

**PENINSULA OF SANTA ELENA STATE UNIVERSITY  
FACULTY OF EDUCATION AND LANGUAGES  
CAREER OF PEDAGOGY OF NATIONAL AND FOREIGN  
LANGUAGES**



**“TEACHING STRATEGIES BASED ON MOTIVATION TO  
PROMOTE EFFECTIVE READING COMPREHENSION  
SKILLS FOR 8<sup>th</sup> GRADE STUDENTS AT DR. LUIS CÉLLERI  
AVILÉS HIGH SCHOOL, SCHOOL YEAR 2021-2022.”**

**RESEARCH PAPER**

As a prerequisite to obtain a:  
**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND  
FOREIGN LANGUAGES**

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**LA LIBERTAD – ECUADOR**

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La Libertad, September 16<sup>th</sup>, 2021

### **ADVISOR'S APPROVAL**

In my role as Adviser of the research paper under the title "TEACHING STRATEGIES BASED ON MOTIVATION TO PROMOTE EFFECTIVE READING COMPREHENSION SKILLS FOR EIGHTH GRADE STUDENTS AT DR. LUIS CÉLLERI AVILÉS HIGH SCHOOL, ACADEMIC PERIOD 2021-2022." prepared by Camila Rocío Solano Gómez undergraduate student of the Pedagogy of National and Foreign Languages Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the Board of Examiners.

Sincerely,



.....  
**ING. ELIANA LEÓN ABAD, M.Ed.**

**ADVISOR**

## STATEMENT OF AUTHORSHIP

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY RESPONSIBILITY; THE INTELLECTUAL PROPERTY BELONGS TO PENINSULA DE SANTA ELENA STATE UNIVERISTY.



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CAMILA ROCÍO SOLANO GÓMEZ

AUTHOR

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To my parent Ivonne and Saul who are the source of inspiration, they are the reason why I feel able to meet my goals.

## **DEDICATION**

I dedicate my work of qualification to God, for having given me health to achieve my goals and above all give me happiness and his infinite love.

With love to my family, for having me allowed to continue with my studies, give me advice supporting me in each step that I give, so that I can fulfill my goals and succeed in life.

In addition, to my teachers who for their necessary knowledge gave me their help to meet my objectives and reach my goal.

## **ABSTRACT**

It is important the improvement of English language Teaching Strategies because it is fundamental to obtain positive results in students learning. Nowadays, it is necessary to read English texts in interactive ways because reading comprehension enhances knowledge and the students improve their vocabulary and the fluency in the English Language. In addition, the use of motivational teaching strategies is an important factor in English Teaching, because the students learn the language with enthusiasm. This research paper is for encouraging 8<sup>th</sup> grade students of Dr. Luis Célleri Avilés High School to stay motivated to keep learning English and improving their creativeness through interactive reading activities with the use of motivational teaching strategies. I was necessary to implement a qualitative and quantitative research in order to get information through a survey and an interview. As a result, it is essential to teach students using motivational techniques to improve their comprehension when reading texts.

**Keywords:** Reading skill, reading comprehension, reading strategies, strategies to motivate.

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## INDEX

STATEMENT OF AUTHORSHIP .....	2
ACKNOWLEDGMENT .....	3
DEDICATION .....	4
ABSTRACT .....	5
BOARD OF EXAMINERS .....	6
INDEX .....	7
INTRODUCTION .....	11
CHAPTER I .....	13
THE PROBLEM .....	13
Research Topic .....	143
Problem Statement .....	13
Objectives .....	15
<i>General Objective of the Research</i> .....	15
<i>Specific Objectives</i> .....	15
Justification .....	16
Scope, Delimitation and Limitation .....	17
<i>Scope</i> .....	17
<i>Delimitation</i> .....	18
<i>Limitation</i> .....	18
CHAPTER II .....	19
THEORETICAL FRAMEWORK .....	19
Background .....	19
<i>Application of New Strategies to Improve Reading Skills of Students</i> .....	20
<i>Teaching Strategy As An Important Factor Of Improving Reading Motivation</i> .....	20
Theoretical Bases .....	21
Fundamental Categories .....	21
<i>Teaching Strategies Based On Motivation</i> .....	21



<i>Reading Comprehension</i> .....	22
Hypotesis.....	23
Variables of Study .....	23
<i>Dependant Variable</i> .....	23
<i>Independent Variable</i> .....	23
CHAPTER III .....	24
METHODOLOGY .....	24
Research Approach.....	24
Quantitative And Qualitative Method .....	24
<i>Quantitative Method</i> .....	25
<i>Qualitative Method</i> .....	25
Inductive-Deductive Method .....	25
<i>Inductive Method</i> .....	25
<i>Deductive Method</i> .....	25
Analysis-Synthesis.....	26
Level or Typeof Investigation .....	26
Field Research .....	26
Bibliographycal Research .....	26
Quantitative Research .....	27
Qualitative Research .....	27
Population And Sample.....	27
<i>Population</i> .....	27
<i>Sample</i> .....	28
Operalization Of Variables.....	29
<i>Independent Variable</i> .....	29
<i>Dependent Variable</i> .....	30
Data Collection .....	31
Techniques .....	31
<i>Interview</i> .....	31
<i>Survey</i> .....	31
Instrument Validation .....	31
<i>Techniques for the Processing And The Analysis Of Results</i> .....	32

Data Collection Plan .....	32
Data Analysis And Interpretation Of Results .....	33
<i>Student's Survey</i> .....	33
<i>Analysis Of Student's Survey</i> .....	38
<i>Teacher's Interview</i> .....	39
<i>Analysis Of Teacher's Interview</i> .....	40
CHAPTER IV .....	41
PROPOSAL .....	41
Name Of The Proposal.....	41
Description .....	41
Design And Development of the Proposal .....	42
Objectives .....	43
<i>General Objective</i> .....	43
<i>Specific Objectives</i> .....	43
Proposal Background .....	43
Comics.....	44
<i>The use of comics in the teaching learning process</i> .....	46
Development of the Proposal .....	46
CONCLUSIONS .....	68
RECOMENDATIONS .....	69
BIBLIOGRAPHY .....	70
ANNEXES .....	72

## TABLES

Table 1 Population from Dr. Luis Célleri Avilés High School _____	28
Table 2 Sample: 8th ‘A’ Grade Students of Dr. Luis Célleri Avilés High School _____	29
Table 3 Independent Variable: Teaching Strategies based on Motivation _____	30
Table 4 Dependent Variable: Reading Comprehension Skills _____	31
Table 5 Data Collection Plan for the Development of the Proposal _____	33
Table 6 Teacher’s Motivation on 8th Grade Students of Dr. Luis Célleri Aviles High School _____	34
Table 7 Performance Improvement of 8th Grade Students of Dr. Luis Célleri Avilés High School _____	34
Table 8 Stress While Reading on 8th Grade Students of Dr. Luis Célleri Avilés High School _____	35
Table 9 Perception on Reading According to 8th Grade Students of Dr. Luis Célleri Avilés High School. _____	35
Table 10 Reading comprehension in 8th Grade Students of Dr. Luis Célleri Avilés High School. _____	36
Table 11 Understanding of texts according to 8th Grade Students of Dr. Luis Célleri Avilés High School. _____	37
Table 12 The Most Popular Reading Media of 8th Grade Students of Dr. Luis Célleri Avilés High School. _____	37
Table 13 Do 8th Grade Students of Dr. Luis Célleri Avilés High School read comics? ____	38
Table 14 Interest on Comics according to 8th Grade Students of Dr. Luis Célleri Avilés High School. _____	38
Table 15 The use of comics is going to motivate the 8th Grade Students of Dr. Luis Célleri Avilés High School. _____	39
Table 16 Beneficiaries of the Proposal for Improving Reading Comprehension Skills ____	43

## INTRODUCTION

English has become the international language of communication and is required to almost all professions, regardless of the specific area. ... Reading is necessary to learn the language, so there are some strategies to know how to improve this skill.

Reading Comprehension is one of the least developed skills among English language learners, since it involves not only interpreting text into sounds or verbal words, reading comprehension involves deriving meaning from those words. However, it is important to complete language training, the challenge is the deficit of reading comprehension in English; a problem that establishes itself in students of all school levels. (Anderson, 2000)

According to McNamara (2004), the number of students who have difficulty in correctly answering questions regarding English texts is significant and even more when they are beginners. This problem has produced attention from university professors and researchers who have established some studies and developed methodological proposals that support in the development of comprehensive reading skills in this language. In spite of this, in the context of basic education and specifically in the public high schools, these types of research are unusual.

Reading comprehension is considered as the ability to understand text, comprehend its meaning, and to integrate that with the knowledge that the reader already has. If reading recognition is hard, learners use excessively of their processing ability to read singular words, which obstructs with their ability to comprehend what they read.

Motivation and how students perform their learning are relevant concepts in pedagogy and psychology. They are closely related to each other and contribute to explain the scope of activity of teachers and students. Motivation in high schools is a topic of great interest in the

teaching-learning process and according to researches is recognized as a strategic variable in learning (Robbins Etal., 2004; Hattie, 2009)

There are several ways to identify if teachers motivate students in institutions and how it determines the performance and results. These diverse method, someway, establish the framework from which they acquire meaning and a certain variety of activities and pedagogical procedures are possible inside the classroom.

The implementation and design of teaching strategies focused on motivation to encourage the ability of reading comprehension in the educational context would represent extensive research on the new experiences, beliefs and values of learners to improve the teaching learning process and help students to develop their potential towards success in their understanding of the English language.

This research was distributed into four chapters which are mentioned and defined below:

Chapter I: The Problem: In this chapter presents the problem statement, objectives of the research (general and specifics), justification, scope, delimitation and limitations.

Chapter II: Theoretical Framework: This chapter contains previous researches(background), philosophical basis, fundamental categories, hypothesis and variables of the study.

Chapter III: Methodology: It explains the research approach, kind of investigation, research design level or type of the research, population and sample, techniques and instruments, and analysis of data.

Chapter IV: The Proposal: This chapter propose the solution to the problem also the development with its objectives, the results and the analysis of the framework for this research.

## **CHAPTER I**

### **THE PROBLEM**

#### **1.1 Research Topic**

“TEACHING STRATEGIES BASED ON MOTIVATION TO PROMOTE EFFECTIVE READING COMPREHENSION SKILLS FOR 8<sup>th</sup> GRADE STUDENTS AT DR. LUIS CÉLLERI AVILÉS HIGH SCHOOL, ACADEMIC PERIOD 2021-2022.”

#### **1.2 Problem Statement**

English is the most important language around the world, either for those who are natives or those who speak it as a second language. While those who speak it as the official language of the country in which they were born are not as many as those of other languages such as Spanish or Chinese, English definitely successes when talking about people who speak or use English as a second language. (Education First,2018)

Latin America is considered the weakest of all regions, according to the English Proficiency Index (EPI) has an average level that barely exceeds the lowest limit of the English level index measured by Education First, according to the 2020 Ranking; Ecuador is ranked 93<sup>rd</sup> out of 100 countries that the study takes into account, categorizing it as a very low level. In Ecuador in 2014, that figure was less than 7%. Inequalities in access to Education in English are particularly acute between rural and urban areas, and between public and private schools. (Education First,2020)

In Ecuador there is an increasing need to learn it. Today it is an important part of the students learning process and it is for that reason that in the Ecuadorian educational system, especially in public high schools it is necessary to encourage students with new strategies that help them to develop their linguistic skills, usually throughout this stage of learning students acquire grammatical knowledge, but they are not interested on receptive skills or in give meaning to what is read.

For years, many methodologies have been established to achieve quality and learning, so in this way to train proper English students. Something positive, referring to teaching Reading Comprehension skills in Ecuador there has always been a marked emphasis on written production than oral production. Ecuador there has always been a marked emphasis on written production than oral production, according to a study that indicates that students' correction of grammatical and lexical errors reduces such errors in subsequent writing and this can affect or not the fluency or listening quality. (Gonzalez, 2018)

However, it is important to mention some negative aspects such as classrooms with a lot of students; because in learning a second language students need to have special and individual attention in order to get enough feedback, and this is a great difficulty since, students need to increase the enjoyment and effectiveness of reading that helps them not only academically, but professionally, and in their life.

According to the Ministerial Agreement n° 41014, until 2016, the teaching of the English language in public institutions did not include basic education in the first years: from second to seventh year; whereas it was mandatory from eighth grade and in senior high school levels. Later, English was included mandatorily in the new curriculum from the first year of basic general education provided that the compliance with the national standards of that subject. (Ministerio de Educación, 2014).

Santa Elena province is a touristic reference at the local area mainly the communes of Montañita, Manglaralto, Palmar San Pablo and others, where English roles a fundamental issue for the population of these places which influences the commercial development; to being able to offer a good service to foreign tourists. As it is known that the receptive skills are the basis to learn vocabulary and then the next steps in order to acquire a good English level.

In Dr. Luis Célleri Aviles High School there are several complications; among them the lack of specialized teachers with knowledge of the English language, lack of material, didactic resources and technological supplies that limit the students' motivation, different variables that affect this process especially in relation to the acquisition of the Reading Comprehension, in addition to the excessive number of students per classroom that obstructs the dynamic participation and interaction to put into practice the English language.

The importance of motivation as a methodological strategy for the development of learning and reinforcement of reading in students, and encourage teachers in the use of motivational strategies activity in education.

### **1.3 Objectives**

#### **1.3.1 General Objective of the Research**

To encourage reading comprehension skills through teaching strategies to motivate the 8th grade students at Dr. Luis Célleri Avilés High School, academic period 2021-2022.

#### **1.3.2 Specific Objectives**

- 1.3.1** To analyze the teaching strategies to motivate the development of the Reading Comprehension skill through a bibliographic and documentary research.



**1.3.2** To establish the motivational activities that encourage students to improve Reading Comprehension to 8<sup>th</sup> grade students at Dr. Luis Célleri Avilés high school, academic period, 2021-2022.

**1.3.3** To propose the use of a specific teaching strategy that motivates to encourage Reading comprehension skills for 8th grade students at Dr. Luis Célleri Avilés high school, academic period 2021-2022.

#### **1.4 Justification**

The background of the topic is the application of methodological strategies that lack motivation and do not contribute in the teaching - learning process, nor offer a quality education; the present study focus on the deficiencies and limitations that arise in the development of Reading Comprehension skill, it is a need to develop reading comprehension in high school students by encouraging them to read not just in the classroom but also outside. There are students who have a higher level in grammar or another skill, but usually they present other weaknesses such as misunderstanding, as consequence, for students it is going to be difficult to understand the linguistic structure of some texts.

This project presents academic contribution, thanks to the Ministry of Education and educational innovations that include technological improvements, our country is able to offer materials that support the student's learning, this is a reason why it is required to apply several changes in the techniques used by teachers which will provide advantages in the pedagogical methods, and as a result students will have significant learning, so talking about technological and scientific influence, teachers must be updated not only in the use of new methodologies but of new technology that enhance the teaching-learning process.

In general, the lack of acceptable methodological strategies prevents students from developing their receptive linguistic skills, which are the basis for being able to incorporate

into the globalized world and also give to the students the opportunity to the develop in a work environment.

This research would contribute significantly to the English teaching to start their approach with Reading Comprehension through new methodological strategies focused on motivation such us creating an enjoyable classroom environment and helping to construct positive group dynamics among the students, that can perform the same work that is stablished in the curriculum, but with greater effectiveness and managing to catch more the student's attention.

The present study is carried out at Dr. Luis Célleri Aviles High School, which is a public institution,; it is addressed to students of 8<sup>th</sup> basic year of this educational center, to work in the development of the Reading Comprehension skill in English classroom , in addition to the approval and opening of its authorities for the development of the present degree work, thus consider the importance of the development of English as a second language of its students. Due to the nature of this research project, the specific problems of this high school are incorporated with influences of pedagogical and methodological bases to solve the problem presented.

## **1.5 Scope, Delimitation, and Limitations**

### **1.5.1 Scope**

This project focuses on the influence of methodological strategies based on motivation related to the teaching of the English language in the promotion of the Reading Comprehension skill addressed to 8<sup>th</sup> grade students from Dr. Lis Célleri Aviles High School and will raise the hypotheses based on previous researches. This will take place for a period of time in order to get information from the population.

Additionally, it presents characteristics that focus on research due to some obstacles such as not having support to apply the proposal or analyze the hypothesis on the beneficiaries, therefore a possible solution will be proposed that will contribute to the teachers for the solution of this common problem

### **1.5.2 Delimitation**

- **Field:** Basic Education
- **Area:** Reading Comprehension
- **Aspects:** Teaching strategies - Motivation.
- **Topic:** Teaching Strategies based on Motivation to Promote Effective Reading Comprehension Skills for 8<sup>th</sup> grade students at Dr. Luis Célleri Avilés High School, academic period 2021-2022.
- **Problem Formulation:** How to promote effective reading comprehension skills through teaching strategies based on motivation for 8<sup>th</sup> grade students at Dr. Luis Célleri Avilés High School, academic period 2021-2022?
- **Time limits:** Academic year 2021 – 2022
- **Population limits:** 8<sup>th</sup> Grade Students at Dr. Luis Célleri Avilés High School, academic period 2021-2022
- **Space definition:** Dr. Luis Célleri Avilés High School

### **1.5.3 Limitations**

The limitations to be considered in this research are:

- Time factor
- Access to information factor
- Sample factor

## **CHAPTER II**

### **THEORETICAL BASIS**

## 2.1 Background

Reading is a fundamental part of communication that requires acquiring vocabulary, reinforcing grammatical rules through experimentation and acquiring new information or general knowledge. It could be said that when reading is not developed in students, they will not be guaranteed success in learning the English language.

The implementation of a teaching strategy focused on motivating students with activities to improve reading is a new way to develop reading ability.

This is because students will receive additional external motivation to develop their teaching processes effectively. The process of reading comprehension that each one performs depends on the way that the text is presented in front of them and other requests of the reader, among which we can highlight the previous knowledge, the objectives and the motivation that is felt towards the reading. (Kingston, 2002)

Reading comprehension developed in a foreign language, determines, the level of assumption of ideas corresponding to a certain field, while learning the foreign language, also it allows contextualized education, at the same time, encourages to find the significance and importance of learning as a second language and finally, to learn strategies to comprehend the texts according to the constructions of the same texts.

Here are presented some references about researches and implementation of motivational strategies to develop reading comprehension skills in high school students.

### **2.1.1 Application of new strategies to improve reading skills of students**

Reading is considered as a well-founded process that admits to building communicative relationships between students and text writers. The academic success of students depends on the way to establish, situate and prepare the process of learning reading,. From this perspective, this research is evidenced from the theoretical point of view because it provides theoretical contributions supported by some authors in order to provide teachers with innovative, renewed reading strategies that help improve the reading of their students.

(Lino,2016)

### **2.1.2 The role of reciprocal teaching strategy as an important factor of improving reading motivation**

This study showed that reciprocal teaching has a significantly positive effect on reading motivation. It is indicated that the application of a correct teaching technique can improve the reading motivation and ability of all students in general. In these strategies, students learn the key skills that motivate them and help them overcome difficulties when reading texts. Motivates students to plan, monitor, and evaluate their reading outcome.

These findings have pedagogical implications for teaching, as the results show a significant effect on students' reading motivation. Teachers should be encouraged to model motivational teaching strategies in their reading classes, providing effective collaborative work in the context of group discussion to improve student reading motivation and success. In the process of reading stimulation, self-regulation and monitoring of student's skills can be developed and promoted an autonomous reader.

This study has implications for research and it might be worth expanding this study to include students and teachers at intermediate levels of schooling. The outcome of this study

may help further determine the effectiveness of teaching strategies to improve and maintain interest in the reading process. (Hairul et al,2012)

## **2.2 Theoretical Bases**

The philosophical understanding applied to education recognizes the teacher the preparation of theoretical knowledge, fundamental for the teaching work, in education based on principles, elements and directly elevated. In this way we say that the philosophy of education aims at the acquisition of the ability to manifest hypotheses, to pose problems in the pedagogical field, to analyze education and phenomenon of transformation between the educational conception, traditional and modern.

Philosophy instantly is encompassed in all fields of science; and one of them is education; some writers refer to teaching motivational reading strategies, arguing the importance of realizing that the main goal is to use the right techniques to teach others to read efficiently.

When students lack understanding of a text, action should be taken on that specific case; one cannot drive what is not there, and one cannot strategize on knowledge that we do not have. It is very important that the teacher is a viable guide in the process of reading ability in students, through motivating strategies that express positive change. (Learned and Moje,

2011)**Fundamental Categories**

### **2.3.1 Teaching Strategies Based on Motivation**

Teaching-learning strategies are mechanisms used by the teacher to contribute to the implementation and development of the competencies of the students. There are strategies for gathering prior knowledge and for organizing contents. These strategies help to initiate activities in sequence didactics. They are important and useful because they constitute with

resource that facilitates the graphic organization. This helps those students who need to take notes to capture information.

Motivational strategies are those procedures that can be used during the learning process to influence and manage behavior and affectivity in learners. These strategies are not directly related to content as with cognitive methodological strategies. the motivational strategies have a direct impact on the behavioral character of learners seeking improvement in the classroom environment. (Stroet et al, 2013).

Learning Contents Elements of the learning Process Theories Its aim is to influence people's behavior; manage and generate the motives and affections that lead to the direction and maintenance of the conduct. Its use leads to positive consequences both motivational and cognitive, which directly influence the learning process.

### **2.3.2. Reading Comprehension**

The ability to understand a written text is certainly a dynamic, interactive and interpretive process that has as protagonists the text and the reader. The reader develops actions that aim to convert the written sign into meanings in order to obtain the message that the author wishes to communicate. The dynamism of this process is seen reflected in each reader and how they face the reading process depending on motivation, purposes, personal abilities, conditions environmental and the development of appropriate strategies that allow it to achieve different levels of comprehensive reading.

The interlanguage aspect that originates in this type of reading it produces here a constant interaction between the two languages, in which it is require internal adjustments to respond to the demands of both languages. This would ultimately lead to greater difficulty in reading texts in a foreign language. (Koda, 2005)

The reading is based on some facts that explain both the theory such as empirical validation. First, reading is recognized as a complex and multifaceted construct requiring a number of sub abilities related to different degrees of linguistic knowledge, to the that the difficulty of the second language facing the learner.

Learning to read is a fairly natural process over the course normal of the life of the human being, this a part more of the process of communication in a certain language. In this way, the development of the Reading comprehension occurs as a set of abilities that act captivatedly.

Developing reading comprehension is understood a process that includes. This holistic view does not consider the isolation of the sub-skills required in the reading process, giving the development of the reading an indivisible whole. The criticism that this globalized vision receives is that by not isolating the sub-skills in the acquisition of understanding Reading, it is not possible to detect probable deficiencies in one or more subsectors, which would prevent remedial actions in this regard. (Koda, 2005)

#### **2.4. Hypothesis**

If motivational teaching strategies for teaching English language are used in the curriculum, they will promote the development of the Reading Comprehension skills to students of 8<sup>th</sup> grade students at Dr. Luis Célleri Avilés High School, academic period 2021-2022.

#### **2.5 Variables of Study**

**Dependent Variable:** Effective Reading Comprehension Skills

**Independent Variable:** Teaching Strategies based on Motivation

### **CHAPTER III**

### **METODOLOGY**



### **3.1 Research Approach**

Methodological strategies are those that allow to recognize principles and conditions, through methods, techniques and procedures that establish an orderly and planned sequence allowing the structure of knowledge depending on the author who combine them in the research process.

Data collection methods are important, because the information collected is used and explanations generated are determined by the methodology and analytical approach applied by the researcher. (Teherani et al., 2015)

The problem is focused on reading comprehension skills in 8<sup>th</sup> grade students at Unidad Educativa Dr. Luis Célleri Aviles, and the solution will help them to develop reading skills in English Language. Furthermore, this research also focusses in the combination of different methods acting independently to reach the objective.

#### **3.1.2. Quantitative and Qualitative Method**

This method identifies the data through systematic manner, which a researcher establishes for a situation, decides and interprets the obtained information of the population. With the use of this method the author will be able to achieve favorable result depending of content on the formulation of the problem. The process is going to start by a descriptive analysis, then the description of results.

This problem is focused on “Motivational Teaching Strategies for Promoting Reading Comprehension Skills” and the solution will contribute to increase the comprehension and the knowledge in English Subject. Furthermore, this research is centered in the combination of different method that performs an independent technique to find the same proposed objective.

##### **3.1.2.1 Quantitative Method**

This is a descriptive quantitative research that is applied by surveys that help to describe certain problems in terms of the correct development of Reading Comprehension skills, turning that information into percentages, which will help to find possible solutions.

### **3.1.2.2 Qualitative Method**

This method is the great emphasis to society existing in the education, due to improve the motivational reading activities in 8<sup>th</sup> grades students at Dr. Luis Célleri Aviles High School, to achieve the development of the investigation and the solution will help them to develop skill in English reading with the application of and interview.

### **3.1.3 Inductive-Deductive Method**

#### **3.1.3.1 Inductive Method**

Part of particular phenomena to arrive at generalizations. This refers to moving from the results obtained from data collection techniques with particular elements to the formulation of hypotheses, principles and laws of a general nature. Inductive conclusions are not logical necessities; inductive arguments are not simply true. Rather, they are cogent: that is, the evidence seems complete, relevant, and generally convincing, and the conclusion is therefore probably true. (Trochim, 2006).

This method helps the author to set the possible reasons and hypothesis, the author also will recognize the main problem of reading comprehension in the teaching-learning methods in 8<sup>th</sup> grade students at Unidad Educativa Dr. Luis Célleri Aviles.

#### **3.1.3.2 Deductive Method**

This part refers to the application of premises, theories and laws to particular issue. All research is born from a problem situation, which generates a series of concerns or questions that cannot be answered immediately, but requires establishing a development process to provide a solution. (Leiva F., 2001)

### **3.1.4 Analysis-Synthesis**

This method consisting of the separation of the parts of a whole to study them individually in this case refers to analyze the development of reading comprehension skills and how students acquire them in their educational process, and in synthesis, the rational gathering of the specific elements founded in the analysis of results to study them completely to help the 8<sup>th</sup> grade students at Unidad Educativa Dr. Luis Célleri Aviles to determine the main characteristics of the reading skills for improving their knowledge.

## **3.2 LEVEL OR TYPE OF INVESTIGATION**

### **3.2.1 Field research**

This research was explored in 8<sup>th</sup> grade at Dr. Luis Célleri Aviles High School, and the aim was to identify the possible problems and solutions in reading comprehension skill using a motivational strategy.

### **3.2.2 Bibliographical Research**

It is an introduction to all other types of research, in addition to constituting a necessary first stage of all of them, since it provides the knowledge of existing research – theories, hypotheses, experiments, results, instruments and techniques used – about the topic or problem that the researcher intends to investigate or solve.

### **3.2.3 Quantitative Research**

Applying this research method, the author will implement mathematical and statistical analysis tools to describe, explain, and predict phenomena using numerical data.

### **3.2.4. Qualitative Research**

With these techniques, the author will collect data by analyzing the explanation of

existing problems and achieve a possible solution, about the motivational reading activities in Dr. Luis Célleri Avilés High School.

### 3.3 Population and Sample

#### 3.3.1 Population

In order to develop this investigation, elements with common characteristics to know how to implement the proposal were selected, the population was obtained from Unidad Educativa Dr. Luis Célleri Aviles located in Santa Elena province, specifically the 8<sup>th</sup> grade students whose population is 235 students in total.

**Table 1**

*Population from Dr. Luis Célleri Avilés High School*

<b>Nº</b>	<b>Description</b>	<b>Quantity</b>
<b>01</b>	8 <sup>th</sup> grade students from Unidad Educativa Dr. Luis Célleri Aviles	235
	And English teacher from Unidad Educativa Dr. Luis Célleri Aviles	1
<b>TOTAL</b>		<b>236</b>

*Note:* As a population there were considered all students who belong in the 8<sup>th</sup> year will be taken into account

#### 3.3.2 Sample

It was selected a part of the population focusing on students that will help to found problems and a possible solution with the reading comprehension skills. For the selection of the sample, it is applied an experimental perspective in which a group that shares similar characteristics such as age and the level of English they receive selected.

**Table 2**

*Sample: 8th 'A' Grade Students of Dr. Luis Célleri Avilés High School*

<b>N°</b>	<b>Description</b>	<b>Quantity</b>
<b>01</b>	<i>8<sup>th</sup> 'A' Grade Students of Dr. Luis Célleri Avilés High School</i>	44
	<i>And English teacher from Unidad Educativa Dr. Luis Célleri Aviles</i>	1
	<b>TOTAL</b>	<b>45</b>

Note: There was chose a specific course. It is a group of students who share the same classroom.

### 3.4 Operationalization of Variables

#### 3.4.1 Independent Variable: Teaching Strategies based on Motivation

**Table 3**

*Independent Variable: Teaching Strategies based on Motivation*

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
<b>Teaching strategies based on motivation improve students' attention in such a way as to allow improvements in educational practice; specifically, that teachers adopt effective motivation strategies towards learning to increase the interest of the learner.</b>	Language acquisition	Activities	Do you agree that your performance would improve if the English teacher would motivate you?	Survey Interview
	Objectives	Teaching Strategies	Do you consider that the teacher should apply innovative methods at the moment of practicing Reading Comprehension skills? Why?	
	Learning Strategy	Practice	Do you consider that the strategy that you use in class may affect the students' academic performance?	

### 3.4.2 Dependent Variable: Reading Comprehension Skills

**Table 4**

*Dependent Variable: Reading Comprehension Skills*

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
<b>Reading Comprehension Skills is the ability to understand texts that are read. It is the ultimate goal for reading.</b>	Reading Motivation	Skills	Do you think that reading in English helps students to better understand the language?	Survey
	Teaching Strategy	Reading Comprehension		Interview
		Improvement	Do you consider that the English reading is important to improve their student's vocabulary?	
	Students Development		How do you practice the reading comprehension skills with your students in the classroom?	

### **3.5. Data Collection**

#### **3.5.1. Techniques**

The techniques and instruments that are going to be applied in this research will be a survey and interviews that are narrative and descriptive studies in which the researcher aims to collect data through a designed questionnaire, and an interview in order to get more data at the moment of analyzing data.

##### **3.5.1.1 Interview**

With interviews, the researcher can know about student reading problems and have a direct contact with them, as well as with tutors or the principal. The interviewer uses questionnaires to gather information about the difficulties in reading comprehension, and tries to know about reasons for future analysis.

##### **3.5.1.2 Survey**

The survey conducted to students, was designed with numerical values in Linkert type scales. The researcher uses surveys for comparing and analyzing the problems and possible solutions. With surveys, the researcher gets quantitative result of data collection.

#### **3.5.2 Instrument Validation**

The instruments that will be used in this research will be validated by university teachers, which act as judges to determine the degree of validity of the instruments to be used to perform this research; by using appropriate instruments to get optimal results, which also will be processed and determine the situation of the problem.

#### **3.5.3 Techniques for the processing and the analysis of results**



The data that will be collected in the research through the application of the instruments are going to be processed using basic descriptive statistics and quantitative methods that allow more easily perform the interpretation of the data obtained in this research.

Once we obtain the results, the next step is the analysis of the results. Then there will be an elaboration of a deductions table of the instruments and the graphical representations using diagrams, to analyze and interpret the results.

### 3.6 Data Collection Plan

In order to collect data, the author applied some resources such as: bibliographic information, webpages, books, surveys, interview. These resources are presented in questions.

**Table 5**

*Data Collection Plan for the Development of the Proposal*

<b>Questions</b>	<b>Explanation</b>
<b>What for?</b>	To create a guide of selected comics to improve Reading Comprehension skills.
<b>Who is it directed to?</b>	Students of 8 <sup>th</sup> basic year at Dr. Luis Céleri Aviles High School
<b>About what aspects?</b>	Motivational strategies to improve Reading Comprehension Skills
<b>Who?</b>	Researcher: Camila Solano Gómez
<b>When?</b>	2021
<b>Where is data collected from?</b>	Dr. Luis Céleri Aviles High School Santa Elena
<b>What techniques?</b>	Surveys, interview
<b>How?</b>	Questionnaires, computer

### 3.7 Data Analysis and Interpretation of Results

#### 3.7.1 Students' Survey

##### 1 Do you consider that your English teacher motivates you when reading in class?

**Table 6**

*Teacher's Motivation on 8th Grade Students of Dr. Luis Célleri Aviles High School*

OPTIONS	FREQUENCY	PERCENTAGE(100%)
Strongly disagree	2	4%
Disagree	3	8%
Neither agree or disagree	5	11%
Agree	19	43%
Strongly agree	15	34%
Total	44	100%

*Note:* According to the results 43% of the students Neither agree or disagree, so that means that half of the student feels that the teacher motivates them at the moment of practicing reading that use to be stressful for students.

##### 2 Do you agree that your performance would improve if the English teacher would motivate you?

**Table 7**

*Performance Improvement of 8th Grade Students of Dr. Luis Célleri Avilés High School*

OPTIONS	FREQUENCY	PERCENTAGE (100%)
Strongly disagree	1	2 %
Disagree	1	2 %
Neither agree or disagree	6	14 %
Agree	15	34 %
Strongly agree	21	48 %
Total	44	100%

*Note:* According to the results 48% of students strongly agree, it means that they think that use of a motivational teaching strategy will improve the way they perform the activities.

### 3 How often do you feel stressed when your English teacher asks you to read in class?

**Table 8**

*Stress While Reading on 8th Grade Students of Dr. Luis Célleri Avilés High School*

OPTIONS	FREQUENCY	PERCENTAGE (100%)
Always	17	38%
Frequently	5	12%
Sometimes	8	19%
Almost never	8	18%
Never	6	13%
Total	44	100%

*Note:* According to the data, 38% of students always feel stress when they have to read. The most important way to improve reading is to practice in class, so it is going to be a deal if a strategy is not applied.

### 4 Do you think that the English reading is boring?

**Table 9**

*Perception on Reading According to 8th Grade Students of Dr. Luis Célleri Avilés High School.*

OPTIONS	FREQUENCY	PERCENTAGE (100%)
Strong disagree	8	19%

Disagree	6	13%
Neither agree or disagree	13	29%
Agree	8	19%
Strongly agree	9	20%
Total	44	100%

*Note:* 19% of students consider that spend time reading English is boring, but the others have different opinions about that. Teacher should explain the advantage of acquire new vocabulary, in the comprehension of interactive reading activities.

**5 Do you think that reading in English helps students to better understand the language?**

**Table 10**

*Reading comprehension in 8th Grade Students of Dr. Luis Celleri Avilés High School.*

OPTIONS	FREQUENCY	PERCENTAGE (100%)
Strong disagree	8	18%
Disagree	5	12%
Neither agree or disagree	8	19%
Agree	17	38%
Strongly agree	6	13%
Total	44	100%

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

**6 Do you think that by reading every day in English you would learn to understand texts better?**

**Table 11**

*Understanding of texts according to 8th Grade Students of Dr. Luis Célleri Avilés High School.*

OPTIONS	FREQUENCY	PERCENTAGE(100%)
Strong disagree	2	5%
Disagree	5	10%
Neither agree or disagree	7	15%
Agree	11	26%
Strongly agree	19	44%
Total	44	100%

*Note:* According to the data, 44% of students strongly agree, due to many students find the necessary to read daily in order to get interest in English reading, and then teacher can promote the communicative competences through interactive reading activities.

## **7 Which of the following reading media do you prefer to read?**

**Table 12**

*The Most Popular Reading Media of 8th Grade Students of Dr. Luis Célleri Avilés High School.*

OPTIONS	FREQUENCY	PERCENTAGE (100%)
Virtual books	14	33%
Printed books	19	43%
Articles on social networks	11	24%
Total	44	100%

*Note:* According to the data, 43% of students prefer reading printed books, but it

can be stated that they have different preferences and opinions about reading.

## 8 Have you ever read a comic??

**Table 13**

*Do 8th Grade Students of Dr. Luis Célleri Avilés High School read comics?*

OPTIONS	FREQUENCY	PERCENTAGE (100%)
Yes	30	69%
No	14	31%
Total	44	100%

*Note:* According to the data 69 % of students have read a comic, I can be confirmed because of the popularity of this kind of text in current years.

## 9 Would you like to learn to read in English through 'comics'?

**Table 14**

*Interest on Comics according to 8th Grade Students of Dr. Luis Célleri Avilés High School.*

OPTIONS	FREQUENCY	PERCENTAGE(100%)
Yes	37	83%
No	7	17%
Total	44	100%

*Note:* According to the data, 83% of students are interested on learning the Reading Comprehension skills through the application of comics, it is going to be helpful for teacher to catch student's attention.

**10 Do you think that the use of 'comics' would motivate you to read and understand texts in English class?**

**Table 15**

*The use of comics is going to motivate the 8th Grade Students of Dr. Luis Célleri Avilés High School.*

OPTIONS	FREQUENCY	PERCENTAGE (100%)
Strong disagree	8	19%
Disagree	6	13%
Neither agree or disagree	9	20%
Agree	8	19%
Strongly agree	13	29%
Total	44	100%

*Note:* According to the data, 29% of students strongly agree, that means that they are enthusiastic about using comics as a tool in classes.

**3.7.1.2 Analysis of the Survey to the 8<sup>th</sup> 'A' Grade Students of Unidad Educativa Dr.**

**Luis Célleri Avilés**

Students know that reading is important in the learning process, despite of this, they do not usually practice it constantly because in general they consider reading as a boring and stressful activity, they are interested in the inclusion of motivational activities to be more interested in learning the reading skill, specifically the application of activities based on comic are mentioned and the student's response was positive, they consider that with this tool they would have better probabilities to improve reading comprehension skills.

**3.7.2 Interview to the English Teacher Lic. Ana María Pozo of Unidad Educativa**

**Dr. Luis Célleri Avilés**

**Objective:** The present interview will allow to obtain information about the teaching process by the teacher, being this necessary to make a diagnosis of the student's performance and their academic objectives. The most important thing will be to identify the educational needs and a possible solution regarding the development of the Reading Comprehension skills.

- **Question 1:** What kind of Reading Comprehension strategies do you use in class to motivate your students?

**Interpretation 1:** Mrs. Pozo mentioned that "In order to motivate students it is important to take into account every detail, from the enthusiasm with which I talk with them to activities to break out of the routine."

- **Question 2:** Do you consider that the strategy that you use in class may affect the students' academic performance?

**Interpretation 1:** Mrs. Pozo mentioned that "If we are teachers, our job it is not to teach, but we should better say that it is about our students learning. This depends on the context of the characteristics of the subject, the course, previous knowledge, group size. And of course, it is important to motivate them through activities"

- **Question 3:** How do you motivate your students when they feel bored or stressed while practicing reading skills?

**Interpretation 1:** Mrs. Pozo mentioned that "As teachers, we usually try to make the teaching material significant to the students, but there is no way to avoid them to feel bored, in these cases the reading activities become interactive activities such as role-play where we practice other skills"

- **Question 4:** Do you consider that the teacher should apply innovative methods at the moment of practicing Reading Comprehension skills? Why?

**Interpretation 1:** Mrs. Pozo mentioned that "Of course, since Reading Comprehension skills use to be omitted by students. Teachers think that at the moment of reading they just produce what they read, but they do not understand"

- **Question 5:** Would you be able to add Reading activities in the class such as the use



of 'comics'?

**Interpretation 1:** Mrs. Pozo mentioned that “Of course, I have applied similar activities and students could enjoy that activities. It is important to innovate, but not all teachers do”

- **Question 6:** How do you practice the reading comprehension skills with your students in the classroom?

**Interpretation 1:** Mrs. Pozo mentioned that “It depends on the book, as you know we have to follow the curriculum. In general, reading comprehension activities are very short, but I still try to add more and always provide feedback to students so they know their weaknesses and strengthens”

- **Question 7:** Do you think that giving texts based on 'comics' will motivate students to improve their reading skills? Why?

**Interpretation 1:** Mrs. Pozo mentioned that “Of course, comics are popular in children, I think the students are going to be interested on practicing all type of activity if I use a comic as a resource”

### **3.7.2.1 Analysis of the Interview to the English Teacher Lic. Ana María Pozo of Unidad Educativa Dr. Luis Céleri Avilés**

The English teacher presented the situation they have to face with their students so the use of a motivational strategy could be helpful but the teachers should introduce the necessary resources to carry out this, even if it could be challenging to apply it in the classroom with the students and also because they should focus on the curriculum. Definitely while planning a class focused on reading comprehension there must be included motivational and dynamic activities. The teacher also is interested on using 'comics' as a resource in the classroom because she has applied something similar before and it worked. In conclusion, data analyzed in the interview serves as evidence to enhance reading comprehension activities by the implementation of comics.

## CHAPTER IV

### THE PROPOSAL

#### 4.1 Name of the Proposal

IMPLEMENTATION OF SELECTED COMICS WITH ACTIVITIES AS A TOOL TO PROMOTE EFFECTIVE READING COMPREHENSION SKILLS FOR 8<sup>th</sup> GRADE STUDENTS AT DR. LUIS CÉLLERI AVILÉS HIGH SCHOOL ACADEMIC PERIOD 2021-2022.

#### 4.2 Description

##### 4.2.1 Information Data

**Executing Institution:** Unidad Educativa Dr. Luis Célleri Avilés

**Country:** Ecuador

**Province:** Santa Elena

**City:** La Libertad

**Beneficiaries:** 8<sup>th</sup> Grade Students at Unidad Educativa Dr. Luis Célleri Aviles

**Section:** Morning

**Genre:** Male and Female

**Characteristic of the community:** San Fransisco Neighborhood in Santa Elena Province. This is a public Institution

**Estimated time of execution:** 1 Months.

**People in charge:**

**Author:** Camila Rocío Solano Gómez

**Advisor:** Msc. Eliana León

**Staff of the Institution:**

Msc. Julio Cortez Ayoví	Principal
Msc. Clemente Tumbaco	Vice Principal
Lcda. Isabel Bermudez	English Area Coordinator

**Table 16**

*Beneficiaries of the Proposal for Improving Reading Comprehension Skills*

<b>SCHOOL</b>	<b>BENEFICIARIES</b>	<b>TOTAL</b>
<b>Unidad Educativa Dr. Luis Céleri Avilés</b>	8 <sup>th</sup> Grade Students	<b>44</b>
<b>TOTAL</b>		<b>44</b>

#### **4.2.2 Design and Development of the Proposal**

The implementation of comics in an English program is an important tool in the development of 8<sup>th</sup> grade students' skills at Unidad Educativa Dr. Luis

Céleri Aviles, city of La Libertad, academic year 2021-2022.

This project proposal will support students to increase their reading comprehension skills providing a guide of activities that are aimed at improving reading comprehension skills based on previously selected comics. The idea is that students feel motivated to use as class material ‘comics’ that in current times have increased their popularity in children and teenagers.

### **4.2.3 Objectives**

#### **4.2.3.1 General Objective**

To encourage reading comprehension skills based on the application of a guide of selected comics with activities for 8th grade students at Unidad Educativa Dr. Luis Céleri Aviles.

#### **4.2.3.2 Specific Objectives**

**4.2.3.2.1.** To design appropriate activities through selected comics to encourage Reading Comprehension skill for 8th grade students at Unidad Educativa Dr. Luis Céleri Avilés.

**4.2.3.2.2.** To create worksheets for students which include interactive reading activities to encourage reading comprehension practices.

### **4.2.4 Proposal Background**

For most students, reading in the English language is difficult, since it is a communicative capacity that incorporates not only the mastery of pronunciation, lexicon and grammar of the foreign language, but also sociocultural and pragmatic knowledge.

(Duque, 2005)

The design of this work proposal through a guide of selected comics in English aimed at 8<sup>th</sup> grade students of Basic Education responds to the results obtained from the diagnosis made in the Dr. Luis Célleri Avilés High School where there was a need to introduce new technique and strategies in order to motivate students to read in an enthusiastic way.

Comics, in addition to being an innovative instrument, are a stimulus that promotes and motivates students to read and reach a better level in learning the Language of English since comics are motivating and present material both from real life and adventure humor, action or any situation that students can imagine. (Hutchinson, 2009).

It is necessary to declare how this type of reading, very specifically comics can facilitate the development of reading comprehension skills using this medium available to teachers and 8<sup>th</sup> grades students of the Dr. Luis Célleri Avilés High School.

#### **4.2.4.1 Comic**

##### **Figure 2**

*Comics as a Reading Tool*



This research aims to explore the comic as a motivating tool that enhances the learning of the English language. Through the study of several documents that have focused on the comic as a tool for use in the classroom, there is an intention of study how it has been used in various contexts and how it could be adapted to meet the needs of the population to work.

#### **4.2.4.2 The Use of Comics in The Teaching-Learning Process**

Comics can be a way of identity support in the classroom, they can connect students with other literary works, complex literary analysis and the acquisition of skills that are required to achieve understanding of a text, also it can be an important teaching tool even if it is not commonly used during the teaching learning process.

Comics serve three main functions in the classroom starting by helping to facilitate a better understanding of the complex texts required by serving as a preliminary reading activity, also broadening the analysis of a literary work. The use of comics in the classroom today helps motivate students to start in the world of reading by linking their interests to texts, in addition, if applied with students of early ages motivates them to be interested in reading and will give them a greater acquisition of vocabulary. (Jean, 2009)

It is established that contextualizing the comic from the social level, an important factor is that the reader should also analyze the images. It is necessary to see the comic as a preface to address the issue of reader formation, this, due the relation between the word and the image.

In this way, it is necessary to discard some prejudices that are held on this subject of the comic, from its view as a cultural product, to its usefulness only in the first years of schooling, that is, as a reading initiation program since there are those who question the

validity of the comic and are based on arguments associated with "laziness, ease and passivity" and start from the assumption that only observing images is not reading.

Since reading comics was not an alternative in the past, it is time to give greater validity to the comic, and for this it is taken as a basis arguments of research carried out from neuroscience, where relevance is made in the reading of images and the influence it has on the learning of reading. However, for this it is necessary that the reader is involved in such a way that he contributes inferences, common sense, previous knowledge and critical sense in front of what he is seeing.

### **4.3 Development of The Proposal**

**GUIDE OF SELECTED COMICS TO DEVELOP  
READING COMPREHENSION SKILLS FOR  
EIGHTH - GRADE STUDENTS AT UNIDAD  
EDUCATIVA DR. LUIS CÉLLERI AVILÉS**



**Author: Camila Solano Gómez**



# ACTIVITY N° 1

## SEQUENCING

**OBJECTIVE:** The students will be able to identify the components of a story by putting in order the events of a story in the order in which they happen.

**Time:** 15 minutes

**Resources:** Comic, worksheet

**Developed skill:** Reading

**Procedure:** The student must read carefully and order the next story with the help of the teacher who will guide the student to order it correctly, they must place in the blank boxes the number 1 where the story begins, and the number 5 where it ends.



# SEQUENCING

Peter asks to the police officer who and where is the burglar.

The police officers say to Peter that the burglar was spotted in the ACME WAREHOUSE.

Peter finds a police car in front of his home.

Peter puts on the Spiderman suit.

Aunt May says to Peter that his uncle Ben is dead.



## ACTIVITY N° 2 WORD SEARCH

**OBJECTIVE:** The students will be able to reinforce reading comprehension and acquire vocabulary by working on a word search activity.

**Time:** 15 minutes

**Resource:** Comic, word search worksheet

**Developed skill:** Reading

**Procedure:** The student must read the comic and use a dictionary for the words he does not understand, once the student has read the comic he will proceed to the next activity, he must find key words that are in the word search puzzle and look for their meaning, the student can be guided with the comic for more ease once the activity is over, the teacher will continue to make a review of the words founded by students.



# WORD SEARCH

N	A	D	U	R	E	H	H
L	I	I	E	Q	O	I	U
P	E	S	T	Y	Z	R	N
E	C	H	S	E	X	E	G
N	A	F	R	A	I	D	R
N	O	S	K	E	A	T	Y
F	G	L	O	B	B	E	D
O	Z	W	O	E	R	Y	V
I	E	J	C	V	V	T	A

1 \_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

3 \_\_\_\_\_

\_\_\_\_\_

4 \_\_\_\_\_


\_\_\_\_\_

5 \_\_\_\_\_

\_\_\_\_\_

6 \_\_\_\_\_

\_\_\_\_\_



## ACTIVITY N° 3 DRAW YOUR COMIC

**OBJECTIVE:** The students will be able to create a comic story by using their imagination.

**Time:** 15 minutes

**Resource:** Worksheet

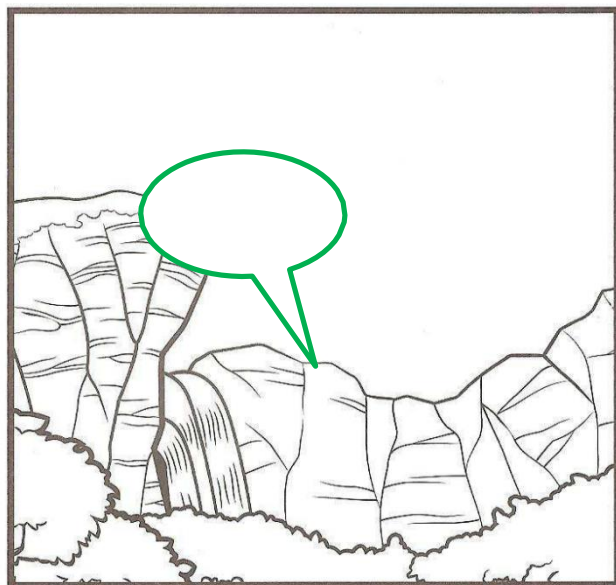
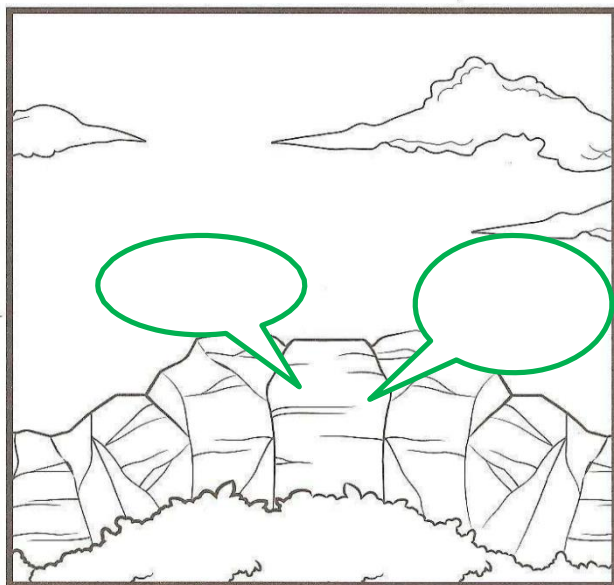
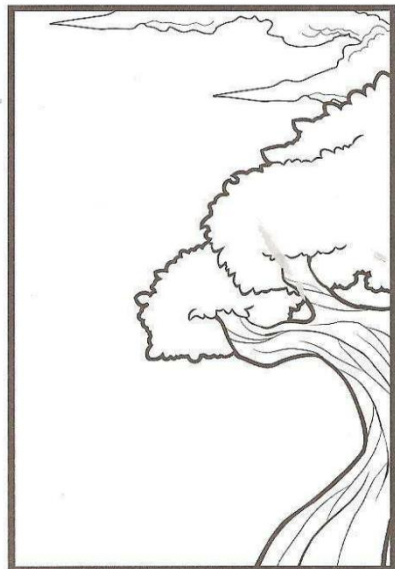
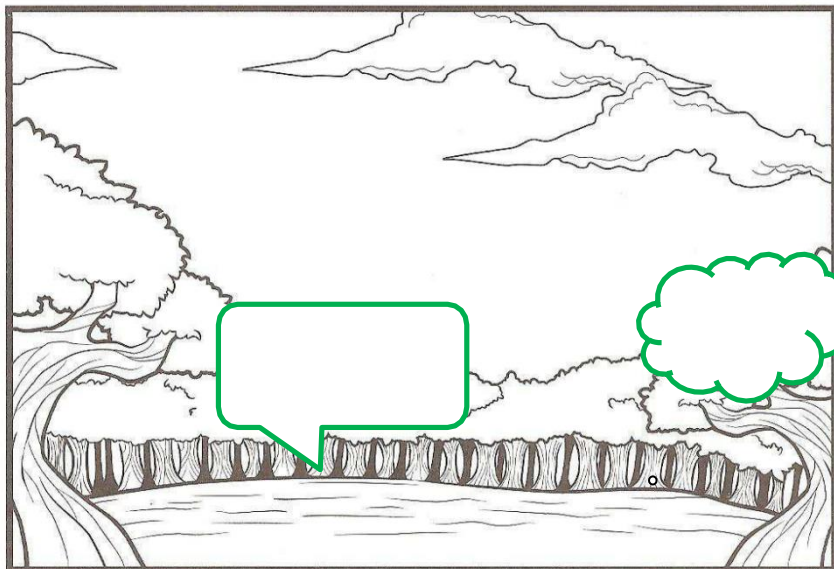
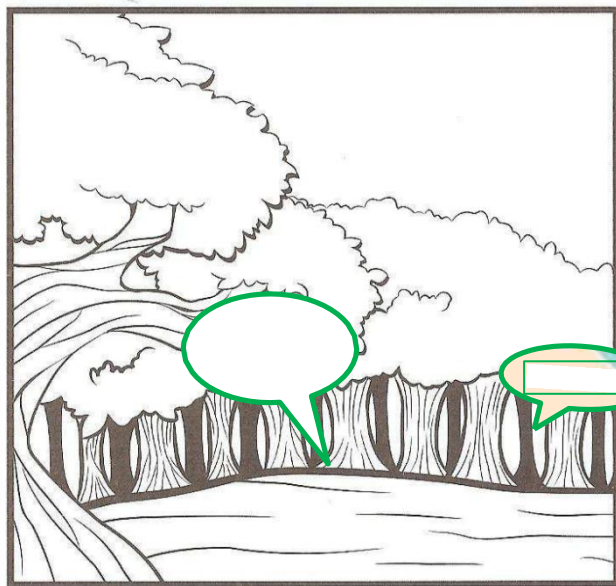
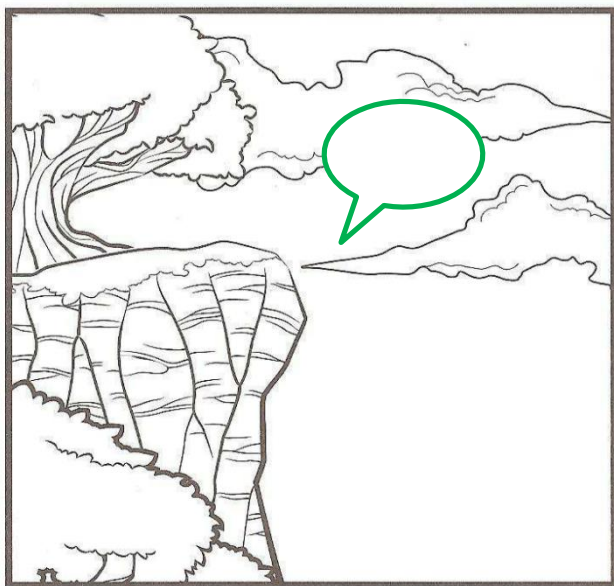
**Developed skill:** Reading comprehension


**Procedure:** In this activity the teacher must provide the students with the background of a landscape with empty balloons where the students will test their imagination by drawing the characters of their story and writing on the blank balloons a small story among all the characters that the student draws.

The teacher must observe the drawings of the students guiding them and solving their doubts about the activity.

The teacher will be able to make groups to perform the activity, once this activity is finished, the teacher will proceed to make a conversation between the students about the history they drew.

Once all the conversations were over if it is of good opinion for the teacher he can make the students place their comics on the wall.





## ACTIVITY N° 4

### THE TRANSLATOR

**OBJECTIVE:** The student will be able to identify missing words and practice them for target vocabulary by practicing a translation activity.

**Time:** 15 minutes

**Resource:** Dictionaries, Comics

**Developed skill:** Reading and Writing

**Procedure:** The teacher will form groups of only two students to carry out this activity, the teacher will have to determine the type of comic he wants to use so that his students can translate or interpret, the teacher must recommend to his students the use of Spanish English dictionaries, the teacher must clarify to his students the way in which the activity will be developed:

1. The form of interpretation must be clear and concise
2. The student will name the characters of the comic
3. Students must read in English at the end of the translation of the story. It is suggested to have a few sentences to identify main ideas, literal translation is not encouraged





# ACTIVITY N° 5 CROSSWORD

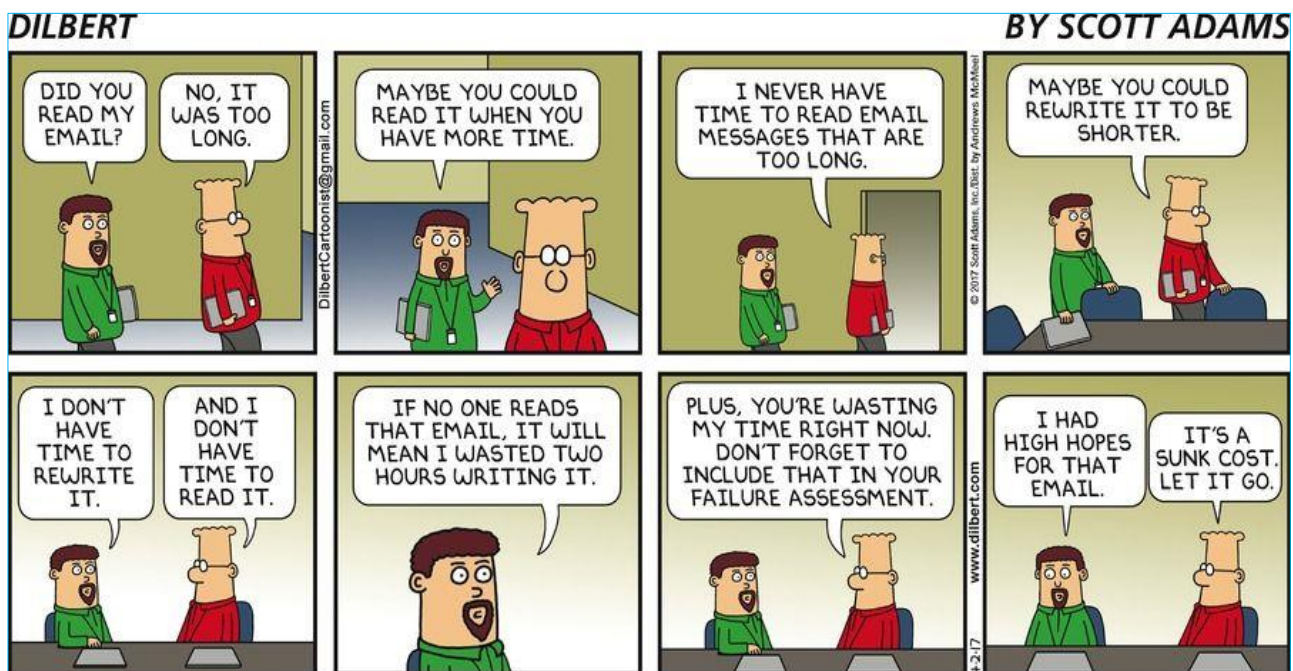
**OBJECTIVE:** The students will improve their reading comprehension skill and increase vocabulary by looking for words from a comic and writing them on a crossword puzzle.

**Time:** 15 minutes

**Resource:** Crossword, Comics

**Developed skill:** Reading comprehension

**Procedure:** In this activity the student must read the comic assigned by the teacher and then work on a crossword puzzle with existing words in the comic, the student must use the dictionary in case of not understanding any word, and must write it at the end of the crossword puzzle.







## ACTIVITY N° 6

### READING COMPREHENSION QUESTIONS

**OBJECTIVE:** The students will be able to analyze elements of a comic by answering questions of a comic stripe passage.

**Time:** 20 minutes

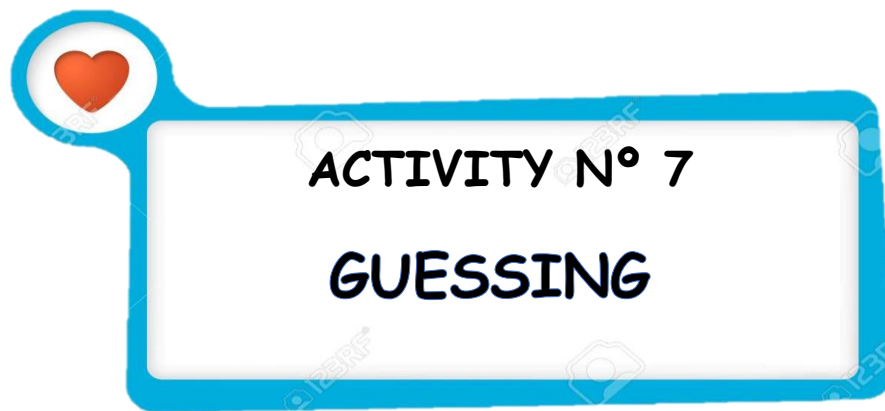
**Resource:** Comic 'Calvin and Hopes'

**Developed skill:** Reading

**Procedure:** The teacher will provide his students with the Calvin and Hobbes comic strip; the student will read the comic will describe and analyze it answering the following questions that the teacher uses during the reading.







**ACTIVITY N° 7**  
**GUESSING**

**OBJECTIVE:** The students will be able to use their creativity by creating a dialogue or story using a blank comic.

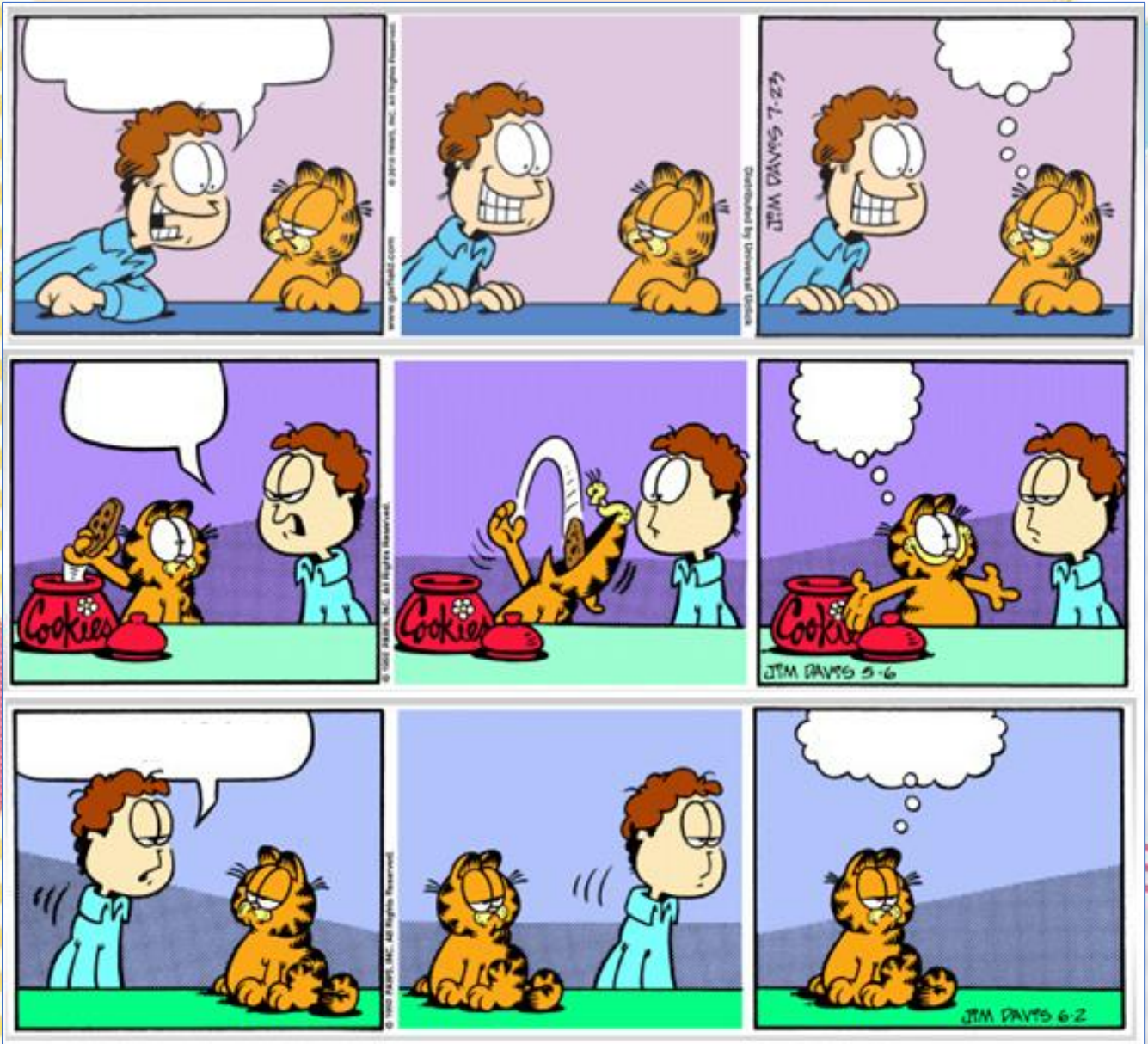
**Time:** 20 minutes

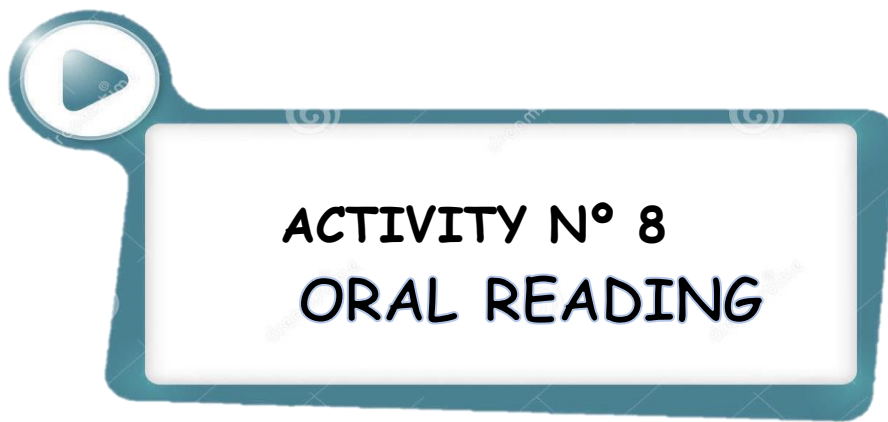
**Resource:** A blank comic.

**Developed skill:** Reading and Writing

**Procedure:** The teacher will be able to form groups to carry out this activity. The student should to fill in the blanks with a dialogue. After this, the teacher will choose students to read the dialogue that they have created with the characters of the comic.

# GUESSING



A graphic with a blue border and a play button icon in the top left corner. The text inside is centered and reads "ACTIVITY N° 8" and "ORAL READING" in a bold, black, sans-serif font.

## ACTIVITY N° 8 ORAL READING

**OBJECTIVE:** The students will improve and practice oral reading fluency by reading loud some comics presented by the teacher.

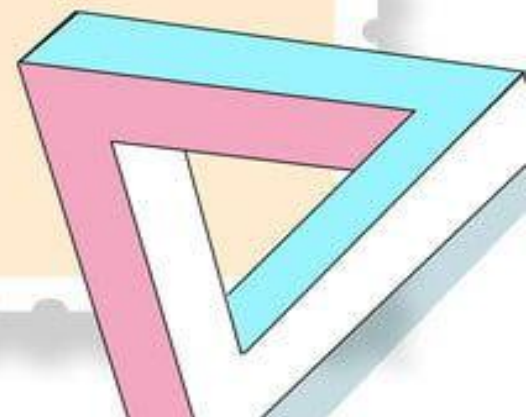
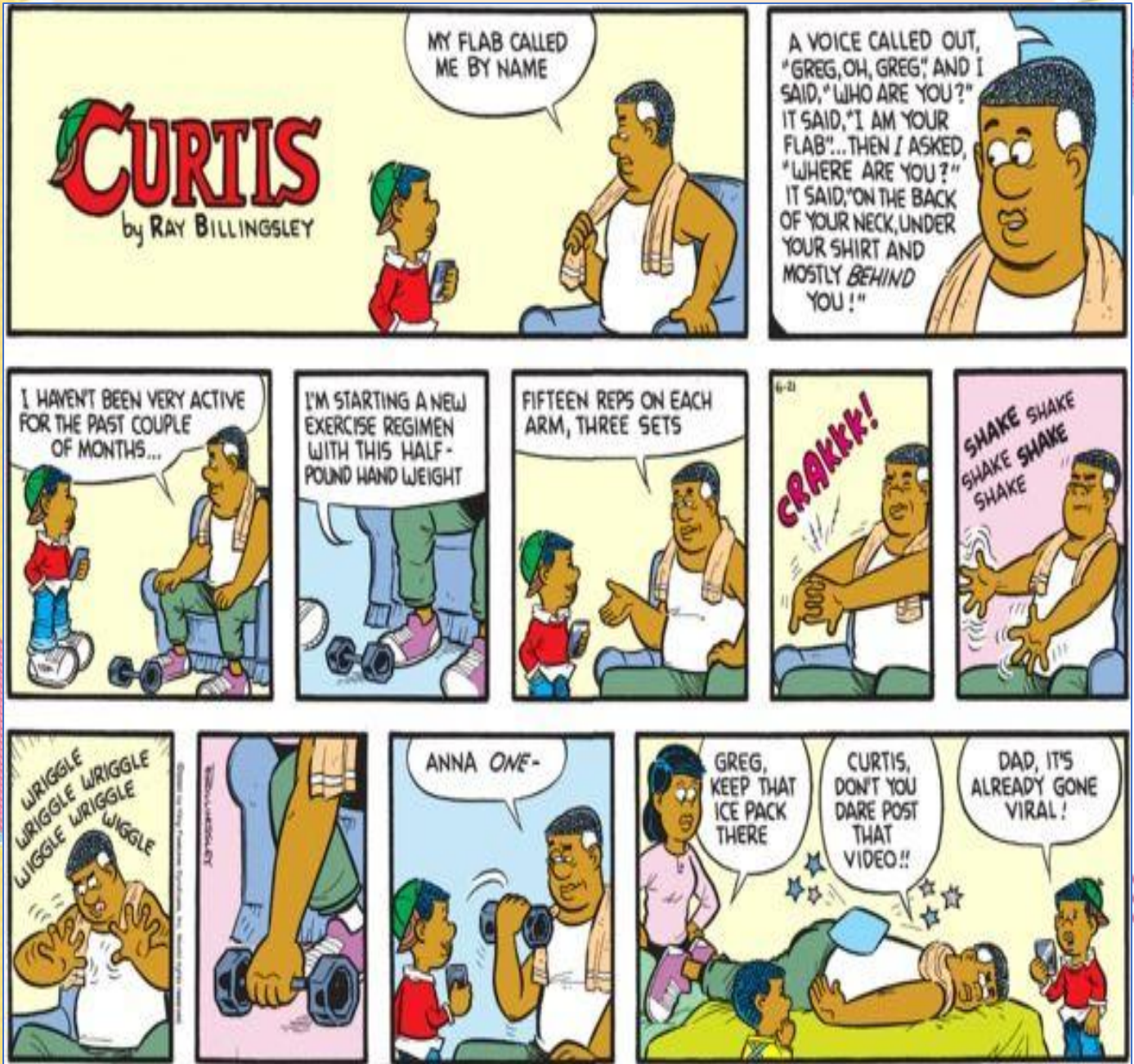
**Time:** 15 minutes

**Resource:** Comic

**Developed skill:** Reading skills

**Procedure:** Students are going to take turns reading a set amount of a comic aloud to the rest of class. Also, students must describe the actions of each box only looking the images to the rest of the class. Students have to pay attention not only to the spoken dialogue, but to the actions that are related with that dialogue.

# ORAL READING







## ACTIVITY N° 9 TITTLES

**OBJECTIVE:** The students will practice their reading comprehension skills and their imagination by guessing titles of several comics.

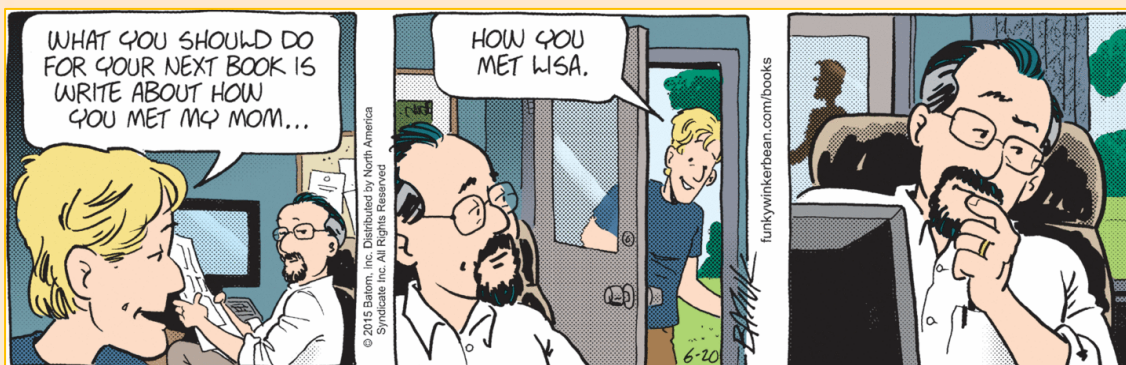
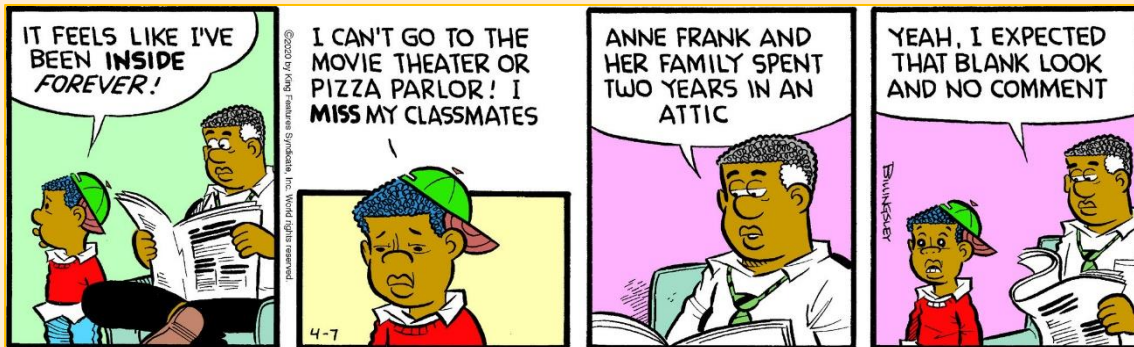
**Time:** 15 minutes

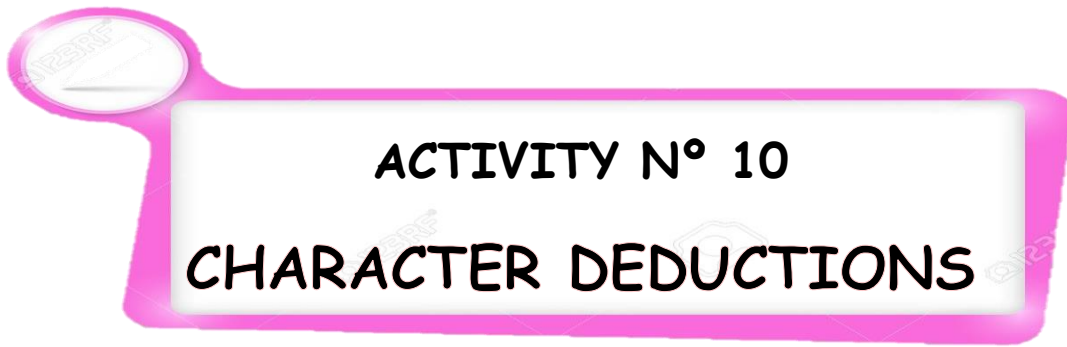
**Resource:** A set of three comics, worksheet

**Developed skill:** Reading Comprehension skills

**Procedure:** The teacher is going to present students several strips that have titles removed. Students are in charge of reading the strip, assessing the themes, ideas, images, and so forth and coming up with a title for the strip, they also should write reasons or justification.

# TITTLES



A pink speech bubble graphic containing the activity title. The bubble has a circular opening at the top left and a tail pointing towards the top left. The text is centered within the bubble.

## ACTIVITY N° 10

# CHARACTER DEDUCTIONS

**OBJECTIVE:** The students will develop their imagination by using a picture and applying logical deductions.

**Time:** 20 minutes

**Resource:** A comics worksheet

**Developed skill:** Reading Comprehension skills

**Procedure:** Using an image of a character or a quotation, the students are going to infer what kind of person that character may be, that may include values, personalities, etc.



## CONCLUSIONS

- It can be concluded that improving Reading Comprehension skills represents for teachers a didactical issue because reading is an essential skill that the student requires to develop their understanding and capability to improve communicative abilities.
- In addition, it may be said that it is essential to teach students using motivational methods and techniques and activities to improve their comprehension when reading texts and understand what they have read.
- The use of the comic as a didactic resource that helps to develop the Reading skills in English faster, additionally it can be considered as a motivational tool, since it allows the student to explore and learn in a fun, creative and easy way, for students the comics are a reading material easily manageable and offers a diversity of content to them.

## RECOMMENDATIONS

- It is important that English teachers are aware about the importance of the development of Reading skills for the improvement of other skills, so they should work on improving the didactic resources to be used.
- It should be considered as an important aspect to inspire and motivate students to train the English reading, using different strategies for obtaining the appropriate understanding in the Reading Comprehension activities.
- Finally, teachers should provide activities and materials for students in order to practice the Reading Comprehension skills, for example the use of comics could be implemented, this will be helpful for teachers and will make the English class more dynamic.

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# ANNEXES

## Student's Survey



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

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

LEA LAS PREGUNTAS Y MARQUE CON UNA X LA QUE CONSIDERES CORRECTA. SUS RESPUESTAS SERÁN MUY IMPORTANTES PARA ESTA INVESTIGACIÓN.

1. ¿Considera usted que su profesor de inglés les motiva al momento de leer en clase?
  - a. Estoy muy de acuerdo
  - b. De acuerdo
  - c. Un poco de acuerdo
  - d. No estoy de acuerdo
  - e. No estoy en absoluto de acuerdo
  
2. ¿Está de acuerdo en que su desempeño mejoraría si su profesor inglés los motivara con lecturas como caricaturas o cómics?
  - a. Estoy muy de acuerdo
  - b. De acuerdo
  - c. Un poco de acuerdo
  - d. No estoy de acuerdo
  - e. No estoy en absoluto de acuerdo
  
3. ¿Con qué frecuencia suelen sentirse estresado cuando su profesor de inglés les pide leer en clase?
  - a. Siempre
  - b. Frecuentemente
  - c. A veces
  - d. Casi nunca
  - e. Nunca
  
4. ¿Considera usted que la lectura en inglés es aburrida?

- a. Estoy muy de acuerdo
  - b. De acuerdo
  - c. Un poco de acuerdo
  - d. No estoy de acuerdo
  - e. No estoy en absoluto de acuerdo
5. ¿Piensas que la lectura en inglés ayuda a los estudiantes a entender mejor el idioma?
- a. Estoy muy de acuerdo
  - b. De acuerdo
  - c. Un poco de acuerdo
  - d. No estoy de acuerdo
  - e. No estoy en absoluto de acuerdo
6. ¿Consideras que leyendo en inglés constantemente aprenderías a entender mejor los textos?
- a. Estoy muy de acuerdo
  - b. De acuerdo
  - c. Un poco de acuerdo
  - d. No estoy de acuerdo
  - e. No estoy en absoluto de acuerdo
7. ¿Cuál de los siguientes medios de lectura prefieres leer?
- a. Libros virtuales
  - b. Libros impresos
  - c. Artículos en redes sociales
8. ¿Alguna vez has leído un comic?
- a. Si
  - b. No
9. ¿Te gustaría aprender a leer en inglés por medio de ‘comics’?
- a. Si
  - b. No
10. ¿Consideras que el uso de ‘comics’ te motivaría a leer y comprender textos en la clase de inglés?
- a. Estoy muy de acuerdo
  - b. De acuerdo
  - c. Un poco de acuerdo
  - d. No estoy de acuerdo
  - e. No estoy en absoluto de acuerdo



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

1 What kind of Reading Comprehension strategies do you use in class to motivate your students?

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2 Do you consider that the strategy that you use in class may affect the students' academic performance?

---

3. How do you motivate your students when they feel bored or stressed while practicing reading skills?

---

4 Do you consider that the teacher should apply innovative methods at the moment of practicing Reading Comprehension skills? Why?

---

5. Would you be able to add Reading activities in the class such us the use of 'comics'?

---

6. How do you practice the reading comprehension skills with your students in the classroom?

---

7. Do you think that giving texts based on 'comics' will motivate students to improve their reading skills? Why?

---

## TIME TABLE

N°	2021 - 2022																
	ACTIVITIES	JUNE				JULY				AUGUST				SEPTEMBER			
		S1	S2	S3	S4	S1	S2	S3	S4	S1	S2	S3	S4	S1	S2	S3	S4
1	Aprobación del tema y del tutor por Consejo de Facultad.				X												
2	Elaboración del capítulo I: EL PROBLEMA					X											
3	Elaboración del capítulo II: MARCO TEORICO						X	X	X								
4	Elaboración del capítulo III: MARCO METODOLOGICO								X	X	X						
5	Elaboración del capítulo IV: LA PROPUESTA										X	X					
6	Conclusiones y Recomendaciones. Preliminares.												X				
7	Entrega del Informe escrito por parte del tutor.													X			
8	Revisión del Proyecto de Investigación.														X		
9	Sustentación del Proyecto de Investigación.															X	
10	Ceremonia de incorporación.																X

*We are what the world needs*

## ANTIPLAGIARISM REPORT



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

La Libertad, September 16<sup>th</sup>, 2021

### ANTI-PLAGIARISM REPORT

In my role as Adviser of the research paper entitled "TEACHING STRATEGIES BASED ON MOTIVATION TO PROMOTE EFFECTIVE READING COMPREHENSION SKILLS FOR EIGHTH GRADE STUDENTS AT DR. LUIS CÉLLERI AVILÉS HIGH SCHOOL, ACADEMIC PERIOD 2021-2022." prepared by CAMILA ROCÍO SOLANO GÓMEZ undergraduate student of PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having analyzed in the URKUND anti-plagiarism system, and after having fulfilled the required assessment requirements, this executed project finds 6% of the permitted assessment, therefore this report is issued.

Sincerely,

.....  
ING. ELIANA LEÓN ABAD, M.Ed.

ADVISOR



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

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A handwritten signature in blue ink, appearing to read 'Camila Rocío Solano Gómez'.

**CAMILA ROCÍO SOLANO GÓMEZ**  
**CI 2450857921**

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