is not boring for you?

Juan: Not, It is really interesting because every time there are new and modern video games with different goals. Also, I learn English playing video games.

José: I always clean the house, I do laundry with my parents and after that, we go to the market. I usually help my mom on the kitchen. I know how to make delicious dish. The rest of the day is mine. I go to the beach with friends; we swim and play soccer on the sand for many hours. I go out with my friends to Paseo Shopping for eating or watching an interesting film at night. All these activities I do on weekend.

Teacher: Excellent! All of you have a funny time on weekend and I love all activities you do in the ordinary days. I do the same; It is really interesting hearing you. But I consider! You are in good age to do other kinds of activities without giving up what you do every day or weekends. Only, we have to organize our time.

José: What kind of activity are you talking about teacher?

Teacher: I´m talking about Community activity and civil responsibility.

Maria: What is Community activity?

Teacher: It is about doing things in our community, it´s a part of a civil responsibility. There are many people who work volunteering in different non-profit

organizations, clubs, local charity, and others. Also, Today, there are many schools that through community projects (visiting elderly people, visiting sick people at hospitals, cleaning schools, clubs, etc…) try to improve and develop the students´ personality and skills allowing them to give more opportunities to be independent and become successful adults….

Teacher: Would like to do community activity?

Diana: Yes! I would like to visit elderly people

Juan: Me, too! And I would like to visit sick people at a hospital.

Mario: I would like to clean the beach with my older brother and friends.

Jose: I Would like to be in a club of school cleaning.

<div align="right">By Carlos Tomalá</div>

1. VOCABULARY

1 Complete the sentences with one of the following words

Watching TV waking up running yoga gym being lying

1.1 Mario likes _____ on the beach.

1.2 José hates_____ at 6:00 o´clock in the morning.

1.3 Diana does _____ and goes _____ on Saturday night.

1.4 Juan rarely_____ on Saturday morning.

1.5 The teacher hates _____and _____ late at school.

2. COMPREHENSION

Circle the letter for the best answer.

2.1 Students in ordinary days like _____.

   a) doing sports

   b) chatting

   c) reading book

   d) a, b, and c

2.2 Teacher hates_____.

   a) eating calories

b) taking shower at 6:00 o´clock

c) Watching TV

d) none

2.2 Community activity involves _____.

a) Playing video games.

b) Doing things in our community

c) Going out with my friends to Paseo Shopping.

d) none

3. LOOKING FOR DETAILS

3. One word in each sentence is not correct. Cross out the word and write the correct above it.

3.1 Diana likes doing sport, her favorite sport is baseball. She practices Basketball three times a week. I consider doing sport is healthy.

3.2 Mario doesn´t like when someone bather him or want to take test on him. I think that is not good for a teen. We need to grow up in a free environment.

3.3 Juan loves watching TV on Friday morning, I sometime play soccer on Saturday afternoon, but I prefer to play video games on Saturday and Sunday.

3.4 José always cleans his school, he does laundry with his parents and after that he goes to shop for groceries.

3.5 The teacher considers students are in good scores to do other kinds of activities without giving up what they do every days or weekends

3.6 There are many schools that through volunteering (visiting elderly people, visit sick people at hospitals, cleaning schools, Clubs, etc…)…

3.7 Activity community improves the students´ knowledge and skills and gives them more opportunity to be independent and become successful adults…

4. GRAMMAR

4. The words in the sentences are not in the correct order. Rewrite the sentences with the words in the correct order

4.1 how/ do/ game/ video/ play/ you/ often?

_____

4.2 reading/ José/ books/ likes

_____

4.3 always/ visit/ / you/ elderly/   to the.

_____

4.4 There are/ people / volunteers/many/ work/ who/a / as

_____

4.5 cleaning/ school/ we/ are club/ at/ in/ the

_____

5. DISCUSSING

5. Discuss the next questions with your classmate

5.1 What do you like doing in the ordinary days? And how often do you do that?

5.2 What do you do on the weekend?

5.3 What activity do you hate more?

5.4 What do you think about community activities?

5.5 Would you like to do communities activities?

6. WRITING

Write about what you like doing / hate doing in the ordinary days, on weekend? Would you like to do a community activity? Why?

_____
_____
_____
_____
_____
_____

4.5 PLAN OF READING V

<table>
<tr><td colspan="2" align="center">READING V
What´s going on now?</td></tr>
<tr><td>GENERAL OBJECTIVE: Read and talk about activity at school, home and community</td><td>COURSE:
Tenth basic year</td></tr>
<tr><td>SPECIFIC OBJECTIVE:
Read and talk specific activities that they are doing at school, home and community</td><td>RESOURCES
Posters
English book
Computer</td></tr>
<tr><td>TIME:
 3 hours</td><td>In focus
Text: What´s going on now?</td></tr>
<tr><td colspan="2">

ACTIVITY OF TEACHING AND LEARNING:

Explain the students what they are going to do in class.

Read the text "What´s going on now?

Gather students in groups of 5.

Students solve the exercises: for this, they have to infer and get specific details.

Students discuss about the reading using some questions.

Students write about activities that they are doing at school, home and community at the moment.

Students make a Role-play in the classroom.

</td></tr>
</table>

4.5.1 READING V

<div align="center">

CHAPTER V

What´s going on now?

</div>

Today is Monday; the teacher wants to know about what activities students are doing in in this moment at home, at school and in our community. The teacher asks them the next questions: What are you doing at school, home and community? The students talk about everything what´s going on now.

Teacher: Well… Today we are going to talk about what you are doing at school, home and community. José! You are going to be the first! And start talking about school.

Jose: Sure! We are studying different kinds of subjects, we are making different activities in English classes, we are painting and showing all kind of expositions of pictures in the Art classes, we are visiting touristic places and knowing more about our province in Tourism class, we are doing exercises, sports, and dynamics in Physical Education class to have a good health, we are knowing about the history of our country, and finally we are having headache in Math classes.

Diana: Yes! We are learning more in this year, but also, we are reading some interesting best seller books and we are enjoying everything we do inside and outside of classroom. We are having a great time here. Then, there are some things that I don´t like of some teachers´ class and some misbehaviors among us, for example: Juan is sleeping in the Philosophy class, maybe, I think he is going to bed very late at home or he is having problems with the Internet. José is bothering me in every moment in the Math class.

Juan: I don't want to tell anything about what Diana was saying! But not only Jose and I have misbehavior! Diana does too! She is using her cellphone in the Art class and she is throwing me her notebook in Math class. I can´t stand her, that is the reason why I bother her in classes. On the other hand, I am learning to draw in the Art classes. I like painting. I want to be a painter in the future. I am practicing painting with a professional painter at home in this year. Besides, I am practicing Math with my mom at home. She is a teacher. Moreover, I like reading books. I think reading a

book allows me to keep my brain active, feel that my tensions drain away and I feel relaxed; I learn about the culture of different countries and new words and I increase my vocabulary. Additionally, I feel able to be a critical person, and I have good writing. I feel the reading is like an entertainment.

Mario: I don't want to say nothing about school. I want to talk about what we are doing in our community. My friends and I from other grades are working with elderly people at the Saint Santiago church. We visit them every Friday. There we cook for them, sing and talk with them. We play some table games with them (dices, cards, random numbers and others). We take their vital signs, such as temperature and blood pressure. We help them clean, bathe and dress, or serve them meals and help them eating. Working with elderly people as a volunteer has inspired me to change my life. I think we feel much gratitude towards them.

Teacher: Everyone has spoken about what is happening in their life at school, home and community. I liked to hear you about your behavior at the classroom and I think you have to solve your personal problems. Moreover, I consider everybody is learning many new things now; I am really sure you are developing you intellectual and physic skills. But, I am so happy because some of you are doing new activities that inspire you to see the life in a different way.

By Carlos Tomalá

VOCABULARY

1. Take one out. - Read each of these word groups. Take out the words or word that does not belong

1.1   a) school   b) home   c) Community   d) inspire
1.2   a) visiting   b) drawing   c) painting   d) go
1.3   a) bathe   b) dress   c) eat   d) intellectual
1.4   a) also   b) addition   c) moreover   d) inspired

2. COMPREHENSION

Circle the letter for the best answer.

2.1 Teacher ask to students about _____ .

   a) Activities students do at home.

   b) Activities students do at school.

   c) Activities students do at community

   d) a, b, and c

2.2 Jose and Diana talk about _____ .

   a) what they learn in class

   b) What´s happening in class

   c) Community activity

   d) none

2.2 Mario is talking about _____ .

   a) Elderly people

   b) Activities that he does with the elderly people

   c) What inspires him working with elderly people

   d) a, b and c

3. LOOKING FOR DETAILS

3.1 What is the reading about?

3.2 Who talks about what they learn in different subjects?

3.3 Who has a headache in Math classes?

3.4 What is Diana talking about?

3.5 What is Juan talking about?

3.6 What is Mario talking about?

GRAMMAR

Complete the sentences using Present Progressive tense.

ask	work	studying	say	practicing

4.1 José _____ different kind of subjects.

4.2 Diana_____ who bother her

4.3 Juan_____ painting at home.

4.4 Mario _____ with elderly people.

4.5 Teacher _____ about what students are doing at home, school and community.

DISCUSSION

What are you doing at home?

What´s going on at school now?

What are you doing in your community?

WRITING

Write about what´s going at school, home and community now

_____

_____

_____

_____

GAME : ROLE-PLAY

4.6 PLAN OF READING VI

<table>
<tr><td colspan="2" align="center">**READING VI**
What are you wearing?</td></tr>
<tr><td>**GENERAL OBJECTIVE:** Talk about clothes</td><td>**COURSE:**
Tenth basic year</td></tr>
<tr><td>**SPECIFIC OBJECTIVE**: describe what clothes students are wearing now and what clothes they are going to wear next week</td><td rowspan="2">**RESOURCES**
Posters
English book
Computer
In focus
Text: What are you wearing?
Reading club on Facebook</td></tr>
<tr><td>**TIME:**
 3 hours</td></tr>
<tr><td colspan="2">**ACTIVITY OF TEACHING AND LEARNING:**

Explain the students what they are going to do in class.

Read the text "**What are you wearing?**

Gather students in group of 5.

Students solve the exercises: for this, they have to infer and get specific details.

Students discus about the reading using some questions.

Students write about what clothes they are wearing and they are wearing next week
Students make a Role-play in classroom.</td></tr>
</table>

4.6.1 READING VI

CHAPTER VI
What are you wearing?

Today there are new fashion styles. The teacher wants to know about what kinds of clothes the students are wearing next week, and after that, he wants to talk about new trends of teen clothes.

Teacher: Hi! Guys! Today we are going to talk about what kind of clothes you are wearing next week. The first student is Mario!

Mario: I am going to wear all kinds of clothes and I will wear them according to the occasion and places. My favorite clothes are blue jeans, black jacket, blue sneakers, but when I go to the night club I like dressing like a rapper. The comfortable clothes for me to go to the night club are baggy shirt, baggy jeans, jacket, baggy sweaters, a hat a banana, jewelry, oversized sunglasses, and Adidas footwear. I feel comfortable with this kind of clothes. I am wearing all them next week.

Diana: I am wearing too tight clothes and a too short dress this afternoon. I feel comfortable according to the new fashion trend. My favorite clothes are: coats, red dress, blouses, leggings, tops, shirts, shorts, casual trousers, short skirts, tight jeans. I don´t like the school uniform, I think that it isn´t dressy enough. I like wearing boots, women sneakers, necklaces, rings, earrings and bracelets.

Juan: I am going to wear all kind of clothes specially shirts, nightwear, pants, shorts because but my favorites are formal clothes. I like wearing a silk tie white a cotton shirt, dark trousers, blazer with pockets, casual shoes and an automatic watch. I don´t like too tight clothes. I don´t feel comfortable enough wearing clothes too loose, big or tight. I love looking great. I´m wearing my new formal clothes tonight.

José: I am going to wear the same like Juan and Mario, but I am wearing clothes according the moment during the next week, but I love wearing sport clothes during all day and I wear night clothes for partying. I wear them according to the occasions. Besides of that, I am wearing different kind of accessories like: sunglasses, bracelets, wallets, gloves, leather belt, scarf, snapback/ ball cap, boots and sneakers and

piercings next week.

Teacher: In this 21st century there are different kinds of fashion trends. The teens are buying a lot of clothes because they are influenced by celebrities or famous people. Current fashion trends are often cyclical. Many people wear clothes according their personality and to express their feeling, mood, attitudes or way of life. Clothing styles that were snubbed decades ago are now enjoying resurgence in popularity. Today there are different fashion trends in teens in the Santa Elena province. There are the rapper trends, punk trends, boho-chic, night clothes, formal clothes etc…

<div align="right">By Carlos Tomalá</div>

1. VOCABULARY

1. Take one out. - Read each of this word group. Take out the words or word that does not belong.

jacket, baggy sweaters

1.1	a) baggy pant	b) baggy sweater	c) baggy jacket	d) T-shirt
1.2	a) earrings	b) bracelets	c) piercing	d) shoes
1.3	a) shoes	b) trouser	c) T-shirt	d) sandals
1.4	a) formal clothes	b) rapper clothe	c) hip hop	d) boho-chic clothe

2. COMPREHENSION (LOOKING FOR THE MAIN IDEA)

Circle the letter of the best answer.

2.1 What is the reading about? _____

   a) What clothes students wear

   b) Diana´s fashion

   c) Rappers fashion trend

2.2 Mario likes wearing_____

   a) Formal clothes

   b) Rappers clothes

   c) Boho-chic fashion

2.3 Diana likes wear _____

a) Earrings

b) Bracelets

c) both A and B

2.4 Teacher talks about _____

a) New fashion trends

b) School uniform

c) Fashion in teens in the Santa Elena Province

LOOKING FOR DETAILS

3. Circle **T** if the sentence is true. Circle **F** if the sentence is false.

	TRUE	FALSE
3.1 The teacher is taking about food, and community activity.	T	F
3.2 José is wearing jacket right now.	T	F
3.3 Diana is wearing rings.	T	F
3.4 Mario likes formal clothes	T	F
3.5 Juan loves rappers clothes.	T	F
3.6 Diana loves wearing bracelets.		
3.7 Is the teacher talking about the fashion trend in the teens in the Santa Elena province?	T	F
3.8 Juan is wearing boots.	T	F
3.9 José wears baggy pants and baggy jackets.	T	F
3.10 The teacher likes wearing formal clothes.	T	F

GRAMMAR:

4. Complete the sentences using the present progressive for future arrangements.

4.1 Mario_____ going to wear all kind of clothes next week, and I will wear them

according to the occasion and places.

4.2 Diana _____ wearing too tight clothes and too short dress this afternoon.

4.3 Juan _____ going to wear all kinds of clothes, especially shirt, nightwear, pants, shorts, because but his favorite is formal clothes

4.4 José _____ wearing clothes according the moment during next week, but he loves wearing sport clothes during all day.

4.5 The teens _____ buying a lot of clothes because they are influenced by celebrities or famous people

DISCUSSION

What fashion trends do you usually wear?

What are you wearing tomorrow?

Do you think many people wear clothes to express their feelings, mood, attitudes or way of life?

WRITING

Write about your favorite clothes and your modern styles.
_____
_____
_____
_____
_____
_____

5. IMPLEMENTATION OF THE READING CLUB TO IMPROVE THE LEARNING OUTCOMES IN STUDENTS OF TENTH BASIC EDUCATION FORM COLEGIO MIXTO PARTICULAR UPSE, SCHOOL YEAR 2014-2015

5.1 Description of the project

5.1.1 Application of a diagnostic test

First of all, a diagnostic test was applied to choose students for the Reading Club. With the diagnostic test it is pretended to identify the students with the same level of learning. It will allow the interaction among them.

5.1.2 Socialization of the Reading Club with the chosen students.

After the application of the diagnostic test, there nine students were chosen according to the results of the test. They got the same scores in the evaluation in the four skills of the diagnostic test. The author of the project socialized the Reading Club with students.

The author explained the policies, contents, objective, how they will be assessed, goals of the project and why they were chosen according to the result of the diagnostic test.

5.1.3 Application of the contents of the Reading Club

During the application of the Reading Club the students read six chapters and solved the exercises of each chapter. In every meeting of the Reading Club they began reading a text made by the author, in silence and aloud ways. Additionally of that, they solved the vocabulary, grammar, reading comprehension exercises making commentaries of every one of the exercises. Moreover, they made commentaries and felt related to the reading and their real life. Finally, they made a short composition related to the text, the vocabulary and applying the grammar learning of every chapter. During that time, the author of the project assessed each student according to his/ her interaction in the Reading Club.

5.1.4 Reading club on Facebook

The Facebook is a popular social network. Students use it to express their ideas, opinion, feelings and more. Also, it is used in the learning process as a media where students can learn to read and write together. To reinforce the students´ knowledge, the author created a Reading Club on Facebook.

Students could read every text and solved some exercises like: vocabularies, reading comprehension, looking for details, grammar and make some commentaries. It reinforced their writing and comprehension. Then, it allowed keeping in touch between teacher and students. In addition, it promotes dialogue and interaction. Finally, it gave to the teacher a clear idea about students learning outcomes.

5.1. 5. Learning outcomes before the application of the Reading Club

Result of the diagnostic test

No Students	Reading	Listening	Speaking	Writing	Proficiency level
7	2/12	5/12	5/12	6/12	A1
2	3/12	6/12	4/12	6/12	

Academic performance

No. of students	Quantitatively	Qualitatively	Academic perfrmance according to the Ministry of Education
0	9/10	Excellent	DAR (Domina los aprendizajes requeridos)
0	8	Very good	AAR(Alcanza los aprendizajes requeridos)
0	7	Good	
9	5/6	Fair	PAAR (Próximo a alcanzar los aprendizajes requeridos)
0	4-0	Poor	NAR (No alcanza los aprendizajes requeridos)

5.1.6 Learning outcomes during the application of the Reading Club

5.1.6.1 Rubrics of result of unit one and two about the evaluation of reading comprehension and interaction

Categories	Poor	Fair	Good	Very good	Excellent	Categories	Poor	Fair	Good	Very good	Excellent
	1/2	1/2	1/2	1/2	1/2		1/2	1/2	1/2	1/2	1/2
Looking the main idea	4	3	2	0	0	**Comprehension**	2	3	3	1	0
Looking for details	2	2	3	2	0	**Interaction**	2	4	2	1	0
Grammar	1	3	3	2	0	**Accurancy**	0	1	3	4	1
Vocabulary	0	1	4	3	1	**Fluency**	0	1	2	3	3
Comments Most students did not complete activity more than half questions correctly. **Suggestions:** students must work more in looking the main idea and looking for details			TOTAL	9 students		**Comments** Most students unable to make herself/himself understood, and respond appropriately while performing most of the task. **Suggestions:** students should interact each other to get abilities that allow understand question and respond properly.			TOTAL	9 students	

5.1.6.2 Rubric of result of unit three and four about the evaluation of reading comprehension and interaction

Categories	Poor	Fair	Good	Very good	Excellent	Categories	Poor	Fair	Good	Very good	Excellent
	10	**10**	**10**	**10**	**10**		**10**	**10**	**10**	**10**	**10**
Looking the main idea	0	1	5	2	1	**Comprehension**	0	2	4	2	1
Looking for details	0	0	3	5	1	**Interaction**	0	1	5	2	1
Grammar	0	0	2	6	1	**Accurancy**	0	0	4	4	1
Vocabulary	0	0	2	6	1	**Fluency**	0	0	5	2	2
Comments Most Students answered 50 % of the comprehension question correctly and the level of detail is very good. Grammar and vocabulary activities are very good. **Suggestions:** Work more in the comprehension of the text.			TOTAL	9 students.		**Comments** Most students sometime ask for repetition or clarification and try to interact adequately with a partner. **Suggestions:** Encourage to students to interact each other in order to get better learning outcomes.			TOTAL	9 Students	

5.1.6.1 Rubrics of result of unit five and six about the evaluation of reading comprehension and interaction

Categories of comprehension	Poor	Fair	Good	Very good	Excellent	Categories of interaction	Poor	Fair	Good	Very good	Excellent
	10	10	10	10	10		10	10	10	10	10
Looking the main idea	0	0	0	7	2	**Comprehension**	0	0	0	7	2
Looking for details	0	0	0	7	2	**Interaction**	0	0	0	7	2
Grammar	0	0	0	7	2	**Accurancy**	0	0	0	7	2
Vocabulary	0	0	0	7	2	**Fluency**	0	0	0	7	2
Comments 7 of 9 Students answered the comprehensive activity and the level of the detail in every question is very good. There are a few mistake in grammar and classify the words according their competence. **Suggestions**: Students get better learning outcome if they practice reading every day			TOTAL	9 Students		**Comments** 7 of 9 students seldom ask for repetition and or clarification, they listen attentively and interact well with a partner. There are some mistakes but the meaning is clear. They use vocabulary related to the reading. **Suggestions:** Students get better learning outcome if they practice reading every day			TOTAL	9 Students	

5.1.7 Learnig outcomes after the aplication of the Reading club according to the Minitry of Education from Ecuador.

No Students	Reading	Listening	Speaking	Writing	Proficiency level
2	9	9	8	8	A2
2	8	7	7	7	

Academic performance

No. of students	Quantitatively	Qualitatively	Academic perfrmance according to the Ministry of Education
2	9/10	Excellent	DAR (Domina los aprendizajes requeridos)
7	8	Very good	AAR(Alcanza los aprendizajes requeridos
	7		

4.5 STRATEGIES IMPROVEMENT

Chart No. 33 Strategies improvement

BEFORE THE PROPOSAL	AFTER THE PROPOSAL
Ordinary classes and learning.	Extracurricular classes and learning.
Content related to other countries	Content related to students' real life.
Interaction between teacher and student.	Interaction among students, and teacher is a guide.
Fear to read in English.	Encourage to read English books.
Do not like to speak English.	Encourage to speak in English
Do not write in English on Facebook	Encourage to write in English on Facebok

4.6 CONCLUSIONS AND RECOMMENDATIONS

Conclusions

An English Reading Club is considered as an educational tool. It should be used to improve the level of education of students.

A reading club is applied to students who are motivated to learn English.

A reading club allows students to improve their learning outcome.

A reading club can be implemented in other grades of the institution.

Recommendations

A Reading Club should be used to improve the level of students in the learning process of the English language.

A reading club should be applied to students who are motivated to learn English.

A reading club should be used to improve their learning outcome.

A reading club should be implemented in other grades of the institution.

CHAPTER V

ADMINISTRATIVE FRAMEWORK

5.1 RESOURCES

5.1.1 Institutional

UPSE high school

5.1.2 Human

No	DESCRIPTION	UNIT COST	TOTAL COST
9	Students	$10.00	$90.00
	TOTAL		**$90.00**

5.1.3 Materials

No	DESCRIPTION	UNIT COST	TOTAL COST
2	Tape	$01.50	$03.00
10	Sheets	$05.00	$50.00
5	Prints	$30.00	$150.00
600	Copies	$00.05	$30.00
2	Flash drive	$15.00	$30.00
10	Posters	$15.00	$150.00
6	Pasted	$10.00	$60.00
6	Spiral-bound	$01.50	$09.00
	TOTAL		**$482.00**

5.1.4 Technology

No	DESCRIPTION	UNIT COST	TOTAL COST
7	Internet	$30.00	$210.00
7	Telephone and communication	$30.00	$210.00
1	Camera	$350.00	$350.00
	TOTAL		**$770.00**

5.1.5 Economic

No	DESCRIPTION	UNIT COST	UNIT TOTAL
7	Trasportation	$35.00	$245.00
7	Lunch and snacks	$35.00	$245.00
7	Unforeseen expenses	$15.00	$105.00
	TOTAL		**$595.00**

TOTAL		**$1,937.00**

SOURCE MATERIALS

1. Timetable

No	ACTIVITIES	2014-2015								
		SEPTEMBER	OCTOBER	NOBEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	JUNE	JULY
1	Socialize With Thesis Advisor	x x								
2	Thesis Designing	x x								
3	Elaboration Chapter I		x x x							
4	Chapter I Progress		x							
5	Elaboration Chapter II			x x x x						
6	Field Research At "Institution"				x x					
7	Survey Implementation				x x					
8	Analysis And Interpretation Of Result					x x X				
9	Elaboration Chapter Iii					x x x x				
10	Chapter III Progress						x			
11	Elaboration Chapter IV And V						x			
12	Implementation Of Activity							x		
13	Review Of Thesis Draft							x x x x		
14	Delivery Of Final Work								x x x x	
15	Pre Defense Of Thesis									x
16	Delivery Of Thesis At Academic Council									x
17	Graduation Day									x

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APPENDIX

Appendix No. 1 Survey directed to students of tenth basic year

OBJECTIVE: To stablish the level of importance of implementation of a Reading Club in order to get better learning outcomes of the English language in the institution.

Instruction: Write with an X the best answer for you.

1. What level of knowledge do you have?

High ☐   Medium ☐   Low ☐   None ☐

2. Do you consider that English classes that you receive are sufficient to dominate the English?

Yes ☐   No ☐

3. Which level do you improve interacting with native people?

High ☐   Medium ☐   Low ☐   None ☐

4. Does the school´s atmosphere where you receive English classes have the learning tools that you need?

Yes ☐   No ☐

5. What is the level of English knowledge that demonstrates the teachers in your school?

High ☐   Medium ☐   Low ☐   None ☐

6. How is the condition of the infrastructure of your school for the learning process?

Excellent ☐   Adequate ☐   Inadequate ☐

7. In what condition are the technological tools in the institution to teach English language?

Excellent ☐   Adequate ☐   Inadecuate ☐

8. Would you like to participate in activities that help the process to learn of the English language?

Yes ☐   No ☐

9. Would your level of English knowledge improve by participating in extracurricular activities where the English language is applied?

Yes ☐   No ☐

10. Do you agree with participating in extracurricular English reading clubs to improve your learning outcome?

Yes ☐   No ☐

PENINSULA DE SANTA ELENA
STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGE
LANGUAGE SCHOOL
ENGLISH TEACHING CAREER

Appendix No. 2 Interview directed to the teachers of the Colegio UPSE

OBJECTIVE: To stablish the level of importance of the implementation of a Reading Club in order to get better learning outcomes of English language in the institution.

Instruction: Write with an X the best answer for you

1. What level of knowledge do your students have in the English language?

High ☐   Medium ☐   Low ☐   None ☐

2. Do you consider that English classes that are taught to your students are sufficient to learn the language?

Yes ☐   No ☐

3. In what level do you consider will improve the English language by interacting with people who know the English language?

High ☐   Medium ☐   Low ☐   None ☐

4. The high school "UPSE" where you share your knowledge of the English language to you students, have the didactic resources according to the pedagogical actions done?

Si ☐   No ☐

5. What is the level of teaching of the English language offered in the institution?

High ☐   Medium ☐   Low ☐   None ☐

6. What is the condition of the infrastructure of the institution for the process of learning?

Excellent ☐   Adequate ☐   Inadequate ☐

7. In what conditions are the technological tools in the institution to teach the English language?

Exelente ☐   Adequate ☐   Inadequate ☐

8. Do the students participate in extracurricular activities that help the process of learning the English language?

Yes ☐   No ☐

9. Would the level of English knowledge of the students help to participate in extracurricular activities where the language is applied?

Yes ☐   No ☐

10 Do you agree that the students should participate in English Reading Clubs to help the results of their learning?

Yes ☐   No ☐

Appendix No. 3 interview directed to the authorities of the Colegio UPSE

OBJECTIVE: To stablish the level of importance of implementation of a Reading Club in order to get better learning outcomes of the English language in the institution.

1: Does the institution have staff with a professional degree in the field of education in English?

_____

2: Which aspects do you consider that teachers in English require trained?

_____

3: Do you consider that the learning and teaching process of English language have had difficulties during the current school year ? Which ones?

_____

4: Do you think that English teachers apply current pedagogical actions? Which ones?

_____

5: Does the institution have infrastructure and technological tools for teaching English? Which ones?

_____

6: Has it made any diagnosis that allows it to determine the academic performance of students in the area of English?

_____

7: Is there a study on extracurricular activities used by teachers in the area of English to improve academic performance?

_____

8: Do you think extracurricular activities help in the process of English Learning?

_____

9: Would you agree that apply in the institution a readings club in English to improve the learning outcome?

_____

Appendix No. 4 Picture of the field research

Applying the survey to students

Selecting to students of the Reading Club

Interviewing to the authory

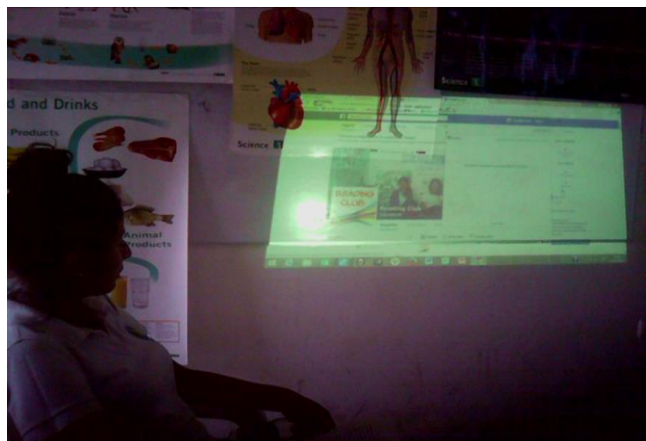**Appendix No. 5 Pictures of the application of the project**

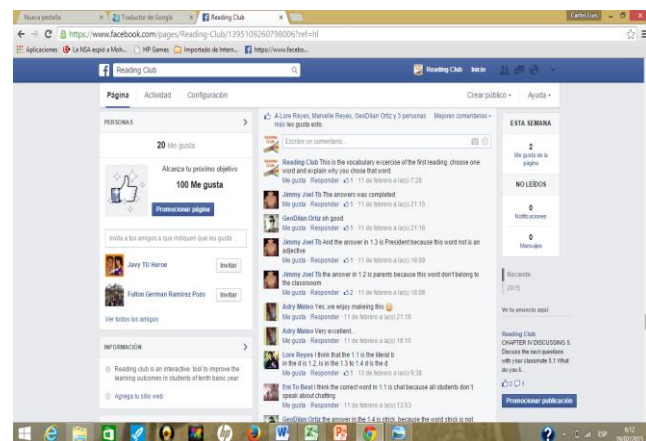Doing the diagnostic test with the selected students

Applaying the Reading Club and students are making commentaries

Creating the reading club on Facebook

Socializing with students the Reading Club on Facebook

Students are writing comentaries about vocabulary from the text

Appendix No. 6 Diagnostic test

For students of tenth basic year of basic education from Colegio Mixto Particular UPSE in order to implement a reading club to improve their learning outcomes.

Read the sentences and possible answers. Cicle the letter of the correct answer on your answer sheet.

GRAMMAR (12 points)	
1. Where……. you from? a) are b) in c) am	2. What time……? a) are you b) do c) is it
3. These are my pens and . …… are yours a) that b) this c) those	4. The party is …….. nine o´clock a) at b) on c) on
4. They´re American. They …… British a) don´t b) isn´t c) aren´t	My dad ……… play game online a) doesn´t b) do c) not
5. ……………. Milk is in that bottle? a) How many b) How much c) How old	6. ………….. a mall in your city? a) Is b) is there c) are there
7. …… you have a laptop? a) are b) do c) does	8. please……. touch the table. a) no b) not c) don´t
9. I eat …… fruit very day. a) a lot	10 Juan ……….. soccer once a week a) play

b) any	b) playing
c) some	c) plays
11. Dianna is .... A white T-shirt a) wearing b) wears c) wears	12. They hate………… clothes a) buying b) buy c) buys

READING   (**12 points**)

Read and answer the question about Mark Douglas. Circle the letter in correct answer on your sheer

13 Reading

<div align="center">Mark Douglas</div>

He is fourteen years old. He lives in Salinas. He goes to Rubira School. In his free time, he goes skateboarding. He is very good at it, and some people in the street always stop, watch and take pictures of him. He practices it every day. He likes getting up very late and watching TV on weekend. He is meeting with some friends at the moment. His favorite food is fruit. He likes bananas, papayas and apples. His favorite cloth is a blue jacket.

13.1 Where is Douglas from? a) Rubira school b) Salinas c) TV	13.2 What sport does he practice? a) Tennis b) Skateboarding c) Soccer
13.3 What does he do on weekend? a) Goes skateboarding b) Watching TV c) Taking pictures	13.4 What is he doing at the moment? a) Practicing b) Meeting with some friends c) Eating bananas
13.5 What is his favorite food? a) banana, melon b) banana, watermelon c) banana, papaya and apple	13.6 What are his favorite clothes? a) pants b) T-shirt c) jackets

LISTENING	(12 points)
Listen a short dialogue and circle the correct answer	
14. Listening	

14.1 Susan always goes to Central Café	14.2 Bill is
a) in the morning	a) cleaning the house
b) on Saturday mornings	b) reading the newspaper
c) on Sunday afternoons	c) watching people
SPEAKING (**12 points**) Speak about basic information and personal information 15. Speaking	15.1 What is your name? And where do you live? 15.2 So you have any brother or sister? And tell me about them 15.3 What do you like doing in your free time?
WRITING Write a short paragraph using some personal information 16 Write	16.1 Write a short biography about you (**12 points**)

Appendix No. 7 Result of the diagnostic test

No Students	Grammar	Listening	Speaking	Writing
7	2/12	5/12	5/12	6/12
2	3/12	6/12	4/12	6/12

Appendix No. 8 Academic performance

No student	Quantitatively	Qualitatively	Academic performance according to the Ministry of Education
0	10-9	Excellent	DAR (Domina los aprendizajes requeridos)
0	8	Very good	AAR(Alcanza los aprendizajes requeridos)
0	7	Good	
9	6.5	Fair	PAAR (Próximo a alcanzar los aprendizajes requeridos)
0	4.0	Poor	NAR (No alcanza los aprendizajes requeridos)

Appendix No. 9 Learning outcomes after the application of the reading club

No student	Quantitatively	Qualitatively	Academic performance according to the Ministry of Education
2	10-9	Excellent	DAR
7	8	Very good	ARR
0	7	Good	
0	6.5	Fair	PAAR
0	4.0	Poor	NAR

Appendix No. 10 Request to institution to implementation of the Reading Club.

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
Creación: Ley No. 110 R.O. No.366 (Suplemento) 1998-07-22
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
ESCUELA DE IDIOMAS
CARRERA DE LICENCIATURA EN INGLÉS

Oficio n. °: ESID - CLI -2015-075-OF
La Libertad, 13 de abril de 2015

Señor Ingeniero
Víctor Emilio Bernabé
RECTOR DEL COLEGIO MIXTO PARTICULAR UPSE
En su despacho

De mis consideraciones:

El Sr. CARLOS LUIS TOMALÁ POZO, C.I. 0921376018 egresado de la Carrera Licenciatura en Inglés, se encuentra desarrollando el trabajo de titulación previo a la obtención del título de Licenciada en Idioma Inglés de acuerdo a la información que se detalla a continuación:

TRABAJO DE TITULACIÓN	TUTOR ASIGNADO	RESOLUCIÓN
A READING CLUB TO IMPROVE THE LEARNING OUTCOME IN ENGLISH FOR STUDENTS IN TENTH YEAR OF BASIC EDUCATION FROM COLEGIO MIXTO PARTICULAR UPSE, LA LIBERTAD CITY, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2014 - 2015	Econ. Alexandra Jara Escobar, MSc.	RCA-018-2014 con fecha 17 de Julio de 2014

Solicito a usted se le dé las facilidades para realizar la investigación de campo y otras actividades pertinentes.

Gracias por su atención.

Atentamente,

Glenda Pinoargote Parra, MAD
Directora Escuela de Idiomas

Archivo

Appendix No. 11 Acceptance for the implementation of the Reading Club

COLEGIO MIXTO PARTICULAR
"UPSE"
Resolución N° 0000002 del 20 de Febrero de 2009 y Resolución N°0000004 del 9 de marzo de 2009
Dirección Provincial de Educación de Santa Elena
La Libertad - Ecuador

Oficio 121 – COLEGIO MIXTO PARTICULAR UPSE – 2014

La Libertad, 13 de abril de 2015

Mad
Glenda Pinoargote Parra
DIRECTORA DE LA ESCUELA DE IDIOMAS
UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
Presente

Distinguida Directora:

Tengo a bien dirigirme a usted para enviarle un cordial y afectuoso saludo, de parte de la institución que me honro en dirigir a la vez para comunicar lo siguiente:

El Señor CARLOS LUIS TOMALÁ POZO, portador de la cédula No. 0921376018, ha solicitado realizar la tesis en este plantel con el tema: *A READING CLUB TO IMPROVE THE LEARNING OUTCOMES IN ENGLISH FOR STUDENTS IN TENTH YEAR OF BASIC EDUCATION FROM COLEGIO MIXTO PARTICULAR UPSE, LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2014-2015*, por lo que no tengo ningún inconveniente en dar mi debida aceptación.

Particular que comunico a usted, para los fines pertinentes.

Atentamente,

MSc. Emilio Bernabé Rodríguez
RECTOR

C.c. Archivo
Mercy

Ciudadela Universitaria: Vía La Libertad – Santa Elena Teléfono Conmutador: 2780018 ext. 130   E-mail: colegio@upse.edu.ec
La Libertad – Ecuador

Appendix No. 12 Anti plagiarism certification

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
ESCUELA DE CIENCIAS DE LA EDUCACIÓN
CARRERA DE LICENCIATURA EN IDIOMA INGLÉS
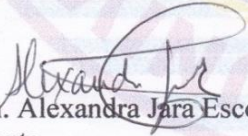
La Libertad 15 de Abril del 2015

Para: Lcda. Glenda Pinoargote Parra. MAD
Directora de Carrera Licenciatura en Idioma Inglés
De: Econ. Alexandra Jara Escobar. MSc.
Docente

ASUNTO: Informe de los resultados del servicio documental Urkund.

Por medio de este comunicado hago llegar a usted, los resultados obtenidos en la Tesis del Señor: CARLOS LUIS TOMALA POZO una vez pasado el debido proceso de revisión en el servicio Urkund, en el cual se detectó el **6%** de similitud el mismo que va por debajo de indicadores considerados plagio, de la misma manera solicitar el paso para la defensa de la Tesis para la obtención al Título de Licenciado en Idioma Inglés

De ante mano agradezco su tiempo y pronta respuesta.

Atentamente,

Econ. Alexandra Jara Escobar. MSc.
Docente

Documento: TESIS CARLOS TOMALA.docx [D13871909]
Alrededor del 6% de este documento se compone de texto más o menos
similar al contenido de 41 fuente(s) considerada(s) como la(s) más pertinente(s).

La más larga sección comportando similitudes, contiene 237 palabras y tiene un
índice de similitud de 96% con su principal fuente.

TENER EN CUENTA que el índice de similitud presentado arriba, no indica en
ningún momento la presencia demostrada de plagio o de falta de rigor en el
documento.
Puede haber buenas y legitimas razones para que partes del documento analizado se
encuentren en las fuentes identificadas.
Es al corrector mismo de determinar la presencia cierta de plagio o falta de rigor
averiguando e interpretando el análisis, las fuentes y el documento original.

SIMILITUD DEL DOCUMENTO

8%
6%
4% **6%**
2%
0%

SIMILITUD 6%

237

96%

ÍNDICE DE SIMILITUD CON LAS PALABRAS   PALABRAS
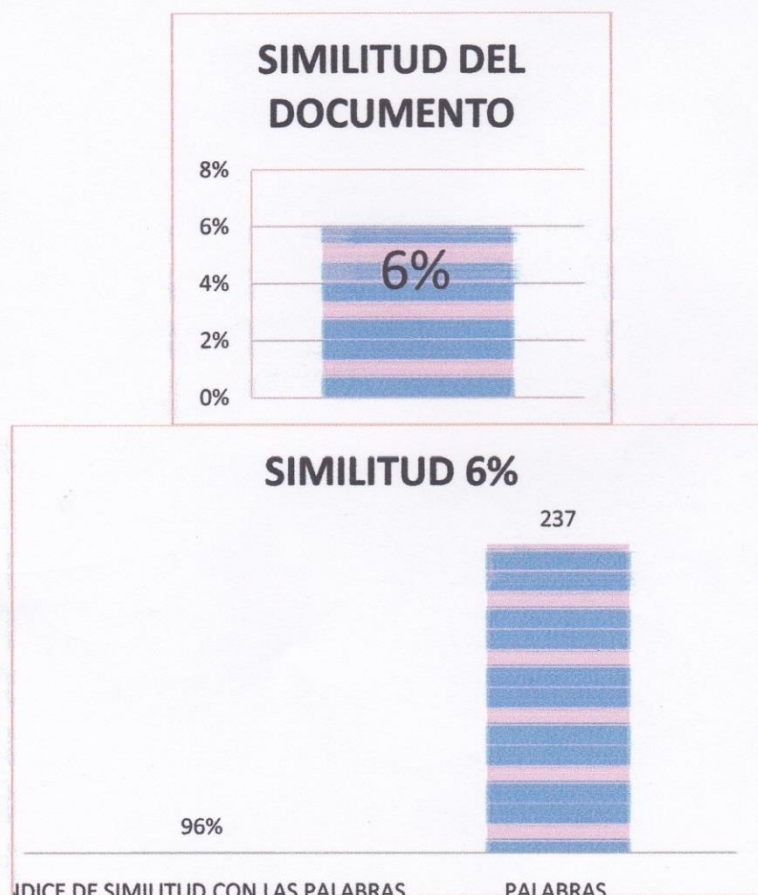
Appendix No. 13 Grammatology Certificate

SONIA MARIA BARRAGAN LUCAS
sbarragan82@yahoo.com

Salinas, 17 de Abril del 2015

CERTIFICADO DEL GRAMATÓLOGO

CERTIFICO

Yo, SONIA MARIA BARRAGAN LUCAS, certifico que he revisado la redacción y ortografía del trabajo de graduación con el tema: **"A READING CLUB TO IMPROVE THE LEARNING OUTCOMES IN ENGLISH FOR STUDENTS IN TENTH YEAR OF BASIC EDUCATION FROM COLEGIO MIXTO PARTICULAR UPSE, LA LIBERTAD CITY, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2014 - 2015"**. Que, he realizado las correcciones correspondientes al trabajo de titulación en mención. Por lo expuesto, autorizo al petitorio, el uso de este certificado, como considere conveniente a sus intereses.

_____

MSc. SONIA MARIA BARRAGAN LUCAS
CI: 0916203748