PENÍNSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF SCIENCES OF EDUCATION AND LANGUAGES

ENGLISH LANGUAGE TEACHING CAREER

TOPIC:

"DIDACTIC GRAPHIC TECHNIQUES TO ENHANCE READING COMPREHENSION IN STUDENTS OF EIGHTH GRADE AT UNIDAD EDUCATIVA "JORGE BAREK", LA LIBERTAD, SANTA ELENA PROVINCE, 2016-2017"

RESEARCH PAPER
AS A PREREQUISITE TO OBTAIN A:
BACHELOR' S DEGREE IN ENGLISH

AUTHOR:
ZOILA STEFANÍA RIVERA LACA

ADVISOR:
LCDO. BYRON VILLACRESES SANTILLÁN, MBA.

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CARRERA DE LICENCIATURA EN INGLÉS

TEMA:

"DIDACTIC GRAPHIC TECHNIQUES TO ENHANCE READING COMPREHENSION IN STUDENTS OF EIGHTH GRADE AT UNIDAD EDUCATIVA "JORGE BAREK", LA LIBERTAD, SANTA ELENA PROVINCE, 2016-2017"

TRABAJO DE TITULACIÓN

Como un pre-Requisito para obtener el título de:

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AUTOR:

ZOILA STEFANIA RIVERA LACA

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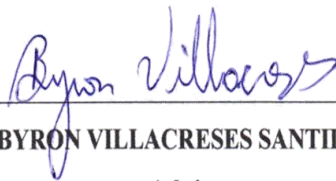**LA LIBERTAD – ECUADOR**

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In my role as advisor of the research paper under the title **"DIDACTIC GRAPHIC TECHNIQUES TO ENHANCE READING COMPREHENSION IN STUDENTS OF EIGHTH GRADE AT UNIDAD EDUCATIVA "JORGE BAREK", LA LIBERTAD, SANTA ELENA PROVINCE, 2016-2017"**, prepared by **ZOILA STEFANIA RIVERA LACA** undergraduate student of the English Teaching Career, Faculty of Education and Languages at Península of Santa Elena State University, I declare that after having oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

_____

LCDO. BYRÓN VILLACRESES SANTILLÁN, MBA.

Advisor

STATEMENT OF AUTHORSHIP

I, **ZOILA STEFANIA RIVERA LACA**, with ID number 092841822-7, undergraduate student from the Peninsula of Santa Elena State University, Faculty of Sciences of Education and Languages, as a prerequisite to obtain a Bachelor's degree in English, in my role as author of the research paper **"DIDACTIC GRAPHIC TECHNIQUES TO ENHANCE READING COMPREHENSION IN STUDENTS OF EIGHTH GRADE AT UNIDAD EDUCATIVA "JORGE BAREK", LA LIBERTAD, SANTA ELENA PROVINCE, 2016-2017"** certify that this research is of my authorship, except for the quotes and reflections used in this research paper.
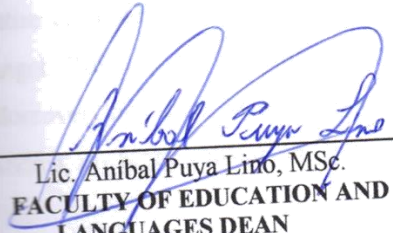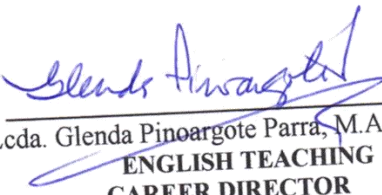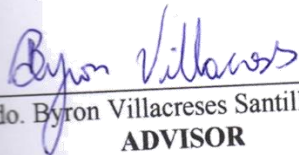
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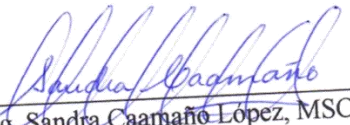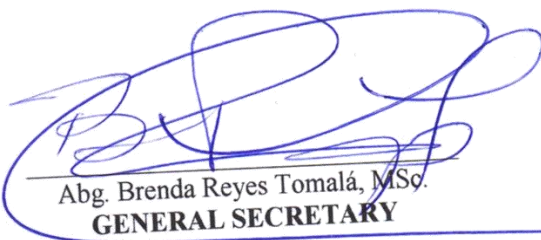**ZOILA STEFANIA RIVERA LACA**
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DEDICATION

This thesis work is dedicated with much love and gratitude to those people who have been a guide and the main source of support and motivation to me during my entire personal and academic life; to my parents Saby Laca, Guillermo Rivera, Angel Rosales and to my grandparents Enrique Laca and Norma Guale. Moreover, this work is also dedicated to other important relatives; my sister Andrea, my brother Sahid, and my two uncles and to my aunt.

Zoila

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I wish to express my eternal gratitude to many special people who have been part of the development of this work. First and foremost, I have to thank God for guiding my steps and becoming my dreams in real experiences. I also have to express my gratitude to my dear parents because they have modeled a person with ethical and moral values that I am right now, without their support and encouragement I could have never achieved this academic goal and I would like to extend my especial recognition to a special friend José Carvajal who has always been there when I needed him the most.

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ZOILA
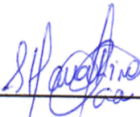
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The content of the following graduation work is my responsibility; the intellectual property belongs to Peninsula of Santa Elena State University.

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Zoila Stefania Rivera Laca

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ABSTRACT

Reading comprehension is quite important in the development of language learning acquisition because it is the basis of the interpretation, regardless of its extension, this skill is applied not only at the moment of reading but also when students need to study and incorporate new knowledge, being an exercise that people perform even in a constant and automated way. Graphic organizers are useful strategies for students because not only include words but also visual images becoming very effective for students. "Didactic Graphic Organizers to Enhance Reading Comprehension Skills in Students of Eight Grade at Unidad Educativa "Jorge Barek", La Libertad, Santa Elena Province, 2016-2017" has the purpose of helping teachers through several readings with didactic graphic organizers in order to include them in their everyday classes; In addition, this research is intended to demonstrate that teachers also have the needed imagination to design readings able to help students in the improvement of this necessary skill which is reading comprehension.

The methodology applied in the present work was through surveys directed to students in order to gather the necessary data, it was also important to interview specialist professors from *YACHAY University* of *Experimental Technological Research* and from a professor of Casa Grande University, in order to get information that may help to this research.

Keywords: Reading Comprehension, English Language Learning, Graphic Organizers, Reading.

INTRODUCTION

Common instructional practices can create barriers to engage reading and comprehension development in adolescents. In today's society reading comprehension ability should be an important skill to develop because in this globalized world people must be able to think and make decisions using reasoning. Nowadays, Education demands the use of new techniques, methods and strategies which contribute students to develop their reading comprehension skill; this research paper is focused on the importance of reading comprehension and the use of different strategies which are helpful for teachers in order to reach the enhancement of it.

Reading comprehension has become an oppressive, annoying and boring task for students, nowadays. For this reason, teachers have to innovate strategies in order to introduce students to the world of reading in an enjoyable way. The adequate application of methodological strategies will support students to have a good level of reading which is needed for becoming literate.

The elaboration of this investigation was divided into five chapters which are mentioned and described below:

Chapter I-The Problem: this chapter provides details about the statement of the problem, the critical analysis, the significance of the problem, general and specific objectives of the investigation.

Chapter II-Theoretical Framework: this chapter describes all the theories of important authors and previous researches that support the investigation topic. It also gives details about the philosophical, psychological and legal basis of this work, and the research hypothesis.

Chapter III-Methodology: it explains the methodological strategies applied during the investigation in order to get a successful work. This chapter also includes the

level of research, population, techniques and instruments used to gather relevant information about the investigated topic, data collection with the respective analysis and interpretation, conclusions and recommendations.

Chapter IV-The Proposal: this chapter describes the solution for the problem and it analyses the outcomes of this investigative work.

Chapter V-Administrative Framework: this chapter establishes the budget, timetable and bibliographical resources for this research.

CHAPTER I

THE PROBLEM

1.1 Title

"DIDACTIC GRAPHIC TECHNIQUES TO ENHANCE READING COMPREHENSION IN STUDENTS OF EIGHTH GRADE AT UNIDAD EDUCATIVA "JORGE BAREK", LA LIBERTAD, SANTA ELENA PROVINCE, 2016-2017".

1.2 Statement of the Problem

English is a universal language and nowadays due to the globalization it is practically mandatory to learn it in many countries since it is important to establish relationships with people around the world whether for businesses, studies or science. English has become quite important for people's life but in order to succeed the person should develop the four main skills: listening, speaking, reading, and writing.

The traditional paradigm of Education has left abysmal consequences, which so far they have not been overcome, even nowadays when education is focused on students by applying active methodologies to reach a meaningful learning, this traditional model keeps influencing this is why students read without understand and as a result they can develop reading comprehension skill. Since people use comprehension skills every day either through conversations or reading written texts, the improvement of reading comprehension ability is an important problem for education in Ecuador.

Unfortunately, in Ecuador, there are several problems in the English language teaching process; in fact, the Ministry of Education reports that students have a low level of English. According to the Ministry of Education in Ecuador, students have

a low level of English, and there are problems with the development of reading comprehension in Spanish and this will be even more difficult to improve in English. Moreover, according to The Centro Regional para el Fomento del libro en America Latina y el Caribe (CERLAC) and the Instituto Nacional de Estadísticas y Censos (INEC,) in a survey made in 2012, Ecuador is placed in the one of the last positions of those countries which do not have reading habits. It was reported that 27% of citizens do not have reading habits, 56.8% is not interested in reading and 31.7% do not have time to read.

Santa Elena is a rich in touristic places province. People from this province are in constant contact with English-speakers and that is why they need to have, at least, a little English knowledge. The authorities of education are improving the English teaching means; they want students to evolve the four English skills in order to put in practice what they learn. Reading is one of the four skills in the English language and most students have problems with it. Students do not have good habits of reading and due to this; they have serious problems at thinking critically and analytically.

Unidad Educativa "Jorge Barek" is an institution that has been focused on the correct development of the students for fifty-eight years and this includes the better learning of English in its learners. Unfortunately, because of many facts, scholars have had many difficulties to improve their English level; it could be because some of them have a wrong conception about what reading is. They think that reading is a waste of time, without realizing that reading brings many benefits for them in the academic field, for example: the development of critical thinking, the increase of vocabulary which will allow them to have a fluent conversation or share information in an appropriate way using formal words. The reality is that students do not know how to read, they get bored easily and feel asleep at the moment they start reading; they do not have a reason to read.

To conclude, the upgrading of reading comprehension in students of first year high school is the goal to achieve. The design of graphic organizers are useful strategies to keep learners engaged in their learning because these include both words and visual images thus, learners will feel stimulated to read for pleasure not for obligation. Obviously, they will practice and improve their reading comprehension skill through readings related to their ages and topics of real interest to adolescents.

1.3 Contextualization of the Problem

There are problems with the development of reading comprehension in Spanish and, therefore, it will be even more difficult to improve it in English. This problem could be because of diverse reasons. Students of tenth grade from Unidad Educativa "Jorge Barek" have faced serious problems in their English language acquisition. Some of these reasons were illustrated in the following problem tree:

Illustration Nº 1: Problem Tree Analysis

Students read mechanically without understanding	Students get distracted	Students are not focused in the reading activity	Students get bored	Students do not comprehend meaning nor context of the reading passages

Students do not develop their reading comprehension ability correctly

Students do not have reading habits

Students do not understand what they are reading

LOW PROFICIENCY OF READING COMPREHENSION IN STUDENTS OF EIGHTH GRADE AT UNIDAD EDUCATIVA "JORGE BAREK"

Teachers apply inappropriate teaching methodologies

Lack of didactic materials for practicing reading comprehension

Students do not have enough knowledge of vocabulary and grammar

Traditional methodologies

Readings from books are not interesting for

Readings are not related to their educational

Very weak decoding ability with unfamiliar

Difficulty to follow meaning of a sentence

Author: Zoila Stefanía Rivera Laca

As it was illustrated in the problem tree above, there are different reasons for the low proficiency that students have in their reading comprehension skill. The lack of reading materials in public and private schools, the absence of reading habits in families or, because some teachers still do not notice that reading is indeed one of the most important tools for knowledge development in education represents principal reasons for this problem.

The lack of resources for the practice and development of reading comprehension skill is a different reason for the problem. In some cases, readings from English textbooks are not related to students' interests because topics are not interesting. Consequently, students do not have reading habits and during reading sessions carried out into the classroom they get distracted and bored and unfortunately, they do not focus on the activity and do not develop their critical and analytical thinking.

Additionally, students do not have a good knowledge of vocabulary and grammar. These two aspects are important at the moment of reading since they allow learners to comprehend the text in an easier way. The low vocabulary and grammar knowledge is the main reason for the misunderstanding of written sentences and students are not able to decode information. Therefore, students are not able to analyze and provide an analytical thinking.

It is important to mention that developing reading comprehension also involves the development of students' critical ability which it is a tool that is not going to be used only in the educational atmosphere but also along their lives. Unidad Educativa "Jorge Barek" is an institution which seeks not only that their students acquire new knowledge, but also a critical thinking ability, that is why they are willing to implement new teaching techniques.

According to a new disposition of the Ecuadorian government, students must acquire a level of English where they can be able to understand and communicate with others but due to many factors such as the lack of material or the fact that

books do not have enough readings it is difficult to achieve this goal. Graphic organizers are interesting strategies, easy to understand and using standards of selection and prioritization they may be used for teaching students to think.

1.4 Research questions

- What are graphic organizers?

- How many types of graphic organizers are there?

- What is the importance of improving reading?

- Why is it necessary to develop reading habits?

- What are the benefits of learning reading comprehension?

- What activities can help to improve reading comprehension?

1.5 Significance

Reading comprehension is the act of understanding the piece of writing you are reading. It is a fundamental pillar in the learning process of the English language and the rest of it. It is a complex process, but quiet helpful for students because they may be able to think in an analytical way and increase their knowledge. It is important to recall that without comprehension students will be just reading pieces of writings from journals or books, etc. but the problem is that students will not interpret the context and meaning of the information from those written pieces. The design and application of graphic organizers is a way to achieve this objective. Students of first year will work on the reading comprehension ability which for some of them is hard to achieve because of the topics that are not related to their areas of study or simply because they are not interested in some topics. That is why this guide will include several readings that are going to be engaging for students

which for sure it will increase their enthusiasm for reading because it will include trendy topics. Learners at Unidad Educativa "Jorge Barek" will increment their desire of reading at any moment of their lives wherever they are. As a result of this, teachers and students will enjoy the classes due to the active participation making analysis and sharing ideas freely.

To finish, this paper is viable because of the approval and support of the main authorities at Unidad Educativa "Jorge Barek" and students of first year. Moreover, the investigator has the predisposition to work on this assignment having enough materials, resources and tools to accomplish with this task.

1.6 Research objective

To evaluate the influence of graphic organizers application focused on the enhancement of the reading comprehension skill of students of eighth grade from Unidad Educativa "Jorge Barek"

1.7 Idea to defend

The creation and application of graphic organizers as didactic and motivational resources will enhance the reading comprehension skill of students of eighth grade from Unidad Educativa "Jorge Barek".

1.4.1 Specific tasks

- To diagnose the significance of graphic organizers application during the reading comprehension instruction and practice through the development of the theoretical framework based on diverse theories and investigations from different authors.

- To analyze the data collected through the application of different sources of information collection, such as, surveys, interviews, and others.

- To design and implement a booklet with graphic organizers for enhancing reading comprehension skill of eighth grade students.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Previous research

2.1.1 How children learn reading

Nation (2008) establishes that children are prepared for reading at an early age by listening to stories, being read to, and interacting with adults and others about the stories they hear. This is done not just with the objective of preparing a child for reading but as a way that parents and others interact with, show affection for, and entertain and educate children. The interaction involves asking questions about what is going to happen in the story, getting the kid to complete sentences in a known story, talking about the most interesting parts of the story.

When native-speaking children start to learn reading, they already have a vast vocabulary knowledge which includes most of the words they will meet in early reading. Moreover, they have a good control of grammar of the language, have knowledge of books and have had several stories read to them. English language learners often have problems at developing reading skill because of the lack of language knowledge. An essential part of this skill is the ability of being able to recognize written forms and to connect with their spoken forms and their meanings.

2.1.2 National Reading Panel

The National Reading Panel was formed in 1997 in the United States of America by the department of education and the national institute of child health and human development, in order to determine the procedure of how a child learns to read. The members of the panel finished the investigation in 2000 and published the results. Panelists stated that in order to become a good reader, children must develop certain skills: phonemic awareness, phonic skills, the ability to read words in texts accurate

and fluently, and the ability to employ comprehension strategies deliberated when they read.

The National Reading Panel committee also emphasized that guided oral reading is an important item for developing reading fluency; this means learners must be able to read with efficiency and ease. The application of this strategy provides learners the opportunity to read out aloud, to parents, teacher, classmates, etc. who can check mistakes and provide feedback. On the other hand, the panel was unable to determine the efficiency of reading silently to upgrade reading skill. Reading silently to oneself would lead to fluency improvements, but the members of the panel did not make a final conclusion about the benefits of applying this strategy. However, there are several studies conducted on efficiency of silent independent reading and other instructional processes to fasten the fluency and the ability to read with property; the problem is that, these studies cannot differentiate if independent silent reading upgrade reading skill or that good readers just prefer to read to themselves more than poor readers.

2.1.3 Reciprocal teaching strategy

Reciprocal teaching, a metacognitive strategy for excellence, is an instructional procedure created originally to enhance the reading skills of children. During this activity, a teacher and a group of students take turns to lead a dialogue in order to reveal the meaning of a text. The person who manages the dialogue assumes the role of the teacher, and he/she is in charge of summarizing the content, making question about the meaning of the text , clarifying any misunderstanding and predicting the following part of the content. Reciprocal teaching allows the development of strategies which foment the comprehension and aim students to monitor their own activity.

2.1.4 Reading engagement

Wide evidence indicates that when a teacher generates a good condition; it means a satisfactory environment, students get engaged and their level of reading comprehension increases successfully. Students are engaged readers when they read constantly for interest, enjoyment and learning. The center of engagement is the desire to obtain knew knowledge of a topic, to follow the excitement of a narrative to expand the experience through prints. Engaged readers can find books of personal relevance and make time for reading them. Furthermore, benefits to readers may occur through their satisfaction in possessing valued information about a topic that places a fundamental role in their own sense. Readers are curious and involve in a literate life style.

2.1.5 How to teach reading

Fry (2005) claims that there are six steps for teaching reading:

Step one: Determine the reading ability of students; recognizing student's reading level is the first thing to determine, it is important to find out the material level a student can read successfully.

Step two: Select the appropriate material for the students to read; after the teacher has determined the reading level of students, he/she has to select or create reading material for the adequate level. The teacher can identify the adequate level for any story students can read.

Step three: Have students read aloud silently and comprehensively; after the teacher has found the students' reading proficiency and matched it with the correct material, it is important to ask the students to read aloud, helping them as often as necessary. Silent reading must also be practiced and the teacher provides help if needed. This process can be done alone or in small groups. A strategy which may

be applied is rereading the same passage several times to upgrade fluency with each rereading.

Step four: Teach Vocabulary; in order to define the proper vocabulary and its order of presentation for teaching reading, much work has been done in the reading field. This is the strong point of most principal traditional series of reading texts; they start with few words in the first little book and increase the vocabulary load gradually. Teaching vocabulary represents an important aspect for improving reading. Students must recognize words from a text in order to understand it.

Step five: Develop phonic skills; a phonetic language means that letters and letter sounds have regular speech sounds. Phonic skills are a support to any student who is learning how to read. They are also helpful in spelling lessons and when using a dictionary. Fry (2005) agrees that phonics instruction should begin at kindergarten and some activities to practice it are; playing with letters, coloring them, mentioning their sounds and with phoneme awareness exercises like poems that make emphasis on various speech sounds.

Step six: Writing, Speaking, and Listening; in many cases teachers use to separate reading and writing into two different lessons. Now it is common to have both reading and writing as part of the same lesson. A strategy consists on encouraging students to write compositions of their own reading material, a story written by students can be a real creative outlet.

2.1.6   Children's reading motivation

There are several principles that can help teachers to motivate students. According to Wigfield and Guthrie (2013)"motivation is stimulated for the reading environment in which students find themselves". It means that tasks should not be too difficult for students, this way they can face a challenge in accomplishing them. If it is too difficult, student´s motivation decreases; the same happens if the task is too easy. Teachers should always change the way they present activities in order to

engage the student´s attention; at the same time, the class environment and classroom routine should always be changing. The use of rewards can also help teachers to motivate students.

Children´s motivation is crucial for reading engagement, the use of these practices can help students to develop self-confidence and become self-directed readers.

2.1.7   English language teaching in Ecuador

English Language Learning in Ecuador is no longer just a luxury for an elite class, but an essential right in education because speaking English language today has many advantages, both occupationally and academically. Since 1992 Ecuador is seeking "a substantial improvement and lasting of English language teaching at secondary level" as it is stated in the English Curriculum Reform.

According to the Ecuadorian Ministry of Education:

Taking into consideration the Common European Framework of Reference for Languages (CEFR) the following levels are established:

- Toward the end of 9th year of Educación Básica General students should acquire level A1.

- Toward the end of 1st year Bachillerato students should acquire Level A2.

- Toward the end At the end of 3rd year Bachillerato students should acquire Level B1.

English language is mainly essential since it provides students with necessary tools, allowing the access to information. The development of language skills is the main focus of the fundamental objectives of learning English.

English learning is based on four skills: listening, speaking, writing and reading. All of these skills work together in order to succeed and acquire the language correctly. According to Israel and Duffy (2014),"reading is frequently thought as a combination of skills, from individual letters processing and their associated sounds, to word recognition to text-processing competencies". It means that reading is extremely essential when students are learning English as a foreign language and the most important skill to master because it allows increasing their vocabulary, which is why educators should be able to encourage the learners to read because this way, language improvement and communicative skills will influence. In order to succeed, learners should practice reading textbooks, magazines, articles or journals in English because it allows to acquire new vocabulary and helps them to practice reading comprehension gathering the most important ideas from the text.

Most high schools inside the country have a low level of English, especially when referring to reading skills; students have a low English reading ability. This can be produced by many factors such as: the lack of reading resources, the deficiency of a strong reading culture, the lack of motivation or because some teachers do not have good strategies for teaching the subject. It seems that the biggest problem is that teachers are only focused on making students learn how to pronounce some basic words, and they can read a text. At this point, basically, what teachers do to evaluate students is to assign a page with a reading and the students only have to read, because of this there is a poor development of comprehensive reading.

Israel and Duffy (2014) establish that reading comprehension requires fluid articulation of all these processes, beginning with the sounding out and individual words recognition to the understanding of sentences in paragraphs as part of much longer texts. There is instruction at all of these levels that can be carried out so as to increase student understanding of what is read. They also state that reading comprehension goes beyond just reading a text, students should read, understand what is being read and give an opinion about it.

One important form to develop reading comprehension in students is through graphic organizers because teenagers are more visuals. Teachers should take advantage of that and start teaching through the use of graphic organizers. Orlich, Harder, Callahan, Trevisan, and Brown (2012) state "teachers must use different teaching strategies, such as, graphic organizers because they help learners to understand the unconnected fragments of information. Graphic organizers provide visual structure for organizing and relating main ideas and concepts." Little and Akin-Little (2014) state that students will organize the information and make connections in order to understand the reading.

Graphic organizers are illustrations that facilitate the knowledge, also they indicate the important aspects of content and at the same time they provide a guide which help students to become autonomous and able to direct their own learning. For this reason graphic organizers are important because they facilitate the acquisition of knowledge and at the same time critical thinking is being developed. According to Russell, Waters, and Turner (2013) graphic organizers can be used before, during and after classroom activities. National Reading Panel (2000) added graphic organizers in the list of successfully instructional tools to enhance reading comprehension skills. There are visual, auditory and kinesthetic students, graphic organizers can be used for all of them. For visual it generates a graphic illustration of the content, for auditory students graphic organizers can become the focus of a debate with their other partners and for kinesthetic this activity requires of a creative procedure where body movement can be used. Snowman and McCown (2014) states that researches in pedagogy and psychology have shown that visual strategies are the most efficient methods to develop reading comprehension ability in students. This occurs because graphic organizers help learners to organize the content in a way that makes it easy to understand.

2.2 Philosophical basis

2.2.1 Discovery learning theory

Bruner (as cited in Legge & Harari, 2000) promotes Discovery learning showing that the principal point is that learners discover by themselves the correct structure of what they are going to learn. It is considered that learning is accomplished inductively, based on specific examples to reach generalizations that students must discover. Discovery learning encourages the increase and use of creative thinking skill, including feelings, dogmas and intentions of students.

According to Yount (2010), it is more possible that students remember concepts if they discover them, apply them to their own knowledge base, and structure them in order to fit into their own circumstances and life experience.

This constructivist method has three main characteristics:

- Students are engaged in investigations and problems solving to generate, integrate and extract knowledge.

- Students learn at their own rhythm determined by their own interest.

- Previous knowledge is the basis to construct new knowledge. (Gijlers & Jong, 2005)

2.2.2 Meaningful learning

Ausubel (as cited in Semonsky & Spielberger, 2004) asserted that learning is not a passive assimilation of literal information because it makes a transformation to the subject and structure. Ausubel thought that students were an active processor of information, and used to say that learning could not be reduced to simple rot actions. Novak (2010) mentions that meaningful learning is a procedure in which new

material is connected to an existing piece of an individual's knowledge structure. In meaningful learning, new material is connected previously to higher order concepts and ideologies in the cognitive structure by either derivative or correlative Subsumption.

2.2.3 Zone of proximal development

Vygotsky (as cited in Van der Veer, 2014) points out that this theory states a more accurately learning ability and provides the educator an implement through which the internal course of development can be understood; in the learning ability of a student two levels can be distinguished: the first one refers to what the student can do by his/her own and the second one refers to what he/she can do with help. Furthermore, Seel (2011) expresses that this theory not only allows us to delineate the immediate future of the student but also what is in the progress of maturating. Vygotsky describes the zone of proximal development as a space among a child´s actual developmental level and the child´s level of possible progress. It means that in the correct circumstances the cooperative social collaborations between peers, can stimulate and support intellectual development of children and provide a more advanced thinking and language skill than those that perform as individuals.

2.2.4 Subsumption theory

Ausubel (as cited in Semonsky & Spielberger, 2004)determines that students can learn if the new ideas are connected with previous knowledge; one of the principal processes in learning is Subsumption where the recent knowledge is connected to important ideas in the existing cognitive structure. Ausubel highlights that graphic organizers work as a bridge among the existing ideas and the new information. Basically, this theory is focused in acquiring new knowledge based on the premise of already learnt knowledge.

2.2.5   Dual coding theory

Nilson (2010) establishes that the memory process is the information in a verbal and visual form, together decodes the information and it helps to understand and retain the information. It refers to the way how visuals work together with the text, the brain processes and keeps verbal and visual information in different cognitive spaces, so when the new knowledge is presented with additional material such as visuals or audio, learners process it twice.

2.3   Pedagogical basis

2.3.1   Constructivist approach

According to Piaget(as cited in Walsh, Teo, & Baydala, 2014), students learn and develop their skills from experience and developing knowledge structure. The Ecuadorian educational system is currently based in the constructivist approach which emphasizes that students need to be involved in order to reflect their own learning; it is focused on how students construct their own knowledge and understanding through the experimentation and reflection. This approach collects several teaching methods where both teachers and students have the possibility to interact in the construction of knowledge and learning. Bloom (2008) makes the point that constructivism highlights a learner centered approach where students control what they are learning.

Although Piaget (as cited in Walsh et al., 2014) did not mean, his research had repercussions in the educational field, these were unavoidable due to the knowledge that teachers expect to acquire and must be adapted to the cognitive structure. To emphasize student activity as a condition, teachers became spectators of their students and their self-discovery processes. Learning is a process where students are the center of this course not only assimilates but also transfers knowledge and experiences using different behaviors in different situations, for this reason teacher becomes a guide while the leading role is taken by the student.

2.4 Fundamental categories

2.4.1 Reading

Cain (as cited in Cook, Lorch, & Jr, 2015) mentions that reading is an essential ability, it includes organization of a variety of skills, approaches and knowledge. Reading is an extraordinary achievement when the number of level to acquire this is considered, because to read we must take into account phonemes, morphemes preposition and stylist features.

2.4.2 Importance of reading

Students who read every day develop a broader vocabulary and at the same time improve their ability to write well, develop a better understanding and increase the general knowledge because learners are exposes to an extensive vocabulary. Reading works out student's brain, because it strengthens brains connections and at the same time new connections are built.

Reading helps students to improve concentration and imagination. When learners read, their brain translates the description of places or things into pictures.

2.4.3 Types of reading

Previewing: Freedman (2013) determines that previewing involves checking the titles, headings etc. in order to have an idea of the content.

Predicting: Using the subject matter, picture or authors in order to make a prediction about the reading. According to Grimmes (as cited in Farwell & Teger, 2012), predicting is supposing, and it is an educated guess.

Skimming: Freedman (2013) determines that skimming involves reading fast in order to get the general overview of the text.

Scanning: Freedman (2013) also establishes that scanning is to look a reading with the purpose to locate a specific fact or find information, it is useful for finding specific names, numbers, or facts.

Detailed reading: Hickey (2013) mentions that detail reading is focused on the understanding of the text, it is an active reading where the reader includes an initial skimming of the text to get a general idea and then reads word by word in detail in order to understand the whole text and to know the information that it needs

Intensive reading: It is useful for students who want to develop skills in vocabulary because it is a slow reading, this way students can stop and search in the dictionary the unknown words. (Wang, 2011)

Extensive reading: Wan and Liao (as cited in Bárcena, Read, & Arus, 2013) determines that this approach is focused on the understanding of the whole text that is being read, in contrast to intensive reading because the reader does not stop to look up for unknown words.

2.4.4   Reading comprehension

Woolley (2011) states that "reading comprehension is a constructive and reconstructive process that is not only influenced by the text and the task demands, but is very much determined by personal factor within the reader" (p14). Likewise, Osborne (as cited in Fisher & Frey, 2013) determines that at the same time the reading comprehension problem arises because students are focused on understand each of the words instead of getting the general idea from the text.

2.4.5 Graphic organizers

Hibbard and Wagner (2013) state that "a graphic organizer is a diagram that represents a relationship directed by a thinking-skill verb" (p117). Graphic organizers are active techniques of learning which represent concepts and visual schemes. These techniques are used to organize and represent information visually: it has to include definitions and relation which are linked to form prepositions.

2.4.6 Importance of using graphic organizers

The function of a graphic organizer is to provide students the correct support at the moment when they are processing the information. Graphic organizers are worth it to construct knowledge and develop thinking abilities of higher levels which permit to process, organize and prioritize new information, to identify wrong ideas and to visualize patterns and interrelations between different concepts. In addition to that, graphic organizers support students organizing ideas and thoughts, see relationships and retain information. Perez (2013) states the use of graphic organizer assists students in holding and transmitting knowledge giving students the opportunity to visualize the material that is being learnt and finally, it triggers a higher–level thinking skill in students, helping learners to link the previous and new knowledge.

2.4.7 Classification of graphic organizers

Although there are several combinations of graphic organizers, most of them are categorized into four groups:

Conceptual organizers: Novak (2010) mentions that these kind of graphic organizers are commonly used to promote student's critical thinking about concepts and features. Concept maps encourage learners to openly organize and make public their knowledge, also help them to get engaged with the content and use their critical thinking skills.

Cyclic organizers: Gurian, Stevens, and King (2010) determines that this kind of graphic organizers are normally used to understand a sequence of facts during a process. It is used to demonstrate in what way one step follows another, it is used for something that does not have a beginning, middle or end

Sequential organizers: It is used for events that have a start and end, normally chronological events, cause-effects or problem solutions; it helps to picture how the problematic in the story has been established. (Gurian et. al, 2010)

Hierarchy diagram: It helps students to superordinate and subordinate the categories of a topic, and separate a fact according to levels.

2.5   Legal basis

Constitution of Ecuador

Art. 26. - Education is an indispensable right of people along their lives, and the state must be in charge to accomplish this right and ensure the equity and social inclusion of people.

Art. 27. - Education will be focused in the human being, respecting human rights, including and education of quality without matter the gender, the critical sense and competences skills will be developed.

Art. 343. - The national education system will develop student's capabilities and potentials in order to facilitate the correct learning and application of their learning.

Code of Children and Adolescence

Art. 37. -Children and adolescents have the right to a quality education that guarantees their access to education, respecting their culture ,ethical , moral and

religious convictions, the state have the obligation to provide teachers and resources in order to develop student's knowledge.

ART. 38. – It describes that one of the main objectives of the educational program is to develop critical thinking in students.

2.6   Hypothesis

The use of didactic graphic techniques will enhance the reading comprehension ability in students of first year high school at "Dr. Luis Célleri Avilés", La Libertad, Santa Elena, 2015-2016

2.7   Variables of study

Dependent variable: Reading Comprehension.

Independent variable: Didactic graphic techniques.

CHAPTER III

METHODOLOGY

3.1   Research design

The action research was implemented at Unidad Educativa "Jorge Barek" from La Libertad, Santa Elena province especially on students of eighth grade. In order to achieve the objectives of this research paper, it was necessary to define a plan to ensure the achievement of results. The researcher followed different processes to understand the deficiency in eight grade students' reading comprehension; the research design allowed understanding the elements of studies, and leading the process suitably.

Illustration Nº 2: Plan of Research Design

RESEARCH DESIGN PLAN	
1	Identification and description of the problem
2	Theoretical formulation of the research problem
3	Definition of the design research
4	Selection of the population and sample
5	Determination of techniques for collection data
6	Analysis and interpretation of the collection data
7	Presentation of the results
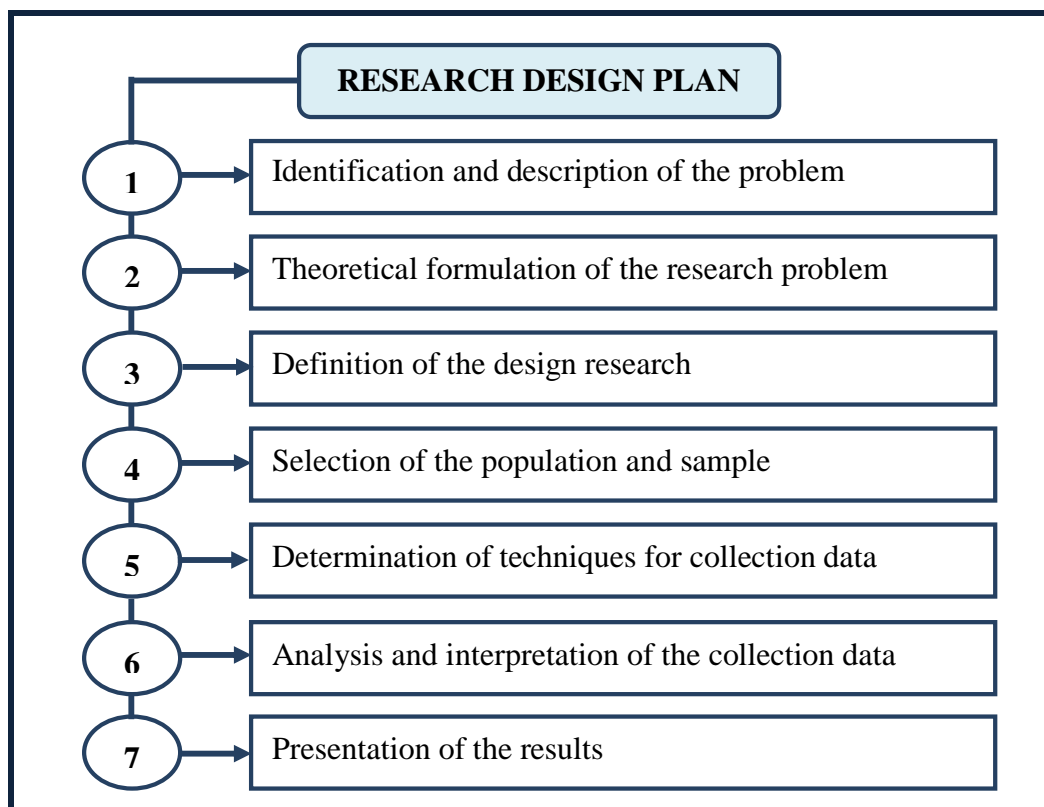
Author: Zoila Stefanía Rivera Laca

Likewise, the design of this research paper was based on the implementation of the qualitative approach producing results and solutions to the problems in students of eighth grade at Unidad Educativa "Jorge Barek" located in La Libertad from the province of Santa Elena. The results were obtained through the application of observation sessions, interviews to specialists, principal and English teacher from the educational institution previously mentioned, and surveys to eighth grade students.

3.1.1 Qualitative Method

The qualitative method refers to the collection of data and its presentation without statistics. It often categorizes data into patterns as the primary bases for organizing and reporting results. It refers to the description, analysis, and interpretation of the information obtained in a narrative way. Furthermore, qualitative research involves the following techniques for the collection of useful information: observations, notes, and interviews.

This research paper used this method, in order to collect information about the current proficiency level of eighth grade students in their English language reading comprehension skill from Unidad Educativa "Jorge Barek", Additionally, the use of camera to collect valuable audio and video was necessary during the implementation of these collection techniques.

3.2 Population and Sample

3.2.1 Population

The population considered in the development of this investigation were the principal, english teacher, and eighth grade students from Unidad Educativa "Jorge Barek", and two English language experts.in order to provide a more detailed description of the population, here is the chart:

Chart Nº 1: Population Description

Nº	DESCRIPTION	QUANTITY	PERCENTAGE
1	Principal of Unidad Educativa "Jorge Barek"	1	5%
2	English teacher of Unidad Educativa "Jorge Barek"	1	5%
3	Eighth grade students of Unidad Educativa "Jorge Barek"	16	80%
4	English language experts	2	10%
	TOTAL	**20**	**100%**

Author: Zoila Stefanía Rivera Laca
Source: Secretary Department from Unidad Educativa "Jorge Barek"

3.2.2 Sample

Since the population size is manageable (sixteen students), the 100% of the population was taken into account for the development and implementation of this investigative work. No sample size formula was required.

3.3 Data collection

In order to collect useful information, the application of different techniques and research tools were necessary.

3.3.1 Techniques

3.3.1.1 Survey

Surveys were used as a technique in order to gather specific information from the sixteen students of eighth grade through direct questions regarding the reading comprehension problem and the proposed solution. This technique was applied on

November 30th, 2016 and it allowed the researcher to obtain significant results about the importance of reading comprehension and the necessity of using a good strategy in order to improve the teaching process of students of eighth grade. These results provided precise information about the studied topic.

3.3.1.2 Interview

This technique was directly applied to the principal of Unidad Educativa "Jorge Barek" Lcdo. Luis Rodríguez Figueroa on December 1st, 2016. The English teacher (Lcda. Clara Roca Matías) was also interviewed on December 1st, 2016. Furthermore, two English language experts were interviewed in different dates; MSc. María Rossana Ramírez Ávila (coordinator of the Mastery Degrees at Casa Grande University) on December 23rd, 106, and MSc. Hilda Gabriela Portilla Torres (English professor at University of Investigation and Experimental Technology-YACHAY) on January 11th, 2016. These interviews provided extra information to the research, such as, explanations, beliefs, advices, experiences, and attitudes to give to the teacher different perspectives concerning to the use of graphic organizers as didactic resources for the students' improvement in their reading comprehension ability.

3.3.1.3 Observation

This technique was directly applied to the English class of eighth grade from Unidad Educativa "Jorge Barek". The application of the observation technique was necessary because it permitted the determination of the real environment in the classroom during the development of the class and the relationship between teacher and students. Likewise, the observation sessions allowed to identify the reasons of the low students' comprehension proficiency at the moment of reading written passages. It is relevant to mention that two observation sessions were carried on different dates; the first one took place on November 29th, 2016 and the second one on December 14th, 2016.

3.3.2   Research tools

3.3.2.1   Questionnaires

The questionnaire is a document with a set of questions or statements concerning to the two variables of this investigation which was elaborated by the researcher in order to collect, quantify, and compare relevant information about the investigated problem. One questionnaire was applied to eighth grade students in order to examine and determine their point of view towards the reading comprehension skill development and improvement; for the principal it was necessary to include different questions and, finally, for the English teacher other different questionnaire was applied.

It is also important to mention that the questionnaires for surveys and interviews had some questions with diverse types of answers which provided fundamental information about the investigated issue. For instance, in the case of surveys applied to students, there were some questions with multiple options and responses because it was easier for students to provide an answer. This kind of questions and answers allowed students to select the alternative that described in the best way their responses.

3.3.2.2   Observation guides

The observation guide permitted a complete record of the research process because it was very useful for understanding the reasons, causes and origin of a determined problem. The observation guide was designed by the researcher and then implemented in an English language lesson in order to collect important data about the techniques and strategies that English teacher of eighth grade at Unidad Educativa "Jorge Barek" uses in the teaching process of English reading comprehension. It is important to emphasize that the first observation guide was implemented on November 29th, 2016 and the second observation guide on December 14th, 2016.

3.3.2.3 Camera

This tool was implemented since it was important to have evidences of the developmental process of this research. Through the use of a camera, the researcher was able to take diverse pictures of eighth grade students from Unidad Educativa "Jorge Barek" during their participation in this project and to record videos of the interviews and the two observation sessions

3.4 Data analysis

Once these techniques (survey, interviews, and observation sessions) and research tools (questionnaires, observation guides, camera) were implemented, all the collected information was analyzed, contrasted and presented in this research paper in the following items.

3.4.1 Interview to English language experts

Chart Nº 2: Information of the first interviewed specialist

PERSONAL INFORMATION	
Full name:	María Rossana Ramírez Ávila
Degree:	• Licenciada en Ciencias de la Educación Especialización Lengua Inglesa y Lingüística – Universidad de Guayaquil. • Magister en Educación Superior con Mención en Formación de Maestros de Inglés – Universidad Casa Grande.
Years of Professional Experience:	20 Years

Author: Zoila Stefanía Rivera Laca
Source: MSc. María Ramírez Ávila

Question Nº 1: According to your criteria, how important is teaching English language in educational institutions from Ecuador?

Interpretation: The interviewed specialist said that teaching English language is very important for Latin American educational institutions not only for Ecuador because English is an international language and it is the language of businesses, so it is important that all educational institutions start teaching English from the elementary levels.

Question Nº 2: According to your criteria, how important is the development of reading comprehension skill on students?

Interpretation: The specialist said that teaching English language includes the four skills: listening, speaking, reading and writing but it depends on the focus of the teacher because some of them concentrate more in listening, others in speaking, but reading and writing are the least explored: This may be because teachers do not have to much information about the importance of developing reading comprehension skills. Furthermore, the specialist mentioned that, according to her criteria, reading is the most important because you learn by reading, so you need to be an efficiently and independent reader and that is what we have to teach to our students.

Question Nº 3: What problems do you consider students face at the moment of developing their reading comprehension skill?

Interpretation: The interviewee pointed out that if teachers focus on the natural approach, it is important to determine how kids learn their mother tongue. MSc. Ramírez said that, first, by listening because everybody speaks around them, and then they go to school and start to recognize letters, vowels, etc. likewise, the specialist expressed that the process should be similar in English, but in our context it is difficult for our students, not only because it is a new language but also because it is pronounced in a different way of how it is written; for this reason is more challenging for students to recognized the words.

Question Nº 4: According to your professional experience which are the causes for the poor English reading comprehension on students?

Interpretation: MSc. Ramírez mentioned that there are many causes for the poor reading comprehension of students. The most important is that Ecuador does not have a reading culture, in fact, the average of books that Ecuadorians read is one or two per year which it is low, maybe because our culture or because teachers do not focus on the development of the reading skill, if a student read in their native language, it is going to be easier for them to read in a new language.

Question Nº 5: What are the strategies you consider are the most beneficial for the developing English reading skill of students?

Interpretation: The interviewee said that she has made many reasearches about reading the first one was teaching professor to develop this skill so they can transfer this to their class, the second research was teach too students to transfer the training to students, they learnt about the reading techniques such us previewing, skimming, scanning, contextual guessing and summarizing , after that the results were that students had problem with contextual guessing and summarizing could be because summarizing is very difficult because you need a deep understanding to paraphrase, in previewing, skimming and scanning there are not problems because it is present in most of the exercises , so indirectly, we are teaching those techniques to them.

Question Nº 6: How frequent do you consider teachers should encourage students to practice their reading comprehension skill in class?

Interpretation: The specialist said that there should be a balance at the moment of teaching the four skills, according to students' levels; at the beginning levels, it is more convenient for students to listen and speak because the more you listen the better you speak, after that, in upper levels students can practice more the reading and writing skill, but there must be an average of all the skills.

Question Nº 7: According to your point of view, do graphic organizers contribute to the reinforcement of student´s comprehension skills?

Interpretation: The interviewee said that the implementation of graphic organizers is useful for the development of reading comprehension skill of students because with a graphic organizer students can distribute and classify the ideas in a way that is easy to understand. Thus, the interviewee mentioned that one of the activities that she suggested to teachers during her researches were the use of graphic organizers. She concluded pointing out that graphic organizers are very efficient because they help students in the assimilation of concepts given in the readings.

Chart Nº 3: Information of the second interviewed specialist

PERSONAL INFORMATION	
Full name:	Gabriela Hilda Portilla Torres
Degree:	• Licenciada en Ciencias de la Educación-Especialización Idiomas – Universidad Técnica del Norte. • Master in Curriculum and Instruction of English as a Second Language – Kansas State University.
Years of Professional Experience	14 Years

Author: Zoila Stefanía Rivera Laca
Source: Lcda. Gabriela Portilla Torres, MSc.

Question Nº 1: According to your criteria, how important is teaching English language in educational institutions from Ecuador?

Interpretation: MSc. Portilla mentioned that teaching English in educational institutions is important because it opens new doors, more of the scientific information on internet is in English so people should be able to understand what they read, in addition, people can find a lot of information, tutorials and a lot of

stuffs in English that is why the specialist considered that it is important to teach this foreign language.

Question Nº 2: According to your criteria, how important is the development of reading comprehension skill on students?

Interpretation: The interviewee considered that reading comprehension is the base of English, when students read, they learn vocabulary, new phrases, and words; therefore, it is important to read in order to get a good level of English,

Question Nº 3: What problems do you consider students face at the moment of developing their reading comprehension skill?

Interpretation: The specialist stated that students do not have a reading culture, they do not like to read, that is why when the student is reading, they do not understand the context of the reading, so they block themselves and do not continue reading, they do not focus on words or the context. That is why teachers should create an environment in order to help their students to understand what they are reading.

Question Nº 4: According to your professional experience which are the causes for the poor English reading comprehension on students?

Interpretation: As MSc. Portilla stated before, she considered that the most principal reason is the lack of reading culture, not only in Ecuador but in Latin American countries, in contrast to European countries where students enjoy reading in class or outdoors. Unfortunately, this does not happen in Latin America but it is important to develop the English language skills, including the reading comprehension skill**.**

Question Nº 5: What are the strategies you consider are the most beneficial for the development English reading skill of students?

Interpretation: The specialist said that the application of strategies for teaching or practicing reading comprehension mainly depends on the proficiency level of students, for example, beginners should start reading concepts, sentences, and teachers should use engagement activities to help and motivate students in that level, for advanced levels, literature circles must be used, so students can interact and enjoy reading or make summaries.

Question Nº 6: How frequent do you consider teachers should encourage students to practice their reading comprehension skill in class?

Interpretation: MSc. Portilla considered that students need to practice reading comprehension every single day because it is required for following written instructions or advertisements in class or in tests and exams. Furthermore, sometimes they have to read subtitles from movies or videos. Hence, students need to practice this skill, at least, once a week but it would be perfect if reading is practiced every single day.

Question Nº 7: According to your point of view, do graphic organizers contribute to the reinforcement of student´s comprehension skills?

Interpretation: The specialist stated that graphic organizers are a good way to help students to organize their ideas but, personally, she considered that the application of graphic organizers would be perfect for helping learners to study, so she mentioned that teachers must know how to use them and make students to understand how to use them. Finally, the specialist concluded that is a good idea that students create a graphic organizer by using their imagination.

3.4.2 Interview to the principal of Unidad Educativa "Jorge Barek"

Chart Nº 4: Principal information

PERSONAL INFORMATION	
Full name:	Luis Rodríguez Figueroa
Degree:	Licenciado en Educación Básica
Years of Professional experience	30 years

Author: Zoila Stefanía Rivera Laca
Source: Lcda. Clara Roca Matías

Question Nº 1: According to your criteria, what do you think about the teaching English language in educational institutions from Ecuador?

Interpretation: The principal of Unidad Educativa "Jorge Barek", Mr. Luis Rodríguez, answered that English language has become quite important because we are in globalized world so it is an obligation to learn this language in order to open new doors.

Question Nº 2: What is the level of the English teachers from the educational institution you manage?

Interpretation: The principal answered that Unidad Educativa "Jorge Barek" is formed by two excellent English teachers, they have many years of experience and they also use very good methods which are the base for making our students to understand this foreign language.

Question Nº 3: What is the level of English language of students of eighth grade from this educational institution?

Interpretation: Mr. Rodríguez said that they have had to start from the very beginning level because most students come from different public schools and in

public schools learners do not study English as a foreign language, for this reason, many students are not in the same level of other students but they are in the road of learning. Moreover, the principal mentioned that students are very enthusiastic and they love learning new things, this has been challenging for our teachers but we are improving every day.

Question Nº 4: According to your criteria, should the reading comprehension skill on students of eighth grade be developed?

Interpretation: The principal totally agreed with the development of students' reading comprehension skill. He considered that reading is pretty important for the development not only of English language but any language and stated that when you read your learn, knowledge increase and get better and also learn new words and vocabulary.

Question Nº 5: What problems do you consider students face for developing their reading comprehension skill?

Interpretation: The interviewee mentioned that they have a big problem which is the lack of reading habits, our culture do not like to read, and students prefer social media, movies, television instead of reading a book, another problem that was mentioned by the principal is the lack of reading exercises in books.

Question Nº 6: What are the strategies that English teachers from this educational institution apply for their English reading skill lessons?

Interpretation: The principal said that there are many strategies but the most used is questions and answers and he also claimed that the use of pictures is necessary: if a reading has a picture the teacher may ask students for specific information about this and students may have the opportunity to provide an answer according to what they have seen in the picture.

Question Nº 7: What strategies do you think could help to the development of reading comprehension ability?

Interpretation: The interviewee said that there are many different ways like summarizing or graphic organizers to teach reading but he personally prefers the one that teachers use, questions and answers because it is easier to teach and practice.

3.4.3   Interview to English teacher of Unidad Educativa "Jorge Barek"

Chart Nº 5: English teacher's information

PERSONAL INFORMATION	
Full name:	Roca Matías Clara Beatriz
Degree:	Licenciada en Inglés – Universidad Estatal Península de Santa Elena
Years of Professional experience	6 Years

Author: Zoila Stefanía Rivera Laca
Source: Lcdo. Luis Rodríguez Figueroa

Question Nº 1: What do you think about the teaching English language in educational institutions from Ecuador?

Interpretation: The English teacher responded that English language is very important because it is the second most spoken language in the world. Moreover, in Ecuadorian educational institution, it is mandatory to learn it according the new reforms in the educational curriculum.

Question Nº 2: What is the level of English language of your students?

Interpretation: The English teacher stated that it is relevant to take into account the educational institution they come from; in public school they do not receive

instruction in this subject so it is very difficult to work with them: On the other hand, the ones who were in private schools know more English.

Question Nº 3: What do you think about the development of reading comprehension skill of your students?

Interpretation: The interviewee considered that reading and speaking are the most important skills, reading is important because it opens your mind and help students to learn more vocabulary, grammar structures, and others.

Question Nº 4: What problems do you consider students face for developing their reading comprehension skill?

Interpretation: The interviewed teacher said that some students who do not have a good knowledge of English language feel afraid to make mistakes at the moment of reading because of the bullying and it does not help to them.

Question Nº 5: What are the strategies that you apply for your English reading skill lessons?

Interpretation: The English teacher responded that in eighth grade she uses questions and answers; she also uses pictures in order to help them to understand what they are reading.

Question Nº 6: How frequent do you encourage your students practice their reading comprehension skill?

Interpretation: The interviewed English teacher established that students' book only have one reading for each unit, so in some cases she brings some readings in order to help them to practice this significant skill.

Question Nº 7: Do you consider that reading exercises from the English book are according to your students' interests and levels?

Interpretation: The interviewee mentioned that the English book students use just contains one reading for each unit; these readings are related to the main topic of each unit and they include the vocabulary words students need to practice, so in that case, reading s are good for students. Unfortunately, the English teacher considered that reading passages from English book are not according to students' interests because there scientific topics or reading that are not related to the reality of the country.

Question Nº 8: Do you consider that the application of graphic organizers contributes to the practice and development of reading comprehension skill of your students?

Interpretation: The English teacher considered that the implementation of graphic organizers may contribute to the betterment of reading comprehension skill of students because it is different way to encourage students to read and develop their reasoning at the moment of reading. Likewise, she expressed that students need readings according to their ages because they feel curiosity and want to know more than what they have in the book; graphic organizers are a good strategy since they represent a different alternative to learn.

3.4.4   Survey directed to eighth grade students

Question Nº 1: From the scale below, how important do you consider reading comprehension skill is?

Objective: To establish the importance of reading comprehension skill for eighth grade students.

Chart Nº 6: Importance of reading comprehension skill

ALTERNATIVES	FREQUENCY	PERCENTAGE
5 = Very important	9	56%
4 = Important	7	44%
3 = Moderately important	0	0%
2 = Slightly important	0	0%
1 = Not Important	0	0%
Total	**16**	**100%**

Author: Zoila Stefanía Rivera Laca
Source: Survey applied to eighth grade students

Graphic Nº 1: Importance of reading comprehension skill
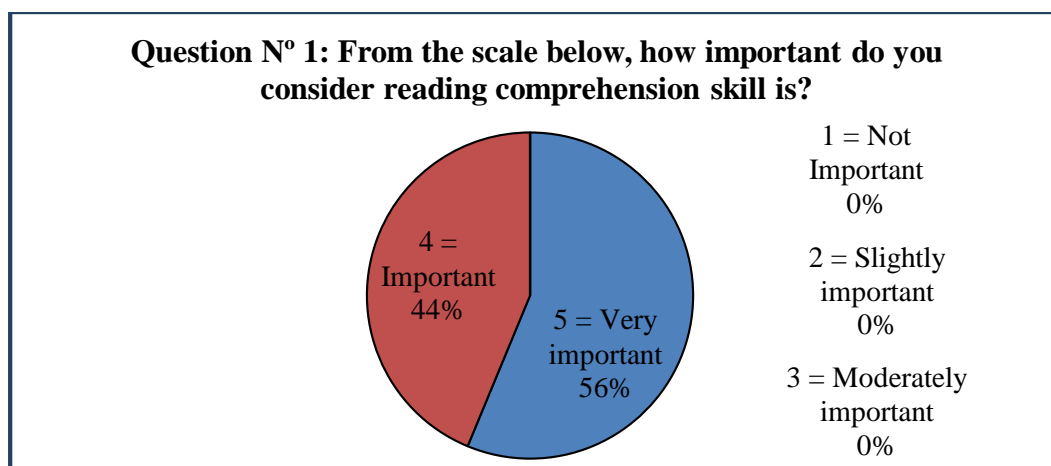
Question Nº 1: From the scale below, how important do you consider reading comprehension skill is?

4 = Important 44%

5 = Very important 56%

1 = Not Important 0%

2 = Slightly important 0%

3 = Moderately important 0%

Author: Zoila Stefanía Rivera Laca
Source: Survey applied to eighth grade students

Interpretation: Results from survey shows that 56% considered that reading comprehension is a very important skill and 44% considered it as important.

Question Nº 2: Please mark your proficiency level at the moment of comprehending a passage

Objective: To determine the level of students' comprehension at the moment of reading written passages.

Chart Nº 7: Reading comprehension level of students

ALTERNATIVES	FREQUENCY	PERCENTAGE
1 = Poor	0	0%
2 = Fair	3	19%
3 = Good	5	31%
4 = Excellent	1	6%
5 = Not sure	7	44%
Total	**16**	**100%**

Author: Zoila Stefanía Rivera Laca
Source: Survey applied to eighth grade students

Graphic Nº 2: Reading comprehension level of students
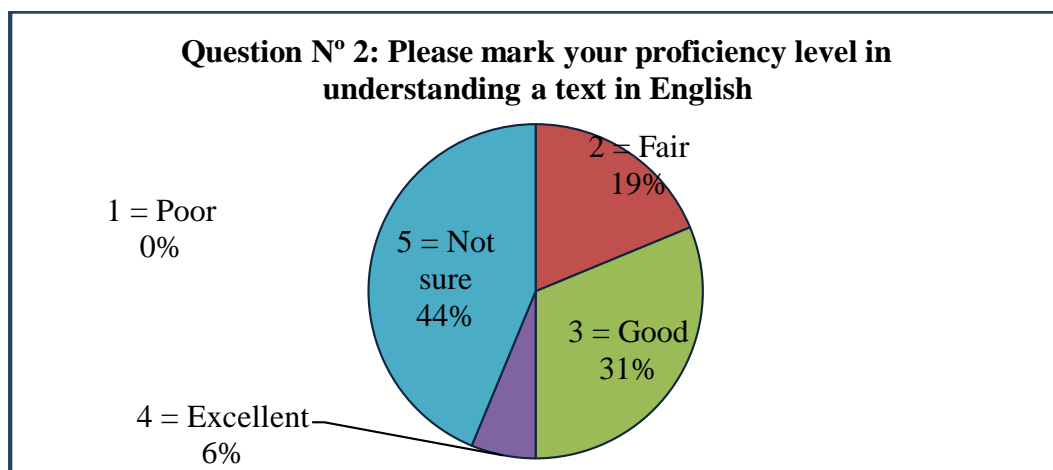
Question Nº 2: Please mark your proficiency level in understanding a text in English

- 2 = Fair 19%
- 1 = Poor 0%
- 5 = Not sure 44%
- 3 = Good 31%
- 4 = Excellent 6%

Author: Zoila Stefanía Rivera Laca
Source: Survey applied to eighth grade students

Interpretation: Seven students (44%) were sure about the level of reading comprehension they have; 31% considered they have a good level of comprehension; 19% have a fair level of comprehending reading passages; and 6% answered that they have an excellent level and domain of this skill.

Question Nº 3: How often do you read in English?

Objective: To determine the frequency in which students read English texts.

Chart Nº 8: Students' reading frequency

ALTERNATIVES	FREQUENCY	PERCENTAGE
Very often	3	19%
Often	4	25%
Sometimes	5	31%
Never	1	6%
Not sure	3	19%
Total	**16**	**100%**

Author: Zoila Stefanía Rivera Laca
Source: Survey applied to eighth grade students

Graphic Nº 3: Students' reading frequency
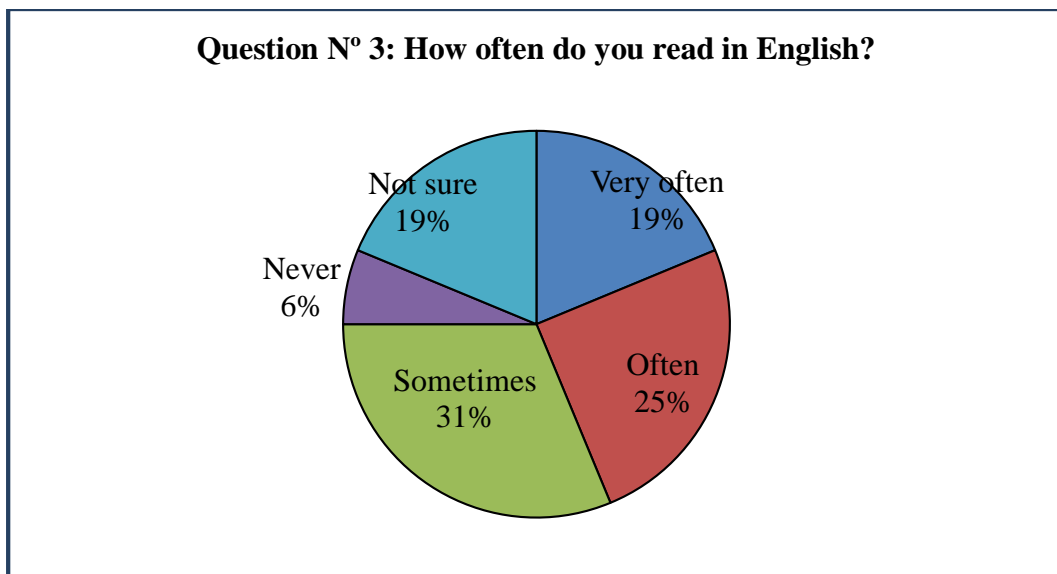
Author: Zoila Stefanía Rivera Laca
Source: Survey applied to eighth grade students

Interpretation: Results from survey shows that five students (31%) sometimes read English texts; four students (25%) often read English passages; three students (19%) very often read; other three students (19%) were not sure; and finally, one student, who represents the 6%, never read in English.

Question Nº 4: According to your criteria, which of the following factors do influence in the lack of comprehension of reading activities?

Objective: To establish the factors that affect the lack reading comprehension of students.

Chart Nº 9: Factors that affect the students' reading comprehension

ALTERNATIVES	FREQUENCY	PERCENTAGE
Inappropriate strategies for teaching Reading comprehension	5	15%
Lack of Reading habits	14	43%
Books do not have enough reading material	6	18%
Reading exercises are not according to your interests	8	24%
Not sure	0	0%
Total	**16**	**100%**

Author: Zoila Stefanía Rivera Laca
Source: Survey applied to eighth grade students

Graphic Nº 4: Factors that affect the students' reading comprehension
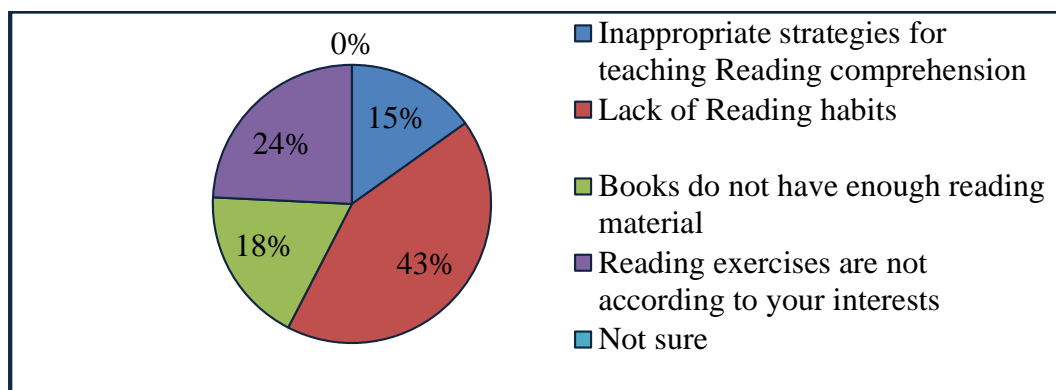
Author: Zoila Stefanía Rivera Laca
Source: Survey applied to eighth grade students

Interpretation: Most students (43%) considered that the main cause for their low proficiency in reading comprehension skill is the lack of reading habits; 24% considered that reading exercises are not related to their interests; 18% considered that English textbooks do not have sufficient reading exercises and 15% that strategies applied by their English teacher are not adequate.

Question Nº 5: Do you consider that the application of strategies support the improvement of your reading comprehension skill?

Objective: To determine the support of the strategies implementation for the improvement of reading comprehension.

Chart Nº 10: Strategies application for reading comprehension

ALTERNATIVES	FREQUENCY	PERCENTAGE
Strongly agree	5	32%
Agree	4	25%
Undecided	1	6%
Disagree	1	6%
Not sure	5	31%
Total	**16**	**100%**

Author: Zoila Stefanía Rivera Laca
Source: Survey applied to eighth grade students

Graphic Nº 5: Strategies application for reading comprehension
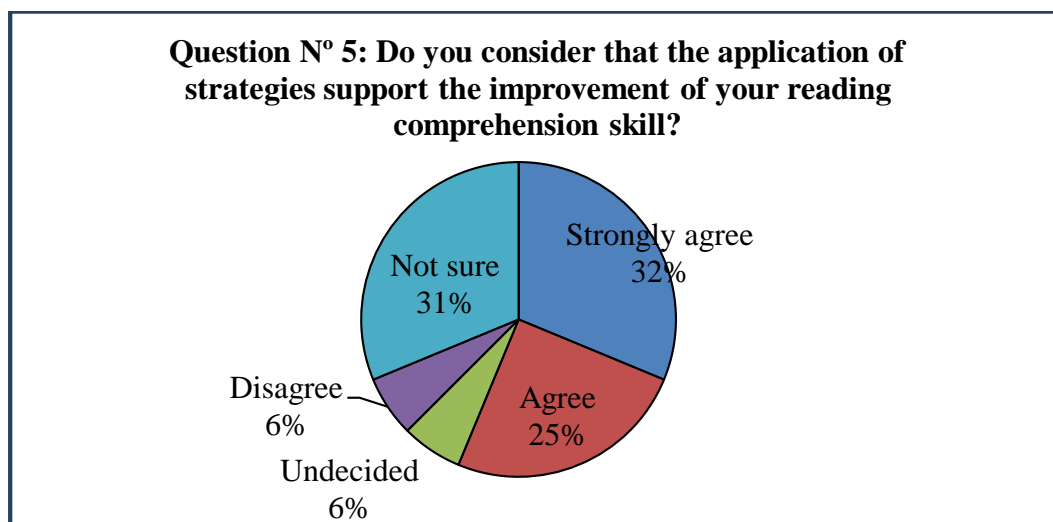
Question Nº 5: Do you consider that the application of strategies support the improvement of your reading comprehension skill?

Strongly agree 32%
Agree 25%
Undecided 6%
Disagree 6%
Not sure 31%

Author: Zoila Stefanía Rivera Laca
Source: Survey applied to eighth grade students

Interpretation: 32% from the 100% surveyed students strongly agreed with the application of strategies for improving their reading comprehension skill; 31% were not sure; 25% agreed; 6% disagreed; other 6% were undecided.

Question Nº 6: From the following strategies choose the ones you consider a support for the improvement of your reading comprehension skill

Objective: To establish the strategies that may contribute to the enhancement of students' reading comprehension.

Chart Nº 11: Strategies for improving reading comprehension

ALTERNATIVES	FREQUENCY	PERCENTAGE
Question - answers	8	27%
Summarizing	4	14%
Graphic organizers	13	45%
Story structures	4	14%
Not sure	0	0%
Total	**29**	**100%**

Author: Zoila Stefanía Rivera Laca
Source: Survey applied to eighth grade students

Graphic Nº 6: Strategies for improving reading comprehension
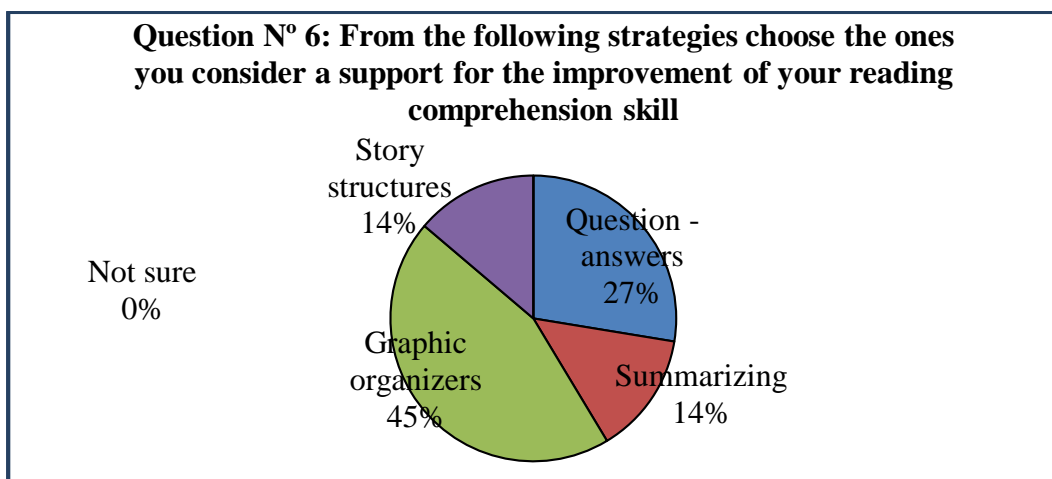
Author: Zoila Stefanía Rivera Laca
Source: Survey applied to eighth grade students

Interpretation: This question had multiple answers, so students could choose more than one response: 45% considered that graphic organizers are good strategies for practicing reading comprehension: 27% chose question-answers; 14% summarizing; and 14% story structures.

3.4.5 Results from the observation sessions

Chart Nº 12: First observation session

UNIDAD EDUCATIVA "JORGE BAREK"	
Teacher: Lcda. Clara Roca Matías	**Observer:** Stefania Rivera Laca
Course: Eighth Grade	**Date:** November 29th, 2016
Objective: To evaluate the methodology and the different strategies applied in an English writing lesson in order to know the aspects that need to be improved in the practice of this skill.	
INSTRUCTIONS: The observer chooses the best option according to her criteria. 5=EXCELLENT 4= VERY GOOD 3=GOOD 2= FAIR 1=POOR	

ASPECTS TO EVALUATE	5	4	3	2	1
Teacher introduces the topic of the reading activity		x			
Teacher introduces the objective of the reading activity.				x	
Teacher provides students a warm-up activity for introducing the topic				x	
Teacher explains the unknown vocabulary that is necessary for the reading activity.					x
Teacher applies any didactic resource to explain the reading in a better manner					x
Teacher applies any technological tool to explain the reading in a better manner					x
Teacher applies different and additional reading exercises from the English book.					x
Teacher applies different strategies at the moment of reading, such as, loud and silent reading.			x		
Teacher encourages students to apply different reading strategies, such as, scanning, skimming, previewing, summarizing, and others.					x
Teacher motivates students to work on the reading exercise.			x		
Teacher verifies students' reading comprehension asking them to report their answers.			x		
Teacher provides students feedback about the reading exercise asking different questions.				x	

Author: Zoila Stefanía Rivera Laca

Chart Nº 13: Second observation session

UNIDAD EDUCATIVA "JORGE BAREK"	
Teacher: Lcda. Clara Roca Matías	**Observer:** Stefania Rivera Laca
Course: Eighth Grade	**Date:** December 14th ,2016
Objective: To evaluate the methodology and the different strategies applied in an English writing lesson in order to know the aspects that need to be improved in the practice of this skill.	
INSTRUCTIONS: The observer chooses the best option according to her criteria. 5=EXCELLENT 4= VERY GOOD 3=GOOD 2= FAIR 1=POOR	

ASPECTS TO EVALUATE	5	4	3	2	1
Teacher introduces the topic of the reading activity	x				
Teacher introduces the objective of the reading activity.			x		
Teacher provides students a warm-up activity for introducing the topic			x		
Teacher explains the unknown vocabulary that is necessary for the reading activity.				x	
Teacher applies any didactic resource to explain the reading in a better manner					x
Teacher applies any technological tool to explain the reading in a better manner					x
Teacher applies different and additional reading exercises from the English book.					x
Teacher applies different strategies at the moment of reading, such as, loud and silent reading.		x			
Teacher encourages students to apply different reading strategies, such as, scanning, skimming, previewing, summarizing, and others.				x	
Teacher motivates students to work on the reading exercise.			x		
Teacher verifies students' reading comprehension asking them to report their answers.			x		
Teacher provides students feedback about the reading exercise asking different questions.					x

Author: Zoila Stefanía Rivera Laca

3.5   Results and discussion

The principal of Unidad Educativa "Jorge Barek", Mr. Luis Rodríguez Figueroa, provided useful information about the instruction of reading comprehension skill in the educational institution he manages. The principal concluded that learning English language and developing its skills is necessary for students since we are living in a globalized society which demands the domain of an international language.

The interview directed to the English teacher of Unidad Educativa "Jorge Barek", Lcda. Clara Roca Matías, was important because it allowed to know that, according to her, reading comprehension is an essential skill for the acquisition of new knowledge. However, it was established that some students do not have a good level of reading comprehension level because they did not receive English lessons in their previous educational institutions and some of them do not feel comfortable at the moment of reading loudly because they think they have a bad pronunciation and their classmates may make fun of them.

The survey directed to eighth grade students showed relevant results; most students considered that reading comprehension is necessary for the complete mastery of English language, but students were not sure about their proficiency level in this skill. Through the application of the survey, it was determined that most of eighth grade students do not like to read and others read just in few occasions. Furthermore, students considered that reading activities from English book, the lack of reading habits and inappropriate strategies mainly influence on their low proficiency in the reading comprehension skill.

The interview to two distinguished English language experts, MSc. María Ramírez Ávila and MSc. Gabriela Portilla Torres, provided as a conclusion that the development of reading comprehension skill of students is necessary due to the great opportunities to acquire new information and knowledge, but they also

concluded that Ecuadorians do not have a culture of reading and that is affecting the academic development of students. Therefore, the application of strategies is required in order to encourage students to read by themselves and not for obligation asking them to scan, skim, make predictions, or summarize.

Finally, the observation sessions allowed to realize the causes of the low proficiency level of eighth grade students in their reading comprehension competency. It was observed that English teacher just uses the English textbook in order to practice reading skill but the problem is that students were not encouraged to work with this resource; there was not any other additional material in the reading skill practice. Furthermore, students were not confident at the moment of reading because they were shy and their tone of voice was very slow; this is because their classmates may make fun with them about their pronunciation.

CHAPTER IV

THE PROPOSAL

4.1 Title of the proposal

Implementation of a booklet with graphic organizers for the enhancement of reading comprehension skill of English language in students of eighth grade at Unidad Educativa "Jorge Barek", La Libertad, Santa Elena province, 2015-2016.

4.2 Description of the Proposal

This proposal project, which involved the implementation of a booklet with graphic organizers for the reading comprehension skill enhancement of eighth grade students, was applied at Unidad Educativa "Jorge Barek" located in the province of Santa Elena. It is important to mention that this educational institution is working on the first, second, and third floor of the Sindicato de Choferes Profesionales building located on the ninth avenue from La Libertad.

Illustration Nº 3: Unidad Educativa "Jorge Barek"

Author: Zoila Stefanía Rivera Laca
Source: Unidad Educativa "Jorge Barek"

4.2.1 Beneficiaries

The direct and indirect beneficiaries of this proposal were students of eighth grade, English teacher and principal at Unidad Educativa "Jorge Barek".

4.2.2 Location

La Libertad, Santa Elena province (Ninth Avenue).

Illustration Nº 4: Location of Unidad Educativa "Jorge Barek"

Source: https://www.google.com.ec/maps/@-2.2213695,-80.9116076,191m/data=!3m1!1e3?hl=es-419
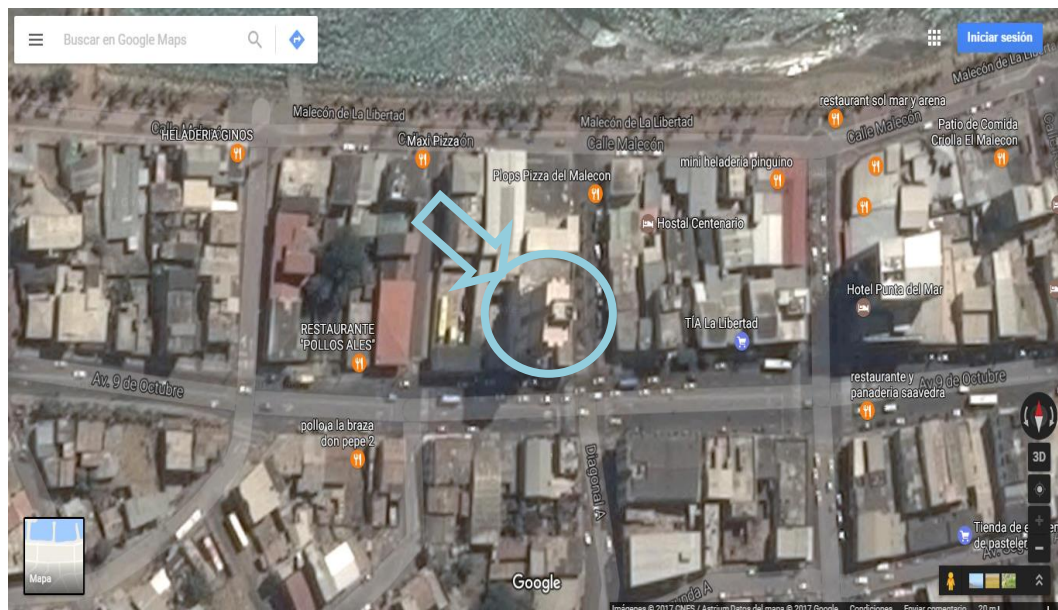
4.2.3 Estimated time for execution

Four months (November- February)

4.2.4 Technical team responsible

Author: Zoila Stefanía Rivera Laca

Advisor: Lcdo. Byron Villacreses Santillán, MBA.

4.2.5   Proposal Background

Although there are ongoing debates among educators about best practices in reading instruction, there is a universal agreement on the goal of giving students the tools they need to become lifelong readers. Educators at every grade level must ensure that students have limitless opportunities to develop the skills necessary to be effective readers. Likewise, teachers must design lessons that stimulate readers' curiosity and help them to make connections of ideas from reading passages. Only by doing educators can help students to become strategic readers who understand that their proficiency in reading comprehension for formation and for pleasure will impact all their life choices.

Authentic performance tasks are created to engage students with fiction and nonfiction texts and use thinking skills such as sequencing, listing, describing, categorizing, inferring, predicting, comparing, contrasting, judging and evaluating. The performance tasks ask students to discuss what they have read; draw and label pictures; put information into a wide range of graphic organizers; and write sentences, narrative and expository paragraphs.

Reading is a highly developmental process, and students at any educational level greatly vary on continuum of becoming assiduous readers. Therefore, teachers have the responsibility to choose an appropriately leveled book for their students. However, it is known that some English books do not include readings which are related to the level of students or to their interests and reading activities which do not allow students to develop their comprehension skill. That is why students are not engaged during the reading comprehension skill practice and do not like reading.

4.2.6   Significance

Moreillon (2007) mentions that reading is making meaning from print and from visual information. However, reading is not simple. Reading is an active process

that requires a great deal of practice and skill. Moreillon (2007) states that "reading is a complex task which seems to go on inside people's heads like so much magic in a magician's top hat" (p. 10).

Learners must take their ability to pronounce words and to "read" pictures and then make the words and images mean something in order to be good readers. Reading comprehension strategies are tools that efficient readers use to solve their comprehension problems while they are reading a passage.

4.2.7   Objectives

4.2.7.1   General objective

To enhance the reading comprehension skill of eighth grade students at Unidad Educativa "Dr. Luis Célleri Avilés" through the implementation of a booklet with graphic organizers.

4.2.7.2   Specific objective

- To determine the proficiency level of reading comprehension skill in students of eighth grade through the application of a written test

- To establish the most appropriate techniques for the enhancement of reading comprehension skill

- To create reading passages according to the interests and educational necessities of eighth grades students

- To design and implement a booklet with graphic organizers for the enhancement of reading comprehension proficiency of eighth grade students

- To determine the improvement of reading comprehension skill of eighth grade students through the application of a written test

4.3 Design and development of the proposal

The purpose of this proposal is the creation and implementation of graphic organizers for the betterment of students' reading comprehension skill. In order to provide a general idea of graphic organizers and their benefits, here it is an illustration:

Illustration Nº 5: Graphic organizers and their benefits

GRAPHIC ORGANIZERS

They are study techniques that present information in a visual way in order to facilitate the students' comprehension.

They can be used for connecting ideas.

Information is presented in a well-organized way.

Graphic organizers allow students self-direct their thinking.

By completing graphic organizers, students can assimilate and internalize new information or knowledge.

Through graphic organizers, students can interpret, solve problems, predict, skim or scan data.

Author: Zoila Stefanía Rivera Laca

Graphic organizers are study techniques that help students to understand a text in a better way because it establishes relations between the key concepts of the text and for this reason it allows to understand in a more efficient way the different implications of the content, graphic organizer have the origin in the cognitive theories of learning, which explain it in terms of thought processes, mental processes operate in an organized and predictable way, and so, the use of these techniques during the learning process will help students to develop the functionality of these processes.

Graphic organizers bring many benefits for students such us:

- Students can observe how ideas are relate and decide how to organize the information. This would help them to gather the information, make interpretations, solve problems, design plans and become aware of their thought process through metacognition.

- Memory plays a very important role in the teaching - learning process, with the use of graphic organizers students will be able to remember specific dates, events or sets of instructions. However, memory goes beyond this single dimension (remembering), it also works in relating and using pieces of knowledge and skills, seemingly unconnected, to build new knowledge.

- These types of visual constructions help students to see how the main ideas of a new theme are relate to the prior knowledge they have about it and to identify and integrate the key concepts of new information into the body of the knowledge they have.

- Students reproduce in their own words what they have learned. This helps them to assimilate and to internalize the new information, allowing them to appropriate their ideas.

- Students need tools that help them to self-direct their thinking. Visual organizers can fulfill this function by facilitating the most effective organization of this in three levels of complexity: In the first level students collect information to define, describe, list, name, remember and order information. In the second level they process information by contrasting, comparing, classifying, explaining. Finally, at the third level students can discover relationships and patterns through actions such as assessing, hypothesizing, imagining, predicting and idealizing.

4.3.1 Implementation of a booklet

PENÍNSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF SCIENCES OF EDUCATION AND LANGUAGES

ENGLISH LANGUAGE TEACHING CAREER

TOPIC OF THE PROPOSAL:

"IMPLEMENTATION OF A BOOKLET WITH GRAPHIC
ORGANIZERS FOR THE ENHANCEMENT OF READING
COMPREHENSION SKILL OF ENGLISH LANGUAGE IN
STUDENTS OF EIGHTH GRADE AT UNIDAD EDUCATIVA
"JORGE BAREK", LA LIBERTAD, SANTA ELENA
PROVINCE, 2016-2017"

AUTHOR:

ZOILA STEFANÍA RIVERA LACA

LA LIBERTAD – SANTA ELENA PROVINCE

2016-2017

4.3.2   Introduction to the booklet

Due to the globalization, the management of a single language is not enough in an interconnected world. The ability to be bilingual or multilingual has increased to become necessary either for study, work or coexistence. Ecuador is a multilingual and multicultural country and this wealth constitutes a solid base to face the challenges in a globalized world. English is known as the "universal language", and it is an important requisite to speak and understand it in order to establish relationships with people all around the world.

Reading is one of the main means for learning a language: Although there are other supporting resources, such as, videos and visual cards, reading is the most economical way to access a foreign language by giving us a benefit. At the same time reading allows students to objectively and effectively expand their vocabulary, and although it is one of the most transcendent skills, often because of lack of motivation, strategies and techniques, it becomes a boring activity for learners and for the teachers, as well.

This booklet has the intention to provide new practicing material in order to help teachers to develop the reading comprehension skill in their students through the development of more realistic and interesting readings that are according to the field that students are learning and their interests taking into account that graphic organizers represent a didactic and nontraditional way for the enhancement of reading comprehension. This booklet will be of great importance for teachers, not only because students will learn more vocabulary but also it will develop their reading comprehension skill. These

> techniques will allow students to learn more about their environment and culture.

4.3.3 Types of graphic organizers implemented in the proposal

There are different kinds of graphic organizers that may be used for the development of students' abilities. For the development of reading comprehension skill some of them were applied. Here we have the description of each graphic organizer:

Square options diagram: This type of graphic organizer is used for encouraging students to choose a correct option between different square alternatives. This graphic organizer contains a main box with a question and some squares with diverse alternatives.

Illustration Nº 6: Example of a Square options diagram
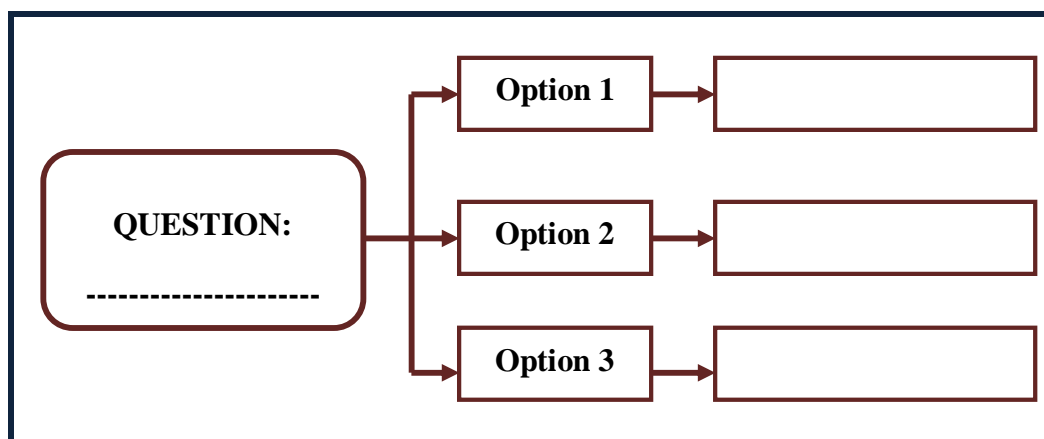
Author: Zoila Stefanía Rivera Laca

Descriptive organizer: This kind of graphic organizer is useful teaching tool that can be used for providing students a visualization of existing relationships amongst multiple ideas. This organizer has a main box placed at the top of the structure with several lines of subordinated boxes which are located below. Teachers use

descriptive maps in order to encourage the generation of ideas and to develop students' creativity.

Illustration Nº 7: Example of a Descriptive organizer
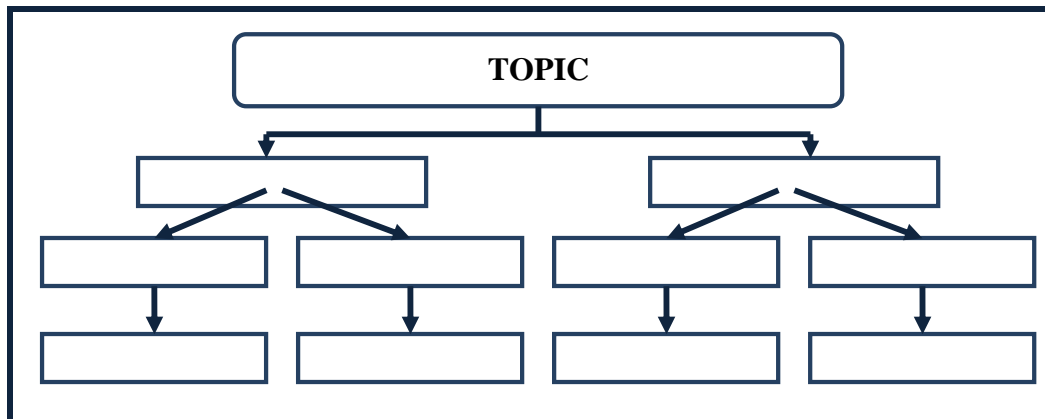
Author: Zoila Stefanía Rivera Laca

Sequence organizer: This graphic organizer is also known as Series of events organizer. It consists in the visualization of sequential relationships of different events from a passage. They can show a process or portray an event sequence in a simplified and easy way.

Illustration Nº 8: Example of a Sequence organizer
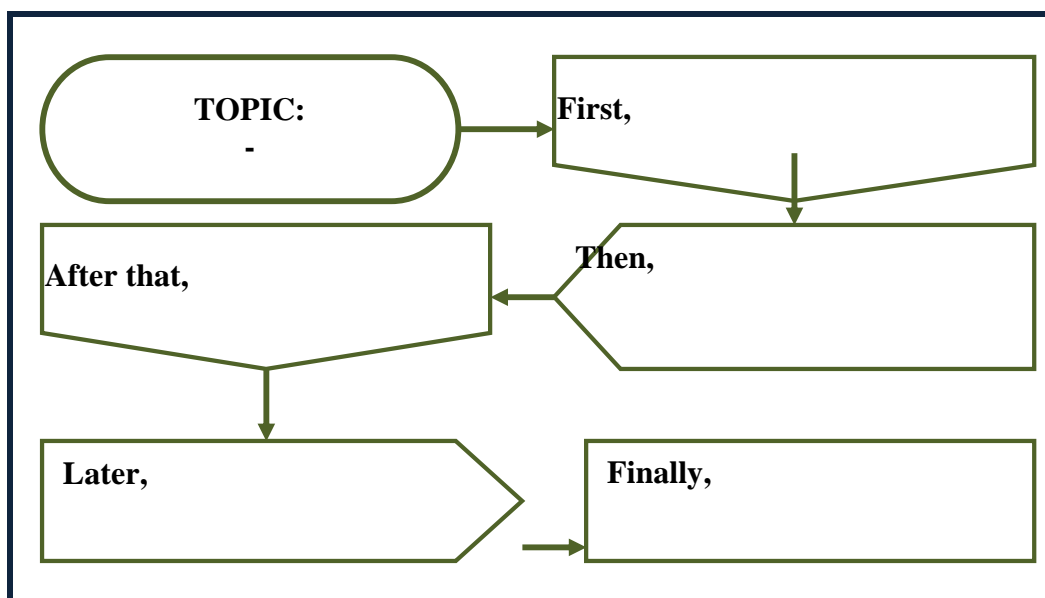
Author: Zoila Stefanía Rivera Laca

Analogy organizer: The analogy graphic organizer provides a visual framework for students in order to analyze key relationships amongst different topics or different sub-topics. It can be used for introducing a new topic, guiding comprehension while reading or to extend students' learning after reading a passage or text.

Illustration Nº 9: Example of an analogy organizer
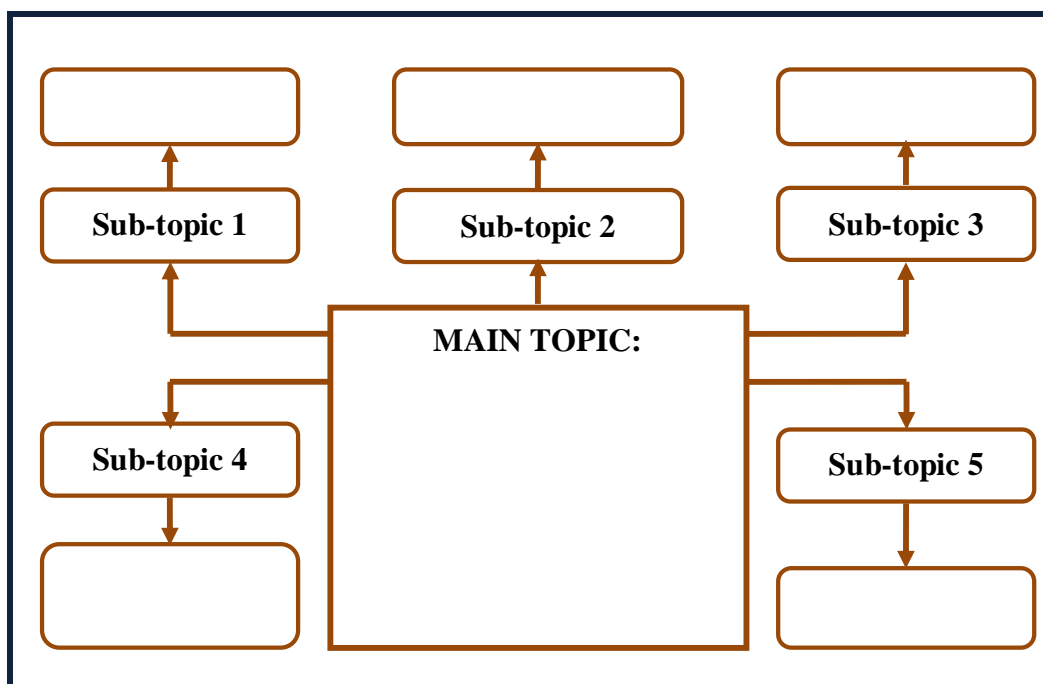
Author: Zoila Stefanía Rivera Laca

Comparative and contrast map: This graphic organizer is applied for analyzing similarities and differences between two things, people, animals, places, and others, by placing individual characteristics and common characteristics.

Illustration Nº 10: Example of Comparative and contrastive organizer
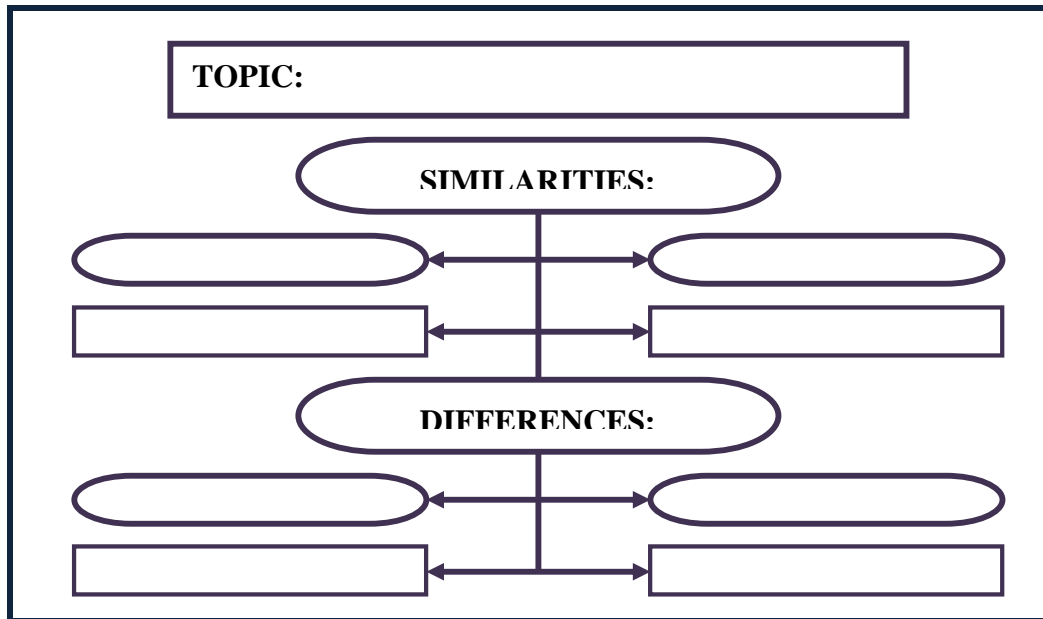
Author: Zoila Stefanía Rivera Laca

Story map: This graphic organizer helps students learn the elements of a story. In this case, students have to read carefully in order to identify story characters, plot, settings, problem and solution.

Illustration Nº 11: Example of a story map
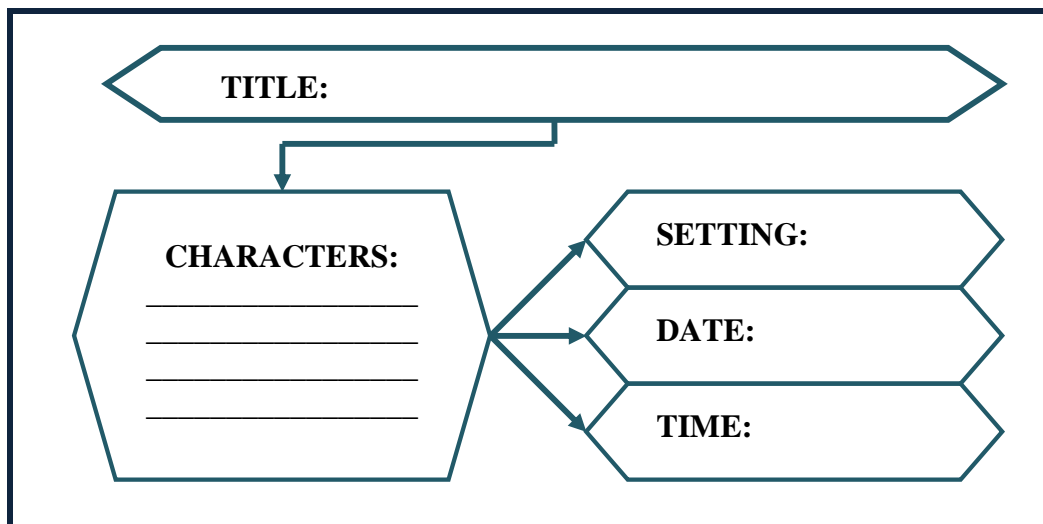
Author: Zoila Stefanía Rivera Laca

4.3.4 Content of the booklet

Chart Nº 14: Content of the booklet
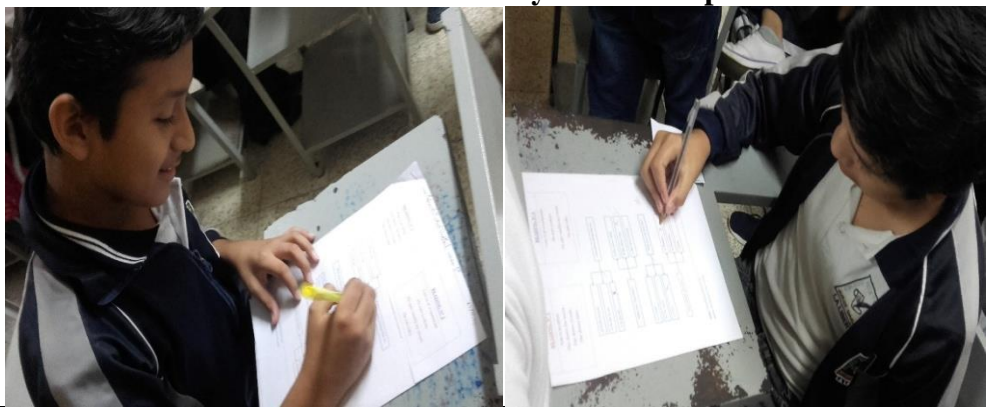
Nº	LEVEL OF THE READING	READING TOPIC	VOCABULARY GRAMMAR	READING TECHNIQUES	TYPE OF GRAPHIC ORGANIZER
1	Elementary	"Anne's job"	Occupations	Previewing Skimming	Square options diagram
2	Elementary	"At the restaurant"	Places in the city	Previewing Skimming	Square options diagram
3	Elementary	"John is at the park"	Animals	Skimming Questioning	Square options diagram
4	Elementary	"Finding a missing person	Adjectives of description	Previewing Scanning Skimming	Descriptive organizer
5	Elementary	"Selling an apartment "	Parts of the house / There is - There are	Predicting Scanning Skimming Questions and answers	- Square options diagram -Descriptive organizer
6	Intermediate	"The daily routine of a journalist"	Verbs for describing daily routines	Predicting Skimming Scanning Questions and answers	- Square options diagram - Sequence organizer
7	Intermediate	"Doing the shopping"	Food (fruits, vegetables, and others)	Previewing Scanning Skimming Questioning	Square options diagram
8	Intermediate	"A business meeting in the Galapagos Islands"	Simple Past Tense	Previewing Scanning Skimming Questioning	Analogy organizer

				Previewing	
9	Intermediate	"Innovative ovens"	Can – Can't	Previewing Scanning Skimming Questions and answers	Square options diagram
10	Intermediate	"Extreme sports"	Sports	Previewing Predicting Scanning Skimming Summarizing	Descriptive organizer
11	Advanced	"Food in Península of Santa Elena"	Connectors	Previewing Scanning Skimming	**-** Square options diagram - Series of events organizer
12	Advanced	"Cultures in Santa Elena province"	Simple Past Tense	Previewing Scanning Skimming Summarizing	Analogy organizer
13	Advanced	"Salinas Beach or Montañita Beach…. Which Is Best For You?"	Comparative adjectives	Previewing Predicting Scanning Skimming	Comparative and Contrastive map
14	Advanced	"Day of Decease in Santa Elena province"	Simple Present Tense	Previewing Predicting Scanning Skimming Questioning	Analogy organizer
15	Advanced	"Lucy's diary"	Simple Future Tense	Previewing Scanning Skimming Questioning	- Story map - Series of events organizer

Author: Zoila Stefanía Rivera Laca

4.3.5 Activities of the booklet

Activity Nº 1: Occupations

UNIDAD EDUCATIVA "JORGE BAREK"	
Lesson: Occupations	**Course:** Eighth Grade
Responsible: Zoila Stefanía Rivera Laca	**Time:** 40 minutes
Objective: At the end of the class, students will be able to read and comprehend a passage about "Ana the artist" in order to recognize the different professions	

Illustration Nº 12: Activity about occupations

PROCEDURE	
Before reading	• Students listen to a short story about occupations and then they are asked to complete a chart in the board.
During reading	• Students receive a worksheet with a very short passage and receive instructions about the reading activity. • Students read the passage silently and then answer the questions from the graphic organizers and choose the correct answer.
After reading	• Students are encouraged to discuss in pairs about occupations and what they want to be in a future.

Topic: Anne's job	**Reading level:** Elementary
	Vocabulary/Grammar Structures: Occupations

<div align="center">

Ana is an artist.

She draws the moon.

She draws clouds.

She draws stars.

</div>

Author: Zoila Stefanía Rivera Laca
Source: Development of the Proposal
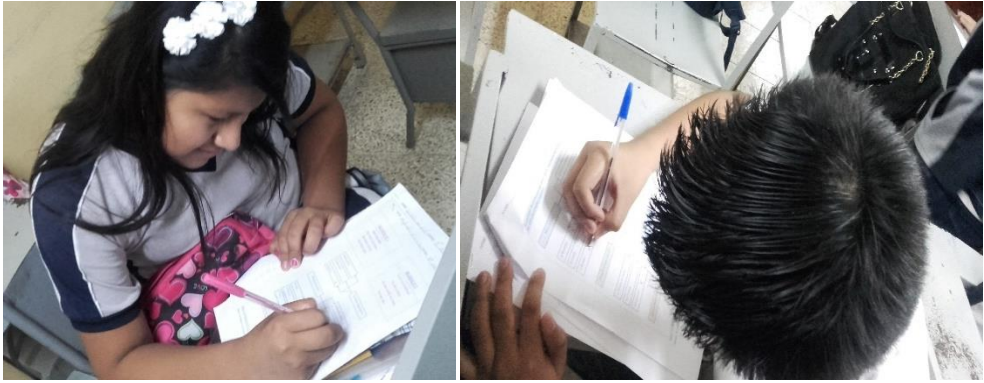
Chart Nº 15: Square options organizer about occupations
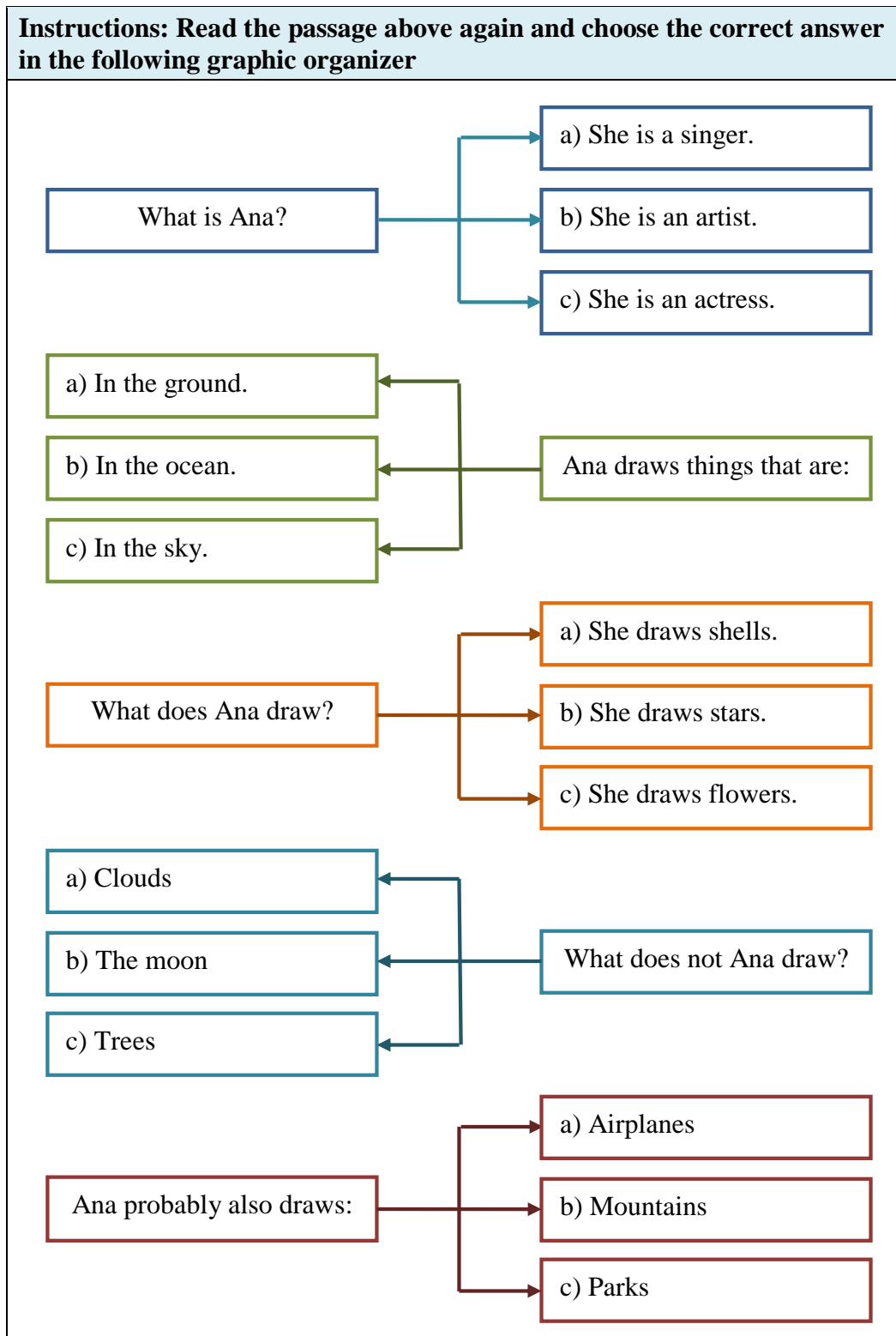
What is Ana?
- a) She is a singer.
- b) She is an artist.
- c) She is an actress.

Ana draws things that are:
- a) In the ground.
- b) In the ocean.
- c) In the sky.

What does Ana draw?
- a) She draws shells.
- b) She draws stars.
- c) She draws flowers.

What does not Ana draw?
- a) Clouds
- b) The moon
- c) Trees

Ana probably also draws:
- a) Airplanes
- b) Mountains
- c) Parks

Author: Zoila Stefanía Rivera Laca
Source: Development of the Proposal

Activity Nº 2: Places in the city

<table>
<tr><td colspan="4" align="center">**UNIDAD EDUCATIVA "JORGE BAREK"**</td></tr>
<tr><td colspan="2">**Lesson:** Places in the city</td><td colspan="2">**Course:** Eighth Grade</td></tr>
<tr><td colspan="2">**Responsible:** Zoila Stefanía Rivera Laca</td><td colspan="2">**Time:** 40 minutes.</td></tr>
<tr><td colspan="4">**Objective:** At the end of the class, students will be able to read and comprehend a passage about Luis is at the restaurant in order to recognize the different places in the city.</td></tr>
<tr><td colspan="4" align="center">**Illustration Nº 13: Activity about places in the city**</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td colspan="4" align="center">**PROCEDURE**</td></tr>
<tr><td colspan="2">**Before reading**</td><td colspan="2">• Students watch some slides about places in the city and identify some places from their cities.</td></tr>
<tr><td colspan="2">**During reading**</td><td colspan="2">• Students receive a worksheet with a very short passage and receive instructions about the reading activity.
• Students read the passage silently and then answer the questions from the graphic organizer and choose the correct answer.</td></tr>
<tr><td colspan="2">**After reading**</td><td colspan="2">• Students receive a different worksheet and complete the crossword with the correct place of the city.</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td colspan="2" rowspan="2">**Topic:** At the restaurant</td><td colspan="2">**Reading level:** Elementary</td></tr>
<tr><td colspan="2">**Vocabulary/Grammar Structures:** Places in the city</td></tr>
<tr><td colspan="4" align="center">Luis is at a restaurant.

He eats cookies.

He eats vanilla ice cream.

He eats cake.</td></tr>
</table>
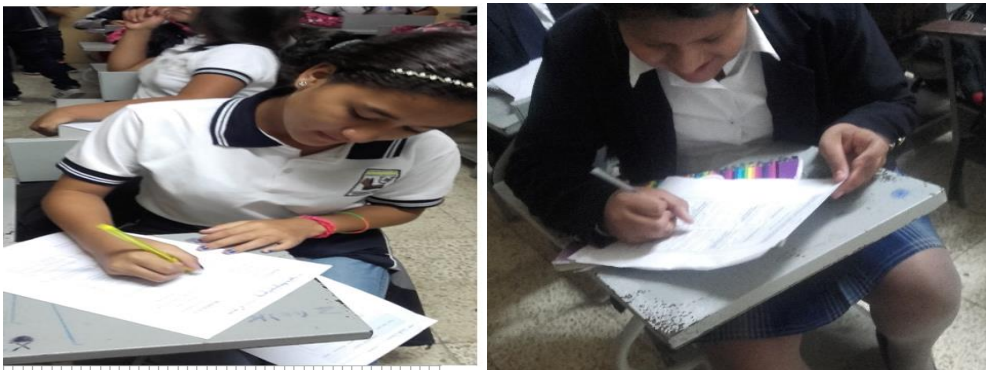
Author: Zoila Stefanía Rivera Laca
Source: Development of the Proposal

Chart Nº 16: Square options organizer about places in the city

Instructions: Read the passage above again and choose the correct answer in the following graphic organizer

Where is Luis?
- a) He is at a cinema.
- b) He is at a restaurant.
- c) He is at a school.

What is Luis eating?
- a) Breakfast
- b) Lunch
- c) Dessert

What food does Luis eat?
- a) Cake
- b) Cheese
- c) Bananas

What Luis does not eat?
- a) Vanilla ice cream
- b) Cookies
- c) Lemon pie

Luis probably also eats:
- a) Bananas
- b) Chocolate
- c) Sandwiches

Author: Zoila Stefanía Rivera Laca
Source: Development of the Proposal

Activity Nº 3: Animals

UNIDAD EDUCATIVA "JORGE BAREK"	
Lesson: Animals	**Course:** Eighth Grade
Responsible: Zoila Stefanía Rivera Laca	**Time:** 40 minutes
Objective: At the end of the class, students will be able to read and comprehend a passage about "John is at the park" in order to differentiate wild from domestic animals.	

Illustration Nº 14: Activity about animals

PROCEDURE	
Before reading	• Students watch some slides with wild and domestic animals
During reading	• Students receive a worksheet with a very short passage and receive instructions about the reading activity. • Students read the passage silently and then answer the questions from the graphic organizers and choose the correct answer.
After reading	• Students are encouraged to discuss in pairs about their favorite animal either wild or domestic.

Topic: John is at the park	**Reading level:** Elementary
	Vocabulary/Grammar Structures:

John is at the park of Santa Elena.

He meets his friend Lucía.

John sees dogs.

Lucía sees birds.

John and Lucía see iguanas.

Author: Zoila Stefanía Rivera Laca
Source: Development of the Proposal

Chart Nº 17: Square options organizer about animals

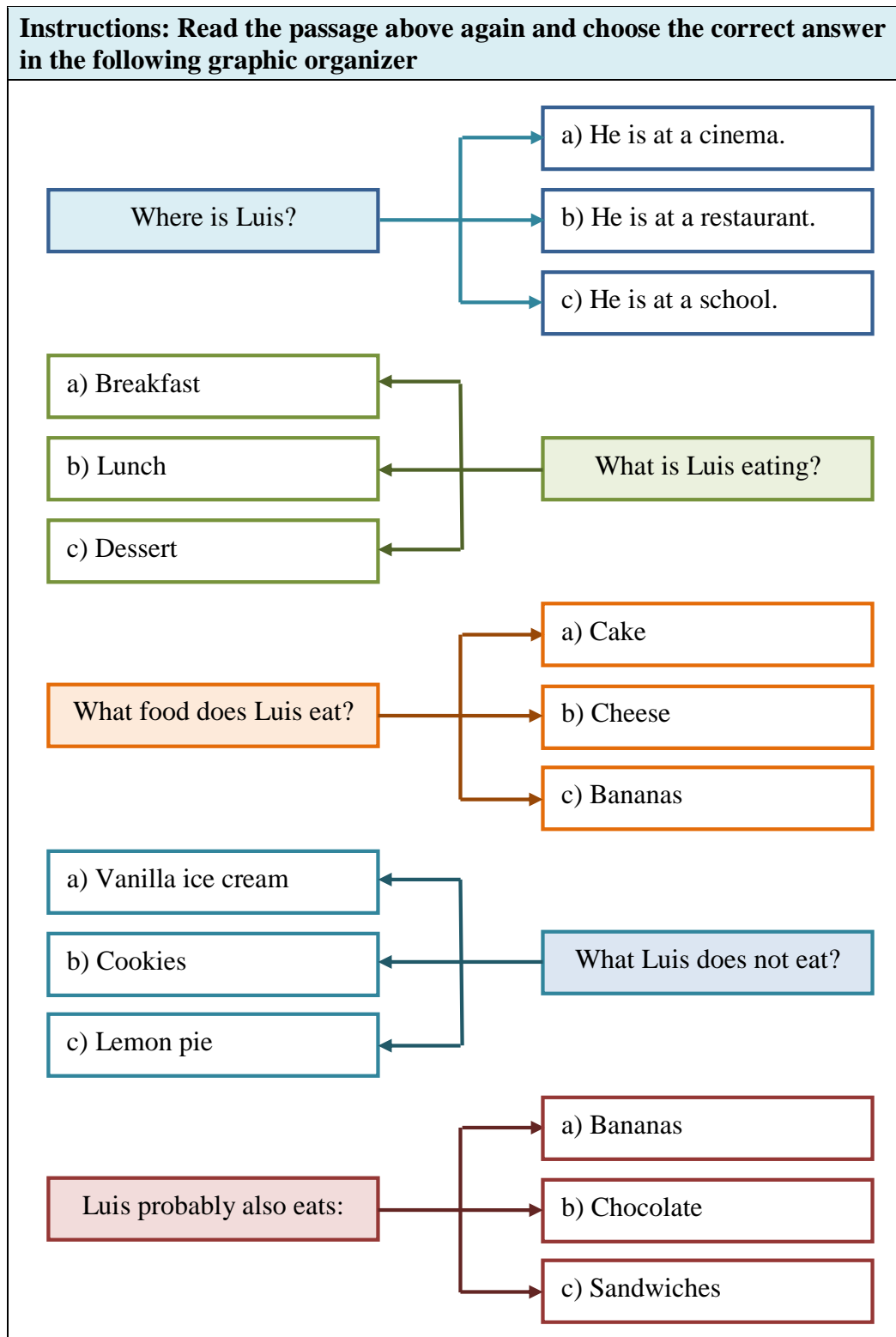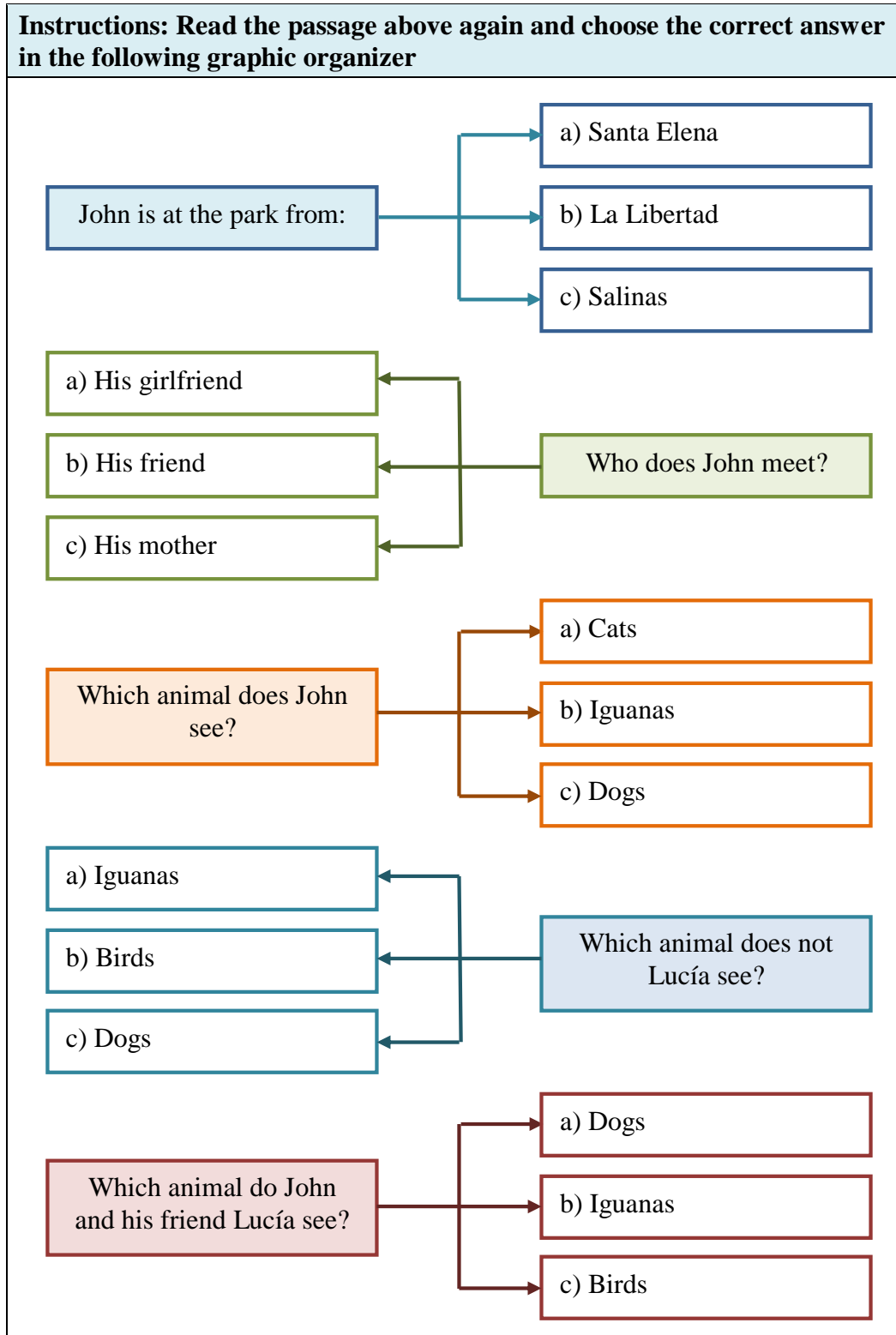John is at the park from:
- a) Santa Elena
- b) La Libertad
- c) Salinas

Who does John meet?
- a) His girlfriend
- b) His friend
- c) His mother

Which animal does John see?
- a) Cats
- b) Iguanas
- c) Dogs

Which animal does not Lucía see?
- a) Iguanas
- b) Birds
- c) Dogs

Which animal do John and his friend Lucía see?
- a) Dogs
- b) Iguanas
- c) Birds

Author: Zoila Stefanía Rivera Laca
Source: Development of the Proposal

Activity Nº 4: Adjectives of description

UNIDAD EDUCATIVA "JORGE BAREK"		
Lesson: Adjectives Of Description	**Course:** Eighth Grade	
Responsible: Zoila Stefanía Rivera Laca	**Time:** 40 minutes	
Objective: At the end of the class, students will be able to read and comprehend a passage about a missing person in order to identify adjectives of personality and physical description.		

Illustration Nº 15: Activity about adjectives of description

PROCEDURE	
Before reading	• Students watch slides with the new vocabulary, adjectives of personality and physical description. • Students repeat the pronunciation of each word and then play a game in which students have to match the correct adjective to the picture of a person. • Teacher encourages students to discuss about a missed person they know and describe the searching campaign.
During reading	• Students receive a worksheet with a short passage with the physical description of a missing person and receive instructions about the reading activity. • Students read the passage silently and then scan or skim for information in order to complete the blanks of a graphic organizer.
After reading	• Students are encouraged to work in pairs and elaborate a poster with the physical and personality description of a missed person. • Students present their posters in front of the class.

Author: Zoila Stefanía Rivera Laca
Source: Development of the Proposal

Reading worksheet: Finding a missing person

Topic: Finding a missing person	Reading level: Elementary
	Vocabulary/Grammar Structures: Adjectives of Description

MISSING

LORENA CORRALES

Age: 18 years old

Eyes: Brown

Hair: Dark Brown

Height: 5'1''

Weight: 90 lbs

Last seen: August 5th, 2016. Ballenita.

Lorena Corrales was last seen on Friday, August 5th, 2016. She is beautiful and young. She is tall and slim. Her hair is long, wavy and dark brown. She is an adorable, intelligent, friendly, and polite girl.

Please help us providing useful information to the following number 59901928944. THANK YOU!

Author: Zoila Stefanía Rivera Laca
Source: Development of the Proposal

Chart Nº 18: Analogy organizer about adjectives of description

According to information from the passage, draw a picture of the missing person.

Adjectives of physical description

_____
_____
_____
_____

Adjectives of personality description

_____
_____
_____
_____

When was the last time Lorena was seen?
_____

What is the telephone number to give info?
_____

Author: Zoila Stefanía Rivera Laca
Source: Development of the Proposal

Activity Nº 5: Parts of the House

UNIDAD EDUCATIVA "JORGE BAREK"		
Lesson: Parts of the house	**Course:** Eighth Grade	
Responsible: Zoila Stefanía Rivera Laca		**Time:** 40 minutes
Objective: At the end of the class, students will be able to read and comprehend a passage about a house for selling in order to identify the different parts of the house.		

Illustration Nº 16: Activity about parts of the house

PROCEDURE	
Before reading	• Students watch some slides with the related vocabulary. • Students receive a worksheet with the picture of a house. Then, students match the names of the parts of the house.
During reading	• Students receive a worksheet with a short passage and receive instructions about the reading activity. • Students read the passage silently and then scan or skim for information in order to complete the blank spaces of a graphic organizer.
After reading	• Teacher shows students a digital picture of different houses and asks for some volunteers to describe the picture. • Finally, students are encouraged to discuss in pairs about their dreamed house.

Author: Zoila Stefanía Rivera Laca
Source: Development of the Proposal

Reading worksheet: A house for selling

Topic: Selling an apartment	Reading level: Elementary
	Vocabulary/Grammar Structures: Parts of the house - Adjectives of Description – There is and There are

FOR SELLING

Full equipped apartment located in Punta Barandúa-Santa Elena province. It has a beautiful view to the beach. There are two big bedrooms and two bathrooms. There is one kitchen and one dining room. There is also an amazing garden with flowers! There is a park station if you have a car.

The Price is $850,000
For more information call to this number: 2944-444 and ask for Mr. Correa or Ms. Díaz

Author: Zoila Stefanía Rivera Laca
Source: Development of the Proposal

Chart Nº 19: Descriptive organizer about parts of the house

There are two bedrooms and one bathroom.

TRUE

FALSE

TRUE

FALSE

There is an incredible ~~~~

Mr. Correa and Ms. Díaz are information providers.

TRUE

FALSE
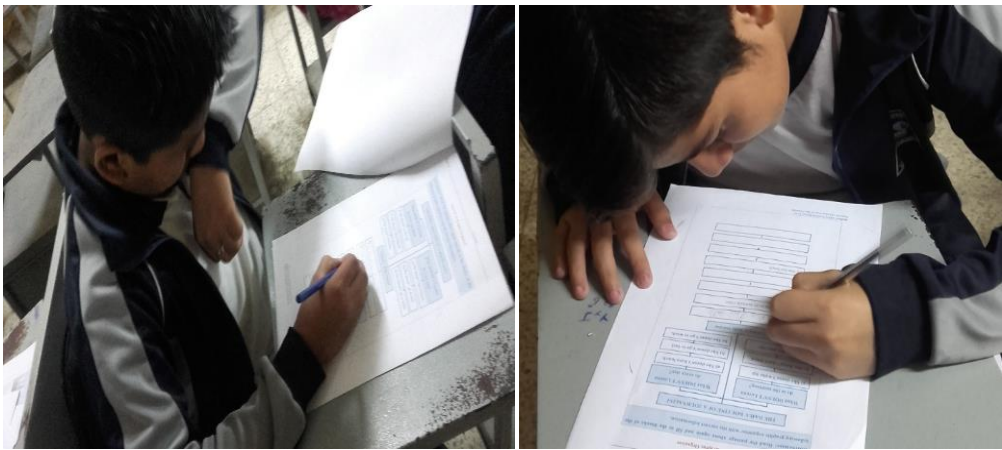
How much is it the apartment?

_____
_____

What else does the apartment have?

_____
_____

Draw a picture of your dream house

Author: Zoila Stefanía Rivera Laca
Source: Development of the Proposal

Activity Nº 6: Daily Routine

UNIDAD EDUCATIVA "JORGE BAREK"	
Lesson: Daily Routine	**Course:** Eighth Grade
Responsible: Zoila Stefanía Rivera Laca	**Time:** 4o minutes
Objective: At the end of the class, students will be able to read and comprehend a passage about the daily routine of a journalist in order to identify the different verbs used in daily activities.	

<div align="center">

Illustration Nº 17: Activity about daily routines

</div>

PROCEDURE	
Before reading	• Students watch a video about the daily routine of one person. • Then, teacher writes a list of verbs on the board and asks students to repeat each verb focusing on the correct pronunciation. • Teacher writes the topic of the reading passage and asks students to make some predictions about it.
During reading	• Students receive a worksheet with the passage of a journalist's daily routine. • Teacher reads the entire passage in order to provide students the correct pronunciation. • Then, students read the passage alone and silently in order to answer the questions and complete the gaps of a graphic organizer.
After reading	• Students are asked to circle all the verbs that describe daily routine in the passage. • Finally, students are encouraged to discuss in pairs about what they use to do during their days.

Author: Zoila Stefanía Rivera Laca
Source: Development of the Proposal

Reading Worksheet: The daily routine of a journalist

Topic: The Daily Routine of a Journalist	Reading level: Intermediate
	Vocabulary/Grammar Structures: Daily routine (wake up, get up, have breakfast, etc.)

Lorena Arias is from Guayaquil. She's a journalist from a local newspaper. She always gets up at six o'clock in the morning. She doesn't have breakfast. She goes to an exercise class; the class starts at 7.15 and it finishes at 7.45. Then, Lorena has breakfast with her friends. Later, she starts working at 8.30 writing two articles about trending topics. At midday, she has lunch. She finishes working at 6.30 in the evening. At eight o'clock, she has dinner with her family. She goes to bed at 10.30. Lorena doesn't work every day, but she goes to her exercise class every day.

Author: Zoila Stefanía Rivera Laca
Source: Development of the Proposal
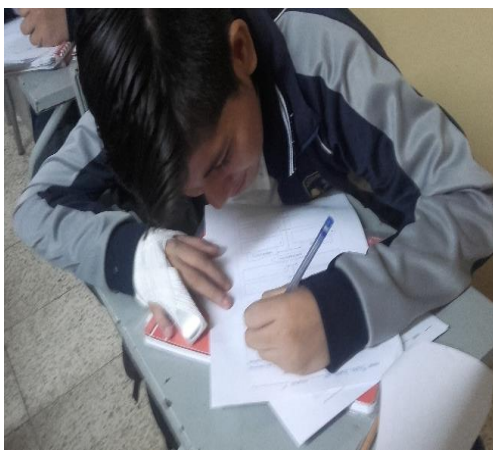
Chart Nº 20: Sequence and descriptive organizer about daily routine

Instructions: Read the passage above again and fill in the blanks of the following graphic organizer with the correct information.

THE DAILY ROUTINE OF A JOURNALIST

What DOESN'T Lorena do in the morning?

a) She doesn't wake up.

b) She doesn't have lunch.

b) She doesn't exercise.

What DOESN'T Lorena do every day?

a) She doesn't have lunch.

b) She doesn't go to bed.

b) She doesn't go to work.

Lorena's daily routine:

1)

2) Lorena goes to an exercise class.

3)

4)

5) She has lunch.

6)

7)

8)
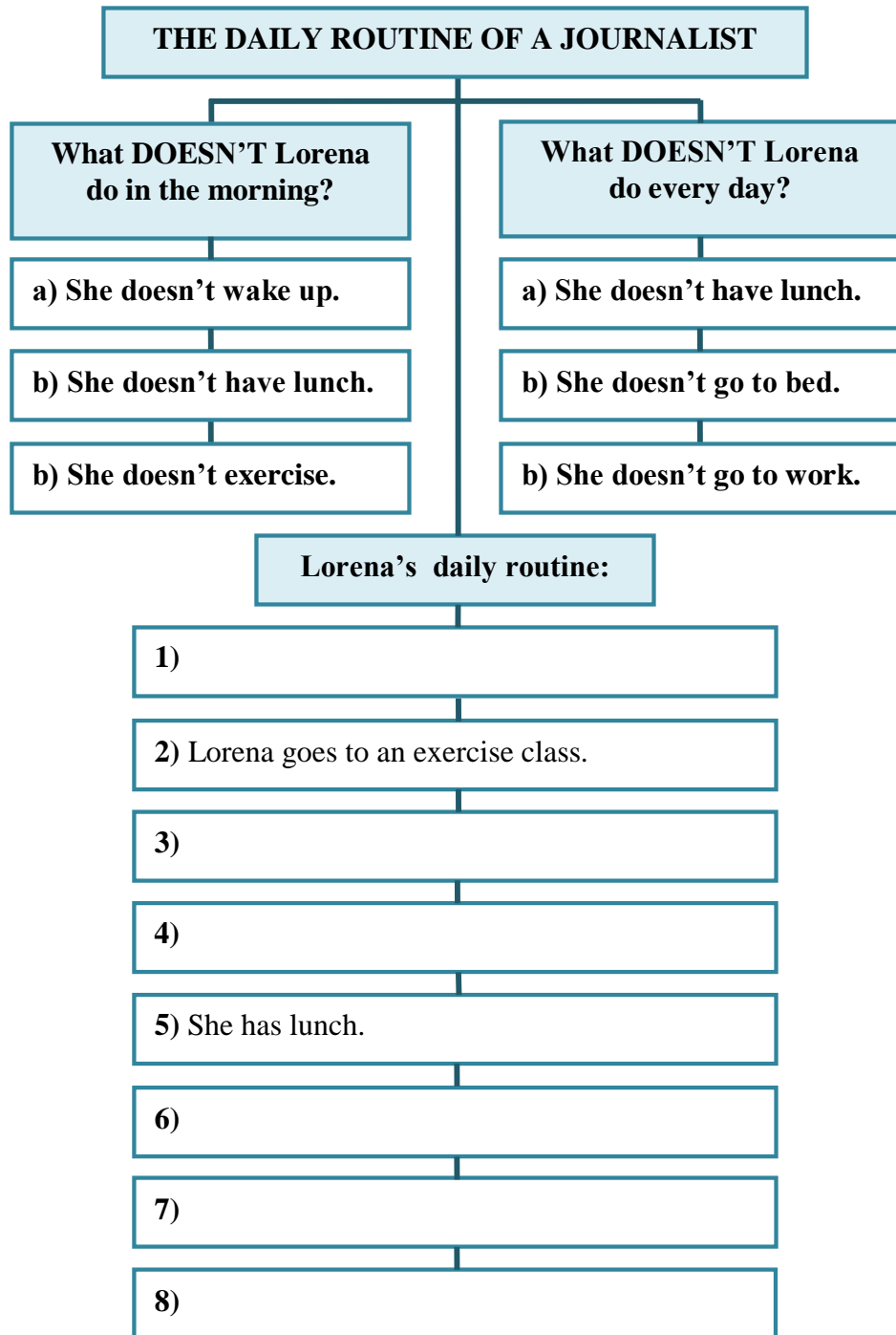
Author: Zoila Stefanía Rivera Laca
Source: Development of the Proposal

Activity Nº 7: Food and Vegetables

UNIDAD EDUCATIVA "JORGE BAREK"	
Lesson: Food (fruits, vegetables, etc.)	**Course:** Eighth Grade
Responsible: Zoila Stefanía Rivera Laca	**Time:** 40 minutes
Objective: At the end of the class, students will be able to read and comprehend a passage about doing the shopping in order to identify the different fruits and vegetable that exist.	

Illustration Nº 18: Activity about food (fruits, vegetables, and others)

PROCEDURE	
Before reading	• Students watch a video about fruits and vegetables and, then, write a list of fruits and vegetables on the board. • Teacher plays a video of some people doing the shopping and asks students to discuss about how frequent they go the supermarket and what they usually buy.
During reading	• Students work on a worksheet which contains a passage about doing the shopping. • Students read the passage from the worksheet and circle all the fruits and underline vegetables they find in the passage. • Students read the instructions of the other worksheet and fill in the gaps of the graphic organizer.
After reading	• Students are encouraged to work in groups of three in order to participate in a discussion session. • Students have to discuss about the type of food that breakfast, lunch and dinner have to contain. • Finally, students express their ideas in the discussion.

Author: Zoila Stefanía Rivera Laca
Source: Development of the Proposal

Reading worksheet: Doing the shopping

Topic: Doing the Shopping	Reading level: Intermediate
	Vocabulary/Grammar Structures: Have to – Has to. Fruits and vegetables

My name is Andrés, last week, my mom wanted to prepare some sandwiches for me and my sister, but when she open the refrigerator, she realized there was almost empty. Therefore, my mom, my sister and I went to do the shopping to the supermarket. We got divided in order to save time; my sister has to take fruits, such as, apples, oranges, grapes, melon and strawberries. My mom has to take some milk, yogurt, cereal and bread. In my case, I have to take some vegetables, such as, carrots, onions, tomatoes, broccoli, and lettuce. We did not have to buy mayonnaise, ketchup, nor mustad because we still had them in the refrigerator.

Author: Zoila Stefanía Rivera Laca
Source: Development of the Proposal
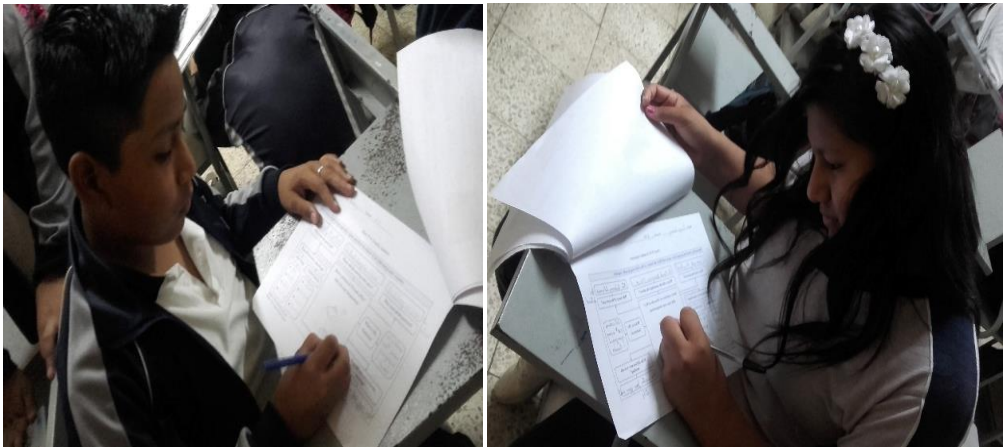
Chart Nº 21: Descriptive organizer about fruits and vegetables

Instructions: Read the passage above again and fill in the blanks of the following graphic organizer.

✔	✔
✔	✔
✔	✔
✔	✔
✔	✔
FRUITS	**VEGETABLES**

What kind of food did each person buy at the supermarket?

Andrés: Fruits – Vegetables – Others - Anything

His mother: Fruits – Vegetables – others - Anything

His sister: Fruits – Vegetables – others - Anything

OTHERS	**What DID NOT they buy?**
✔	✔
✔	✔
	✔
✔	✔
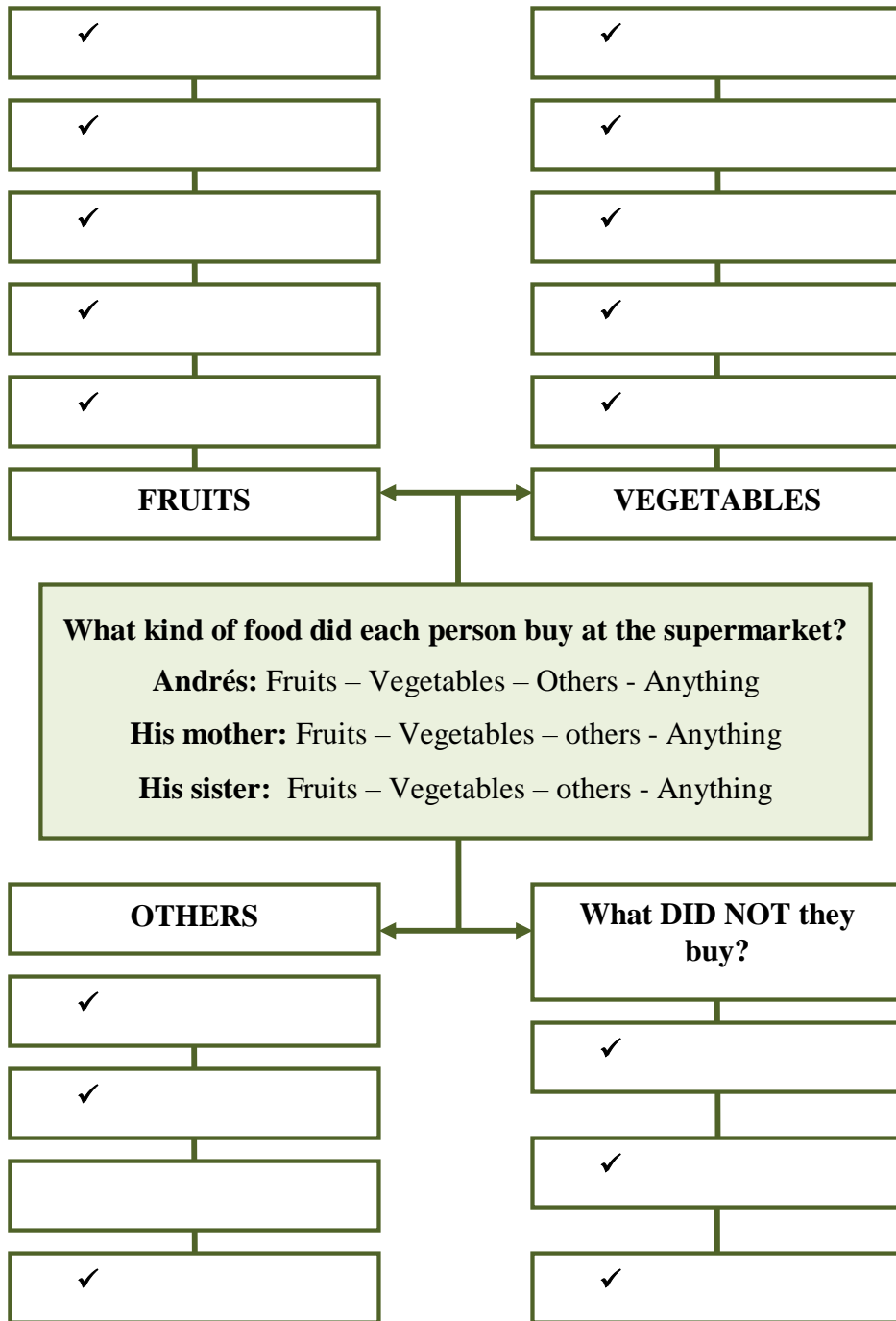
Author: Zoila Stefanía Rivera Laca
Source: Development of the Proposal

Activity Nº 8: Countries and Nationalities

UNIDAD EDUCATIVA "JORGE BAREK"		
Lesson: Countries and Nationalities	**Course:** Eighth Grade	
Responsible: Zoila Stefanía Rivera Laca	**Time:** 40 minutes	
Objective: At the end of the class, students will be able to read and comprehend a passage about traveling around the world in order to identify touristic places. Nationalities and verbs in simple past tense.		

Illustration Nº 19: Activity about touristic places

PROCEDURE	
Before reading	• Teacher provides students the grammar explanation of Simple Past Tense writing some examples on the board. • After that, students listen to a story about the trip of a group of friends to different countries in South America. • Teacher asks students to remember the names of some countries that were visited by the group of friends from the video and, then, writes the nationality. • Teacher asks students to mention if they have received a postcard before and the places they have visited.
During reading	• Students receive a worksheet with a postcard describing different aspects of a business meeting in the Galapagos Islands. • Students read the passage in order to complete the graphic organizing applying reading techniques, such as, skimming and scanning.
After reading	• Students are motivated to imagine they have travelled to a very touristic part of Ecuador and write a postcard using the one from the passage as a sample

Author: Zoila Stefanía Rivera Laca
Source: Development of the Proposal

Reading Worksheet: A business meeting in the Galapagos Islands

Topic: A business meeting in the Galapagos Islands	Reading level: Intermediate
	Vocabulary/Grammar Structures: Nationalities – Simple Past Tense

Dear Miss Gutiérrez

I am writing you from Puerto Baquerizo Moreno, capital city of Galápagos Islands.

The meeting with foreign investors was excellent. Chilean, Brazilian, Chinese, and American investors arrived and agreed with our proposal. Unfortunately, the investor from Japan, and Italy could not arrive because of problems with their airplane tickets.

When the meeting finished, we all went to a nice restaurant to have lunch. We ate a delicious dish that was called "Pescado al Rey"; everybody was satisfied with the food. I was forgetting to tell you that the English investors called me yesterday, they needed you call them as soon as possible.

See you in the office on Monday.

Joseph

Miss Gutiérrez

Caliuchima y 37th Avenue

Guayaquil - Ecuador
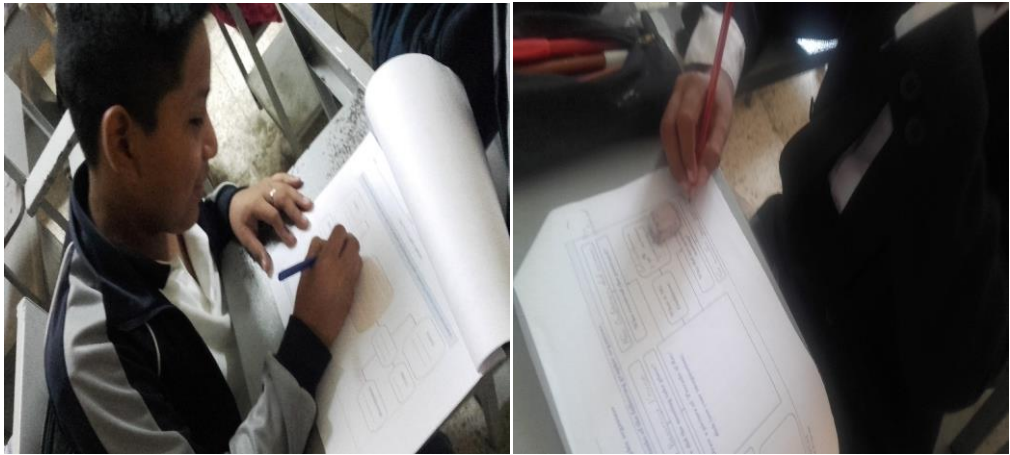
Author: Zoila Stefanía Rivera Laca
Source: Development of the Proposal

Chart Nº 22: Analogy organizer about touristic places
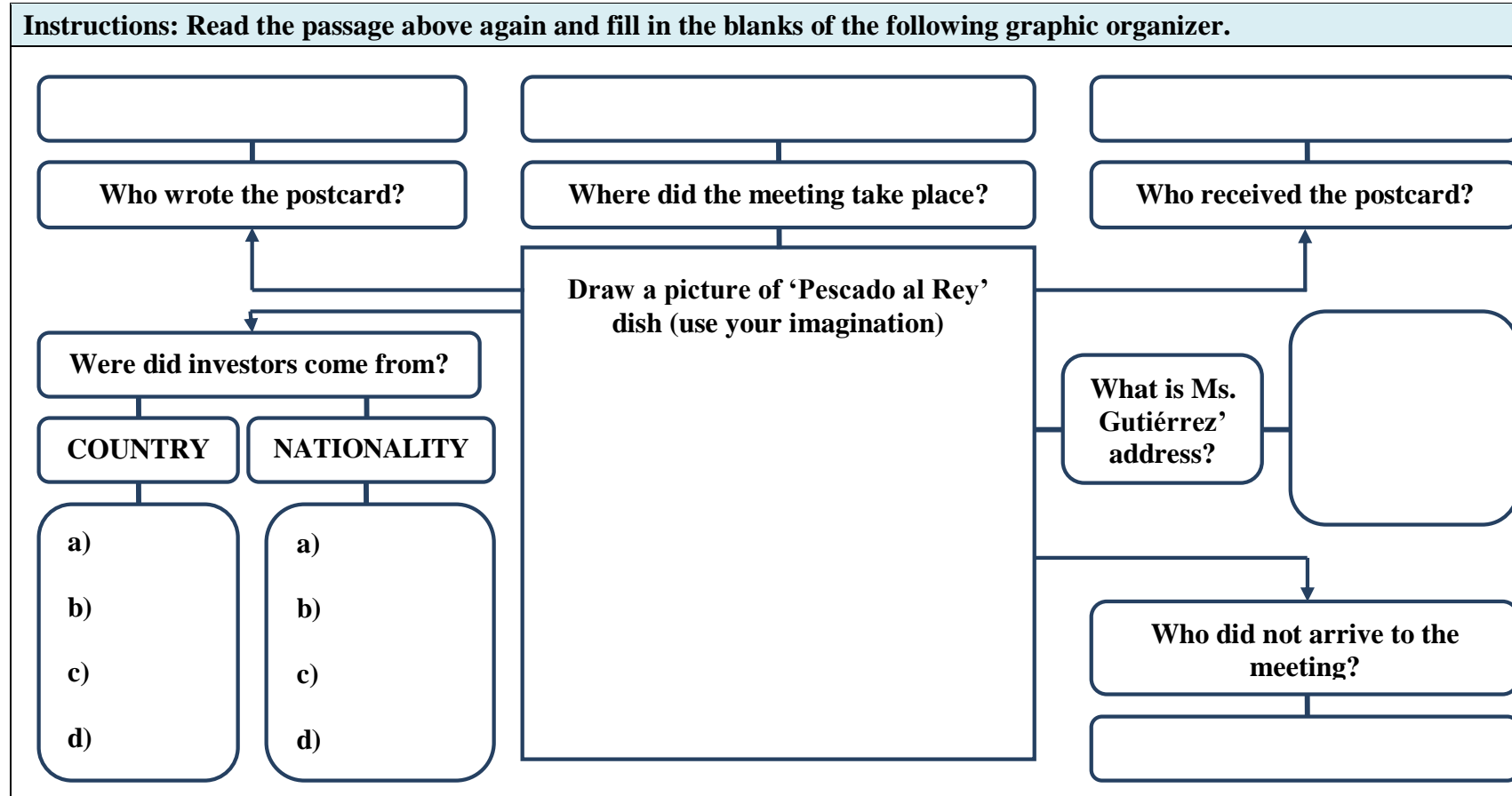
Instructions: Read the passage above again and fill in the blanks of the following graphic organizer.

Who wrote the postcard?	**Where did the meeting take place?**	**Who received the postcard?**

Draw a picture of 'Pescado al Rey' dish (use your imagination)

Were did investors come from?

What is Ms. Gutiérrez' address?

COUNTRY	**NATIONALITY**
a)	a)
b)	b)
c)	c)
d)	d)

Who did not arrive to the meeting?

Activity Nº 9: Can and Cannot/Can't

<table>
<tr><td colspan="3" align="center">UNIDAD EDUCATIVA "JORGE BAREK"</td></tr>
<tr><td colspan="2">Lesson: Can- Can´t</td><td>Course: Eighth Grade</td></tr>
<tr><td colspan="2">Responsible: Zoila Stefanía Rivera Laca</td><td>Time: 40 minutes</td></tr>
<tr><td colspan="3">Objective: At the end of the class, students will be able to read and comprehend a passage about innovative ovens in order to identify the correct use of can- can´t.</td></tr>
</table>

Illustration Nº 20: Activity about innovative ovens

PROCEDURE	
Before reading	• Teacher explains the use of Can and Cannot/Can't through the visualization of power point slides. • Students complete some exercises using Can and Cannot/Can't. • Then, teacher asks students to pick a card and formulate an oral sentence using Can and Cannot/Can't. • Teacher introduces the reading activity by asking students if they think they can create or invent something and what it would be; students express their opinions.
During reading	• Students receive a worksheet with a passage about the invention of some ovens by different people. • Teacher reads the entire passage in order to provide students a good pronunciation. • After that, students read the passage silently and complete a graphic organizer using useful information from the reading.
After reading	• Finally, students are encouraged to draw a picture of each oven using the description from the passage.

Author: Zoila Stefanía Rivera Laca
Source: Development of the Proposal

Reading worksheet: Innovative ovens

Topic: Innovative ovens	Reading level: Intermediate
	Vocabulary/Grammar Structures: CAN – CAN'T.

Solar ovens

People in some parts of the world can't cook with gas or electric ovens, but they can cook with the sun! Solar ovens are really fantastic. They can cook food and heat water. Here are two solar ovens.

The Bøhmer oven

This oven is very basic. The designer is Jon Bøhmer. He's Norwegian, but he lives in Kenya. You can't buy this oven, but you can make it. It has five parts: a lid, a pot, two boxes and newspaper. The total price of the parts is about $7. It's really cheap! The maximum temperature is about 90°C. This oven is very good for people in poor parts of the world.

The HotPot oven

The HotPot oven is a basic design too. It has three parts: a pot, a bowl and aluminium panels. The pot is in the glass bowl. The maximum temperature is about 150°C. It's really hot! You can buy this oven online and in shops. The price is about $100.

Author: Zoila Stefanía Rivera Laca
Source: Development of the Proposal
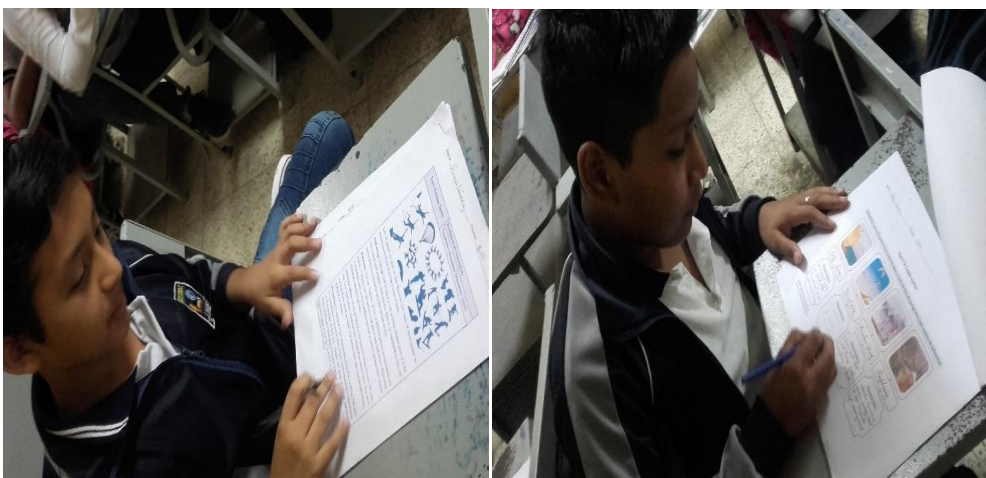
Chart Nº 23: Descriptive organizer about innovative ovens

Instructions: Read the passage above again and complete the following graphic organizing with the correct information.
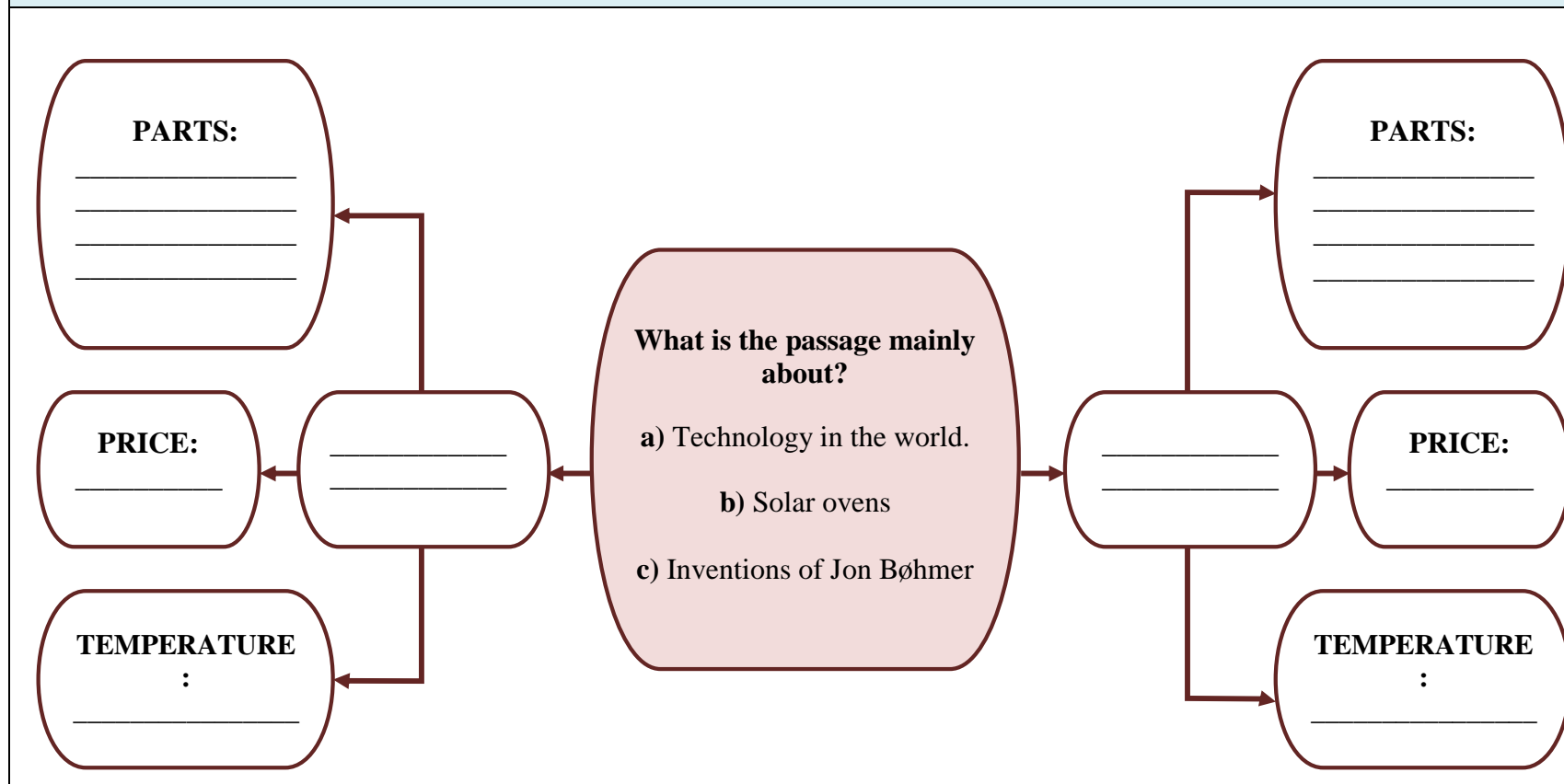
PARTS:
_____
_____
_____
_____

PARTS:
_____
_____
_____
_____

PRICE:
_____

_____
_____

What is the passage mainly about?

a) Technology in the world.

b) Solar ovens

c) Inventions of Jon Bøhmer

_____
_____

PRICE:
_____

TEMPERATURE:
_____

TEMPERATURE:
_____

Author: Zoila Stefanía Rivera Laca
Source: Development of the Proposal

90

Activity Nº 10: Sports

UNIDAD EDUCATIVA "JORGE BAREK"	
Lesson: Sports	**Course:** Eighth Grade
Responsible: Zoila Stefanía Rivera Laca	**Time:** 40 minutes
Objective: At the end of the class, students will be able to read and comprehend a passage about extreme sports in order to identify and describe favorite sports.	

Illustration Nº 21: Activity about occupations

PROCEDURE	
Before reading	• Teacher starts the class by playing a video about the last Olympic Games celebrated in Brazil and asks students to report the most interesting sports from the games. • Teacher writes a list of sports on the board and asks students to repeat the pronunciation. • Teacher introduces the reading activity by asking students to categorize the sports from the board into extreme or not extreme.
During reading	• Students receive a worksheet with a descriptive passage of different extreme sports practiced around the world. • Teacher asks students if they have ever heard about sports from the passage and then asks for some volunteers to read the entire passage. • Students read the passage silently and complete the graphic organizer with the correct information.
After reading	• Students are encouraged to discuss with the rest of the class about the sports they usually practice.

Author: Zoila Stefanía Rivera Laca
Source: Development of the Proposal

Reading worksheet: Extreme sports

Topic: Extreme Sports	Reading level: Intermediate
	Vocabulary/Grammar Structures: Sports

Lots of people do sport in their free-time, but some of these people do extreme sports! Here we just have some of them:

Cliff diving: Although cliff diving is a very exciting extreme sport, it is the least complicated extreme sport because there is no equipment to buy, no special clothe to wear and no provider services to hire.

Highlining: You can 'highline' in lots of different places, but mountains are popular. You put a line between two high places and walk across. Highlining is an extreme sport in which athletes traverse a narrow, springy band of rope suspended high above ground.

Mountain biking: Mountain biking is the sport of riding bicycles off-road, often over rough terrain, using specially designed mountain bikes. This sport can be perform almost anywhere with narrow trails that wind through forests, mountains, or deserts.

Paragliding: Paragliding is the simplest and purest form of flying. The pilot sits in the harness suspended below a fabric wing comprising a large number of interconnected baffled cells. Despite not using an engine, paragliders flight can last many hours and cover many hundreds of kilometers.

Author: Zoila Stefanía Rivera Laca
Source: Development of the Proposal

Chart Nº 24: Descriptive organizer about extreme sports

Instructions: Look at the pictures below match the names of each one from the passage above and complete the information.

Characteristics:
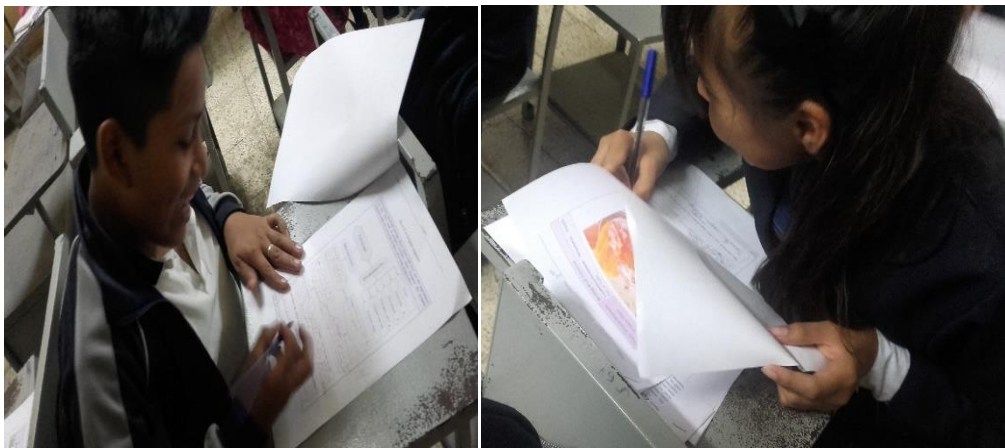
Characteristics:

Characteristics:

Characteristics:

Author: Zoila Stefanía Rivera Laca
Source: Development of the Proposal

Activity Nº 11: Connectors

UNIDAD EDUCATIVA "JORGE BAREK"	
Lesson: Connectors	**Course:** Eighth Grade
Responsible: Zoila Stefanía Rivera Laca	**Time:** 40 minutes
Objective: At the end of the class, students will be able to read and comprehend a passage about food in La Península of Santa Elena in order to identify the different connectors used for describing cooking steps.	

Illustration Nº 22: Activity using connectors

PROCEDURE	
Before reading	• Teacher introduces the new vocabulary about connectors using cards and asks students to do drilling exercises. • Teacher writes some sentences on the board and asks students to paste the correct connector. • Teacher introduces the reading exercise by playing a short video about cooking. Then, students report their favorite dishes.
During reading	• Students are given a worksheet with a passage about the preparation of a typical food from the province of Santa Elena (Ceviche). • Some students are encouraged to read the entire passage, and, then, they read the passage silently in order to work on the worksheet with a graphic organizer; students complete the blanks with the steps of preparing ceviche.
After reading	• Students are encouraged to discuss about the traditional or typical dishes in the province of Santa Elena. • Students report if they know about a special or different ingredient that may be used in the ceviche preparation.

Author: Zoila Stefanía Rivera Laca
Source: Development of the Proposal

Reading worksheet: Food in Península of Santa Elena

Topic: Food in Península of Santa Elena	Reading level: Advanced
	Vocabulary/Grammar Structures: Simple Past of Verbs.

Without doubt the most requested dish in Península of Santa Elena is ceviche which is prepared in the following way:

THE INGREDIENTS TO USE ARE:

- 2 pounds of fresh whitefish
- 2 red onions, chopped finely
- 20 lemons juice
- 1 orange juice
- 1 bunch chopped cilantro
- salt and oil

PREPARATION

First, cut the fish into small pieces and put them in a bowl; add orange and lemon juice until the fish is covered, after that, put it in the refrigerator at least 4 hours or until the fish is completely "cooked".

Then, add onions and cilantro seasoning with enough salt and mustard (optional); finally, you can serve immediately, accompanied by plantain chips, green plantains or rice.

Author: Zoila Stefanía Rivera Laca
Source: Development of the Proposal

Chart Nº 25: Sequence and descriptive organizer-ceviche preparation

Instructions: Read the passage above again and cross out the ingredients you DO NOT need to prepare ceviche; then, complete the graphic organizer with the correct procedure of ceviche preparation.
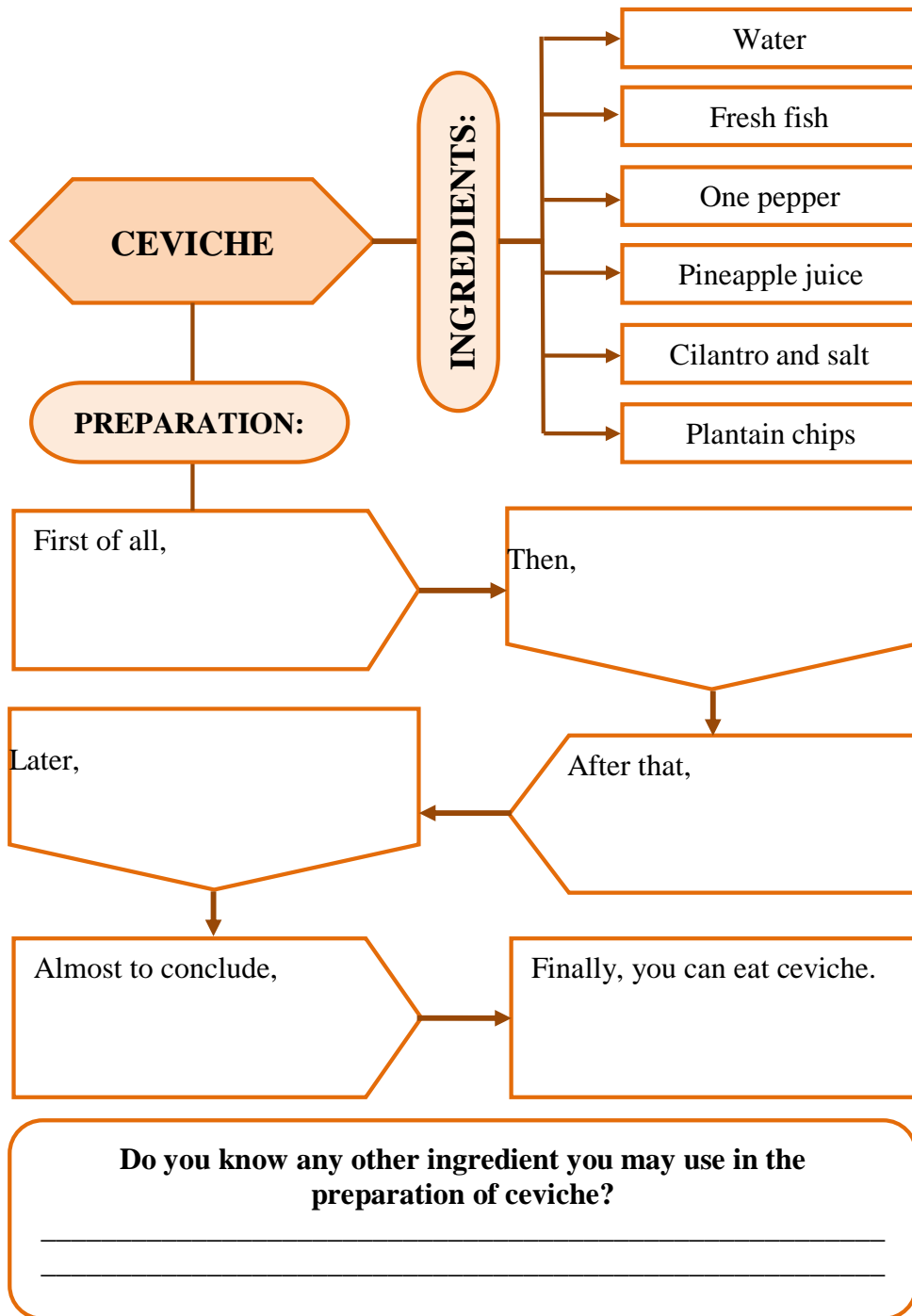
CEVICHE

INGREDIENTS:

- Water
- Fresh fish
- One pepper
- Pineapple juice
- Cilantro and salt
- Plantain chips

PREPARATION:

First of all,

Then,

Later,

After that,

Almost to conclude,

Finally, you can eat ceviche.

Do you know any other ingredient you may use in the preparation of ceviche?

_____
_____

Author: Zoila Stefanía Rivera Laca
Source: Development of the Proposal

Activity Nº 12: Simple Past Tense

UNIDAD EDUCATIVA "JORGE BAREK"	
Lesson: Simple Past Tense	**Course:** Eighth Grade
Responsible: Zoila Stefanía Rivera Laca	**Time:** 40 minutes
Objective: At the end of the class, students will be able to read and comprehend a passage about cultures in Santa Elena in order to identify and apply the verbs in past tense.	

Illustration Nº 23: Activity about Simple Past Tense

PROCEDURE	
Before reading	• Teacher starts the class by playing a memory game using verbs. • Using verbs from the previous activity, teacher explains Simple Past Tense writing sentences on the board. • The reading activity is introduced by playing a short video about the cultures in Santa Elena Province.
During reading	• Students receive a worksheet with the passage of two important cultures in the province of Santa Elena and Ecuador; Las Vegas and Valdivia. • Teacher reads the passage in order to provide a good pronunciation to students and asks students to report verbs in simple past tense. • Students read the passage silently and then complete the graphic organizer. Then, using the description from the passage, students have to draw a picture of each culture.
After reading	• Students are encouraged to discuss with the class why they think these two cultures are important.

Author: Zoila Stefanía Rivera Laca
Source: Development of the Proposal

Reading worksheet: Cultures in Santa Elena province

Topic: Cultures in Santa Elena province	Reading level: Advanced
	Vocabulary/Grammar Structures: Simple Past of Verbs.

Las Vegas has an antiquity of 10,000 years B.C. and it was the first archaeological culture that settled in the current territories of Ecuador, especially in the Peninsula of Santa Elena; they used the wood to make hunting implements like javelins, the people of Las Vegas were dedicated to hunt and gather food. Furthermore, they developed primitive farming techniques. People from this culture used bones to produce nets and textiles with diverse tools, and containers made of shell.

Another culture is Valdivia which appeared around the year 4000 B.C. - 1500 B.C. They were people who used to eat fish and shellfish, and they fed on hunting but the main base of its economy was agriculture, this cultural complex stands out mainly because of the implementation of ceramics in their daily life, according to studies it has been confirmed that they were the first to produce pottery in the American continent as well as the first pottery civilization of America. Finally, they produced female figurines made of stone and clay, which were associated with fertility and health items.

Author: Zoila Stefanía Rivera Laca
Source: Development of the Proposal
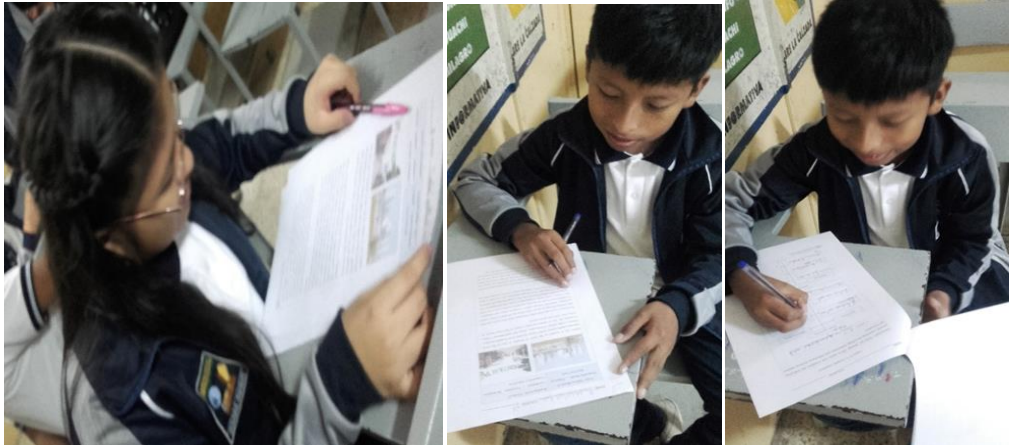
Chart Nº 26: Comparative and contrastive organizer-cultures in Santa Elena

Instructions: Read the passage above about Las Vegas and Valdivia Cultures, then, draw a picture that illustrates each culture. Finally, paraphrase and write a summary describing important characteristics of cultures previously mentioned.

Why do you consider these two cultures are important? Support your idea.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Las Vegas Culture:

_____
_____
_____
_____
_____

Valdivia Culture:

_____
_____
_____
_____
_____

Author: Zoila Stefanía Rivera Laca
Source: Development of the Proposal

Activity Nº 13: Comparative Adjectives

UNIDAD EDUCATIVA "JORGE BAREK"		
Lesson: Comparative Adjectives	**Course:** Eighth Grade	
Responsible: Zoila Stefanía Rivera Laca	**Time:** 40 minutes	
Objective: At the end of the class, students will be able to read and comprehend a passage about Salinas and Montañita Beaches in order to recognize the correct use of comparative adjectives.		

Illustration Nº 24: Activity about comparative adjectives

PROCEDURE	
Before reading	• Teacher pastes some cards with some adjectives on the board and explains the grammar structure of comparative adjectives and sentences. • Teacher shows some slides with pictures of different places in Ecuador and asks students to produce oral comparative sentences. • Teacher introduces the activity by playing a video about Salinas and Montañita asking students if they have been over there.
During reading	• Students receive a worksheet with a descriptive and comparative passage of the beaches of Salinas and Montañita. • Students read the passage silently and then complete the comparative graphic organizer using the correct information.
After reading	• Students are encouraged to discuss in pairs which of the two beaches they like the most supporting their decision with facts and clear ideas.

Author: Zoila Stefanía Rivera Laca
Source: Development of the Proposal

Reading worksheet: Salinas and Montañita beaches

Topic: Salinas Beach or Montañita Beach…. Which Is Best For You?	Reading level: Advanced
	Vocabulary / Grammar Structures: Comparative Adjectives.

Salinas city is located on the coast of Ecuador; it is one of the most important tourist centers of the country because of its beautiful beaches, offering a wide variety of landscapes, sports and entertainment. Unlike Montañita, the city of Salinas has more variety of first class hotels, as well as bars, clubs and sports centers.

Montañita is a peaceful town with a bohemian touch that can be checked after walking through its streets where there are all kinds of bars, casual restaurants, handicraft vendors, parties, ecological cabins and campfires. Its beautiful beach creates an amazing atmosphere to take a rest; at the same time, it offers a wide variety of landscapes, sports and entertainment like Salinas. A quiet village during the day but at night the bars are crowded, especially on weekends, Even though Montañita does not have a great diversity of first class hotels, there are lodges, b & b's or rooms that can be rented.

 Both Salinas and Montañita are amazing places for water sports such us: snorkeling, sailing, diving, windsurfing, beach volleyball, jet skiing. But Montañita is better to practice surf because waves are larger.

Salinas in the most popular place during the New Year day for all families that love spending a great time together and enjoy of fireworks while Montañita is more crowded of young people during this time.

Author: Zoila Stefanía Rivera Laca
Source: Development of the Proposal
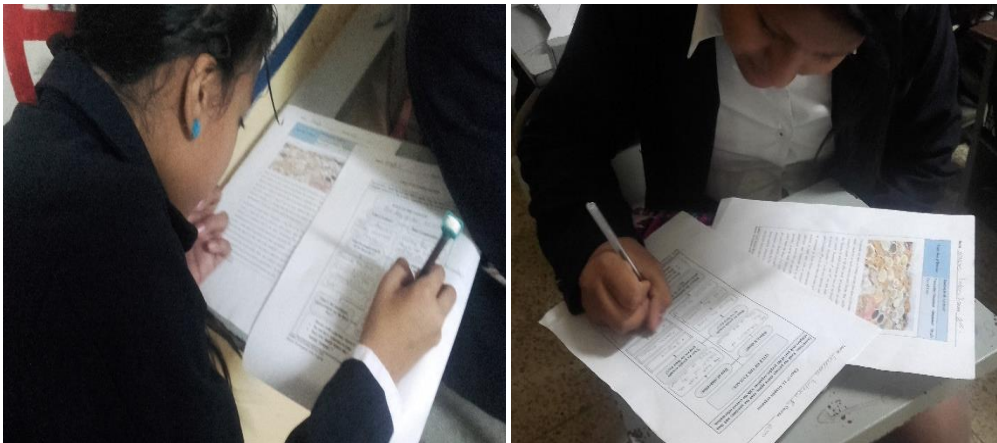
Chart Nº 27: Comparative and contrastive organizer about beaches

TOPIC:

SIMILARITIES

SALINAS ◄────► MONTAÑITA

-
-
-

DIFFERENCES

SALINAS ◄────► MONTAÑITA

-
-
-
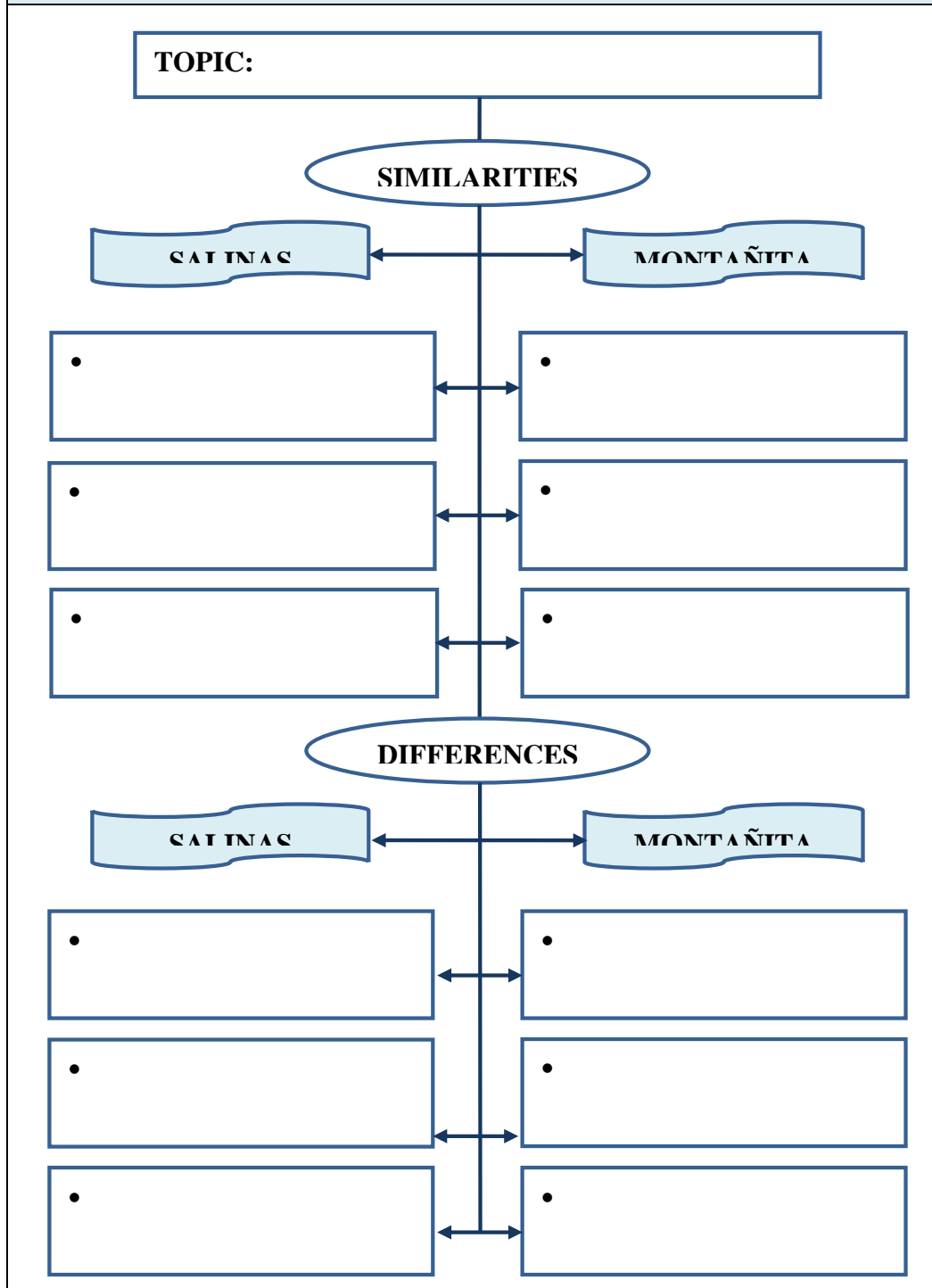
Author: Zoila Stefanía Rivera Laca
Source: Development of the Proposal

Activity Nº 14: Simple Present Tense practice

UNIDAD EDUCATIVA "JORGE BAREK"	
Lesson: Simple Present Tense	**Course:** Eighth Grade
Responsible: Zoila Stefanía Rivera Laca	**Time:** 4o minutes
Objective: At the end of the class, students will be able to read and comprehend a passage about day of decease in the province of Santa Elena in order to identify and apply the correct use of present tense.	

Illustration Nº 25: Activity about Simple Present

PROCEDURE	
Before reading	• Te class starts by playing a digital crossword using verbs. • Teacher explains the grammar structure of Simple Present Tense by writing some sentences on the board. • Students watch a short video about the day of decease in Latin American countries and then, teacher asks them to report the foreign traditions in this day.
During reading	• Students are given a worksheet with the description of Decease day in Península of Santa Elena and are motivated to scan all the verbs from the passage and write them down on their notebooks. • All students read the passage aloud and then silently. After that, they have to answer some questions and fill in some blank spaces from a graphic organizer.

After reading	Students discuss with a partner about the following questions:
	  • Do you have someone to remember on this day?
	  • Does your family follow the tradition of preparing food and baking 'guaguas'?

Author: Zoila Stefanía Rivera Laca
Source: Development of the Proposal

Reading worksheet: Day of Decease in Santa Elena province

Topic: Day of Decease in Santa Elena province	Reading level: Advanced
	Vocabulary/Grammar Structures: Simple Present of Verbs.

During the last days of October and the first days of November, there are many countries in Latin America and Europe that celebrate a holiday related to death, or life after death. In Ecuador, we celebrate the Day of the Decease in which we honor the lives of the loved ones who have left this world. November 1st and 2nd are two quite different days in the festivities. November 1st is the day when the souls of the children return and November 2nd is the day when the souls of the adults return.

In peninsula of Santa Elena, celebrations of the Day of the Decease consist of vigils and visits to cemeteries where people bring flower offerings and traditional food to the dead. Ecuadorians have very traditional meals that are specially prepared for these days like 'colada morada', a drink made from purple corn flour and 'guaguas' of bread which have the shape of a child, other of the traditions is to prepare the deceased's favorite food and leave it on the table or either on a bed so the deceased will enjoy his favorite dishes. Then, when someone comes to a house saying "*Angeles somos de cielo venimos, pan pedimos*", the host of the house has to offer that person some food and bread from the table.

Author: Zoila Stefanía Rivera Laca
Source: Development of the Proposal

Chart Nº 28: Analogy organizer about the Decease day

TITLE OF THE PASSAGE:

What is it about?

Date of celebration:

What do people usually do on these days?

What do people usually prepare on these days?

-
-
-

What is the traditional phrase people say on these days?

Discuss with a partner about the following questions:
- Do you have someone to remember on this day?
- Does your family follow the tradition of preparing food and baking 'guaguas'?

Author: Zoila Stefanía Rivera Laca
Source: Development of the Proposal

Activity Nº 15: Simple Future Tense

UNIDAD EDUCATIVA "JORGE BAREK"		
Lesson: Simple Future Tense	**Course:** Eighth Grade	
Responsible: Zoila Stefanía Rivera Laca	**Time:** 40 minutes	
Objective: At the end of the class, students will be able to read and comprehend a passage about the diary of a person in order to identify and apply the correct grammar use of future tense.		

Illustration Nº 26: Activity about occupations

PROCEDURE	
Before reading	• Teacher explains students the grammar structure of Future tense (Be going to) by showing some power point slides. • Students complete some sentences using the correct form of *Be going to*. • Students listen to a short story about a future journey and then they are asked to complete a chart in the board.
During reading	• Students receive a worksheet with a passage about the diary of Lucy in which she describes all their future events. • Students read the passage silently. Then, they scan and circle all the future verbs from the reading. • After that, students read the passage again applying the skimming strategy in order to complete the spaces of a graphic organizer.
After reading	• Finally, students are asked to write some sentences which describe their future plans. Students go in front of the classroom and read their future sentences.

Author: Zoila Stefanía Rivera Laca
Source: Development of the Proposal

Reading worksheet: Lucy's diary

Topic: Lucy's diary	Reading level: Advanced
	Vocabulary/Grammar Structures: Simple Future Tense.

Monday, December 27th, 2016

10:00 P.M.

Dear diary. This is Lucy; I am writing from my beautiful bedroom; my mom Sonia installed air conditioner in my room and my dad Julio painted the walls light green color so I am so happy for that because my space inspires me peace. Well, I am writing because I want to describe my itinerary for tomorrow; I have lots of plans, for example; I am going to wake up early in order to take a bus to Loja. My mom and my old brother are going to go with me to the bus station. My bus is going to leave at 10:00 A.M. Once I arrive to Loja, Danna, my friend is going to pick me up at the bus station. Then, we are going to have lunch and we are going to go to her house to rest a little. After that, Danna and I are going to walk for the downtown of Loja. Later, we are going to take a taxi and go to the Recreational Park "Jipiro" because it is a relaxing place. Next day, we are also going to go the Bosque Petrificado de Puyango and to Santuario de El Cisne. At night, we are going to a dancing club for having some fun with more friends. The next day, I am going to be back home at 08:00 P.M. These are my plan, I am so excited and I cannot wait until tomorrow.

Author: Zoila Stefanía Rivera Laca
Source: Development of the Proposal

Chart Nº 29: Story map about Lucy's diary

Instructions: Read the passage above again and then work on the following graphic organizer.

TITLE:

Characters:
_____
_____
_____
_____
_____

Setting:

Date:

Time:

Future Event 1:

Future Event 2:

Future Event 4:

Future Event 3:

Future Event 5:

Future Event 6: Lucy is going to rest at Danna's house.

Future Event 8:

Future Event 7:

Future Event 9:

Future Event 10:

Future Event 11:

Which day is Lucy going to go to Loja?
_____
_____

Which day is Lucy going to be back home?
_____

Author: Zoila Stefanía Rivera Laca
Source: Development of the Proposal

4.4 Achievements and expected results

4.4.1 Results from proposal activities

This proposal contained fifteen activities in which students were evaluated according to the way the complete the graphic organizers.

Chart Nº 30: Results from proposal activities

Nº	STUDENTS' NAMES	ELEMENTARY LEVEL					INTERMEDIATE LEVEL					ADVANCED LEVEL				
		R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	R13	R14	R15
1	Borbor Suárez Brittany Lisbeth	10	10	7	10	10	10	10	7	10	10	10	10	9	9	9
2	Casierra Karolys Luisa Scarlet	10	10	7	10	9	9	10	9	10	9	8	10	10	10	9
3	Cochea Rodríguez Josué Armando	10	10	7	5	8	7	10	9	8	7,5	10	10	9	8	7
4	Correa Basurto Sheyla Michelle	7	8	7	7	10	9	10	10	10	10	10	10	9	9	9
5	Del Pezo Laínez Maylí Arelys	8	10	8	10	10	9	10	10	8	10	10	10	10	9	9
6	Lainez Medina Hugo Israel	10	10	7	10	10	10	10	10	10	10	9	9	10	7	10
7	Limones Castillo Justhin Alejandro	8	8	7	10	10	3	10	10	6	10	10	10	10	9	8
8	Luna Anchaluisa Abraham Misael	10	10	7	10	10	8	10	10	7	10	8	10	10	6	10
9	Pozo Pozo David Saúl	2	6	8	8	9	7	10	10	8	7,5	9	7	9	7	8
10	Proaño Molina Gabriel Giovanni	8	10	8	10	10	9	10	8	10	9	10	7	8	8	8
11	Pudlla Aguilera Edward Michael	10	10	8	10	10	10	8	9	10	9	9	7	7	10	10
12	Rezabala Coba Mayckol Jair	10	10	10	10	8	10	10	9	10	9	7	10	8	10	7
13	Rodríguez González Abel Nezateth	10	6	8	8	7	8	7.5	9	8	10	9	10	9	8	10
14	Rojas Ramírez Gabriela Nicole	8	10	7	10	10	5	10	9	8	10	10	10	10	10	9
15	Tumbaco Reyes Geovanna Doménica	8	10	8	10	9	8	10	10	10	10	10	10	10	10	10
16	Yagual Gómez Miguel Anthony	8	6	7	10	7	9	10	9	7	10	10	10	10	8	7

Author: Zoila Stefanía Rivera Laca
Source: Diagnostic and Final test applied to eighth basic year students

4.4.2 Results from the Diagnostic and Final Test

Results that were obtained in the diagnostic and final test are presented in the following chart:

Chart Nº 31: Results of Diagnostic and Final Test

N°	FULL NAME OF STUDENTS	DIAGNOSTIC TEST	FINAL TEST	% OF IMPROVEMENT
1	Borbor Suárez Brittany Lisbeth	4	10	60%
2	Casierra Karolys Luisa Scarlet	5	7,5	25%
3	Cochea Rodríguez Josué Armando	3	8	50%
4	Correa Basurto Sheyla Michelle	4	8	40%
5	Del Pezo Laínez Maylí Arelys	4	8	40%
6	Lainez Medina Hugo Israel	3	7,5	45%
7	Limones Castillo Justhin Alejandro	3	8	50%
8	Luna Anchaluisa Abraham Misael	6	9	30%
9	Pozo Pozo David Saúl	2	8	60%
10	Proaño Molina Gabriel Giovanni	6	8	20%
11	Pudlla Aguilera Edward Michael	6	10	40%
12	Rezabala Coba Mayckol Jair	5	8	30%
13	Rodríguez González Abel Nezateth	3	10	70%
14	Rojas Ramírez Gabriela Nicole	5	9	40%
15	Tumbaco Reyes Geovanna Doménica	3	8	50%
16	Yagual Gómez Miguel Anthony	4	8	40%
	TOTAL SCORE	**4,13**	**8,44**	**43%**

Author: Zoila Stefanía Rivera Laca

Source: Diagnostic and Final test applied to eighth basic year students

Graphic Nº 7: Students' improvement
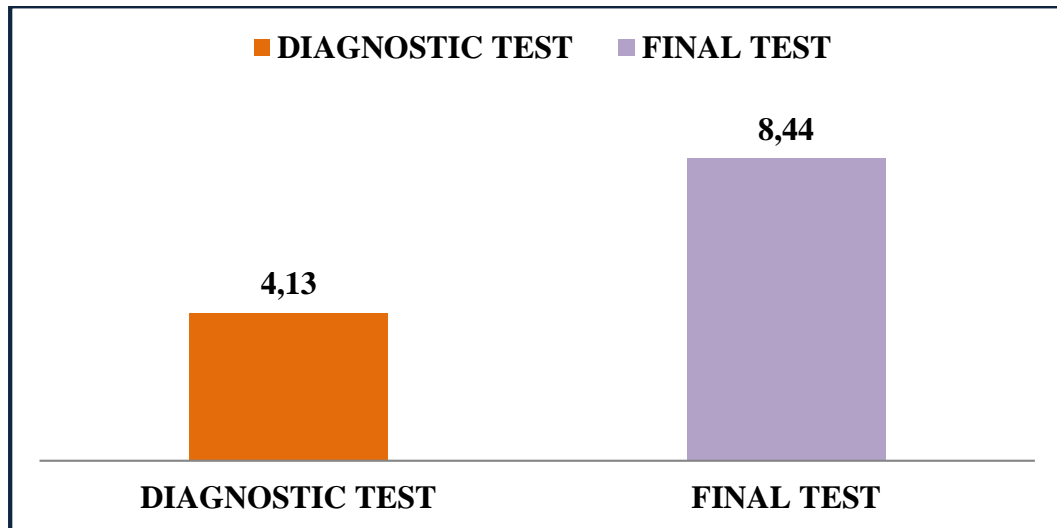
Author: Zoila Stefanía Rivera Laca
Source: Diagnostic and Final test applied to eighth basic year students

4.5 Conclusions and Recommendations

4.5.1 Conclusions

- The development of reading comprehension skill of students of eighth grade is necessary due to the great opportunities to acquire new information and knowledge.

- The application of strategies is required for the teaching process in order to encourage students of eighth grade to read by themselves and not for obligation applying different reading techniques (scanning, skimming, summarizing).

- It is significant to engage students in reading activities that involves the creation of readings about topics in which students were interested in order to increase their motivation and get assiduous readers.

- The creation and implementation of graphic organizers represented a useful strategy for the development of reading comprehension skill of eighth grade students since they had the opportunity to relate, classify, analyze and contrast information.

4.5.2   Recommendations

- Reading comprehension, as one of the most important skills in the English language learning, should be developed and practiced constantly in order for students to connect, predict, infer, monitor, summarize and evaluate written passages or texts.

- Teachers should look for more strategies and apply the correct strategy for their students in order to develop their English language learning process in a correct way.

- Teachers should develop their own readings according students age and interest due to books do not have enough reading to help student's age to improve their reading comprehension ability.

- It is recommended that English teachers apply graphic organizers due to their pedagogical benefits; they allow the comprehension, classification and comparison of information in a different way.

4.6 Timetable

Chart Nº 32: Timetable

Nº	ACTIVITIES	2016								2017															
		NOV				DEC				JAN				FEB				MAR				JUL			
		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	Socialization with the Advisor	x																							
2	Socialization with Unidad Educativa "Jorge Barek" authorities and students	x																							
3	Elaboration of Chapter I	x																							
4	Chapter I Presentation to Advisor		x																						
5	Elaboration of Chapter II			x																					
6	Chapter II Presentation to Advisor			x																					
7	Development and implementation of instruments			x																					
8	Collection and analysis of results			x																					
9	Elaboration of Chapter III				x																				
10	Chapter III Presentation to Advisor				x																				
11	Elaboration of Chapter IV					x	x	x	x	x	x	x	x												
12	Application of the Proposal													x	x										
13	Elaboration of Appendix pages															x	x	x							
14	Elaboration of Preliminary Pages																		x						
15	Review of Thesis Draft																		x						
16	Delivery of Final Work																			x					
17	Thesis Pre-defense																								x
18	Thesis Defense-Graduation Day																								x

Author: Zoila Stefanía Rivera Laca

4.7 Resources

MATERIAL RESOURCES				
Nº	DESCRIPTION	QUANTITY	UNIT COST	TOTAL
1	Paper ream	3 reams	$5.00	$15.00
2	Copies	100	$0.05	$5.00
3	Prints	500	$0.30	$150.00
4	CDs	3	$1.00	$3.00
SUBTOTAL				$173.00

TECHNOLOGICAL RESOURCES				
Nº	DESCRIPTION	QUANTITY-TIME	UNIT COST	TOTAL
5	Internet	4 months	$25.00	$100.00
6	Laptop	1	$1000.00	$1000.00
7	Camera	1	$300.00	$300.00
8	Flash memory	1	$15.00	$15.00
SUBTOTAL				$1,415.00

OTHERS				
Nº	DESCRIPTION	TIME	UNIT COST	TOTAL
9	Communication	4 months	$10.00	$40.00
10	Transportation	4 months	$10.00	$40.00
11	Lunch and Snacks	4 months	$10.00	$40.00
12	Unexpected expenses		$100	$100.00
SUBTOTAL				$220.00

TOTAL SUMMATORY	$1,808.00

Author: Zoila Stefanñia Rivera Laca

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APPENDIXES

Appendix Nº 1: Students' survey

	PENÍNSULA OF SANTA ELENA STATE UNIVERSITY **FACULTY OF SCIENCES OF EDUCATION AND LANGUAGES** **ENGLISH LANGUAGE TEACHING CAREER**	

Objective: To collect information from eighth grade students at "Unidad Educativa Jorge Barek" about the importance of developing the reading comprehension skill of the English language.

Instructions: Read carefully each question with its alternatives. Then, choose one alternative in order to provide an answer (X).

Question Nº 1: From the following scale, how important do you consider reading comprehension skill is?

Nº	ALTERNATIVES	RESPONSES
1.1	5=Very important	
1.2	4=Important	
1.3	3=Moderately important	
1.4	2=Slightly important	
1.5	1=Not Important	

Question Nº 2: Please mark your proficiency level at the moment of comprehending a passage

Nº	ALTERNATIVES	RESPONSES
2.1	Poor	
2.2	Fair	
2.3	Good	
2.4	Excellent	
2.5	Not sure	

Question Nº 3: How often do you read in English?

Nº	ALTERNATIVES	RESPONSES
3.1	Very often	
3.2	often	
3.3	sometimes	
3.4	never	
3.5	Not sure	

Question Nº 4: According to your criteria, which of the following factors do influence in the lack of comprehension of reading activities?

Nº	ALTERNATIVES	RESPONSES
4.1	Inappropriate strategies for teaching reading comprehension	
4.2	Lack of reading habits	
4.3	Books don't have enough reading materials	
4.4	Reading exercises are not according to your interests.	
4.5	Not sure/Not applicable	

Question Nº 5: Do you consider that the application of strategies support the improvement of your reading comprehension skill?

Nº	ALTERNATIVES	RESPONSES
5.1	Strongly agree	
5.2	Agree	
5.3	Undecided	
5.4	Disagree	
5.5	Not sure/Not applicable	

Question Nº 6:from the following strategies choose the ones do you consider are going to support the improvement of your reading comprehension skill

Nº	ALTERNATIVES	RESPONSES
7.1	Question - answers	
7.2	summarizing	
7.3	Graphic organizers	
7.4	Story structure	
7.5	Other	

Appendix Nº 2: Interview to English teacher

	PENÍNSULA OF SANTA ELENA STATE UNIVERSITY FACULTY OF SCIENCES OF EDUCATION AND LANGUAGES ENGLISH LANGUAGE TEACHING CAREER	

Objective: To collect important information from English teachers at Unidad Educativa "Jorge Barek" about the importance of developing the reading comprehension skill of English language.

QUESTION	RESPONSE
What do you think about the teaching English language in educational institutions from Ecuador?	
What is the level of English language of your students?	
What do you think about the development of reading comprehension skill of your students?	
What problems do you consider students face for developing their reading comprehension skill?	
What are the strategies that you apply for your English reading skill lessons?	
How frequent do you encourage your students practice their reading comprehension skill?	
Do you consider that reading exercises from the English book are according to your students' interests and levels?	
Do you consider that the application of graphic organizers contributes to the practice and development of reading comprehension skill of your students?	

Appendix Nº 3: Interview to the principal

<table>
<tr><td></td><td>PENÍNSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF SCIENCES OF EDUCATION AND LANGUAGES

ENGLISH LANGUAGE TEACHING CAREER</td><td></td></tr>
</table>

Objective: To collect information from the principal at Unidad Educativa "Jorge Barek" about the importance of developing the reading comprehension skill of English language.

QUESTION	RESPONSE
According to your criteria, what do you think about the teaching English language in educational institutions from Ecuador?	
What is the level of the English teachers from the educational institution you manage?	
What is the level of English language of students of eighth grade from this educational institution?	
According to your criteria, should be develop the reading comprehension skill on students of eight grade?	
What problems do you consider students face for developing their reading comprehension skill?	
What are the strategies that English teachers from this educational institution apply for their English reading skill lessons?	
What strategies do you think would help to the development of reading comprehension ability?	

Appendix Nº 4: Interview to English language experts

	PENÍNSULA OF SANTA ELENA STATE UNIVERSITY **FACULTY OF SCIENCES OF EDUCATION AND LANGUAGES** **ENGLISH LANGUAGE TEACHING CAREER**	

Objective: To collect information from English language teaching experts about the importance of developing the reading comprehension skill of English language.

QUESTION	RESPONSE
According to your criteria, how important is teaching English language in educational institutions from Ecuador?	
According to your criteria, how important is the development of reading comprehension skill of students?	
What problems do you consider students face for developing their reading comprehension skill?	
What do you think are the causes of a Poor Reading Comprehension?	
What are the strategies that you consider are the most beneficial for developing English reading skill of students?	
How frequent do you consider teachers should encourage students to practice their reading comprehension skill?	
Do you consider that reading exercises from the English book are according to students' interests and levels?	
What are the advantages of applying graphic organizers in the practice of reading comprehension skill?	

Appendix Nº 5: Observation guide

UNIDAD EDUCATIVA "JORGE BAREK"					
Teacher: Lcda. Clara Roca Matías		**Observer:** Stefania Rivera Laca			
Course: Eighth Grade		**Date:**			
Objective: To evaluate the methodology and the different strategies applied in an English writing lesson in order to know the aspects that need to be improved in the practice of this skill.					
INSTRUCTIONS: The observer chooses the best option according to her criteria. 5=EXCELLENT 4= VERY GOOD 3=GOOD 2= FAIR 1=POOR					
ASPECTS TO EVALUATE	**5**	**4**	**3**	**2**	**1**
Teacher introduces the topic of the reading activity					
Teacher introduces the objective of the reading activity.					
Teacher provides students a warm-up activity for introducing the topic					
Teacher explains the unknown vocabulary that is necessary for the reading activity.					
Teacher applies any didactic resource to explain the reading in a better manner					
Teacher applies any technological tool to explain the reading in a better manner					
Teacher applies different and additional reading exercises from the English book.					
Teacher applies different strategies at the moment of reading, such as, loud and silent reading.					
Teacher encourages students to apply different reading strategies, such as, scanning, skimming, previewing, summarizing, and others.					
Teacher motivates students to work on the reading exercise.					
Teacher verifies students' reading comprehension asking them to report their answers.					
Teacher provides students feedback about the reading exercise asking different questions.					

Author: Zoila Stefanía Rivera Laca

Appendix Nº 6: Rubrics for evaluating students

RUBRIC			
ASPECTS	**NEED MORE PRACTICE**	**GOOD**	**EXCELLENT**
Look for specific information in the reading	Get the information but cannot Hierarchize in order to use it for answer the questions	Get the information but leave aside some important information	Find the information according to the requirements requested in the questions
Gives a critical opinion about the text	Cannot give an opinion	Gives an opinion and with help give an example	Gives an opinion and different examples with details
Understand key facts	Student identify any key facts	Student identify 3-4 key facts	Student identify more than 5 key facts
Identify the main and secondary ideas in the text	Recognize some phrases related to the text but do not recognize the main and secondary ideas	Distinguish the main and secondary ideas using the same words of the reading	Distinguish the main and secondary ideas using his/her own words.
Use the information in the reading to give and argument	Use the same words of the text to explain his/her argument	Use his/her own words to express an opinion about the text	Give an opinion using his/her ideas with a content related to the text
Identify characters in the reading	Cannot identify the characters	Identify some of the characters with help	Refers to characters using the correct pronouns and information
Make predictions about what will happen in the reading	Student is not able to make a prediction	Students make guesses not based on any information	Student can make a correct prediction based on the reading

Student's name:			
Course:		Date:	**/10**

1- READE THE PASSAGE BELOW AND THEN ANSWER THE QUESTIONS.
(1 point each item).

Tom is going on a trip to the mountains.

Tom needs to take his bag. The bag is brown. The bag is small. The bag is small and brown.

Tom opens the bag. Tom wants to put things in the bag. Tom wants to pack his bag. Tom puts a toothbrush in the bag. Tom puts a map in the bag. Tom puts boots in the bag. Tom puts a camera in the bag. Tom puts a book in the bag. Tom closes the bag. But the bag cannot close! Tom takes the boots out of the bag. He puts them on his feet.

Snap! Snap! Now the bag can close. Tom is ready to go!

QUESTIONS

QUESTION Nº 1		X
Where is Tom going?	**a)** He is going on a trip to the city.	
	b) He is going on a trip to the beach.	
	c) He is going on a trip to the mountains.	

QUESTION Nº 2		X
Tom has a bag. His bag is …….	**a)** Small	
	b) Brown	
	c) Old	

QUESTION Nº 3		X
What does Tom put in the bag?	**a)** A map	
	b) Money	
	c) A jacket	

QUESTION Nº 4		X
Tom does not put……..… in the bag.	**a)** Boots	
	b) A camera	
	c) A hat	

QUESTION Nº 5		X
If you *pack* a bag, this mean you	**a)** Take things out of it	
	b) Put things into it	
	c) Open and close it	

QUESTION Nº 6		X
Using the things in the bag, Tom can……. on the trip.	**a)** Go finish	
	b) Take pictures	
	c) Make a tent	

QUESTION Nº 7		X
After Tom puts his things in the bag, he……..the bag.	a) Puts	
	b) Closes	
	c) Opens	

QUESTION Nº 8		X
What does Tom take out of the bag?	**a)** A toothbrush	
	b) A camera	
	c) Boots	

QUESTION Nº 9		X
Why did Tom pack a map?	**a)** To read news	
	b) To not get lost	
	c) To take pictures.	

QUESTION Nº 10		X
What is the best title for this passage?	**a)** A Trip to the Mountains	
	b) Tom Packs His Bag	
	c) Tom Puts a Camera in the Bag	

Student's name:		/10
Course:	Date:	

1. **Read the passage below carefully.**

Daniel can't handle school anymore. Some of the kids at school bully him. He is everyday pushed into the floor. The bigger kids hide Daniel's books. They make fun of him. Some of the bigger kids are bullies.

Sometimes for not going to school Daniel tells his mom he do not feel ok. "Baby you may stay home and sleep," Mom says. "You will get better tomorrow." Then, Daniel stays at home. He listens to music, and he watches some movies. He is not afraid, he feels free.

"You have to tell someone you are getting bullied at school," says Daniel's best friend, Josue, but Daniel doesn't want to tell an adult because he is so scared. Even his mom doesn't know about the problem.

"That will make things worse, Josue," says to Daniel. "You are not at my school. You have no idea how rude they are."

"You can't stay home Daniel, you have to go to school" says Josue. "You will probably fail your class and you will get in troubles with your mom. Is that what you want?. Daniel thinks Josue is right. He is going to tell to his mom about his problem when she returns home from her job at 5.00 pm.

2. Complete the following graphic organizer taking information from the passage above.

What bullying situations does Daniel have to handle with at school? (1,50 p.)

a) _____
b) _____
c) _____

Write the characters that are mentioned in the passage (1 p.):

_____
_____
_____

What was the advice of Josue? (1 p.)

_____
_____
_____
_____
_____
_____

What is the passage mainly about? (2 p.)

_____
_____
_____
_____
_____
_____

What would your advice be for kids or teenagers that are victim of bullying? (2 p.)

_____
_____
_____
_____
_____
_____

Which of the following words are not related to bullying? (0,50 p.)

a) Harming   **c)** Telling jokes

b) Making fun   **d)** Intimidating

What can you predict about the reaction of Daniel's mom once she realized her son's problem? (2 p.)

_____
_____
_____
_____
_____
_____
_____

Author: Zoila Stefanía Rivera Laca

Appendix Nº 9: Legal articles

ARTICULO	DESCRIPTION
Constitución del Ecuador, 2008- Artículo 26	"La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tiene el derecho y la responsabilidad de participar en el proceso educativo"
Constitución del Ecuador, 2008- Artículo 27	"La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, el desarrollo de competencias y capacidades para crear y trabajar. La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional"
Constitución del Ecuador, 2008- Artículo 343	"El sistema nacional de educación tundra como finalidad el desarrollo de capacidades y potencialidades individuales y colectivas de la población, que posibiliten el aprendizaje, y la generación y utilización de conocimientos, técnicas, saberes, artes y cultura. El sistema tendrá como centro al sujeto que aprende, funcionará de manera flexible y dinámica, incluyente, eficaz y eficiente. El sistema nacional de educación integrará una visión intercultural acorde con la diversidad geográfica, cultural y lingüística del país, y el respeto a los derechos de las comunidades, pueblos y nacionalidades"

| ARTÍCULO	DESCRIPCIÓN
Código de la Niñez y Adolescencia-Artículo 37	"Los niños, niñas y adolescentes tienen derecho a una educación de calidad. Este derecho demanda de un sistema educativo que: 1) Garantice el acceso y permanencia de todo niño y niña en la educación básica, así como del adolescente hasta el bachillerato o su equivalente; 2) Respete las culturas y especificidades de cada región y lugar; 3) Contemple propuestas educativas flexibles y alternativas para atender las necesidades de todos los niños, niñas y adolescentes, con prioridad de quienes tienen discapacidad, trabajan o viven una situación que requiera mayores oportunidades para aprender; 4) Garantice que los niños, niñas y adolescentes cuenten con docentes, materiales didácticos, laboratorios, locales, instalaciones y recursos adecuados y gocen de un ambiente favorable para el aprendizaje. Este derecho incluye el acceso efectivo a la educación inicial de cero a cinco años, y por lo tanto se desarrollarán programas y proyectos flexibles y abiertos, adecuados a las necesidades culturales de los educandos; y, 5) Que respete las convicciones éticas, morales y religiosas de los padres y de los niños, niñas y adolescentes. La educación pública es laica en todos sus niveles, obligatoria hasta el décimo año de educación básica y gratuita hasta el bachillerato y su equivalencia. El Estado y los organismos pertinentes asegurarán que los planteles educativos ofrezcan servicios con equidad, calidad y oportunidad y que se garantice también el derecho de los progenitores a elegir la educación que más convenga a sus hijos y a sus hijas"

Appendix Nº 10: List of students' names

Nº	STUDENTS' NAMES	ACTIVITIES				
1	Borbor Suárez Brittany Lisbeth					
2	Casierra Karolys Luisa Scarlet					
3	Cochea Rodríguez Josué Armando					
4	Correa Basurto Sheyla Michelle					
5	Del Pezo Laínez MaylíArelys					
6	Lainez Medina Hugo Israel					
7	Limones Castillo Justhin Alejandro					
8	Luna Anchaluisa Abraham Misael					
9	Pozo Pozo David Saúl					
10	Proaño Molina Gabriel Giovanni					
11	Pudlla Aguilera Edward Michael					
12	Rezabala Coba Mayckol Jair					
13	Rodríguez González Abel Nezateth					
14	Rojas Ramírez Gabriela Nicole					
15	Tumbaco Reyes Geovanna Doménica					
16	Yagual Gómez Miguel Anthony					

Appendix Nº 11: Students of eighth grade
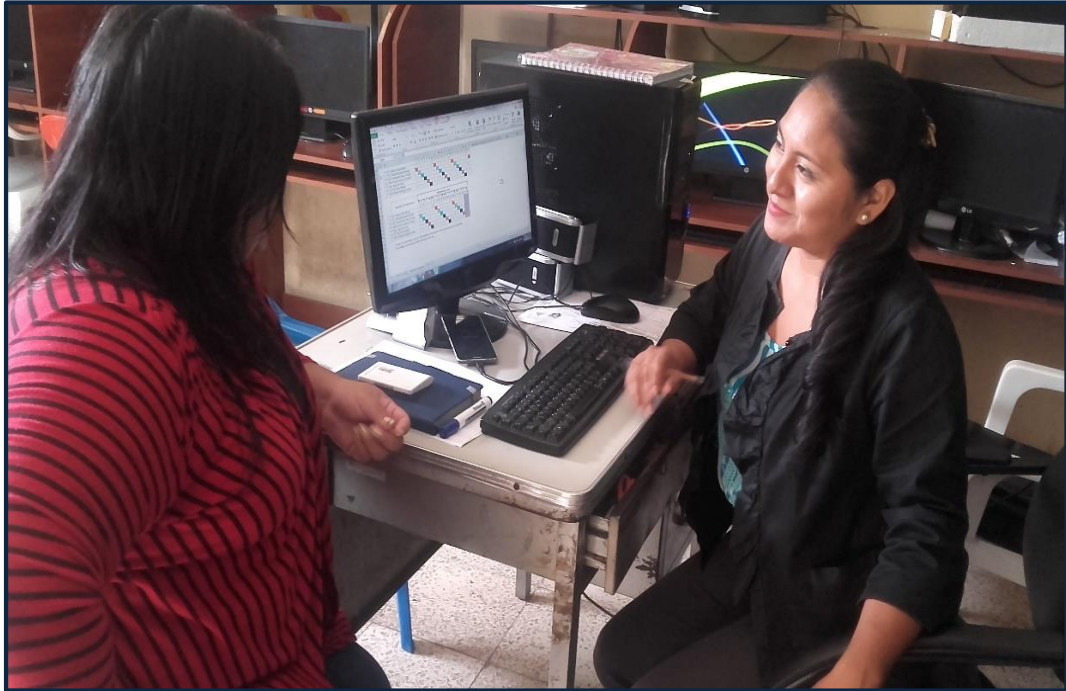

Author: Zoila Stefanía Rivera Laca

Appendix Nº 12: Interview with the English teacher
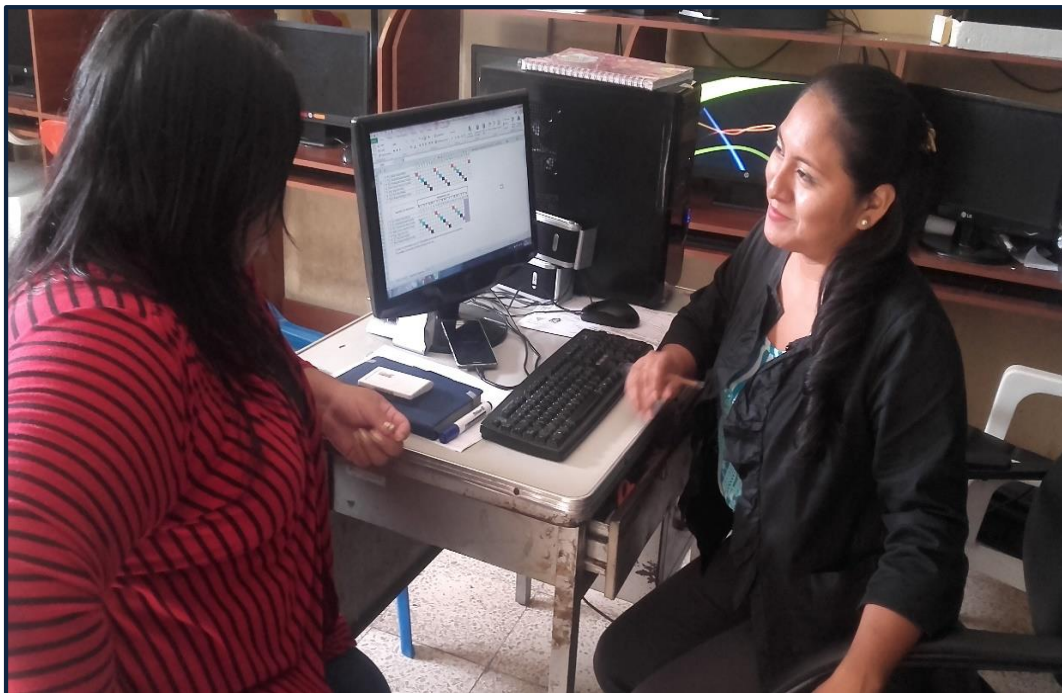
Author: Zoila Stefanía Rivera Laca

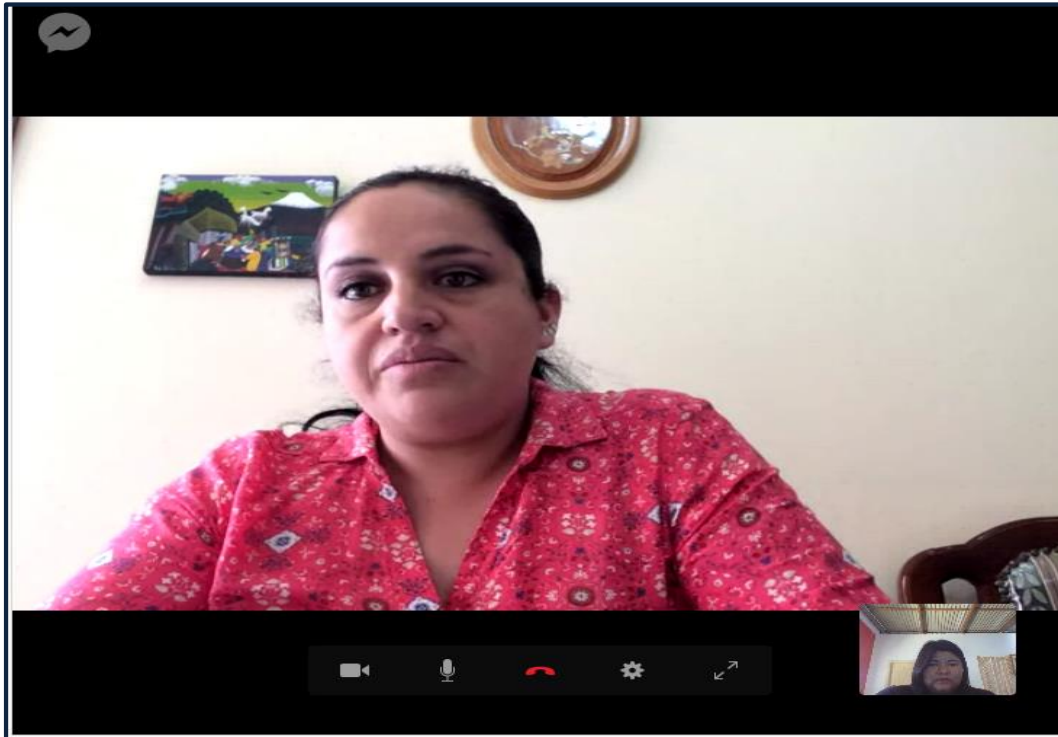**Appendix Nº 13: Interview with the principal**

Author: Zoila Stefanía Rivera Laca

Appendix Nº 14: Interview with the first English language expert

Author: Zoila Stefanía Rivera Laca

Appendix Nº 15: Interview with the second English language expert

Author: Zoila Stefanía Rivera Laca

Appendix Nº 16: Students during the survey

Author: Zoila Stefanía Rivera Laca

Appendix Nº 17: Students during the pre test

Author: Zoila Stefanía Rivera Laca

Appendix Nº 18: Students working on the proposal

Author: Zoila Stefanía Rivera Laca

Appendix Nº 19: Students participating in class

Author: Zoila Stefanía Rivera Laca

Appendix Nº 20: The investigator during the proposal implementation

Author: Zoila Stefanía Rivera Laca

Appendix Nº 21: The investigator giving instructions to students

Author: Zoila Stefanía Rivera Laca

Appendix Nº 22: The investigator working with students
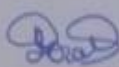

Author: Zoila Stefanía Rivera Laca

Appendix Nº 23: Acceptance letter from the educational institution

La Libertad, 16 de febrero de 2017.

Yo, Luis Rodríguez Figueroa, Director de la E.E.B "Jorge Barek", por medio de la presente hago constar que la Srta. Zoila Stefania Rivera Laca, con cedula de identidad Nº 092841822-7, Egresada De La Universidad Estatal Península De Santa Elena, Facultad De Ciencias De La Educación E Idiomas, Escuela de Idiomas, Carrera De Licenciatura En Inglés, ha sido aceptada en nuestra institución para desarrollar y aplicar su proyecto de investigación con tema: **"DIDACTIC GRAPHIC TECHNIQUES TO ENHANCE READING COMPREHENSION IN STUDENTS OF EIGHTH GRADE AT UNIDAD EDUCATIVA JORGE BAREK, LA LIBERTAD, SANTA ELENA , 2016-2017",**

Sin más a que hacer referencia.

ATENTAMENTE

LCDO. Luis Rodríguez Figueroa
RECTOR

Appendix Nº 24: Implementation of the proposal certificate
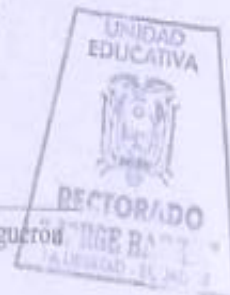
La Libertad, 16 de febrero de 2017.

CERTIFICADO

Yo, Luis Rodríguez Figueroa, Director de la E.E.B "Jorge Barek", **certifico** que la Srta. Zoila Stefania Rivera Laca, con cedula de identidad Nº 092841822-7, Egresada De La Universidad Estatal Península De Santa Elena, Facultad De Ciencias De La Educación E Idiomas, Escuela de Idiomas, Carrera De Licenciatura En Inglés, ha desarrollado e implementado el tema de investigación **"DIDACTIC GRAPHIC TECHNIQUES TO ENHANCE READING COMPREHENSION IN STUDENTS OF EIGHTH GRADE AT UNIDAD EDUCATIVA JORGE BAREK, LA LIBERTAD, SANTA ELENA , 2016-2017"**, desde el 30 de Noviembre del 2016 hasta el 15 de febrero del 2017, en la institución educativa que dirijo.

Se expide la presente solicitud de la interesada para los fines que crea convenientes

ATENTAMENTE

_____
LCDO. Luis Rodríguez Figueroa
RECTOR

140

Appendix Nº 25: Urkund certificate

UNIVERSIDAD ESTATAL
PENÍNSULA DE SANTA ELENA

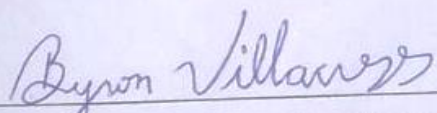La Libertad, 17 de Febrero del 2017.

CERTIFICADO ANTIPLAGIO

007-TUTOR BJVS-2017

En calidad de tutor del trabajo de titulación denominado **"DIDACTIC GRAPHIC TECHNIQUES TO ENHANCE READING COMPREHENSION IN STUDENTS OF EIGHT GRADE AT UNIDAD EDUCATIVA JORGE BAREK, LA LIBERTAD, SANTA ELENA, 2016-2017"**, elaborado por la estudiante **ZOILA STEFANIA RIVERA LACA**, egresada de la Carrera de **Licenciatura en Inglés**, de la Facultad de **Ciencias de la Educación e Idiomas, Escuela de Idiomas** de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de **Licenciada en Inglés**, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con **9%** de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

Lic. BYRON VILLACRESES SANTILLÁN, MBA.
C.I.: 0952384907
DOCENTE TUTOR

Report of Urkund

URKUND

Lista de fuentes | Bloques

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0 Advertencias. | Reiniciar | Exportar | Compartir

CHAPTER I TITLE

"GRAPHIC ORGANIZERS TO ENHANCE THE READING COMPREHENSION IN STUDENTS OF FIRST YEAR HIGH SCHOOL AT COLEGIO FISCAL TÉCNICO "DR. LUIS CELLERI AVILÉS", LA LIBERTAD, SANTA ELENA PROVINCE, 2015-2016".

STATEMENT OF THE PROBLEM

Contextualization

English is a universal language and nowadays due to the globalization it is practically mandatory to learn it in many countries since it is important to establish relationships with people around the world whether for business, studies or science. English has become quite important for people's life but in order to succeed the person should develop the four skills: reading, listening, writing and speaking.

URKUND

Lista de fuentes | Bloques

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Fuentes alternativas
La fuente no se usa

0 Advertencias. | Reiniciar | Exportar | Compartir

CHAPTER II THEORETICAL FRAMEWORK

2.1. PREVIOUS RESEARCH

2.1.1. How Children Learn Reading

Nation (2008), establishes that children are prepared for reading at an early age by listening to stories, being read to, and interacting with adults and others about the stories they hear. This is done not just with the objective of preparing a child for reading but as a way that parents and others interact with, show affection for, and entertain and educate children. The interaction involves asking questions about what is going to happen in the story, getting the kid to complete sentences in a known story, talking about the most interesting parts of the story.

URKUND

Lista de fuentes | Bloques

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Fuentes alternativas
La fuente no se usa

0 Advertencias. | Reiniciar | Exportar | Compartir

RESEARCH METHODS

3.1 Research design

The action research was implemented at Unidad Educativa "Jorge Barek" from La Libertad, Santa Elena province especially on students of eighth grade. In order to achieve the objectives of this research paper, it was necessary to define a plan, so this way ensures the achievement of results. The researcher followed different processes in order to understand the deficiency in eight grade students' reading comprehension; the research design allowed understanding the elements of studies, and so leading the process suitably.

Illustration Nº 11: Plan of Research Design

URKUND

Lista de fuentes | Bloques

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Categoría — Enlace/nombre de archivo
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Tarea 3.docx
sorces.docx
Fuentes alternativas
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0 Advertencias. | Reiniciar | Exportar | Compartir

CHAPTER IV

THE PROPOSAL

4.1 Title of the proposal

Implementation of a booklet with didactic graphic organizers for the enhancement of reading comprehension skill of English language in students of eighth grade at Unidad Educativa "Jorge Barek", La Libertad, Santa Elena province, 2016-2017.

4.2 Informative data

Appendix Nº 26: Thesis advisor certificate
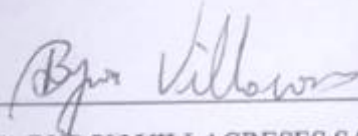
UNIVERSIDAD ESTATAL
PENÍNSULA DE SANTA ELENA

La Libertad, 20 de Febrero del 2017

CERTIFICACIÓN DEL DIRECTOR DE TESIS

LCDO. BYRON VILLACRESES SANTILLÁN, MBA. TUTOR DEL TRABAJO DE TITULACIÓN DE LA EGRESADA ZOILA STEFANIA RIVERA LACA

CERTIFICA

Que una vez revisados los convenios de la investigación y desarrollo del Borrador del Informe Final del Trabajo de Titulación "DIDACTIC GRAPHIC TECHNIQUES TO ENHANCE READING COMPREHENSION IN STUDENTS OF EIGHTH GRADE AT UNIDAD EDUCATIVA "JORGE BAREK", LA LIBERTAD, SANTA ELENA PROVINCE, 2016-2017", éstos guardan relación con lo estipulado en la reglamentación prevista por la Universidad, los mismos que cumplen con los parámetros del método de investigación y su proceso; por lo tanto solicito se dé el trámite legal correspondiente.

Lic. BYRON VILLACRESES SANTILLÁN, MBA.
C.I.: 0952384907
DOCENTE TUTOR