



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER.

TITLE

APPLICATION OF NEW STRATEGIES TO IMPROVE READING SKILLS OF STUDENTS IN NINETH YEAR AT ESCUELA DE EDUCACIÓN BÁSICA “DIECIOCHO DE AGOSTO”, SANTA ELENA, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2016-2017.

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FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA DE LICENCIATURA EN INGLES**

TEMA

APPLICATION OF NEW STRATEGIES TO IMPROVE READING SKILLS OF STUDENTS IN NINETH YEAR AT ESCUELA DE EDUCACIÓN BÁSICA “ DIECIOCHO DE AGOSTO ”, SANTA ELENA, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2016-2017.

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ADVISER'S APPROVAL

In my role as Adviser of the research paper under the title "**APPLICATION OF NEW STRATEGIES TO IMPROVE READING SKILLS OF STUDENTS IN NINETH YEAR AT ESCUELA DE EDUCACIÓN BÁSICA "DIECIOCHO DE AGOSTO "**, SANTA ELENA, PROVINCE OF SANTA ELENA, **SCHOOL YEAR 2016-2017** "prepared by **Lino Chacón Cindy Estefanía** undergraduate student of the English Career, Faculty of Science of Education and Languages at Peninsula of Santa Elena State University, I declare that after having oriented, studied and reviewed this research, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the board of examiners.

Sincerely

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DEDICATION

The present research work is dedicated to my parents Jaime, Mónica and husband, who thanks to their unconditional support, confidence and teaching me the true ethical and moral values guided me by the success way.

To my grandmother in heaven who is watching the promise of achievements that the rest could not, and a group of people who encouraged me to continue my studies in spite of the difficult times of my life.

Cindy Estefanía

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DECLARATION

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ABSTRACT

Reading can be conceived as a rational process that allows for establishing communicative links between students and writers of the text. The academic success of students depend of the way in organize, guide and facilitate the learning process of reading, because when they have learned to read they have had solid basis for a future education and training. From this perspective, this research is justified from the theoretical point of view because it provides theoretical contributions supported by some authors in order to offer teachers innovative reading strategies, updated, which help improve their learners reading. Likewise from the social point of view it is justified because its implementation will contribute to form autonomous readers as well as citizens who can make use of written language to read their reality, not as an isolated individual, but as a subject of change in the current social structure. From a methodological point of view it is relevant because it was developed following the phases of the feasible project. It will also serve as background in future studies related to the problematic. This didactic guide will serve to optimize the teaching of reading strategies of students in Nineth year at Escuela de Educación Básica "Dieciocho de Agosto" during the school year 2016-2017.

Keywords: Strategies, Reading skills, Methodology.

INTRODUCTION

Reading, especially English reading is a set of abilities with separable parts that could be taught independently, that involves complex skills that rest hierarchically in acquiring other skills as discrimination of letters, syllables, words, sentences and finally understanding texts.

This situation is evident at Canton Santa Elena, specifically at Escuela de Educación Básica "Dieciocho de Agosto", where in visits and informal conversations with teachers, it was evident that English reading is taught in a traditional way, it means using traditional strategies with little feasibility in development of reading process, having as a result memorization, surveys are discussed with teachers and students of the institution to know different causes of the problem in different views during the 2016 -2017 school year.

Furthermore, in the selected institution it is shown a rift between the contents of the academic areas and teaching reading because of the use of standardized texts, which contain an unknown language to students in addition to consist of repetitions of meaningless expressions not giving a clear and precise answer to the concerns of students to submit detached situations or decontextualized in reality, because its use propose an unusual syntactic structure in their environment. By the above, in this research the implementation of a guide is proposed to optimize the teaching strategies, improve reading skills of students in Ninth Year at Escuela Educación Básica "Dieciocho de de Agosto" Canton Santa Elena, during the 2016- 2017 academic year.

With this background, it is important to denote that this research is structured into five chapters: in Chapter I, the development of the problem, objectives, significance and importance of this problem; in the Chapter II, the theoretical framework of the research is developed, where a large display of data is exposed, these are based on the literature research respect to the topic, and different basis that support this work;

in the Chapter III, we can find the methodological framework, referred to techniques, methods used in data collection, applied survey and analysis of surveys based on main actors who are involved in this research.; in the Chapter IV, the development of the proposal centered in a solution of the problematic; and in the Chapter V, it is the administrative framework such as technical, materials and economic resources used in the development of this research.

CHAPTER I

THE PROBLEM

1.1 Title

Application of new strategies to improve reading skills of students in Ninth year at Escuela de Educación Básica “Dieciocho de Agosto ”, Santa Elena, Province of Santa Elena, School Year 2016-2017.

1.2. Problem Statement

1.2.1. Contextualization

Nowadays English teaching has become a necessity rather than a luxury and it is currently most schools teach this language as an integral part in the education of the students. Modern education requires an education of quality according to the new trends and demands of the society. Focusing on one of these skills as Reading, it is evident that there is low interest by students in reading due to lack of motivation and little or no application of reading strategies.

Even though at The Basic Education Center it is not mandatory to teach English from early ages it important to take in consideration that for the next few years the Government is establishing reforms in the teaching of this language at all levels thus achieving quality education.

At Escuela de Educación Básica “Dieciocho de Agosto” it has been detected a little practice of reading; although teachers use a book for teaching English language this is for teaching vocabulary and grammar rules but not for the development of this skill (reading) resulting a little practiced habit and less interesting for students.

Based on these aspects is the necessity for developing new strategies that motivate students in reading in a fun and dynamic way.

1.2.2 Critical Analysis

The Escuela de Educación Básica “Dieciocho de Agosto” is located in Santa Elena, Santa Elena Province, it has an estimated population of 500 students, who according to preliminary investigations a 45 % of them have problems in the English teaching learning process. It is an institution that receives students from the initial stage until tenth basic year. Teachers strive constantly to update knowledge, in concordance with the requirements specified in the current curriculum reform and the changes applied by the new Education laws.

When it was asked at Ninth grade teachers at the Educative Institution about the processes that they use to stimulate and optimize the use of teaching strategies and motivation in the development of the reading process in the students, it was found that teachers have little knowledge about the topic, they are not well prepared, or of material resources stop the normal development of their activities, thus it affects seriously to the adult of tomorrow, due to they do not achieve to develop most of their skills, abilities and acquisition knowledge.

At Escuela de Educación Básica “Dieciocho de Agosto” it is expected to improve the reading ability of students in Ninth Basic Year but it is a process that involves teachers and students as the main actors.

1.2.3. Formulation of the problem.

How does the application of new reading strategies affect the development and improvements of reading skill of students in Eighth year at Escuela de Educación Básica “Dieciocho de de Agosto”?

1.2.4. Guideline questions.

- How important is reading for students?
- Do you consider that reading carefully helps to develop logical thinking in students?
- Do you consider appropriate to encourage students to practice reading, for good performance in daily life through a didactic guide?
- What discourages the interest of students in reading a book?
- What is the importance of count on a didactic guide for the improvement of reading?
- How should the strategies generate the interest in students to read?
- What is the role of teachers for the development of language skills in students?
- What are the motivating factors for reading in the classroom?
- Will a didactic guide provide the necessary tools to improve reading?

1.2.5. Delimitation of research object

- **Field:** Basic Education
- **Area:** Reading
- **Aspects:** Pedagogical - Psychological.
- **Topic:** Application of new strategies to improve reading skills of students in Ninth year at Escuela de Educación Básica “Dieciocho de Agosto ”. Santa Elena, Province of Santa Elena, School Year 2016-2017.
- **Problem Formulation:** How does the guide for the application of new strategies affect the development and improvement of reading skills of students in Ninth year at Escuela de Educación Básica “Dieciocho de Agosto”?
- **Time limits:** Academic year 2016 – 2017

- **Population limits:** Students of 12-13 years of educative community at Escuela de Educación Básica “Dieciocho de Agosto” Canton Santa Elena.
- **Space definition:** Escuela de Educación Básica “Dieciocho de Agosto ”
- **Context definition:** The present investigation will be developed with the students of Nineth year at Escuela de Educación Básica" Dieciocho de de Agosto ".

1.3 Significance of research

Every day and every moment students, teachers and the rest of the people need to communicate in a wide variety of areas using English as the principal communication resource. Reading develops a range of thinking skills in students, it prepares them to cope with their future studies and real life. When students read with mom or dad, it enriches not only vocabulary, also the understanding of the patterns of behavior of people through actions of the characters, it is important to notice that as student, he /she must have basis to develop many skills from many points of view through techniques that are part of the experience and thus to achieve an excellent level of reading.

At Escuela de Educación Básica “Dieciocho de Agosto” there is evident shortcomings in the implementation of obsolete strategies that instead of encouraging and reinforcing reading, they produce a lack of interest in students. For all of the arguments before mentioned it is the need of change to strengthen meaningful learning through new reading strategies that will be helpful if students want to be critical and enjoy a good reading in a dynamic way.

The present project will serve as an indicator denoting the effectiveness of the strategies used in the classroom by teachers at Escuela de Educación Básica “Dieciocho de Agosto” and its positive and negative effects on students, also it will encourage students to be interested in reading, not only as an observation of

pattern, but as a process that will teach them to describe and install a more fluid and eloquent conversation.

Students will enjoy reading even if they are helped to understand and practice the concepts. Reading is not only to repeat aloud the words that are written in the book, but the active participation of the story, therefore it will be appropriate to generate analogies and nearby examples of real impact for greater interest.

1.4. Objectives of Research

1.4.1. General objective.

To apply new strategies through acquired experiences during classes in order to develop and improve reading skills of students in Ninth year at Escuela de Educación Básica “Dieciocho de de Agosto”.

1.4.2. Specific objectives

- ✓ To identify the kind of reading strategies used by teachers to stimulate the development of reading skills in students.
- ✓ To determine the effectiveness of reading strategies used by teachers.
- ✓ To develop a different environment of reading in the classroom.
- ✓ To propose the implementation of innovative strategies for reading in order to strengthen motivation in students.

CHAPTER II.

LITERATURE REVIEW

2.1 Previous research

English teaching requires the development of four fundamental skills for a complete learning; the reading is an implicit skill that teachers should introduce dynamically in their students. In previous research reading strategies are a very essential factor that ensures the dynamism and motivation of students; based on teachers as Marva A. (1988) who says that “reading strategies are defined as the mental operations involved when readers approach a text effectively and make sense of what they are reading”¹.

Many of the major issues in reading addressed by first language reading model are equally central to the second language reading process. These may be divided into questions of text characteristics and reader traits.

Important elements in a text include the following: letters or characters, also referred to graphics or features; the phonological component, that is, letter and sound correspondences; words as individual entities; the lexicon or vocabulary, that are, perceived words as incarnation meaning, semantics, the meaning of groups of words together; syntax or grammar, how words function in relation to each other; and sentence, paragraph, and text structure. Of course, an important aspect of any text characteristic is the way the reader responds to it.

Marva A. (1988) indicates “the purposes of this is going inquiry, effective reading strategies are divided into two general categories that are the text –level and word level”⁽²⁾.

The **Text level** constitutes a very important part which the reading is totally practiced since the person has a basic idea of what he/she is reading, and makes use of prior knowledge, predictions, and illustrations (images) or titles to understand. The **Word level** strategies indicates that by the fact to understand few words of a passage of a reading it can be interpreted what the author wants to reveal.

Barnett and other researchers also indicate that “when teachers of second language reading recognize that each reader brings to the reading process a unique set of past experiences, emotional and mental processes, level of cognitive development, and interest level in the topic, they also recognize that not all teaching strategies will be effective for all students”⁽³⁾ . It does not always mean that the reading strategies used in the classroom will be 100 % effective for all students, teachers should analyze different personalities of them in order to strengthen the new with the existing and promote improvements.

Afflerbach. P (2011), describe that “reading strategies as deliberate, goal-directed attempts to control and modify the reader’s efforts to decode text, understand words, and construct meanings of text”⁴. According to the author reading skills that a person possesses are actions that are given by himself/herself and allow a decoding and understanding with greater speed, better fluency, efficiency and which in most cases occur without the knowledge of the processes or involved components.

Both authors add that reading strategies are activities with purpose or tactics that help to understand the text, determine reading objectives and its importance, to continue checking if the person understands what is read, as it progresses, summarize, develop the imagination, and finally to deduce based on the reading content and own experiences. According to the provisions it can be noted that there is a need for students to learn to read in a dynamic and different way. This requires generating situations and activities that arouse student interest in reading so that

reading is something meaningful, allowing them to experiment on their multiple purposes.

2.2 Philosophical basis

Philosophical knowledge applied to education enables the teacher to obtain theoretical knowledge, essential for the teaching performance, in education based on principles, notions and directly hierarchized. Thus, the philosophy of education aims at the acquisition of ability to formulate hypothesis, to pose problems in the educational field, at light of the philosophy, then analyze the education and transition phenomenon between the educational concept, traditional and modern education.

Philosophy is currently involved in all fields of the science; and one of them is education; some authors make reference about teaching reading strategies, explaining that it's really important to realize that the main objective is to teach others to read efficiently. In order to read efficiently it's necessary to read smartly

Learned, S. & Moje. (2011) establish that “When students do not have the knowledge necessary to comprehend a particular text, such knowledge needs to be built; one cannot activate what is not there, and one cannot strategize about things one does not know.⁵ It is very important that the teacher be a feasible guide in the development of reading ability in the students, through efficient strategies that denote an effective change.

Pressley M. (2012) states that “Having knowledge is one thing; using it is another. That readers often do not relate what they are reading to what they already know has prompted research about how to encourage more extensive use of prior knowledge.”⁶ During reading, it is essential to know how to use resources which account (visual, auditory) to get a base of what is being read idea and this requires implementing some sort of strategy for reading.

Cervetti G. (2011) “Using discipline-based knowledge development a context for literacy learning provides an opportunity for students to practice and apply their emerging literacy skills in the interest of developing understandings about the world that support their future learning.”⁷

Marzano R. (2004) “The research literature supports one compelling fact: what students already know about the content is one of the strongest indicators of how well they will learn new information relative to the content.”⁸ If students learn to relate what they already know with the context, it means that they have developed one of the many skills: understand without difficulty what is read.

2.3 Fundamental Categories

2.3.1 Didactic guide.

A didactic guide is a document that allows teacher proper planning, direction and control of the independent work of students inside and outside the classroom.

2.3.2 Reading skill

Reading skill refers to the one specific ability that enables a person to read with independence and interact with the message. It constitutes a process which involves at first time motivation, good recognition of plenty words, an excellent comprehension of what is read, finally fluency.

2.3.3 The importance of reading

Reading is the most important skill in English Language from other languages skills in acquiring language. Reading will help to develop language intuition.

It is all about putting lots of correct sentences to express the meaning you want. When a person reads a lot, paying attention to useful vocabulary, he /she will soon start to use new words and phrases in his /her speaking and writing.

2.3.4 Motivation

“Motivation is defined as internal attitudes and affective states (sometimes described as a need, desire, or want) that influences and activates the effort that learners do to learn.”⁹

2.3.5 The role of a teacher.

The teacher`s role in a classroom is educate their students. The teacher is totally responsible, of being a role model, mentoring, building a warm environment, set this the tone of their classrooms and spotting signs of trouble in a student.

2.3.6 Modern Education.

Modern education is the renovation, during years through its different aspects, their trends and ways to guide students to a better learning and understanding of a particular subject.

2.3.7 Reading Comprehension

McNamara D.(2012) establishes that “Reading Comprehension is defined as a pragmatic social and intellectual practice”¹⁰ As mentioned by the author a better reading practice is done in society through interaction between individuals; constituting a process of construction and selection of meanings in a similar way and with the participation of written language. It uses Construction and selection

words to highlight the importance of the text content as the axis in understanding reading.

2.3.8 Teaching strategy

According to Aggarwal J. (1964) teaching strategy is “generalized plan for a lesson which includes structure, desired learner behavior, in terms of the goal of instructions, and outline of tactics necessary to implement the strategy”.¹¹ It is important to emphasize that reading strategies cover many ways to educate students so they can learn from the resources they have. But these same strategies contain activities that motivate them in reading according to personal interests.

Today, exhibitions and conferences are a little outdated due to new trends at the moment, for these reasons readings are not showed only in texts but in other media facilitating the student's further exploration with a simple click in their computer.

As mentioned previously the wide range of teaching strategies are immersed in technology. It is not enough to show a simple and traditional presentation in power point, today's teachers need to keep pace with changes, and many of them are adding new styles to their curriculum such as the use of educational platforms, websites, blogs, that help them improve the quality of presentations.

2.3.9 Learning

A change in human behavior is the meaning of learning, due to some factors such as experience that modify mental structures allowing the reception of new information, improving imagination and strengthening intelligence to put into practice everything people know. Also the result of errors and analysis constitute learning when an appropriate solution is achieved. Learning in early years of life is based on automatic process specifically where there is little volition, then this becomes more important (read, memorize concepts) once people grow.

Lazarini F. (2010), in their book mention to Schaalje establishing that “The most important goal of a learning is to develop complex cognitive skills in any subject matter”¹². It means to find a balance that allow people acquire knowledge in all fields in order to potentialize the skills of them.

2.3.10 Advantages of reading

- One of the most significant advantages of reading is that, we win autonomy and independence because it encourages critical thinking and intellectual curiosity to bring us new ideas.
- It stimulates thinking and imagination. It makes us free in our thoughts and actions to provide elements of evidence and evaluation, it promotes personal creativity.
- People learn to do a proper use of our language and improves knowledge; it includes all vocabulary that is unknown, it improves our expressions and communication to provide them with greater resources.
- Reading can satisfy the desires of anyone who has to learn.
- Books, magazines, etc., are relatively easy to acquire and work. At any time people can go to them, extract relevant information and repeat it as many times as they want, it means it facilitates immediate retrieval of information or acquisition of it.
- Each reader can make his own pace, because reading is an autonomous intellectual activity, as well as selecting readings, when to do it and the pursued objectives.

- By reading people can know more about different places, traditions and cultures. A variety of information allow them to extend the horizons to see that others can offer if you visit them. The readings requires experience, practice and mastery of the process, especially in the speed aspects and accuracy.

2.3.11 Types of reading

According to Hall W. (1945) establishes that there are four types of reading:

2.3.11.1 Reading for pleasure.

“Anything that satisfies, but especially things that are enjoyable for personal reasons that have no concrete connection to their uses, and have language and style that entertains.”¹³

2.3.11.2 Reading for Knowledge.

“It is an essential information about the world. Feeds the appetite for understanding and making sense of things, settles the anxiety of ignorance.”¹⁴

2.3.11.3 Reading for depth.

“Reading that feeds the subconscious or soul, the narrative- craving part of you. Reading that upends things, that is chaotic or random, that disturbs or thrills. Reading that swallows and confuses you, but leads in the end to the most astonishing connections and unexpected insights.”¹⁵

2.3.11.4. Reading for checking.

It has a goal to re-reading to check what has been written or to retrieve ideas for the purpose of show an evaluation.”¹⁶

2.3.12 Understanding level.

The process followed for capturing the expressed ideas in what we read is the same and occurs equally in all readers, by low intellectual preparation of them, it means every reader recognizes better or worse code of signs and symbols, organized according to abilities, makes a personal interpretation of what is read and forms a judgment about what the person just read.

But not all readers reach the same understanding level, since this is a function of intellectual formation which each reader, in such a way that can be read the same things for different people and be huge differences between one understanding and the other. Therefore, it is possible to set different levels of understanding from a functional perspective. Its means, the process followed is the same, but the results can be very different.

The comprehension levels usually referred are:

- **Low understanding level:** It is produced when the reader remains at the "recognize" stage within the comprehensive process, it means, when it recognizes the set of signs and symbols that are part of the code, but it is not able to pass from there. This phenomenon is known as "illiterate people "; it means that there are people who know the rudiments of reading and writing, its mechanical aspects, without this knowledge is enough to understand what was written. These are obviously cases of low intellectual training.
- The **literal level** is where the reader is strictly limited to an explicit content, without going into more depth. This level is suitable for reading texts that do not require interpretation, such as the prospectus that explains how it works, for example, an appliance.

- The **symbolic level** is about ideas, when the reader goes to the deeper aspects, when he does not stay in the explicit and also captures the implicit, when there is a closer approximation to the author`s thought and ideas trying to convey. At this level, the reader makes an interpretation of the writing, which improves the overall understanding of the entire text.
- **Critical level.** The critical understanding is possible because the reader performs analysis content that can identify and distinguish fact from opinion, finding the sequence of thought that is followed to perform the show, knowing the possible relationships between hypotheses and conclusions, etc. When the reader is at this level it allows him to make judgments about what he reads, judge the different text aspects according to personal criteria, emphasizing clear objectives respect to the reading and verifying to what extent it is achieved by and how much the text can fit the needs, etc.

There is a fifth level that differs qualitatively from the others mentioned previously, but it provides a wider view what is read. This level is the aesthetic, in which the reader focuses in the understanding text from the formal aspects of it, where it goes, more than the content analysis, the analysis of style, the literary genre (essay, novel, and poetry), clarity in the transmission of ideas, humor, etc.

Normally, this comprehensive level is used when the person is looking for a literary text, where raw beauty of writing about other aspects. When it comes to manuals, reference books or technical, more often that this level be relegated to the background, although it is not taken into account. Often, many of the understanding problems that students have with reading are due to the little entertaining books or low literary quality, in which the ideas never even are well expressed, it produces a logical cause`s rejection on the part of people who have to face these books.

2.4 Legal basis.

The legal basis of this research is based on the Constitution of the Republic of Ecuador (2012); Law and Regulations of the current Education, National Plan of Good Living, and Intercultural Bilingual Education System.

In chapter II. **Rights of good living**, of the Constitution of Ecuador in the Art.27 mention that Education will be participatory, mandatory, intercultural, democratic, inclusive and diverse, quality and warmth; it will promote equality gender, justice, solidarity and peace; it will stimulate critical thinking.

In the **National Plan for Good Living in the objective 2**: In the **Art. 78** of The Intercultural Bilingual Education System it makes possible the exercise of the collective rights of communes, communities, peoples and nations; It has as aims to implement, develop and promote public policy of Intercultural Bilingual Education with the community.

The **Art. - 79** names some basis such us: the respect for individual, collective, cultural and linguistic aspects of people; the recognition of the family and community as the livelihood of cultural and linguistic identity; recognition of Interculturalism.

In the **Art. - 80** can be considered some aspects such as: Strengthen the plurinationality and interculturality to achieve the Good Life; strength the language and culture of the nationalities and indigenous community people.

Finally the **Art. - 81** mention objectives such as: to ensure that intercultural bilingual education model applies a relevant education model to the diversity of people and nationalities; values and uses as the primary language education the respective nationality language and Castilian as the language of intercultural

relations; and promote an education system from the use of ancestral languages, if possible in all social contexts.

2.5 Hypothesis

The application of new strategies will improve reading skills in students of Ninth year at Escuela de Educación Básica “Dieciocho de de Agosto” located in Santa Elena city.

2.6 Variables of study

2.6.1 Independent Variable: New strategies

2.6.2 Dependent Variable: Improve reading skills

CHAPETR III

METHODOLOGY

3.1 Research Approach.

The methodology is the common way to understand an event or phenomenon and solve a research problem. It is based on principles, rules or procedures that enables to develop scientific knowledge, working parameters and clarifications for the process of research projects. The use of a methodology does not describe the details but it is often reflected in the product of work in which it is applied.

The research is framed within a **qualitative** and **quantitative** approach, because of the problem and the objectives to be achieved for the execution of the investigation and diagnose the problem in the application of English reading strategies, through critical analysis of the qualities, development and validation of the proposal , it will allow the development of a didactic guide for optimizing the use of English reading strategies for students in nineth year at Escuela de Educación Básica “Dieciocho de de Agosto ” during the academic year 2016 – 2017.

The work was further supported with documentary research literature, which allowed to build the scientific theoretical basis of the project in the application of a didactic guide.

3.1.1 Inductive - deductive method

All academic work requires the use of a method or process that leads knowledge. This research used inductive and deductive methods. When people start reading, they begin by the induction to ask something related to the subject to imagine how

the text is about without knowing its content, it means; starting of induction to deduction or viceversa.

3.2 Level or types of research

The research can be of various types, and in that sense it can be classified in different ways, however it is common to do it depending on the level, design and purpose. According to this, to address the studied phenomena it is necessary to apply not one but a mixture of different types of research, in fact it is common to find research that is simultaneously descriptive and transversal.

3.2.1 Field Research.

Field research was conducted at Escuela de Educación Básica “Dieciocho de Agosto” because this is the place where emerge the problems. The knowledge that allowed determine causes of the problems in reading which includes people who live instead.

Carol A. (2007) expresses that “field research is the systematic study of ordinary activities in the setting in which they occur”¹⁸. The main goal was to understand the activities and what they mean to those who involve in them. Simply stated, field research gather data through the interaction with the listening, and observing individuals in the course of everyday life, regularly in some self-contained places, such as a school classroom or a playground.

3.2.2 Descriptive research

After locating the place where phenomena arise, it established the description of the causes why students did not respond favorably to the reading process, in this case as problematic are: students have little time allocated to practice reading, teachers do not guide their students for a correct reading development because of the lack of

strategies, which denotes a lack of interest from students, causing the understanding be absent and therefore they do not reason logically.

As expressed, descriptive studies seek to specify the important properties of individuals, groups, communities or any other phenomenon that is subjected to analysis. Measure or evaluate different aspects, dimensions or components of the phenomenon or phenomena to investigate. From the scientific point of view, the description is measured. This is a descriptive study in a series of equations is selected and it is measured independently in order to describe what is investigated.

3.2.3 Explanatory research

Francis C. (2011) states that“Explanatory research involves examining a cause-effect relationship between two or more phenomena.”¹⁹ In regard to the explanatory research, which had a set of definitions and related assumptions in an organized and systematic way; it was one of the basis in our research because it allowed to describe the phenomenon, try to find the explanation in behavior of the variables taken in consideration, discover and explain the causes in lack of reading practice, analyze possibles effects and thereby interpret a reality.

3.3 Population and Sample

3.3.1 Population

The total set of people that has been considered for the survey is the educational population it means teachers of English area and students of the Educative Institution.

Chart 3. 1 Whole population

Item	Description	Population
1	Director	1
2	English teachers	11
3	Students	122
	Total population	134

Source: Escuela de Educación Básica “Dieciocho de Agosto”

Elaborated: Cindy Estefanía Lino Chacón

3.3.2 Sample.

Sample is a part of a population that is used to represent it. Schensul L. (1999) indicates that “A convenience sample of any group consist readily accessible to the research that might be assumed to possess characteristics relevant to the study.”²⁰

As defined by the author, a sample must be defined on the basis of a determined population, and the obtained conclusions from a sample can refer to the reference population. As a sample we are going to take the total population considering it is prudently researchable.

3.4 Operationalization of variables

Chart 3. 2 Dependent variable: Reading skill

VARIABLE	DEFINITION	CATEGORIES	INDICATOR	ITEMS	TECHNIQUES
Reading skill	<p>Reading skill refers to the one specific ability that enables a person to read with independence and interact with the message.</p> <p>It constitutes a process which involves at first time motivation, well recognition of plenty words, an excellent comprehension what is read, finally fluency.</p>	<p>Development in reading skill</p> <p>Motivation in reading</p> <p>Reading strategy</p>	<p>Development of reasoning ability in students.</p> <p>Prediction in skimming, confirmation in scanning and interpretation.</p>	<p>Do you think the reasoning ability of students depends on the effectively of the strategy that you applies with them?</p> <p>Do you consider reading contribute to cognitive development of students on the school stage?</p>	<p>Interview and Survey</p>

Source: Escuela de Educación Básica "Dieciocho de Agosto"
 Elaborated: Cindy Estefanía Lino Chacón

Chart 3. 3 Independent variable: New strategies

VARIABLE	DEFINITION	CATEGORIES	INDICATOR	ITEMS	TECHNIQUES
New strategies	<p>New strategies are innovative useful resources that allow an improvement in the learning process.</p> <p>These strategies promote changes in the traditional education due to consider the professional an intellectual development in teachers and students.</p>	<p>Learning strategy</p> <p>Innovation in reading</p> <p>Intellectual developmet</p>	<p>Planning Application of Knowledge Contribution in the development of the reading skill in 80% Of students.</p>	<p>Do you agree that English reading must be practiced in a dynamic and entertaining way?</p> <p>Would you like your teacher use new and innovative reading strategies that improve your reason ability?</p> <p>Do you consider suitable to implement a didactic guide to optimize the teaching strategies as a way to encourage reading?</p>	<p>Interview and Survey</p>

Source: Escuela de Educación Básica "Dieciocho de Agosto"
 Elaborated: Cindy Estefanía Lino Chacón

3.5 Plan of data collection

After obtaining the indicators of the theoretical elements and determining the research design, it was necessary to define the data collection techniques to build tools that allowed to obtain the truth.

The plan of data collection was an essential part in the research because it allowed to measure the importance of reading skill in the development of English teaching; its investigation was directed to students of Ninth year at Escuela de Educación Básica “Dieciocho de Agosto” under two aspects such as: The **form** that refers to the instruments used for the approximation task of the reality (observation and surveys that allowed to get true percentages about the problematic) and **content** that was expressed in the specification of data which was necessary to get through bibliographic information from books, articles and information from the internet.

3.6 Plan of data processing

The process followed in this research was:

- ✓ Selection of the topic for the research.
- ✓ Bibliographic collection
- ✓ Search the appropriated Methodology
- ✓ Design of the research.
- ✓ Elaboration of surveys
- ✓ Next, it was established the application of surveys
- ✓ The critical analysis and interpretation of results.
- ✓ Conclusions and recommendation
- ✓ Design of the proposal as part of future change

3.7 Analysis and interpretation of the results

3.7.1 Survey to English teacher's area.

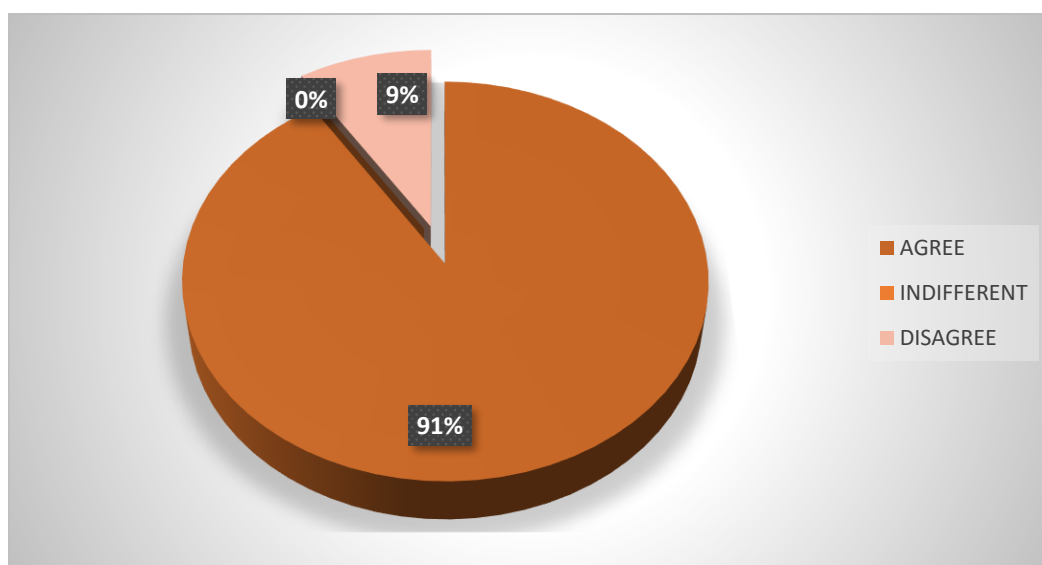
1- Do you think reading is actually a way of cultural transmission?

Chart 3. 4 Reading as a way of cultural transmission.

ÍTEM	DESCRIPTION	FREQUENCY	PERCENTAGE
1	AGREE	10	91%
	INDIFFERENT	0	0%
	DISAGREE	1	9%
	TOTAL	11	100%

Source: English teachers at Escuela de Educación Básica "Dieciocho de Agosto"
Elaborated by: Cindy Lino Chacón

Graph 3. 1 Reading as a way of cultural transmission.



Source: English teachers at Escuela de Educación Básica "Dieciocho de Agosto"
Elaborated by: Cindy Lino Chacón

Analysis: According to collected data, plenty of English teachers 91% strongly agree that reading is actually a way of cultural transmission, 9% disagree with this question.

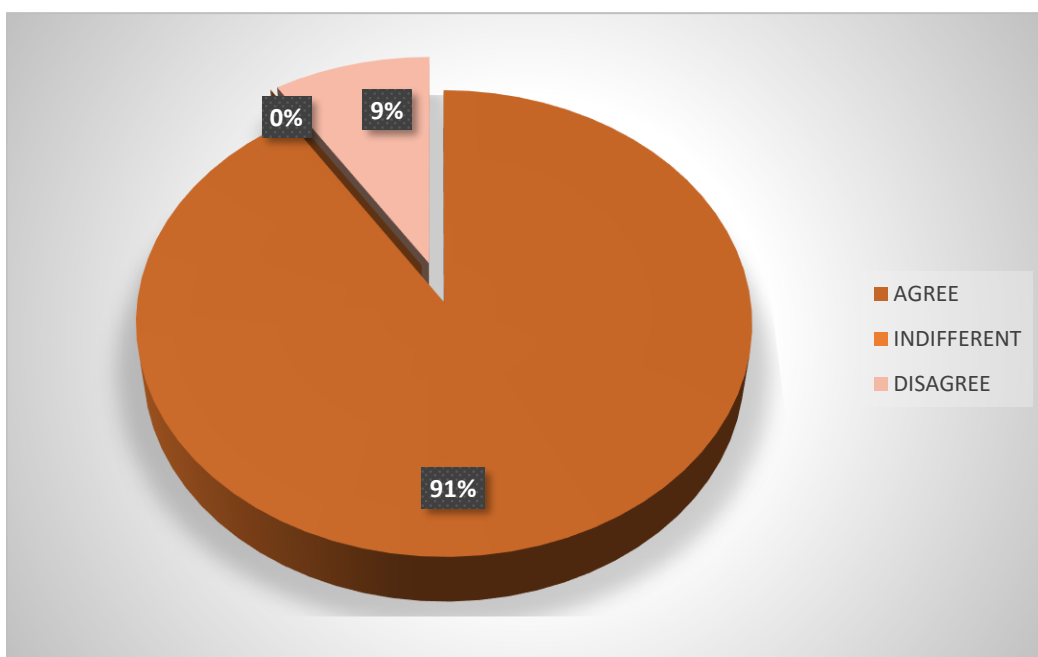
2. -Do you consider reading contribute to cognitive development of students at school stage?

Chart 3. 5 Reading as a contribution in cognitive development of students.

ÍTEM	DESCRIPTION	FREQUENCY	PERCENTAGE
2	AGREE	10	100%
	INDIFFERENT	0	0%
	DISAGREE	1	9%
	TOTAL	11	100%

Source: English teachers at Escuela de Educación Básica “Dieciocho de Agosto”
Elaborated by: Cindy Lino Chacón

Graph 3. 2 Reading as a contribution in cognitive development of students.



Source: English teachers at Escuela de Educación Básica “Dieciocho de Agosto”
Elaborated by: Cindy Lino Chacón

Analysis: In this graph it can be noted that 91% of English teachers agree that reading contributes to cognitive development of students at school stage; and 9% of them believe that there is another reading skill that contributes to cognitive development.

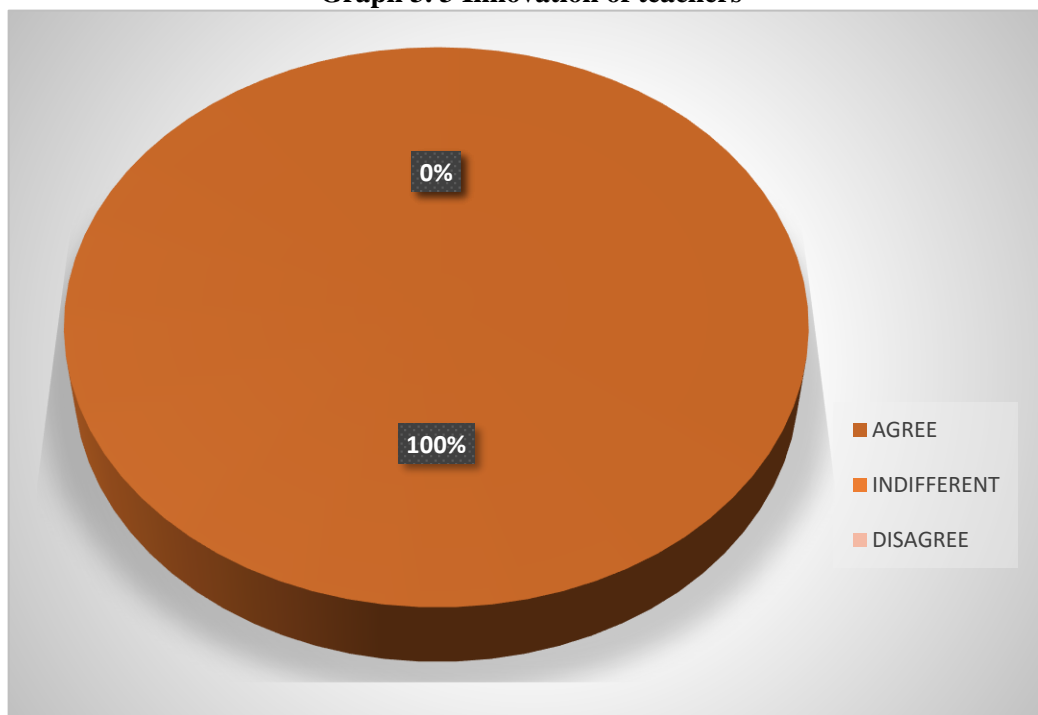
3.-Do you believe teachers should be innovative all the times?

Chart 3. 6 Innovation of teachers

ÍTEM	DESCRIPTION	FREQUENCY	PERCENTAGE
3	AGREE	11	100%
	INDIFFERENT	0	0%
	DISAGREE	0	0%
	TOTAL	11	100%

Source: English teachers at Escuela de Educación Básica “Dieciocho de Agosto”
 Elaborated by: Cindy Lino Chacón

Graph 3. 3 Innovation of teachers



Source: English teachers at Escuela de Educación Básica “Dieciocho de Agosto”
 Elaborated by: Cindy Lino Chacón

Analysis: It is really important to denote that in this question a 100% of English teachers agree that they should be innovative when they teach any class not only in a special class but in all classes, innovation a synonym of preparation in order to offer a quality education.

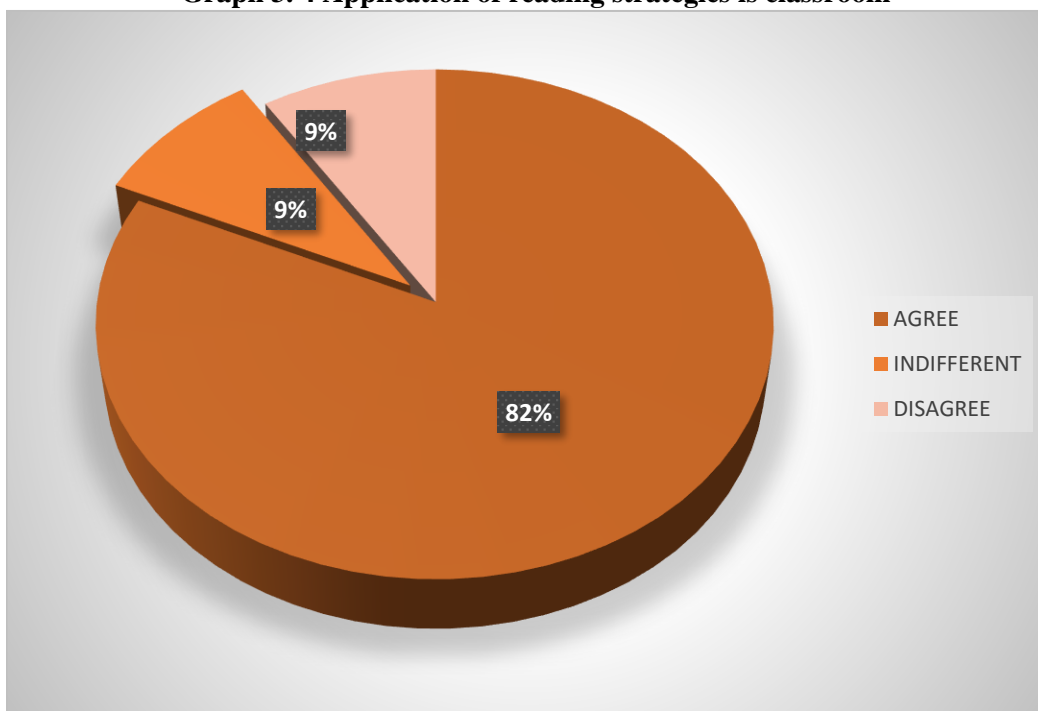
4.-Do you apply English reading strategies in the classroom?

Chart 3. 7 Application of reading strategies is classroom

ÍTEM	DESCRIPTION	FREQUENCY	PERCENTAGE
4	AGREE	9	82%
	INDIFFERENT	1	9%
	DISAGREE	1	9%
	TOTAL	11	100%

Source: English teachers at Escuela de Educación Básica “Dieciocho de Agosto”
 Elaborated by: Cindy Lino Chacón

Graph 3. 4 Application of reading strategies is classroom



Source: English teachers at Escuela de Educación Básica “Dieciocho de Agosto”
 Elaborated by: Cindy Lino Chacón

Analysis: According to collected data we can notice that 82 % of them apply some of English reading strategies during classes; 9% of them look indifferent with at assessment and 9% disagree; it means they do not apply strategies for some factors.

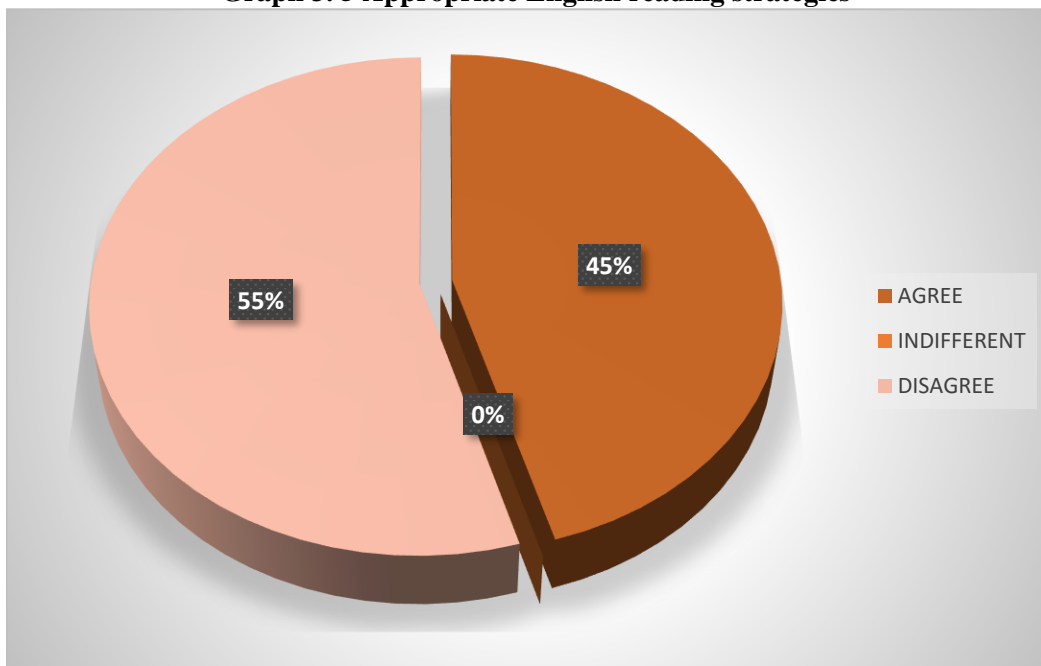
5.-Do you consider appropriate that English reading strategies be applied in classroom?

Chart 3. 8 Appropriate English reading strategies

ÍTEM	DESCRIPTION	FREQUENCY	PERCENTAGE
5	AGREE	5	45%
	INDIFFERENT	0	0%
	DISAGREE	6	55%
	TOTAL	11	100%

Source: English teachers at Escuela de Educación Básica “Dieciocho de Agosto”
Elaborated by: Cindy Lino

Graph 3. 5 Appropriate English reading strategies



Source: English teachers at Escuela de Educación Básica “Dieciocho de Agosto”
Elaborated by: Cindy Lino

Analysis: In this question we can notice that not all the English teachers apply appropriate Strategies; 45% of teachers it means 5 of them agree in the use of appropriate strategies, but 55% of them think that they are not applying correctly these strategies, so they need to make a change.

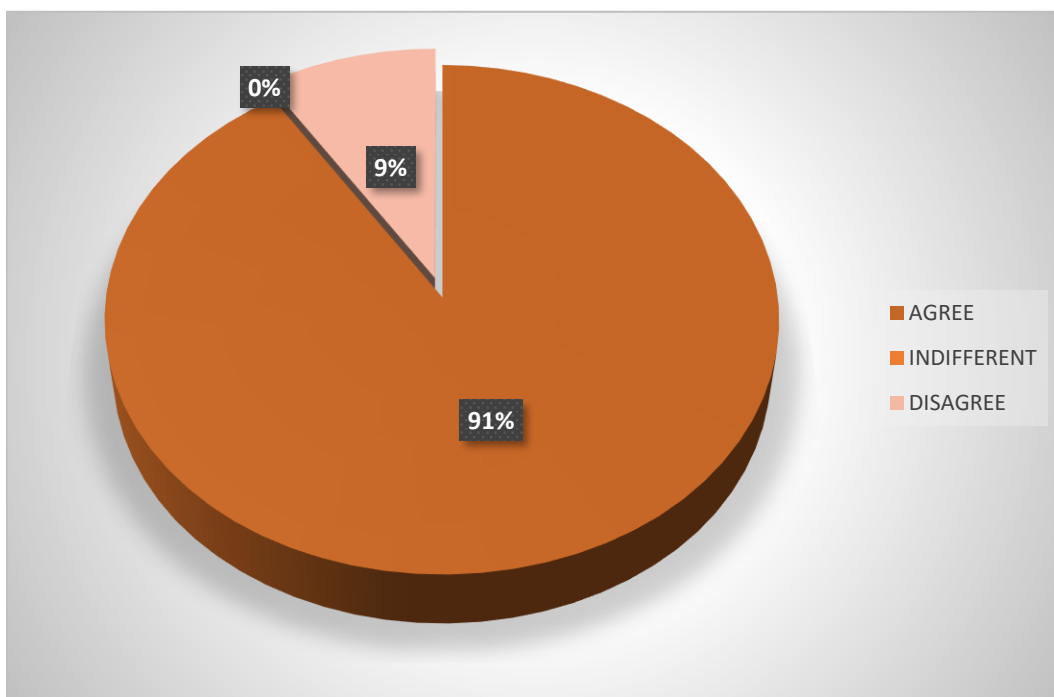
6.-Do you think the reasoning ability of students depends on the effectiveness of the strategy that you applies with them?

Chart 3. 9 Reasoning ability based on effectiveness of the strategy.

ÍTEM	DESCRIPTION	FREQUENCY	PERCENTAGE
6	AGREE	10	91%
	INDIFFERENT	0	0%
	DISAGREE	1	9%
	TOTAL	11	100%

Source: English teachers at Escuela de Educación Básica “Dieciocho de Agosto”
Elaborated by: Cindy Lino

Graph 3. 6 Reasoning ability based on effectively of the strategy.



Source: English teachers at Escuela de Educación Básica “Dieciocho de Agosto”
Elaborated by: Cindy Lino

Analysis: According to the graph plenty of teachers 91% it means 10 of them agree with the statement; only a 9 % of them consider that there are other main actors in the development of reasoning.

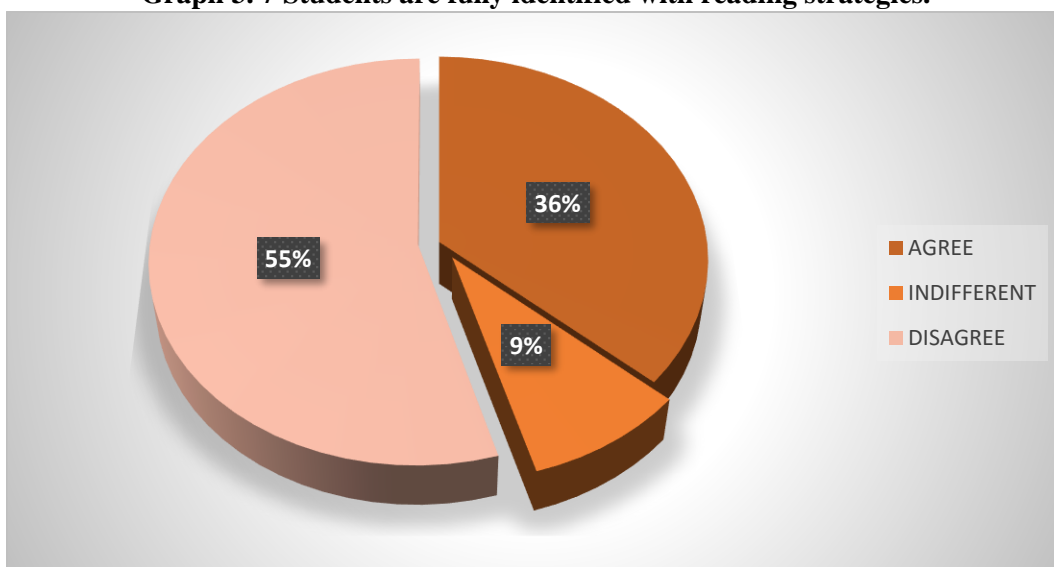
7.-Does your students feel fully identified with each reading English strategy that you apply in the classroom?

Chart 3. 10 Students are fully identified with reading strategies.

ÍTEM	DESCRIPTION	FREQUENCY	PERCENTAGE
7	AGREE	4	36%
	INDIFFERENT	1	9%
	DISAGREE	6	55%
	TOTAL	11	100%

Source: Teachers at Escuela de Educación Básica “Dieciocho de Agosto”
Elaborated by: Cindy Lino Chacón

Graph 3. 7 Students are fully identified with reading strategies.



Source: Teachers at Escuela de Educación Básica “Dieciocho de Agosto”
Elaborated by: Cindy Lino Chacón

Analysis: In this question we can notice different opinions we have only 4 teachers (36 %) of them agree with the statement, but there is a considerable percentage 55 % disagree, recognizing the students sometimes are not capable to interact during the reading, and we have a 9 % who are indifferent faced with this situation.

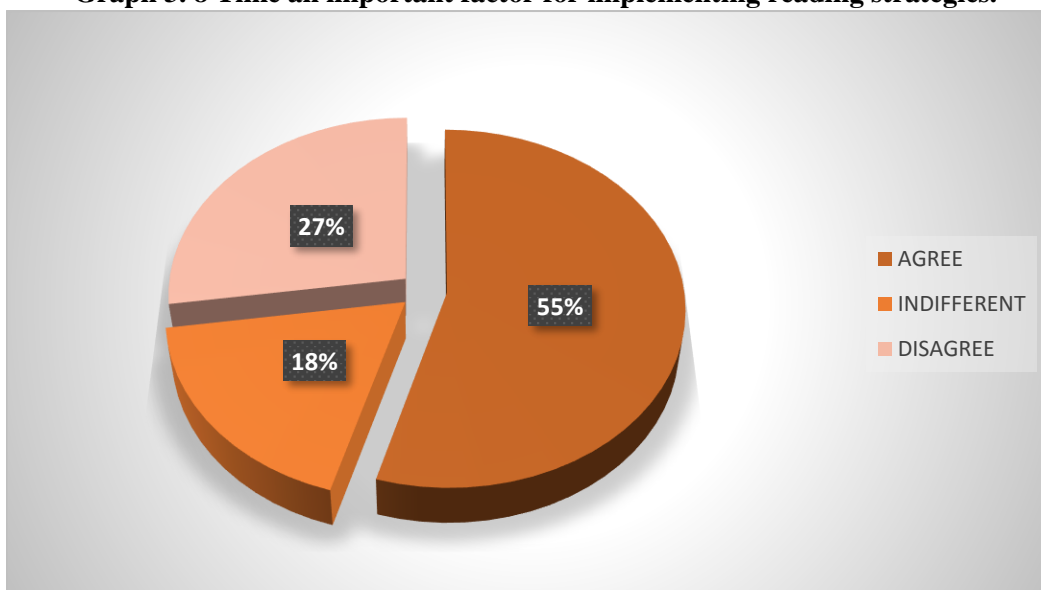
8.-Do you consider at time constitutes an important factor for implementing the English reading strategies?

Chart 3. 11. Time an important factor for implementing reading strategies.

ÍTEM	DESCRIPTION	FREQUENCY	PERCENTAGE
8	AGREE	6	55%
	INDIFFERENT	2	18%
	DISAGREE	3	27%
	TOTAL	11	100%

Source: English teachers at Escuela de Educación Básica “Dieciocho de Agosto”
Elaborated by: Cindy Lino

Graph 3. 8 Time an important factor for implementing reading strategies.



Source: English teachers at Escuela de Educación Básica “Dieciocho de Agosto”
Elaborated by: Cindy Lino

Analysis: It is notable the 55 % of teachers believe the time is a limiting factor in the activities they want to apply in the classroom especially during the reading time, there is a 18 % of teachers who are indifferent faced with this clarification and there are a 27 % of them disagree adding the time should be well used.

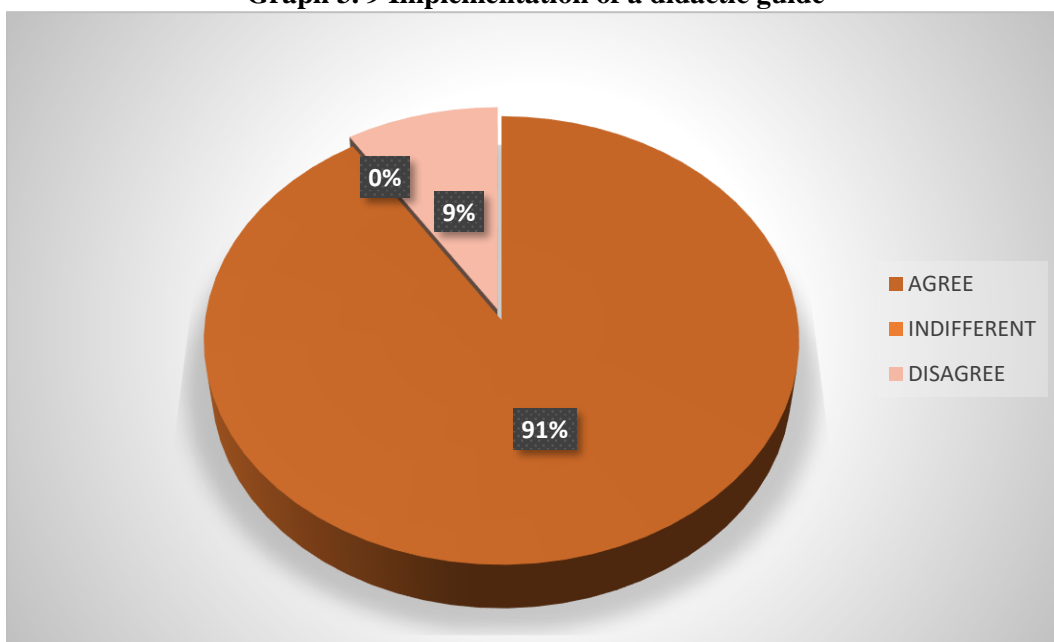
9.-Do you consider suitable to implement a didactic guide to optimize the teaching strategies as a way to encourage reading?

Chart 3. 12 Implementation of a didactic guide

ÍTEM	DESCRIPTION	FREQUENCY	PERCENTAGE
9	AGREE	10	91%
	INDIFFERENT	0	0%
	DISAGREE	1	9%
	TOTAL	11	100%

Source: English teachers at Escuela de Educación Básica “Dieciocho de Agosto”
Elaborated by: Cindy Lino

Graph 3. 9 Implementation of a didactic guide



Source: English teachers at Escuela de Educación Básica “Dieciocho de Agosto”
Elaborated by: Cindy Lino

Analysis: The graph shows a 91 % of teachers agree with the statements pointed it is suitable to count with a didactic guide that allow students improve the English reading strategies, and there are a 9 % who are indifferent.

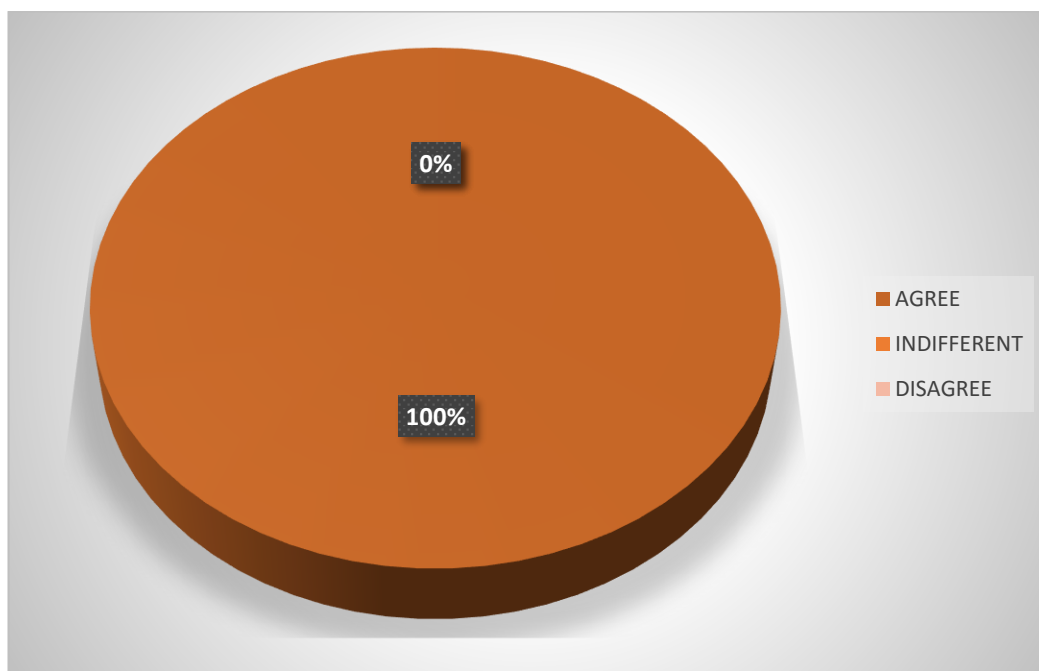
10. - Is it necessary for teachers to be trained in the mastery of reading skills?

Chart 3. 13 Necessity for teachers to be trained in the mastery of reading skills

ÍTEM	DESCRIPTION	FREQUENCY	PERCENTAGE
10	AGREE	11	100%
	INDIFFERENT	0	0%
	DISAGREE	0	0%
	TOTAL	11	100%

Source: English teachers at Escuela de Educación Básica “Dieciocho de Agosto”
Elaborated by: Cindy Lino

Graph 3. 10 Necessity for teachers to be trained in the mastery of reading skills



Source: English teachers at Escuela de Educación Básica “Dieciocho de Agosto”
Elaborated by: Cindy Lino

Analysis: In the last graph and according to the answers we can conclude that all English teachers it means 100 % of them consider helpful to be trained in the mastery of reading skills.

3.7.2 Survey to Students.

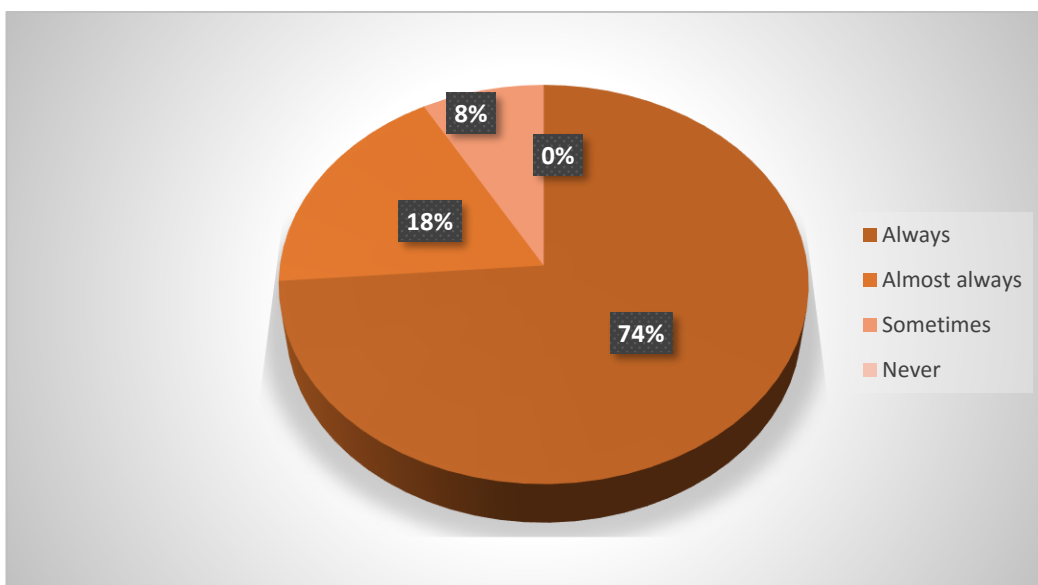
1. - Do you agree that English reading must be practiced in a dynamic and entertaining way?

Chart 3. 14 English reading in dynamic and entertaining way.

ÍTEM	DESCRIPTION	FREQUENCY	PERCENTAGE
1	Always	90	74%
	Almost always	22	18%
	Sometimes	10	8%
	Never	0	0%
	TOTAL	122	100%

Source: Students of Ninth year at Escuela de Educación Básica “Dieciocho de Agosto”
Elaborated by: Cindy Lino

Graph 3. 11 English reading in dynamic and entertaining way.



Source: Students of Ninth year at Escuela de Educación Básica “Dieciocho de Agosto”
Elaborated by: Cindy Lino

Analysis: According to the following data, it can be established that plenty of students (74 %) believe that reading should be practiced dynamically, 18 % believe that most of the time reading should be entertaining and dynamic; but 8 % of them believe that only sometimes it should be entertaining.

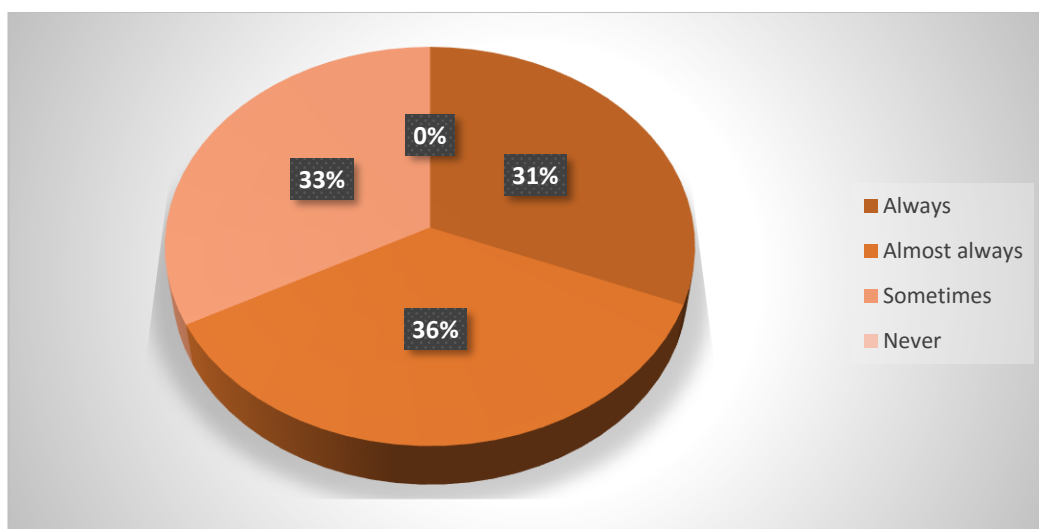
2. - How often do you practice English reading in classroom?

Chart 3. 15 Practice of reading

ÍTEM	DESCRIPTION	FREQUENCY	PERCENTAGE
2	Always	38	31%
	Almost always	44	36%
	Sometimes	40	33%
	Never	0	0%
	TOTAL	122	100%

Source: Students of Nineth year at Escuela de Educación Básica “Dieciocho de Agosto”
Elaborated by: Cindy Lino

Graph 3. 12 Practice of reading



Source: Students of Nineth year at Escuela de Educación Básica “Dieciocho de Agosto”
Elaborated by: Cindy Lino

Analysis: According to the results in the question it can be noticed that 31% of students practice continuously English reading, 36% of them establish almost always practiced English reading during the hour class, 33% points out that sometimes practice this skill. According to this we can express there is an English reading practice during classes but not in a 100 %.

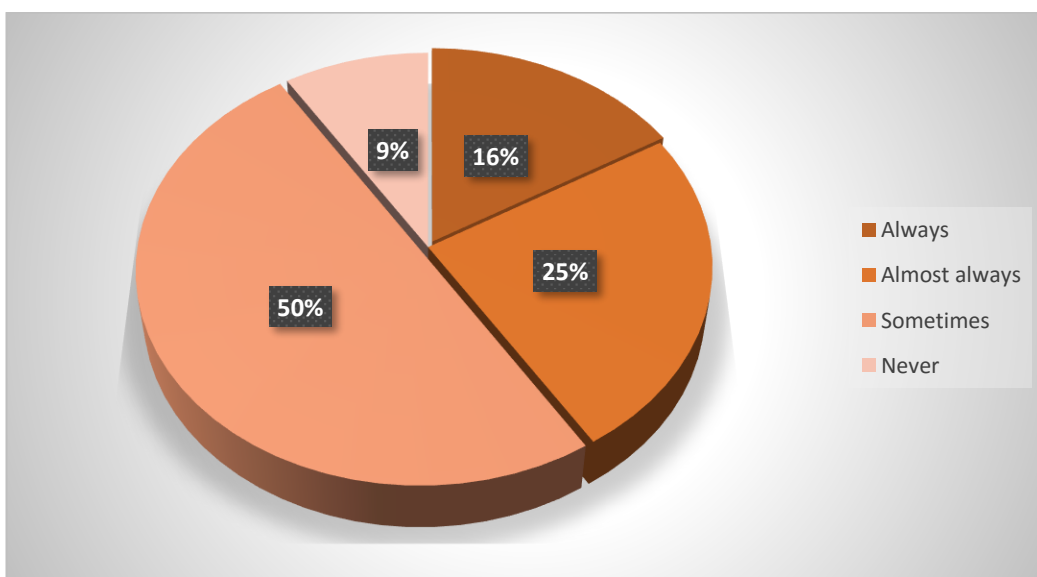
3. - Do you consider suitable the devoted time for English reading in the classroom?

Chart 3. 16 Estimated time for English reading

ÍTEM	DESCRIPTION	FREQUENCY	PERCENTAGE
3	Always	20	16%
	Almost always	30	25%
	Sometimes	61	50%
	Never	11	9%
	TOTAL	122	100%

Source: Students of Ninth year at Escuela de Educación Básica “Dieciocho de Agosto”
Elaborated by: Cindy Lino

Graph 3. 13 Estimated time for English reading



Source: Students of Ninth year at Escuela de Educación Básica “Dieciocho de Agosto”
Elaborated by: Cindy Lino

Analysis: The graph shows a 16% of students who think that the time spent on reading is always the right, we have a 25% of them who almost always consider this appropriated, 50% students think that sometimes it is appropriated but depending on the circumstances and 9 % think that the time spent in reading is never appropriated.

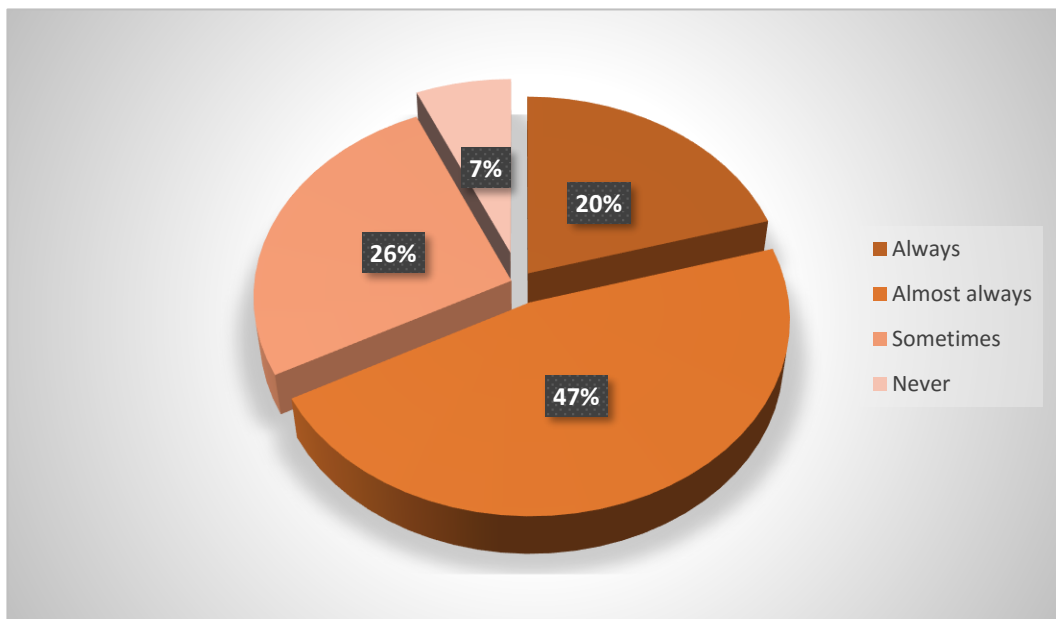
4. - Do you consider entertaining English readings practiced during class time?

Chart 3. 17 Considerations about English readings.

ÍTEM	DESCRIPTION	FREQUENCY	PERCENTAGE
4	Always	25	20%
	Almost always	57	47%
	Sometimes	32	26%
	Never	8	7%
	TOTAL	122	100%

Source: Students of Nineth year at Escuela de Educación Básica “Dieciocho de Agosto”
Elaborated by: Cindy Lino

Graph 3.14 Considerations about English readings.



Source: Students of Nineth year at Escuela de Educación Básica “Dieciocho de Agosto”
Elaborated by: Cindy Lino

Analysis: According to the criteria, only 20% of students think that English readings are always entertaining, a 47 % agree that English readings are almost always entertaining, a considerable percentage only 26% believe that sometimes the readings are entertaining and finally 7% of them think they are never fun.

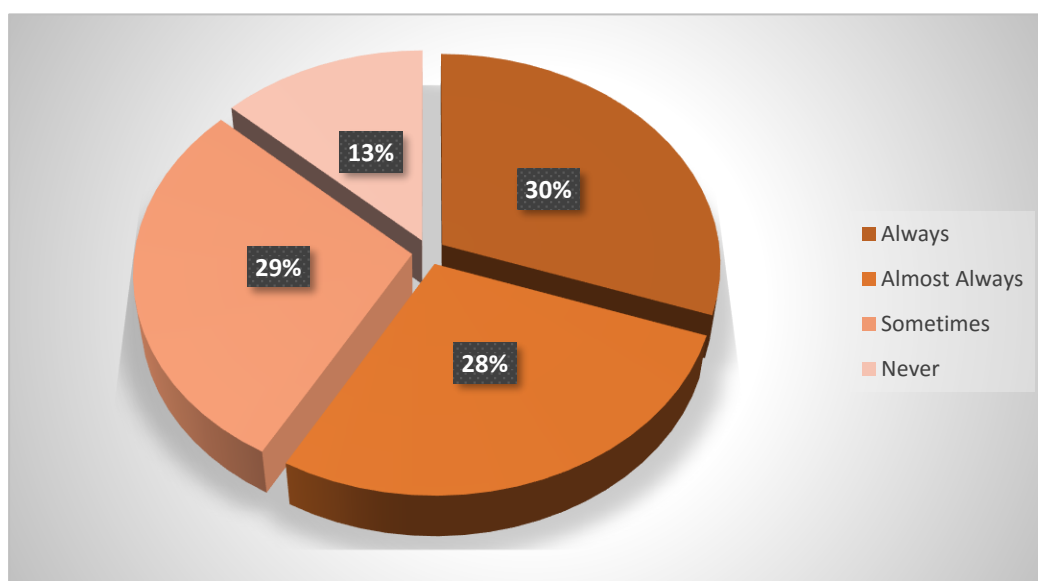
5. - Does the teacher apply English reading strategies?

Chart 3. 18 Application of reading strategies by teachers.

ÍTEM	DESCRIPTION	FREQUENCY	PERCENTAGE
5	Always	37	30%
	Almost always	34	28%
	Sometimes	35	29%
	Never	16	13%
	TOTAL	122	100%

Source: Students of Ninth year at Escuela de Educación Básica “Dieciocho de Agosto”
 Elaborated by: Cindy Lino

Graph 3. 14 Application of reading strategies by teachers



Source: Students of Ninth year at Escuela de Educación Básica “Dieciocho de Agosto”
 Elaborated by: Cindy Lino

Analysis: It can be noticed that reading strategies are not always present during the hour class because only 30% of the students claim that their teachers always apply reading strategies, with 28% and 29% are who believe that teachers sometimes apply English reading strategies and 13% indicating they have never noticed that reading strategies are applied.

6.-Do you consider uninteresting the strategies your teacher use to help you understand the content of the reading?

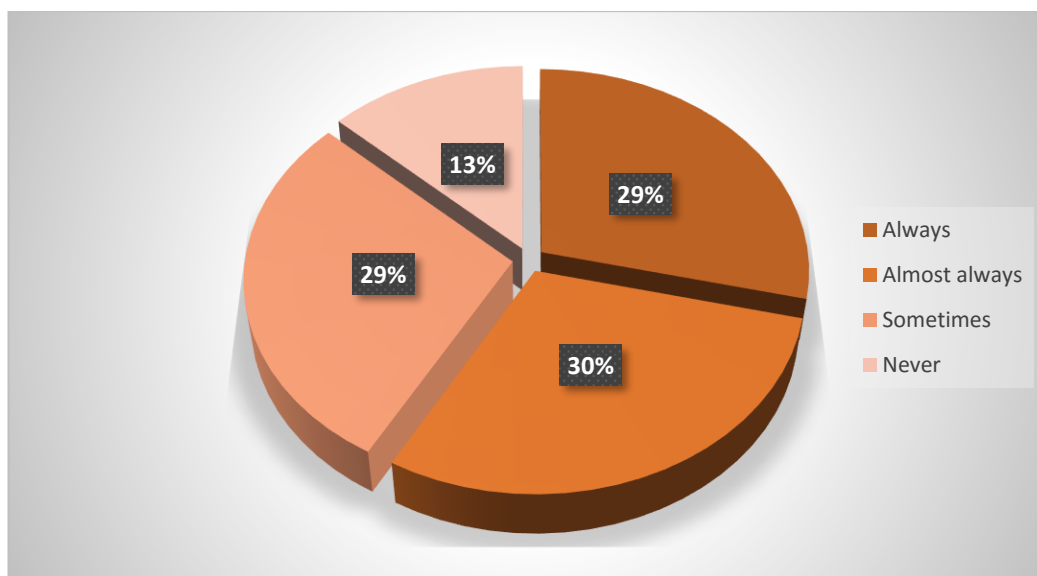
Chart 3. 19 Appreciation about strategies that teachers use to help Ss understand the content of the reading.

ÍTEM	DESCRIPTION	FREQUENCY	PERCENTAGE
6	Always	35	29%
	Almost always	36	30%
	Sometimes	35	29%
	Never	16	13%
	TOTAL	122	100%

Source: Students of Nineth year at Escuela de Educación Básica “Dieciocho de Agosto”

Elaborated by: Cindy Lino.

Graph 3. 15 Appreciation about strategies that teachers use to help Ss understand the content of the reading



Source: Students of Nineth year at Escuela de Educación Básica “Dieciocho de Agosto”

Elaborated by: Cindy Lino.

Analysis: There is a 29 %, 30 % and 29 % of students who think that English reading strategies in which the teacher applies at any time tends to become uninteresting; only 13 % believe that strategies are interesting in all aspects.

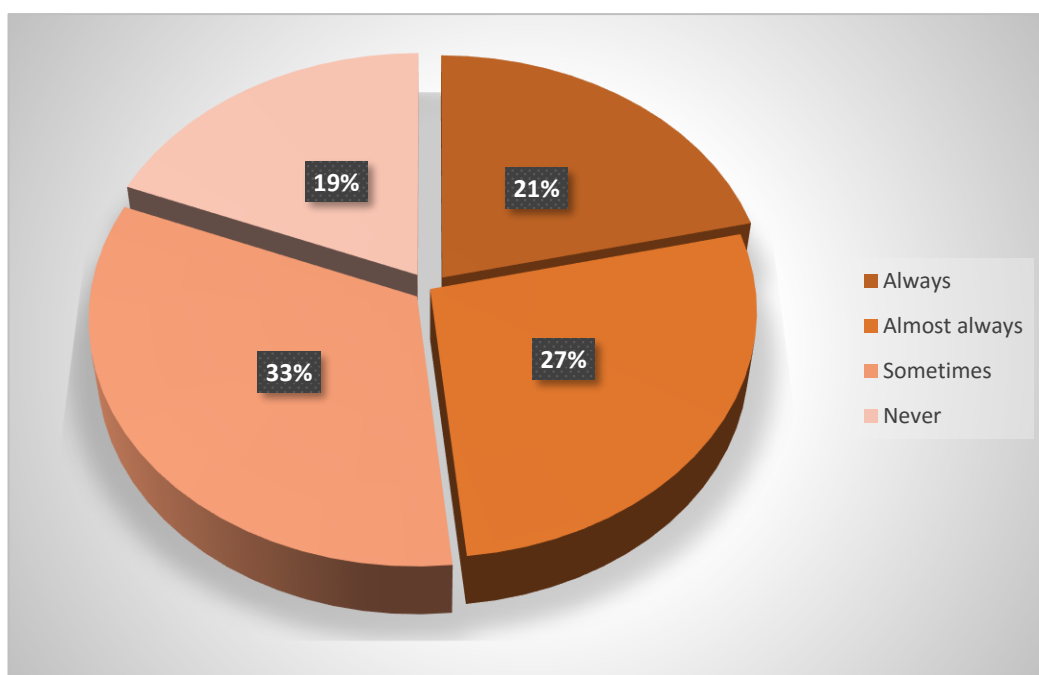
7. - Do you achieve to understand the reading content?

Chart 3. 20 Comprehension of reading content by Students.

ÍTEM	DESCRIPTION	FREQUENCY	PERCENTAGE
7	Always	26	21%
	Almost always	33	27%
	Sometimes	40	33%
	Never	23	19%
	TOTAL	122	100%

Source: Students of Ninth year at Escuela de Educación Básica “Dieciocho de Agosto”
Elaborated by: Cindy Lino.

Graph 3. 16 Comprehension of reading content by Students.



Source: Students of Ninth year at Escuela de Educación Básica “Dieciocho de Agosto”
Elaborated by: Cindy Lino

Analysis: Among the results we have 21% and 27% of students always or almost always understand, a slightly higher percentage than 33% indicates that rarely understand what is read; and 19% that unfortunately fails to grasp quickly what is read.

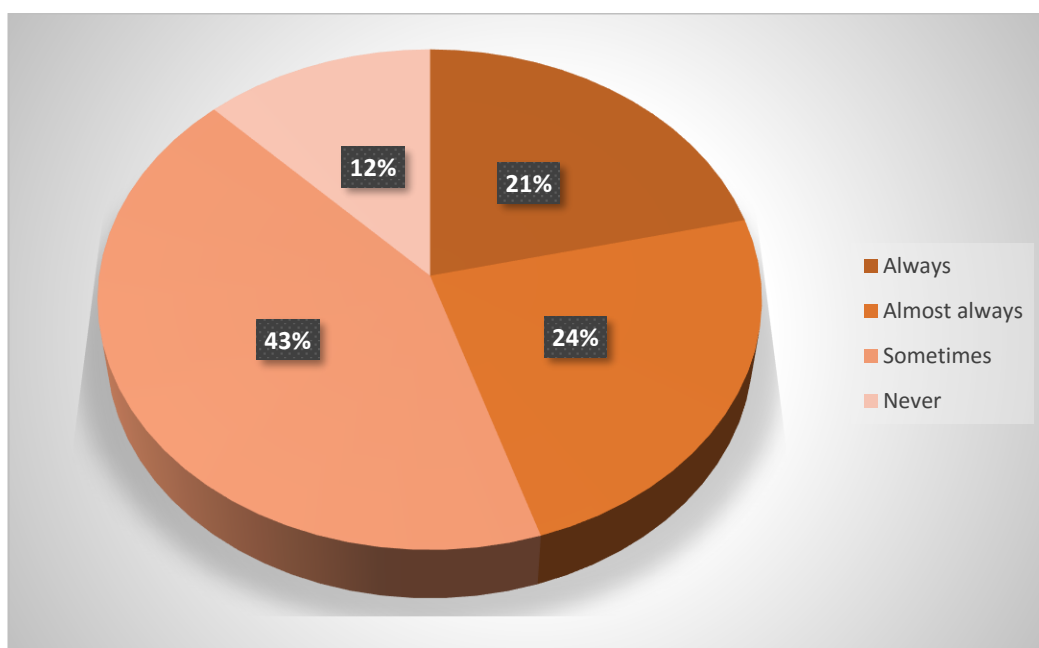
8. - Are you able to formulate an opinion based on the reading?

Chart 3. 21 Ability to formulate an opinion based on reading

ÍTEM	DESCRIPTION	FREQUENCY	PERCENTAGE
8	Always	26	21%
	Almost always	29	24%
	Sometimes	52	43%
	Never	15	12%
	TOTAL	122	100%

Source: Students of Ninth year at Escuela de Educación Básica “Dieciocho de Agosto”
 Elaborated by: Cindy Lino.

Graph 3. 17 Ability to formulate an opinion based on reading



Source: Students of Ninth year at Escuela de Educación Básica “Dieciocho de Agosto”
 Elaborated by: Cindy Lino.

Analysis: With 29% are students who always and almost always manage to give an opinion based on English reading, 32% argued they can give a criteria of what they read, and finally the 10% of students cannot formulate an opinion because they do not understand what it is about.

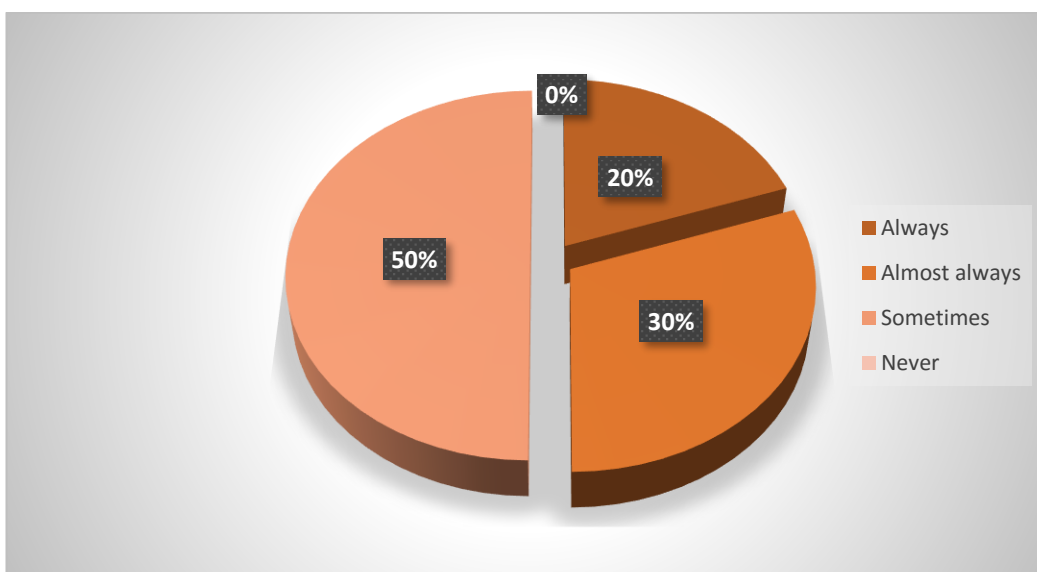
9. - Do you agree the reason to do not give an opinion about a reading is due to mostly strategies your teacher use in the classroom?

Chart 3. 22 Strategies applied for teacher a reason that avoid Ss give an opinion about reading

ÍTEM	DESCRIPTION	FREQUENCY	PERCENTAGE
9	Always	24	20%
	Almost always	37	30%
	Sometimes	61	50%
	Never	0	0%
	TOTAL	122	100%

Source: Students of Nineth year at Escuela de Educación Básica “Dieciocho de Agosto”
Elaborated by: Cindy Lino.

Graph 3. 18 Strategies applied for teacher a reason that avoid Ss give an opinion about reading



Source: Students of Nineth year at Escuela de Educación Básica “Dieciocho de Agosto”
Elaborated by: Cindy Lino.

Analysis: According to the data 20% and 30% of students agree that a factor that does not allow them to reason effectively is due to English reading strategies that teachers apply in the classroom, while a 50% believe that only sometimes strategies affect reasoning ability.

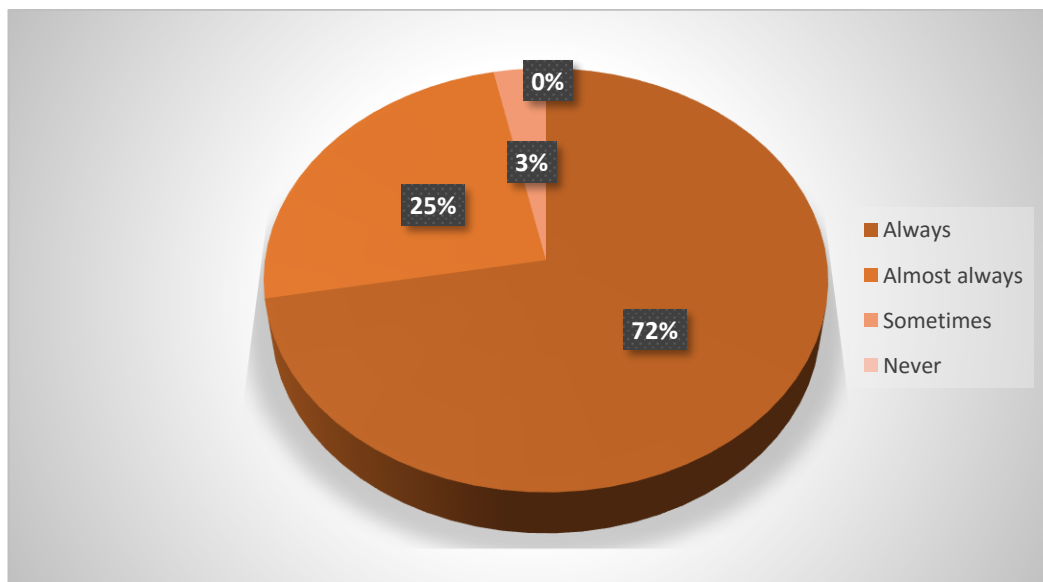
10. - Would you like your teacher use new and innovative reading strategies that improve your reason ability?

Chart 3. 23.Necessity for students that teachers use new and innovative reading strategies

ÍTEM	DESCRIPTION	FREQUENCY	PERCENTAGE
10	Always	88	72%
	Almost always	30	25%
	Sometimes	4	3%
	Never	0	0%
	TOTAL	122	100%

Source: Students of Nineth year at Escuela de Educación Básica “Dieciocho de Agosto”
Elaborated by: Cindy Lino.

Graph 3. 19 Necessity for students that teachers use new and innovative reading strategies



Source: Students of Nineth year at Escuela de Educación Básica “Dieciocho de Agosto”
Elaborated by: Cindy Lino.

Analysis: Among the results we have 72 % and 25 % of students always or almost always consider that their teachers should use new strategies, only 3 % indicates that sometimes it would be effective to use new strategies.

3.8 Interpretation of results

3.8.1 Chart of results-Teachers

Chart 3. 24 Survey to teachers

N°	QUESTIONS	AGREE		INDIFFERENT		DISAGREE		TOTAL	
		f	%	F	%	F	%	F	%
1	Do you think reading is actually a way of cultural transmission?	10	91	0	0	1	9	11	100
2	Do you consider reading contributes to cognitive development of students at the school stage?	10	91	0	0	1	9	11	100
3	Do you believe teachers should be innovative all the times?	11	100	0	0	0	0	11	100
4	Do you apply English reading strategies in the classroom?	9	82	1	9	1	9	11	100
5	Do you consider appropriate that English reading strategies be applied in the classroom?	5	45	0	0	6	55	11	100
6	Do you think the reasoning ability of students depends on the effectiveness of the strategy that you applies with them?	10	91	0	0	1	9	11	100
7	Do your students feel fully identified with each reading English strategy that you apply in the classroom?	4	36	1	9	6	55	11	100
8	Do you consider at time constitutes an important factor for implementing the reading English strategies?	6	55	2	18	3	27	11	100
9	Do you consider suitable to implement a didactic guide to optimize the teaching strategies as a way to encourage reading?	10	91	0	0	1	9	11	100
10	Is it necessary for teachers to be trained in the mastery of reading skills?	11	100	0	0	0	0	11	100

Source: Students of Ninth year at Escuela de Educación Básica “Dieciocho de Agosto”
Elaborated by: Cindy Lino

3.8.2 Interpretation of survey to Teachers

According to survey to teachers the results, most of them think that reading constitutes a way of cultural transmission form that allows them to interact dynamically with others. Furthermore it can be noted that if the reading is practiced since childhood, children will develop their cognitive skills in a better way towards a quality education.

Teachers also agree that being innovative all the time carry them to the success. They mostly agreed that if they apply reading strategies with their students, but not all the time these are effective during the time of English classes. They have noticed the disinterest from some students thereby affecting their ability to reason.

Teachers are conscious that not all the time their students know the kind of strategies applied in class, causing discomfort and nonconformity. Teachers also believe that the time is a restricted factor in the application of reading strategies because they cannot finish what they had been planned.

Regarding to the results of questions number 9 and 10 teachers conclude that it is always important to count with extra resources to help them to improve the way of education especially in English reading and they believe that a didactic guide would be an essential resource; also they consider really important to be constantly trained in the use of English reading strategies.

3.8.3 Chart of results- Students

Chart 3. 25 Survey to students

N°	QUESTIONS	ALWAYS		ALMOST ALWAYS		SOMETIMES		NEVER		TOTAL	
		f	%	f	%	F	%	f	%	f	%
1	Do you agree that English reading must be practiced in a dynamic and entertaining way?	90	74	22	18	10	8	0	0	122	100
2	How often do you practice English reading in classroom?	38	31	44	36	40	33	0	0	122	100
3	Do you consider suitable the devoted time for English reading in the classroom?	20	16	30	25	61	50	11	9	122	100
4	Do you consider entertaining English reading practiced during class time?	25	20	57	47	32	26	8	7	122	100
5	Does the teacher apply English reading strategies?	37	30	34	28	35	29	16	13	122	100
6	Do you consider uninteresting the strategies your teacher use to help you understand the content of the reading?	35	29	36	30	35	29	16	13	122	100
7	Do you achieve to understand the reading content?	26	21	33	27	40	33	23	19	122	100
8	Are you able to formulate an opinion based on the reading?	26	21	29	24	52	43	15	12	122	100
9	Do you agree the reason to do not give an opinion about a reading is due to mostly strategies your teacher use in the classroom?	24	20	37	30	61	50	0	0	122	100
10	Would you like your teacher use new and innovative reading strategies that improve your reason ability?	88	72	30	25	4	3	0	0	122	100

Source: Students of Ninth year at Escuela de Educación Básica “Dieciocho de Agosto”
Elaborated by: Cindy Lino

3.8.4 Interpretation of survey to Students.

The survey's results to students of ninth grade establish that most of them agree that a reading will be fully understood if it is taught dynamically. It could be notice that students practice English reading during class time but not always.

When students were asked if the teachers applies in English reading strategies, they answered yes although many of these are considered not entertaining. Resulting in a considerable percentage fails to understand the content of the reading and therefore they can not establish criteria about the same.

In conclusion, students consider the factor that is affecting their understanding in English reading is mostly due to the strategies that teacher is using, so that students would like that their teachers use new and innovative strategies in reading to improve their reasoning ability.

3.9 Conclusions and recommendations

3.9.1 Conclusions

At the end of the research, we can conclude that:

- Teachers are not often trained in regard to English area either by time factor or economic resources.
- English reading is not being applied in a dynamic and entertaining way
- Teachers are not creating projects that include the elaboration of extra materials for English reading.
- There is not an English reading area in the classroom

3.9.2 Recommendations

- Teachers should have a constant training, because there are many innovations that could help them to improve the work in the classroom
- Teachers should show all the interest and predisposition to assume its role as a mediator setting aside the differences and choosing an activity where the creativity and innovation predominate.
- Teachers and director of the institution should apply inside the educational process an internal study program and well planned, where is reflected the real learning of students.
- The classroom should have an English reading area in collaboration with teachers and parents with new English books and in keeping with the age of students.

CHAPTER IV

PROPOSAL

4.1 Informative Data

4.1.1 Topic: Design of a didactic guide with new strategies to improve reading skills of students in Ninth year at Escuela de Educación Básica “Dieciocho Agosto”.

4.1.2 Institution: Escuela de Educación Básica “Dieciocho Agosto”.

4.1.3 Beneficiaries: Students of Ninth year (A-B-C).

4.1.4 Location: Santa Elena, Province of Santa Elena, School Year 2016-2017.”

4.1.5 Estimated time for completion: Start- January 2016 End: June 2016

4.1.6 Responsible: Cindy Lino Chacón

4.1.7 Tutora: Econ. Cecilia Jara MSc

4.2 Proposal background

Responsible teachers are always interested in students` learning process. However, there are many differences in the quality and quantity of learning. In the classroom, lessons are taught for all; but the result does not always cover to the expectations and efforts. Why are there so many differences between students and others? What is the difference between good students and regular students?

There is a variety of differences: intelligence, personality, previous knowledge, motivation. However, it is proved that one of the most important causes are the

quantity and quality of the techniques, strategies and methods that are used when teachers teach their students to learn.

Learning these reading strategies requires an intentional teaching. For this reason there have been proposals in recent times under the title of teach to read or teach to think, trying to train teachers and students in this type of learning. But, what are the reading strategies? Is it the same reading strategies than study skills?

4.3 Significance

Reading periodically becomes the generator of cultural activities which involves the whole school focus. At least, it will happen and become it in a cultural reference of the institution, to be considered as a place of high interest for students, teachers and parents.

The main objective to design a didactic guide with reading strategies is to offer teachers an alternative to help them arise the interest in reading, that they learn to interpret what they read and especially to express themselves according to their own criteria.

Depend on the institution where a teacher works, the dynamism of the people who makes the responsible group for the design of reading strategies, the commitment of all teachers with education and other factors, we dare to organize one or two annual activities (depending on type of activities) that in the space of a week, a month, offer to whole school several possibilities: to pursue the subject and object of work, prepare materials for an exhibition, see what reading motivation offeres in relation to the chosen topic, elaboration of curriculum materials, books or monographs, editing magazines, among others.

It is relevant to mention that reading strategies are together with the content, objectives and evaluation of learning, essential components of the reading process.

From this perspective, reading strategies, are not dissociated to the study techniques, but it is considered a more advanced stage based in themselves.

4.4 Objectives

4.4.1 General Objective:

To design strategies through a didactic guide for the improvement of reading in students of Ninth year at Escuela de Educación Básica “Dieciocho de Agosto”.

4.4.2 Specific Objectives

- ✓ To determine appropriate motivational reading strategies.
- ✓ To analyze the use of the guide in the classroom for further learning.
- ✓ To describe useful strategies and resources used in achieving good reading habits of students at Escuela de Educación Básica “Dieciocho de Agosto”.
- ✓ To promote the use of the guide as an important resource in reading process.

4.5 Methodology

Chart 4. 26 Methodology

Objective	Workshop	Material	Date	Responsible
To analyze some considerations before reading process.	I will be "Wayra"	Pictures, sheet of paper.	May 16 th ,2016	Researcher
To establish a participative communication based on questions, determining the purpose of reading.	I will be "Wayra"	Pictures, sheet of paper.	May 18 th ,2015	Researcher
To deduce what is read in order to develop the reasoning capacity	The man who grew without limitations	Book	May 23 th ,2016	Researcher
To relate meanings with own experiences.	The man who grew without limitations	Book, sheet of questions	May 24 th , 2016	Researcher
To debate and compare about readings in a grupal way in a determined limit of time.	"The fantastic cave", "decide right now"	Book, charts, pictures or graphs.	May 25 th ,2016	Researcher
To create in students a sense of originality and personality through a socialization of reading.	"I will be Wayra"	Personal objects, clothes,	May 26 th ,2016	Researcher

Objective	Workshop	Material	Date	Responsible
To show an entertaining form between read and sing.	Count on me	Computer, proyector	May 31 st 2016	Researcher
To discuss definitions of vocabulary through a fun reading activity to arouse interest of students in learning new words.	Game “Can you guess”	Board, eraser.	June 2 nd , 2016	Researcher
To promote independence and responsibility in an environment of cooperation and respect.	Carolinás´vacations	Book, sheet of questions.	June 7 th , 2016	Researcher
To interpret a reading based on useful questions to understand and remember.	The mango tree	Book, oral question	June 8 th , 2016	Researcher
To improve reading comprehension and memorize important information more easily.	Jerald	worksheet	June 9 th , 2016	Researcher

Elaborated by Cindy Lino Chacón

4.5.1 Description of proposal

The development of this proposal allowed to look for an integrated solution of beneficiaries (teachers) with elements that compose the educational family of this institution that has been taken as a model for research. It pretends to achieve a number of components that improve the performance of teachers in their daily work, likewise it will work with students, so they know to develop their cognitive skills like reading and improve the teaching-learning process in the reading aspect.

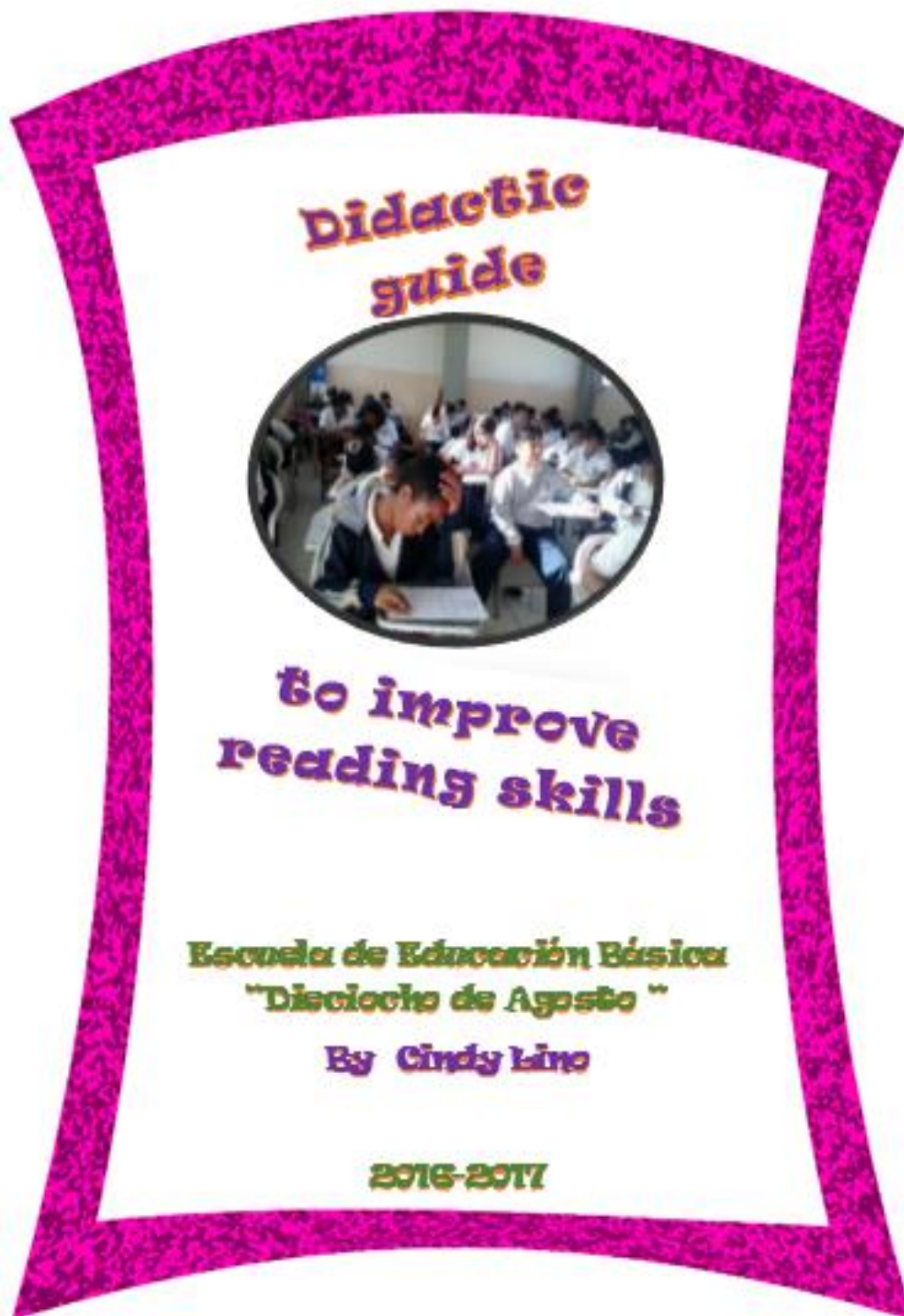
We are going to start by the orientation on how to handle each reading strategy having teachers and students as participants in order to strengthen which will be explained and get better results, situation which requires predisposition of members in the community.

The implementation of the strategies in students will be dynamic and active, providing spontaneous participation in activities. Between methodologies to be used: Active Participation, Presentations, Dynamic Integration, Individual Exercises, Group work and Individual Reflection. These strategies will be carried out by a series of activities with any specific time for the development only depending on the ability of student, it means two hours per week.

While executing reading strategies, it will work in a practical way to get good information based on the analysis and synthesis of it, made it with order and training, planning time according to our circumstances and objective.

Teacher also has to take into account cognitive factors such as motivation, self-esteem, and self-confidence or approach appropriate and realistic goals.

4.6 Action plan: development of reading strategies



4.6.1 Strategy 1: Look and pay attention in pictures before reading.

Objective: To analyze some considerations before reading process.

Chart 4. 27 Look and pay attention in pictures before reading

Activity	Materials	Assessment
<p>--Show pictures based on reading.” I will be Wayra”</p> <p>--Ss cover the writing and start to interpret the kind of reading.</p> <p>--Once pictures are interpreted they give opinions referred to the reading content.</p> <p>--Students answers questions in oral way about pictures.</p>	<p>Pictures</p> <p>Short reading</p>	<p>Oral questions.</p> <p>Describe other pictures.</p>

Source: Escuela de Educación Básica “Dieciocho de Agosto”
Elaborated by: Cindy Lino

Figure 4. 1 Pictures before reading



Elaborated by: Cindy Lino

4.6.2 Strategy 2: Define the purpose of reading.

Objective: To establish a participative communication based on questions determining the purpose of reading.

Chart 4. 28 Define the purpose of reading

Activity	Materials	Assessment
--Using the same reading Ss check quickly the reading and establish similarities in texts and recognize structures, useful to relate stories of similar content. --Suggest Ss formulate 3 or 4 questions or predictions before reading”. --Once they answered questions, they form groups and interchange criteria. --Finally Ss determine the real purpose of reading orally and writing.	Pictures worksheet group work	Oral and Written activity

Source: Escuela de Educación Básica “Dieciocho de Agosto”
 Elaborated by: Cindy Lino

Figure N°4. 2 Students defining the purpose of reading



Elaborated by: Cindy Lino

4.6.3 Strategy 3: Read part by part a reading for a better comprehension.

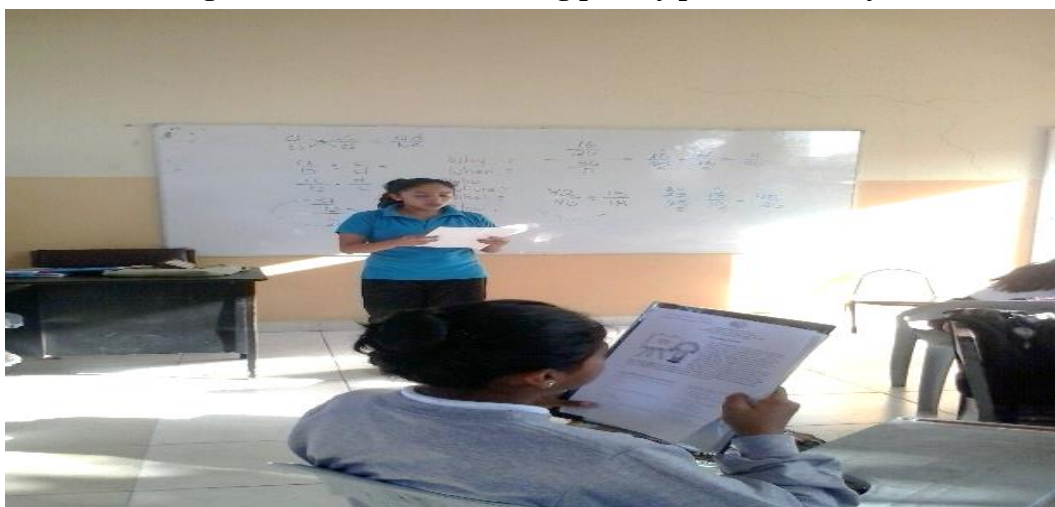
Objective: To deduce what is read in order to develop the reasoning capacity

Chart 4. 29 Read part by part a reading for a better comprensión

Activity	Materials	Assessment
<p>--Ss start to read “The man who grew without limitations” by paragraphs.</p> <p>--It is allowed Ss read in fast way at the end of the phrase or sentence leaving ignore unfamiliar words.</p> <p>--Ss need to re-gain a sentence or phrase to finally clarify the meaning.</p> <p>--Ask students if they just read makes sense.</p> <p>--Encourage students to elaborate some questions about reading while they are reading.</p>	<p>Pictures worksheet</p>	<p>Oral and written activity</p>

Source: Escuela de Educación Básica “Dieciocho de Agosto”
Elaborated by: Cindy Lino

Figure N° 4. 3 Students reading part by part of the story.



4.6.4 Strategy 4: Analyze unknown words to give an appropriate context of reading.

Objective: To relate meanings with own experiences.

Chart 4. 30 Analyze unknown words to give an appropriated context of reading

Activity	Materials	Assessment
<p>--While Ss are reading “The man who grew without limitations” ask them if they have seen a word that looks like they have read.</p> <p>--Ss relate the word with another that is known so that they can understand its meaning.</p> <p>--Allow them interpret alone what is read without using other resources.</p> <p>--Once they review the context obtained, they will prove if their doubt are correct and return to remember the word.</p>	<p>Pictures worksheet</p>	<p>Oral and written activity</p>

Elaborated by: Cindy Lino

Figure N° 4. 4 Students giving definitions of unknown vocabulary



4.6.5 Strategy 5: The variety of texts make a difference.

Objective: To debate and compare about readings in a grupal way in a determined limit of time.

Chart 4. 31 The variety of texts make the difference

Activity	Materials	Assessment
<p>--Ss select more funny short stories “The fantastic cave” and “Decide right now”.</p> <p>--Ss start to read applying the learned strategies.</p> <p>--Ss uses prediction, confirmation and self-correction once they finish reading.</p> <p>--Ss express different point of view accordin to readings.</p> <p>--Ss form group of 8 and show a summary using charts, pictures or diagrams about the most interesting reading.</p>	<p>Stories</p> <p>diagrams</p> <p>charts</p> <p>pictures</p> <p>paper board</p>	<p>Oral and written activities</p>

Source: Escuela de Educación Básica “18 de Agosto”
Elaborated by: Cindy Lino

4.6.6 Strategy 6: Measure the level of comprehension by dramatizations.

Objective: To create in students a sense of originality and personality through a socialization of reading.

Chart 4. 32 Measure the level of comprehension by dramatizations

Activity	Resource	Assessment
<p>--Once Ss read a book, they are encourage to dramatize what was read.</p> <p>--Ss start to dramatize texts assuming different roles.</p> <p>--Ss arguing different positions of certain characters noticing some basis, such as: Physical characteristics: sex, age, eye color, hair, gestures, costumes.</p> <p>--Ss introduce simple examples.</p> <p>--Verbally Ss express their personal creations.</p>	<p>Clothes</p> <p>Personal objects</p>	<p>Oral activity</p>

Source: Escuela de Educación Básica “Dieciocho de Agosto”
Elaborated by: Cindy Lino

Figure N° 4. 5 Students acting during a presentation



4.6.7 Strategy 7: Use another alternative of reading.

Objective: To show an entertaining form between read and sing.

Chart 3. 33 Use another alternative of reading

Activity	Resource	Assessment
<p>--Ss are divided into groups of 7-8 people and choose an easy and understandable song referred to a motivational reading.</p> <p>--Ss complete the songs with the words they need it means with some vocabulary. It is very important that everyone works so they can finish in a few minutes.</p> <p>--Then each group proceed to stand up and read the song for three times and next student sing with video projected by the teacher.</p>	<p>Worksheet</p>	<p>Complete the song Oral activity</p>

Source: Escuela de Educación Básica “Dieciocho de Agosto”

Elaborated by: Cindy Lino

4.6.8 Strategy 8: Learn a new vocabulary using games.

Objective: To discuss definitions of vocabulary through a fun activity reading to arouse interest of students in learning new words.

Chart 4. 34 Learn a new vocabulary using games.

Activity	Resource	Assessment
<p>-- Ss and teacher make a review of the most outstanding reading vocabulary or considered long and unknown words.</p> <p>--Students may not make use of the dictionary and must write a definition.</p> <p>--Allow them a few minutes to think and write on a sheet.</p> <p>--Teacher proceeds to collect the sheets with the definitions and then start reading aloud.</p> <p>--At the end Ss will give a vote by the definition that they believe is correct. (If definition is not correct, does not matter).</p> <p>--If any group achieved to guess the definition. Teacher reads the correct.</p> <p>--Then may initiate a discussion and to recall what was read. Thus they also can memorize vocabulary.</p>	<p>Stories diagrams charts pictures</p>	<p>Oral and written activity</p>

Elaborated by: Cindy Lino

Figure N° 4. 6 Students playing a game about vocabulary.



4.6.9 Strategy 9. The autonomy during the reading practice.

Objective: To promote independence and responsibility in an environment of cooperation and respect.

Chart 4. 35 The autonomy during the reading practice

Activity	Resource	Assessment
<p>--Once you have instructed students and established the topic or story they have to read for a discussion, leave the classroom, indicating that you will come back later, or maybe you will go to an office until you have permission to come back.</p> <p>--Students generally like to hold an uninterrupted discussion; it becomes more lively and participatory without the presence of the teacher. Use the last two minutes of the time to analyze the experience and ask them if they want that the activity be repeated.</p> <p>To reinforce the strategy it's necessary to use seats in a circle, semicircle, in several independent circles or in independent circles or concentric circles. Suggest students to rearrange the furniture as they are most comfortable to work, including their</p>	<p>Stories charts pictures</p>	<p>Oral and written activity</p>

post; change the furniture layout in the middle of the meeting and observe if this produce any difference in the discussion of a reading.

Elaborated by: Cindy Lino

Figure N°4. 7 Students discussing the story



Elaborated by: Cindy Lino

4.6.10 Strategy 10: Questioning to understand and remember

Objective: To interpret a reading based on useful questions to understand and remember.

Chart 4. 36 Questioning to understand and remember

Activity	Resource	Assessment
<p>-- When Ss have read the Mango tree, teacher need to evaluate Them.</p> <p>--It is necessary motivate them to formulate own questions instead the teacher, in order to have a general perspective respect to what they understood in the reading.</p> <p>-- Ss follow directions and understand that each question should focus on a main idea, not on illustrations or details, and each should be expressed in your own words, not just copied from parts of the paragraph.</p> <p>--To understand and use new information it is most beneficial if Ss write the questions, as they read the text for the first time.</p> <p>--If Ss are not prepared to express a question in orally way, it important allow them to check mistakes; in this way students will understand the material better and remember it longer if you write a question for every paragraph or brief section.</p>	<p>Stories pictures</p>	<p>Oral and written activity</p>

Elaborated by: Cindy Lino Chacón

4.6.11 Strategy 11: "EAR-Triple R" strategy

Objective: To improve reading comprehension and memorize important information more easily.

Chart 4. 37: "EAR-Triple R" strategy

Activity	Resource	Assessment
<p>E = Examine the text quickly to detect and locate main essential information parts. This help you know what to expect from reading that you are practicing.</p>		
<p>A = Ask questions about the topic and the text.</p>	Short story	Oral and written activity
<p>R= Read actively seeking the answers to the questions formulated previously.</p>		
<p>R1 = Repeat the main points of the text (preferably aloud)</p>		
<p>R2 = Recording the main information (preferably in writing)</p>		
<p>R3 = Review previous activities.</p>		

Elaborated by: Cindy Lino Chacón

4.7 Conclusions and recommendations

4.7.1 Conclusions

- ✓ The main actors in the teaching-learning process at Escuela de Educación Básica "Dieciocho de Agosto": students and teachers, showed predisposition to participate of the reading development as a fundamental part in the apprehension of knowledge.
- ✓ The implementation of a didactic guide was a valuable tool that complemented the traditional ways of reading; the use of creative strategies, offered some possibilities to improve the student understanding and self learning.
- ✓ The design of reading strategies took in consideration a gradual development of complexity, these started from simple activities and gradually these included to student in the development of more complex situations for their age.
- ✓ The techniques used during implementation of reading strategies were useful, they took advantage the prior knowledge of the students, their dynamism and motivation to cause their interest in reading practice in a different way.
- ✓ Improvement respect to the development of a reading was noticed; it showed most active and motivated students with a good interpretative ability.

4.7.2 Recommendations

- It is essential that best strategies be executed with students who do not have a definite and concrete habit of study, that enabling them to learn and acquire knowledge in a fast, simple and efficient form.
- Teachers should make use of all the strategies that the guide contains in order to stop improvisations in their activities to generate better results.
- The reading strategies used in classroom should reinforce previous knowledge of the students, they must be dynamic and motivating to produce the interest and reach a goal.
- The materials to be used during the application of reading strategies must be properly organized by the teacher in order to avoid problems with the students.
- Teachers should encourage students to use these Reading strategies and in this way to notice the efficiency that they provide in the study.

CHAPTER V

ADMINISTRATIVE FRAMEWORK

5.1 Resources

5.1.1 Institutional

Escuela de Educación Básica “Dieciocho de Agosto” academic year 2016-2017.

5.1.2 Humans

Officers, Teachers, Students, Director, researcher and tutor.

5.1.3 Materials

Books, bond paper, magazines, Cds, pendrives, markers, copies.

5.1.4 Budget.

Chart 5. 38 Equipments

EQUIPMENTS			
Nº	Items	Price	Total
1	Computer	350.00	350.00
1	Printer	100,00	100,00
1	Pen drive	8,00	8,00
	TOTAL		458.00

Elaborated by: Cindy Lino

Chart 5 39 Finances

FINANCES			
Nº	Items	Price	Total
5	Internet (month)	15.00	100.00
5	Transportation	25.00	50.00
1	Others	50.00	50.00
	TOTAL		200.00

Elaborated by: Cindy Lino

Chart 5. 40 Materials

MATERIALS			
Nº	Items	Price	Total
1	Pen	\$ 0,35	0,35
1	Notebook	\$ 0,60	0,60
1	Pencil	\$ 0,25	0,25
150	Photocopies	\$ 0,03	4,50
5	Paper (block)	\$ 4,00	20,90
2	Book	\$ 35,00	70,00
4	Folder	\$ 0,70	2,80
	TOTAL		99,40

Elaborated by: Cindy Lino

Chart 5. 41 Total Budget

ITEMS	PRICE
Equipment	458.00
Finances	200.00
Materials	99.40
TOTAL	757.40

Elaborated by: Cindy Lino

5.2 Timetable

Chart 5. 42 Timetable

TIME	JULY				AUGUST				SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER				JANUARY				FEBRUARY				MARCH				APRIL				MAY				JUNE				JULY				AUGUST				SEPTEMBER			
ACTIVITIES	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
Approval of Proposal Topic	■	■																																																										
Designation of tutor			■	■																																																								
Meeting with tutor				■																																																								
Meeting with graduates					■																																																							
Project Evaluation						■																																																						
First tutorial graduation research work							■	■																																																				
Development I and II chapter									■	■	■	■																																																
Checking and correction												■																																																
Second Tutorial of graduation research work													■																																															
Sample identification														■	■																																													
Elaboration and application of tools															■	■																																												
Collection and analysis of results																■	■	■																																										
Determination of conclusions and recommendations																	■	■	■																																									
Development of proposal																				■																																								
Checking and correction																					■	■	■																																					
Presentation -Reception of the report																								■	■																																			
Third Tutorial graduation research work																									■	■	■																																	
Elaboration of chapter V																												■																																
Checking and correction																													■																															
Third Tutorial graduation research work																														■																														
Distribution of members o tribunal																														■	■																													
Predefense of graduation research work																																																												
Delivery of final report																																																												
Thesis defense																																																												
Graduation																																																												

Elaborated by Cindy Lino

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Appendix

APPENDIX # 1: Survey To teachers



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN**

**SURVEY TO ENGLISH TEACHERS AREA AT ESCUELA DE EDUCACIÓN
BÁSICA “DIECIOCHO DE AGOSTO”**

Please, complete the survey read each question and put (x) on the alternative that you consider correct.

Alternatives

1.- Agree

2.- Indiferent

3.- Disagree

QUESTIONS	OPTIONS		
	1	2	3
1- Do you think reading is actually a way of cultural transmission?			
2. -Do you consider reading contributes to cognitive development of students at the school stage?			
3.-Do you believe teachers should be innovative all the times?			
4.-Do you apply English reading strategies in the classroom?			
5.-¿Do you consider appropriate that English reading strategies be applied in the classroom?			
6.-Do you think the reasoning ability of students depends on the effectiveness of the strategy that you applies with them?			
7.-Do your students feel fully identified with each reading English strategy that you apply in the classroom?			
8.-Do you consider at time constitutes an important factor for implementing the reading English strategies?			
9.-Do you consider suitable to implement a didactic guide to optimize the teaching strategies as a way to encourage reading?			
10. - Is it necessary for teachers to be trained in the mastery of reading skills?			

APPENDIX # 2: Survey to Students



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN

SURVEY TO STUDENTS OF NINETH YEAR AT ESCUELA DE EDUCACIÓN BÁSICA “DIECIOCHO DE AGOSTO”

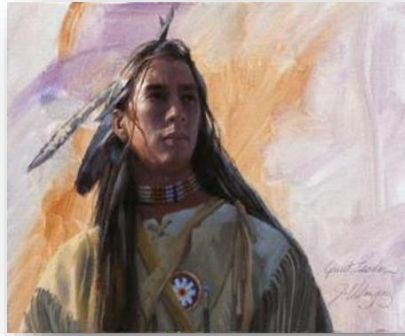
Please, complete the survey read each question and put (x) on the alternative that you consider correct.

Alternatives

1. - Always 2. - Almost always 3. - Sometimes 4. - Never

QUESTIONS	OPTIONS			
	1	2	3	4
1.-Do you agree that English reading must be practical in a dynamic and entertaining way?				
2.-How often do you practice English reading in classroom?				
3.-Do you consider suitable the used time for English reading in the classroom?				
4.-Do you consider entertaining English readings practiced during class time?				
5.-Does the teacher apply English reading strategies?				
6.-Do you consider uninteresting the strategies your teacher use to help you understand the content of the reading?				
7.-Do you achieve to understand the reading content?				
8.-Are you able to formulate an opinion base don the reading?				
9.-Do you agree the reason to do not give an opinion about a reading is due to mostly strategies you teacher use in the classroom?				
10.-Would you like your teacher use new and innovative reading strategies that improve your reason ability?				

APPENDIX # 3: Pictures about “I will be Wayra”

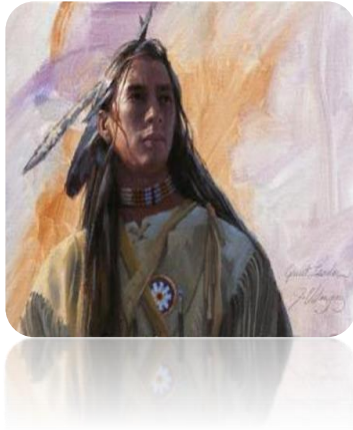


APPENDIX # 4: Oral questions

1. - What can you see in the pictures?
- 2.-Can you describe each picture?
3. - What about the kind of reading?
4. - Can you give me an opinion about the content of reading?
- 5.-Have you ever listened about Indians`story?

APPENDIX # 5: Reading 1

“I WILL BE WAYRA”



He was a young Indian who was called the mountain’s young, sparrow, chasqui, the shepherd boy. Everyone knew him well above and below the mountain, he had grown up in the Luisa and Jorge`s plot, who had been like their parents, but they never gave him a name.

He came from the mountain because he had been born there that night where it was a bad storm; they said he is the sparrow because he whistling all day; chasqui because he was going up and down quickly of the mountain like a courier to the village; the shepherd boy because he helps to care the sheep`s flock of Mr. Jorge.

He was a handsome young man and he had won the affection of the people. One day while playing with a group of friends in the park which was by the river, all gays made the names round and each one had to say their and add something they like very much. Then they started:

I am Michael, I like bread with honey.

I am Mary, loves the cold oat.

I am Rosana and I like pears and apples.

I am Mariela and I like milk with brown sugar.

My name is Blanca and I eat carrots and orange.

I am John, I love bread.

My name is Andrew and I like cookies with nuts

I am sparrow.....

At the time the rest of the guys realized that his friend did not have a name like them, and people knew him as "the child of the mountains", the "chasqui" or "shepherd boy", but he never had a real name. The grandfather of the town, the wisest man of the place said them some time ago all people should have a name, it doesn't not just to identify them, each name has a kept secret; when someone receives a name also receives a gift.

So friends, who loved him came together to give the most beautiful name of the world. Many said Peter, John, Joseph, Alfonso, Paul, Sebastian, among others, but he said: Wayra! All were surprised because they did not understand what that means.

Yes, he said, today I am Wayra, which means according to my parents' language ; wind! Knowing this, guys were happy, they celebrated because **Wayra** was as free and swift as the wind. From that day:

Wayra the mountain's young.

Wayra is the chasqui.

Wayra is the shepherd of the sheep.

Wayra is the sparrow.

Wayra was happy because now he had a name that was is most beautiful in the world and with which all would know forever.

APPENDIX # 6: Reading 2

THE CHILD WHO GREW WITHOUT LIMITATIONS

Once upon a time a town of Santa Elena, called Loma Alta, where the people's life was quiet and really looking forward to get out of poverty in this town.

There was a very humble, hardworking and courageous family, which was composed of three people, mom, dad and a little girl, who each sunrise with her parents would get up at work in the fields to harvest vegetables.

One day the mother was very sick, the father with his daughter carried her city to see the doctor. They were amazed when the doctor gave the news she was seven pregnancy months, in spite of their humble they were happy.



During next months the woman was taken to hospital, with time went on, father and his little daughter wondered: Why does it takes so? But then, the doctor came and gave them the news "the baby was born," but... I have them bad news, the child was born with a condition called **Down Syndrome (D.S)**. They were sadness, but with resignation the family only thought care up the baby. Time passed (18 years ago) and the family saw how the baby become in a young child who despite his disability, he showed great soccer skills, he was taken to show his talent to a great sporting club in Guayaquil, this is called Emelec.

When rest of people arrived to the stadium they could see with amazement and some with derision that a strange young man was there, however it did not worry him, he showed without resignation all his skills.

On seeing his skills the entire Emelec coaching staff and the soccer players decided to give a chance to the young man who despite having a disability, showed him to be better. Seeing all the achievements, the family was able to show that there are not limitations, **all can be performed if you decide do it now.**

ACTIVITIES

Answer the next question about the story

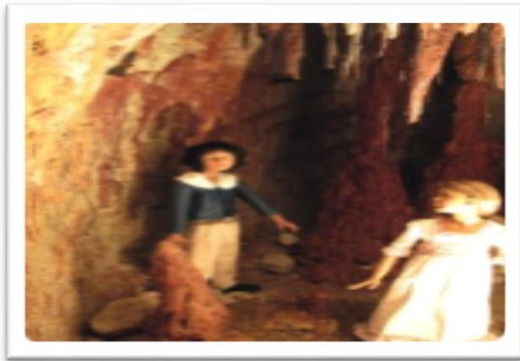
1. - What is the title of the story?
2. - In which place are developed the facts?
3. -What happened with the baby?
4. - What was the talent of the boy?
5. - What is the name of the club where the boy achieved to play?

Read the next statements and circle true or false

- | | | |
|--|------|-------|
| 1. - The family of this story is millionaire | true | false |
| 2. - The family was happy by the birth of the baby | true | false |
| 3. - The boy showed his skills when he had 15 years | true | false |
| 4. - He didn` t worry for the comments of the rest of people | true | false |
| 5. - The family wasn` t proud for the boy`s achievements | true | false |

APPENDIX # 7: Reading 3

A Fantastic cave.



Mary had heard in the hallway of the school two children talking in secret, they were planning a trip. It was a short trip, they were thinking something to carry as provisions. Something it caught the Mary's attention; it was the place that children mentioned in low voice, she

listened that it was a magical cave and had awakened her curiosity.

She told her best friend Charles, who didn't believe anything, but to mention the magic cave he was also interested in the subject, and then they decided to find out a little more about it.

They went to the library and began looking for a particular book that Mary had heard mention to children, called "The fantastic adventures of pirate without a ship," and then, finally they found it. Inside the book in addition to the history of this particular pirate it was found a drawn map, where in one of its corners a red cross was marked, saying to one side "The fantastic cave". Seeing it, the enthusiasm of them was even greater and with a paper and pencil carefully they drew the map on a sheet. Also at the time they realized the place was not far from the signed point. They lived on the beach and beachfront were several islands which almost all had visited at least once, for it they used a rubber boat with oars.

They decided to look for the small island drawn on the map and it was found behind a bigger, so they could not see from the beach. They knew to reach the small island they had to cross the main island and then navigate a narrow river that crossed from

one side to other. As it would take more than 8 hours of full travel just to come and go, they planned the trip and provisions for their adventure to the next early morning.

They left as they had decided last night, carrying enough provisions for the journey. They rowed about one hour to arrive at river mouth and then to continue to the other side of the big island where they arrived after row another hour.

They were very happy to see that the small island pointed on the map was not far from there and they rushed the trip to arrive.

The island was small, there were only a few trees and a small mountain in the center where the map pointed the entrance of the cave, they climbed the boat to the beach of the island and they walked quickly with curiosity, until you reach the entrance. Their happiness was immense because they had found the entrance as it was indicated on the map, but they didn't know what would they find inside the cave, so they entered little worried.

The cave had a hole at the top, which let to see the light then everything was clear, they began looking for something different but they didn't found nothing, only an inscription on the wall that said "You have to know how to choose well something you want, and it can be only one thing and once, then if you try to choose again you will not find anything."

These words called their attention but they still didn't find anything to bring , Mary a bit boring next to stone's heaps in the ground,when suddenly she touch the stone, it became a beautiful doll with gold hair , Charles seeing it , he ran and took another stone which it became in a beautiful little red car. So they began to collect more stones which became very cute toys, and they began to load them into a bag they had brought with them.

Suddenly Mary reminded Charles the wall 's inscription, and she told him it would be better to choose one thing as the inscriptions said, so that Mary chose the beautiful doll with golden hair and leave everything else, but Charles did not want and he continued loading toys until his bag was full.

It was late and they decided to return, the trip was even shorter back to back, when they arrived home they both looked into their bags and Mary found her doll golden hair but Charles just found a lot of stones and a note saying, "Charles for your ambition you've lost your chance to have a nice toy ".

Really sad Charles understood the message while he knew that never again he could not find another toy in the magic cave, but still he was happy because his friend had been obedient and cautious, so she had her doll.

Each one returned at home, Charles to arrive at home he checked his bag and noticed that it weighed less than with stones and reopened it and found the little red car he had in his hands in the cave and a note saying, "Charles even when you are wrong at the first time, the magic of this cave also includes people who understand their mistakes and they are happy by the fate of others, Enjoy it!!

Decide right now!



While waiting to pick up a friend in Medford, Oregon, I had one of those life-changing experiences that you hear other people talk about the kind that sneaks up on you unexpectedly. This one occurred a mere two feet away from me. Straining to locate my friend among the passengers deplaning through the jet way, I noticed a man coming toward me carrying two light bags. He stopped right next to me to greet his family.

First he motioned to his youngest son (maybe six years old) as he laid down his bags. They gave each other a long, loving hug. As they separated enough to look in each other's face, I heard the father say, "It's so good to see you, son. I missed you so much!" His son smiled somewhat shyly, averted his eyes and replied softly, "Me, too, Dad!"

Then the man stood up, gazed in the eyes of his oldest son (maybe nine or ten) and while cupping his son's face in his hands said, "You're already quite the young man. I love you very much, Zach!" They too hugged a most loving, tender hug.

While this was happening, a baby girl (perhaps one or one-and-a-half) was squirming excitedly in her mother's arms, never once taking her little eyes off the wonderful sight of her returning father. The man said, "Hi, baby girl!" as he gently took the child from her mother. He quickly kissed her face all over and then held

her close to his chest while rocking her from side to side. The little girl instantly relaxed and simply laid her head on his shoulder, motionless in pure contentment.



After several moments, he handed his daughter to his oldest son and declared, “I’ve saved the best for last!” and proceeded to give his wife the longest, most passionate kiss I ever remember seeing. He gazed into her eyes for several seconds and then silently mouthed. “I love you so much!”

They stared at each other’s eyes, beaming big smiles at one another, while holding both hands. For an instant they reminded me of newlyweds, but I knew by the age of their kids that they couldn’t possibly be.

I puzzled about it for a moment then realized how totally engrossed I was in the wonderful display of unconditional love not more than an arm’s length away from me. I suddenly felt uncomfortable, as if I was invading something sacred, but was amazed to hear my own voice nervously ask, “Wow! How long have you two been married?”

“Been together fourteen years total, married twelve of those.” he replied, without breaking his gaze from his lovely wife’s face. “Well then, how long have you been away?” I asked. The man finally turned and looked at me, still beaming his joyous smile. “Two whole days!”

Two days? I was stunned. By the intensity of the greeting, I had assumed he’d been gone for at least several weeks – if not months. I know my expression betrayed me.

I said almost offhandedly, hoping to end my intrusion with some semblance of grace (and to get back to searching for my friend), “I hope my marriage is still that passionate after twelve years!”

The man suddenly stopped smiling. He looked me straight in the eye, and with forcefulness that burned right into my soul, he told me something that left me a different person. He told me, “Don’t hope, friend... decide!” Then he flashed me his wonderful smile again, shook my hand and said, “God bless!”

Appendix # 9: Reading comprehension

For the next statement choose the best options

- 1.- The first story is about
 - a. dolphins
 - b. a magic cave
 - c. a ghost
 - d. a sick child

- 2.- The second story is about
 - a. two strangers
 - b. an special boy
 - c. a very vain man
 - d. indians

3. - The first story refers it content about
 - a. drama
 - b. motivation
 - c. love
 - d. fantasy

4. - The second story has a content of
 - a. comedy
 - b. drama
 - c. love
 - d. motivation

5.- The cave was fantastic because

- a. it had a treasure
- b. it had dwarfs
- c. it had magic rocks
- d. it had incredible giant creatures

6. - In the second story one of the man was surprised with the other man

- a. by the affection his family showed to receive him.
- b. by a lot of gift he had for his family
- c. because nobody arrived to the airport to receive him.
- d. because a dog bitted one of his leg.

7.- Two stories are related in

- a. present time
- b. past time
- c. future time

APPENDIX # 10: Song

Count on me by Bruno Mars

Read the song and next listen and complete.

If you ever find yourself _____ in the middle of the sea,
I'll sail the world to find you
If you ever find _____ lost in the _____ and you can't see,
I'll be the light to guide you

Find out what we're made of
When we are called to help our _____ in need

You can count on me like one two three
I'll be _____
And I know when I need it I can count on you like four three two
You'll be there'
Cause that's what friends are _____ to do, oh yeah

Whoa, whoa
Oh, oh
Yeah, yeah

If you _____ and you're _____ and you just can't fall asleep
I'll sing a song _____ you And if you ever _____ how much you really me
An to me
Everyday I will
Remind you

Ooh
Find out what we're made of
When we are _____ to help our friends in need

You can count on me like one two three

I'll be there

And I know when I need it I can count on you like four three two

You'll be _____

'Cause that's what friends are s_____ to do, oh yeah

Oh, oh

Yeah, yeah

You'll always have my _____ when you cry

I'll never let go

Never say _____

You know you can

APPENDIX # 11: Vocabulary from the fantastic cave's story

Hallway

1. A corridor in a building.
2. An entrance hall.

Awakened

1. To wake up: I awakened at 6:00 AM.
2. To become aware of something: He finally awakened to the fact that he was wrong.

Without

1. - On the outside: a sturdy structure within and without.
2. with something absent or lacking: had to do without.

Narrow

1. of small or limited width, especially in comparison with length.
2. limite in area or scope; cramped.

Fate: The supposed force, principle, or power that predetermines events:

Golden: Of, relating to, made of, or containing gold.

Beachfront: A strip of land facing or running along a beach.

APPENDIX # 12: Reading 5

THE MANGO TREE

Once upon a time, there lived a big mango tree. A little boy loved to come and play around it everyday.

He climbed to the tree top, ate the mangoes, he took a nap under the shadow... He loved the tree and the tree loved to play with him.

Time went by... The little boy grew, and he no longer played around the tree.

One day, the boy came back to the tree with a sad look on his face.

“Come and play with me,” the tree asked the boy.

“I am no longer a kid, I don’t play around trees anymore.” The boy replied, “I want toys. I need money to buy them.”

“Sorry, I don’t have money... but you can pick all my mangoes and sell them so you will have money.”

The boy was so excited. He picked all the mangoes on the tree and left happily. The boy didn’t come back. The tree was sad.

One day, the boy grown into a man returned. The tree was so excited.

“Come and play with me,” the tree said.



“I don’t have time to play. I have to work for my family. We need a house for shelter. Can you help me?”

“Sorry, I don’t have a house, but you can chop off my branches to build your house.”

So the man cut all the branches off the tree and left happily. The tree was glad to see him happy but the boy didn’t come back afterward. The tree was again lonely and sad.

One hot summer day, the man returned and the tree was delighted.

“Come and play with me!” The tree said.

“I am sad and getting old. I want to go sailing to relax myself. Can you give me a boat?”

“Use my trunk to build your boat. You can sail far away and be happy.”

So the man cut the tree trunk to make a boat. He went sailing and didn’t come back for a long time.

Finally, the man returned after he had been gone for so many years.

“Sorry, my boy, but I don’t have anything for you anymore. No more mangoes to give you.” The tree said.

“I don’t have teeth to bite,” the man replied.

“No more trunk for you to climb on.”

“I am too old for that now,” the man said.

“I really can’t give you anything... the only thing left is my dying roots,” the tree said with sadness.

“I don’t need much now, just a place to rest. I am tired after all these years,” the man replied.

“Good! Old tree roots are the best place to lean on and rest. Come sit down with me and rest.”

The boy sat down and the tree was glad and smiled.

APPENDIX # 13: Reading 6

JERALD

Jerald loved third grade. He had best time each day in Mrs. Harold’s room. First, they did reading each morning. Jerald loved that class. They read great stories out of the reading books. Some of them were plays and they all took turns acting out the story. They could work in their workbooks. That was fun too. But, there was one big problem in third grade. They had to MULTIPLY in math!



Jerald did not want to spend time each day studying the multiplication facts. They said the multiplications facts in class. His parents called out multiplication facts at home. This was NO fun for Jerald. He liked to add and substract.

He just hated learning the multiplication facts. Then, one morning Mrs. Harold came into the classroom. She was holding a tape recorder, microphone, and a headset. She told Jerald he was in charge of the lesson that day. Everyone was going to be recording the multiplication facts. Jerald loved this! It was just like being a star holding that microphone. He held it out so everyone could be herard. Mrs. Harold told Jerald to make sure he told the class to go home and study because they would record the lesson again the next day. Jerald went home and learned each and every facts. He wanted to make sure he could answer each one the next day. Multiplication was great Fun!

Questions

1- I which grade was Jerald?

- a. - first
- b. - second
- c. - third
- d. - Kindergarten

2. - What was Jerald favorite subject in school?

- a. - Math
- b. - Science
- c. - Writing
- d. - Reading

3. - Why did Jerald hate multiplication?

- a. - It was too hard
- b. - It was too easy
- c. - It was no fun
- d. - It was too long

4. - Why did Jerald like recording the multiplication facts?

- a. - He felt like a bad person.
- b. - He felt like a star holding the microphone.
- c. - He wanted to write stories about the class.
- d. - He liked his friends

5. - Do you think this would be fun in your class?

Why do you think this?

APPENDIX # 14: Photos

Survey to teachers



**Students follow instructions
before each reading strategy**

Survey to students



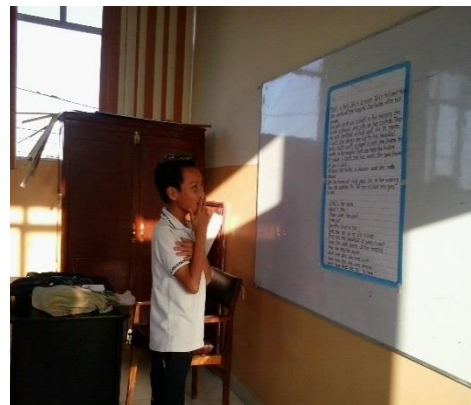
Students discussing each story



**Students in the laboratory observing pictures
about reading in the projector**



**Students comparing
definitons in the game.**



APPENDIX # 16: Urkund Certificate

UNIVERSIDAD ESTATAL PENINSULA 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 30 de Marzo 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 de la señorita: **CINDY ESTEFANIA LINO CHACÓN** una vez pasado el debido proceso de revisión en el servicio Urkund, en el cual se detectó el 1% 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 completa cindy capitulos.docx [D13355028]

Alrededor del 0% de este documento se compone de texto más o menos similar al contenido de 1 fuente(s) considerada(s) como la(s) más pertinente(s).

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