UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
PROYECTO EDUCATIVO

PREVIOUS TO THE OBTAINING OF THE DEGREE OF LICENCIADO IN
EDUCATION SCIENCES MAJOR IN THE ENGLISH LANGUAGE AND
LINGUISTICS

TOPIC

INFLUENCE OF THE EXTRINSIC MOTIVATION IN THE
READING COMPREHENSION

PROPOSAL
GUIDE FOR THE TEACHER TO IMPROVE READING
COMPREHENSION IN STUDENTS FOCUSED ON
EXTRINSIC MOTIVATION

AUTHORS
Tatiana Egüez Vicuña
Gregorio Escalante Santana

COUNSELOR
Doctor. Eduardo Torres Vivar

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MSc
SILVIA MOY-SANG CASTRO, Arq.
DECANA DE LA FACULTAD DE FILOSOFÍA
LETRAS Y CIENCIAS DE LA EDUCACIÓN
CIUDAD.-

De mis consideraciones:
En virtud que las autoridades de la Facultad de Filosofía, Letras y
Ciencias de la Educación me designaron Consultor Académico de
Proyectos Educativos de Licenciatura en Ciencias de la Educación,
Mención: Inglés.

Tengo a bien informar lo siguiente:

Que los integrantes Egüez Vicuña Tatiana Alexandra con CI: 0916561004 y Escalante Santana Gregorio Arturo con CI: 0922187315
diseñaron el proyecto educativo con el Tema: INFLUENCE THE
EXTRINSIC MOTIVATION IN READING SKILL. Propuesta: GUIDE FOR
THE TEACHER TO IMPROVE READING COMPREHENSION IN
STUDENTS. Cumpliendo con las directrices y recomendaciones dadas
por el suscrito.

Los participantes satisfactoriamente han ejecutado las diferentes etapas
constitutivas del proyecto, por lo expuesto se procede a la APROBACIÓN
del mismo, y pone a vuestra consideración el informe de rigor para los
fines legales correspondiente.


Doctor. Eduardo Torres Vivar
Consultor Académico
AUTORIZACIÓN DE LA AUTORÍA INTELECTUAL

Para los fines legales pertinentes comunico a usted que los derechos intelectuales del proyecto educativo con el tema:

Influencia de la motivación Extrínseca en la comprensión lectora. Propuesta: Guía de lectura comprensiva para el maestro guiada hacia los estudiantes.

Pertenecen a la Facultad de Filosofía, Letras y Ciencias de la Educación.

Atentamente,

Tatiana Alexandra Egüez Vicuña
C.I. 0916561004

Gregorio Arturo Escalante Santana
C.I. 0922187315
DEDICATION

This project is dedicated to God, my parents for their total support during the university career and in my life, in addition the professors of the university.

To everyone for their support in my 5 years of study because without their help it would have not been possible to end my career.

The project and its approach is very good and I hope and will help the young people to whom it is directed.

Tatiana A. Egüez Vicuña
DEDICATION

This academic project is dedicated to God, my parents who were always with me in this process of my academic life, who taught me values that have helped me in my personal life and work.

In addition also I want to dedicate it to all the future professionals who want to overcome and that in some or otherwise this will help them as an example for the development of future education projects.

Gregorio A. Escalante S.
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- Lectura extensiva, Web blog, Destrezas comunicativas, actitud hacia la lectura, Comprensión lectora, Breves historias, inglés como lengua extranjero.

**PALABRAS CLAVE:**

- Lectura extensiva, Web blog, Destrezas comunicativas, actitud hacia la lectura, Comprensión lectora, Breves historias, inglés como lengua extranjero.

**RESUMEN:**

El propósito principal de este estudio es analizar cómo la lectura extensiva influye en la actitud y la comprensión de historias cortas en estudiantes adolescentes de inglés como lengua extranjera. Una muestra de estudiantes fue escogida de manera intencional de una población de 500 sujetos estudiantes de inglés lenguaje extranjero en el colegio fiscal de bachillerato Dr. Francisco Campos Coello en Guayaquil, provincia del Guayas, zona 8, distrito 5, Ecuador. La muestra completó dos cuestionarios, uno acerca de la actitud hacia la lectura en inglés lenguaje extranjero y uno acerca de la comprensión crítica de historias cortas. Posteriormente, el grupo experimental recibió un programa de lectura extensiva por 12 horas en un salón de las instalaciones del plantel.

**CONTACTO CON AUTORES/ES:**

- Tatiana Eguez
- Gregorio Escalante
- Teléfono: 0980965022
- 0959983207
- E-mail: Anataty1132@hotmail.com
- Mamutandino@hotmail.com

**CONTACTO EN LA INSTITUCIÓN:**

- Escuela de lenguas y Lingüísticas Facultad de Filosofía, Letras y Ciencias de la Educación
- Teléfono: 2294888 Ext. 123
- E-mail: lenguas.linguistica.filo@gmail.com

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Quito: Av. Wthymper E7-37 y Alpallana, edificio Delfos, teléfonos (593-2) 2505660/1; y en la Av. 9 de Octubre 624 y Carrión, Edificio Prometeo, teléfonos 2569898/9. Fax: (593 2) 250-9054
**TITULO Y SUBTITULO:** Influence of Extrinsic motivation in Reading comprehension

**AUTOR/ES:** Tatiana Eguez Vicuña
Gregorio Escalante

**REVISORES:** Doctor. Eduardo Torres Vivar

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**RESUMEN:** The main purpose of this study is to analyze how extensive reading influences the attitude towards, and understanding of short stories by English in teenager’s students as a foreign language. A sample of 131 students was chosen randomly from a population of 500 subjects English Foreign Language students in Dr. Francisco Campos Coello” High School in Guayaquil, Guayas Province, zone 8, district 5, Ecuador. The sample completed two questionnaires, one about the attitude towards reading in English Foreign Language and one about the critical understanding of short stories. Subsequently, the experimental group received extensive reading program for 12 hours in a hall of the institution’s facilities.

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**CONTACTO CON AUTORES/ES:**
Tatiana Eguez
Gregorio Escalante
Teléfono: 0980965022
0959983207
E-mail: anataty1132@hotmail.com
mamutandino@hotmail.com

**CONTACTO EN LA INSTITUCION:**
Escuela de lenguas y Lingüísticas Facultad de Filosofía, Letras y Ciencias de la Educación
Nombre: Lenguas
Teléfono: 2294888 Ext. 123
E-mail: lenguas.lingüistica.filo@gmail.com
ABSTRACT

The problem under study in this research arises from the need to implement educational motivation. The project is a process about motivation, is a way to capture more attention of students, and they like reading more; This thesis begins with the problem, and where it will be performed. It is the need for this project because it will help the reading comprehension, this is the approach we find motivation for reading comprehension because this shabby, some apprentices do not like reading because they think that books are boring. Faced with this problem in reading this work to try to attract learners, the student to better develop reading comprehension, and queen these days technology has made reading miss in young students.

This project will serve to increase interest in reading comprehension is focused on young students, the project will be practiced with short exercises for improve extrinsic motivation and interaction with learners, in this work motivation classes, definitions, types of motivation, and other information about extrinsic motivation are. Then has a proposal to improve best techniques as we have to keep up the development of reading comprehension in students nowadays. Thus know more about reading is beneficial for students and not only for their knowledge but rather is a motivation guide to read and feel more like reading.

KEYS WORDS: To implement educational motivation, extrinsic motivation, reading comprehension, to improve best techniques.
El problema que se estudia en esta investigación surge de la necesidad de implementar la motivación educativa. El proyecto es un proceso sobre motivación, es una forma de captar más atención de los estudiantes, y que les guste más lectura. Esta tesis comienza con el problema, y donde se realizará, es la necesidad de este proyecto porque ayudará a la comprensión de la lectura, este es el enfoque en el que encontramos la motivación para la comprensión de la lectura ya que es lamentable, que a algunos aprendices no les gusta leer porque piensan que los libros son aburridos, enfrentando este problema de la lectura, este trabajo trata de atraer a los lectores, al estudiante para desarrollar una mejor comprensión de la lectura, y el rey de la tecnología de hoy en día ha hecho que la lectura se pierda en la juventud estudiantil.

Por este motivo este proyecto servirá para aumentar el interés en la comprensión de la lectura y se centra en los estudiantes jóvenes, el proyecto se practicará con ejercicios cortos para mejorar la motivación extrínseca y la interacción con los alumnos, trabajo en clases de motivación, definiciones, tipos de motivación, y otra información acerca de motivación extrínseca. Luego tenemos una propuesta para mejorar estas técnicas, ya que tenemos que mantener el desarrollo de la comprensión lectora en los estudiantes de hoy en día. Por lo tanto, saber más sobre la lectura es beneficioso para los estudiantes, no solo para sus conocimientos sino también es una guía de motivación para leer y sentirse más cómodo lo que leen.

PALABRAS CLAVES: Implementar motivación educacional, motivación extrínseca, comprensión lectora, mejorar las técnicas de lectura.
INTRODUCTION

This project was created due to the lack of extrinsic motivation that exists in school specially towards reading.

This project remarks the relevance of each the motivation in education in many aspects for help to learners, is essential that has the support of the directors of the educational institution for the design and implementation of the proposal.

For design and implementation of the proposal thus is very important the guide for the teacher that contains techniques and methods for better reading comprehension in students.

Nowadays students need new techniques and methodologies, for every educational body is essential to adopt techniques and strategies to help the growth and educational development of each student, in a competitive and globalized world should always be to renew and update knowledge, since education is based on competence. In conclusion this project consists of four chapters:

Chapter I. - It includes the context of the public school investigated and the importance the reading comprehension in foreign language in the country. The statement of the problem includes the development of the causes that will help to develop and know the problematic.

Chapter II. - It specifies the theoretical argumentation, the theories that support the topic in which the proposal is developed and investigated. This chapter also refers to the motivation explanation and study of the problem.
**Chapter III.** - This chapter describes the methodology, the methods, and the techniques that allow collecting information. This methodology will fulfill the aims proposed in the investigation. It analyses and interprets the results of the surveys applied to students and teachers to know about the situation of the problem in a scientific and technical way.

**Chapter IV.** – It shows the recommendations and solutions to the problem for teachers and students, presenting the proposal of this investigation. The proposal corresponds to the design of a guide for the teacher to improve reading comprehension in students focused on extrinsic motivation the 2nd U.E. at “Dr.Francisco Campos Coello” public school.
CHAPTER I

CONTEXT SITUATIONS

The school Dr. Francisco Campos Coello was founded on September 17, 1958, by Dr. Rigoberto Ortiz Bermeo. In its beginnings, the campus belonged to the Faculty of Philosophy of the University of Guayaquil, then passed to the treasury. Then Dr. Colón Zambrano assumed the position as the first rector of the institution.

This educational center located to the north of the city, in the citadel Atarazana. At first it worked at the Velasco Ibarra School, adjacent to the current Campos Coello School for 45 years, to then get the legalized land, said Richard Medina Farina, current rector.

The school was built in 1966, thanks to the actions carried out by the authorities themselves.

Actually the students participate in the different sporting, folkloric and entertaining events offered by the educational institution, it is the vision projected by the Campos Coello School.

Francisco Campos Coello High School, is located in the city of Guayaquil, capital of Guayas province, parish Tarqui, its restraint is to the north:

CONFLICT SITUATION

A new study in Guayaquil at Guayaquil school in 2016 found that young people who send many text messages during the day tend to care less about important life issues and to philosophize about it. Do you think
communicating with text messages makes you superficial? Keep reading this article that maybe it will put you to think.

Julia are 17 years old and is passing, like all young people her age, sending text messages to her friends and family. If you watch her, she is always looking at her phone and typing with her fingers at full speed. Sending text messages or "texting" is simply the main form of communication. Julia is not alone. Millions of teens, have decided that it is more effective and quick to send these messages than to make a call to talk or meet face to face.

Unfortunately the technology makes the young people lose the habits of the reading, Although some like the reading if it also draws attention to them a video game or a communication by chat will make that their attention completely deviates from enriching itself with the reading.

The teaching performance is fundamental to the process of learning. In today's complex and modern society, the teacher is required to be skilled in research and to be aware of social and environment factors affecting learning.

The problem in our society in motivation is visible because missing ways and innovation for their reading classes. The students think the reading classes are boring because sometimes for them is difficult to focuses. This occurs permanently in many classrooms in schools

The difficulty in the reading comprehension sometimes is the inappropriate behavior in the classroom and other problems that exist in the low student performance is to have teachers untitled and most without qualification, without pedagogical vocation to transmit their knowledge. The main beneficiaries will be are the teachers and students.
Ways and unfortunately how quickly technology distracts us to put aside reading today.

It is very important that English teachers get engaged in a search of extrinsic motivation's methods that help to teach students the foreign language in the classroom.

**SCIENTIFIC FACT**

In Ecuador the reading problems are very frequently in teenagers are because reading sometimes is bored for them.

At the Guayaquil school in the first year of high school in Canton Guayaquil in the school year 2015-2016, it was possible to appreciate the high lack of interest in reading a story and then solving the questions about how it treated the same, at first the majority of students of the room were unmotivated by the activity to be done they read the text but it was present a lot of lack of animo in lactividad to realize when the time arrived the questions not all answered since they had a certain time and this did not favor them, the activity They did it with dismay and without speed. And often cases like these are found in high school students

**FORMULATION OF THE PROBLEM**

In which way does the extrinsic motivation affect the reading comprehension in students of 2nd Junior high school at Dr. Francisco Campos Coello Zone 8 district 5 Parroquia Tarqui, Cantón Guayaquil, Guayas Province, school year 2015-2016?
CAUSES

- Lack of updated equipment in educational institution.
- Outdated and monotonous audiovisual material.
- Untrained teachers in the foreign language.
- Students do not have interest in learning a new language.
- There are not enough hours to practice the language
- Outdated methodologies based more on theory than practice.
- Predominance of the traditional method of teaching the English language.

OBJECTIVES

GENERAL PURPOSE

Analyze the influence of extrinsic motivation in the quality of reading skills through short stories and reading exercises to design a guide for the Teacher to improve Reading Comprehension in students.

SPECIFICS

- To characterize the extrinsic motivation through literary review, interview with teachers and interaction in class to achieve the interest in reading.

- To develop new ways of reading comprehension by surveying students.
➢ To Select the most important aspects of the research to design a tutorial of interesting topics through innovative techniques to encourage reading in the learners.

INQUIRIES OF THE PROBLEM

➢ How can we increase the interest of the students in Reading comprehension for improving the level of learning?

➢ What is causing the lack of interest in the students in reading?

➢ What methodology will be used for the enhancement of the reading comprehension at “Dr. Francisco Campos Coello”?

➢ What methodologies will be used to fulfill the objectives?

➢ What are the difficulties of the English language so that students do not feel interested in learning it?

➢ What can we do so that students can awaken interest in reading?

➢ What would be the types of solution to end this problem at “Dr. Francisco Campos Coello high School?

➢ In what way will the guide help to develop the reading comprehension in the students of 2nd junior bachelor of Dr. Francisco Campos Coello School?

RATIONALE

According to LOEI and UNESCO a learner will develop and go in search of their individual fulfillment hence this proposal is appropriate
because the proposed guide with short stories that will increase the motivation in language learning.

LOEI indicates in Article 2 paragraph (q) to promote individual effort and motivation in order to promote learning and these efforts will be reflected in their professional achievements therefore this guide will permit the students started to discover their reading skills.

For UNESCO education is a law and irrevocable equality for all people regardless race, gender, economic or social condition suggesting educational methods to enhance the intellectual development of young people and defense in a globalized world, so that this educational project will be developed for all students in general.

The national education system manifests as purpose the development of capabilities and individual and collective potential of the population, enabling learning and the generation and use of knowledge, techniques, knowledge, arts and culture is for this reason that the short stories in English Guide is relevant since help this part of the community that by means of this method of learning.

Solution that will be to help students, it doesn't matter their social condition or race because students are the future of the country. This group of learners that will practice reading through extrinsic motivation, academic motivation and motivation in education.

Finally, this research will present a solution to a specific problem that is affecting a large group of students, causing lack of attention and bad grades in reading.
CHAPTER II

THE THEORETICAL FRAMEWORK

The theoretical framework is very important because it enables to engage with other information that can be found on the web and other places. Of course it is important to understand that many other works have been developed relate to this topic however, it will be good to appropriate of some information in order to relate this research.

The theoretical framework is the most important level of a research project, it is to develop the theory that will support the project based on the problem statement it has been performed.

Within this quote, the theory will permit the researcher of this paper to get through other works with the purpose of getting information of prior researches, so we can enhance the best information for our concern in order to give relevance to the investigation.

Green (2010) “It involves analyzing and presenting the theories, the theoretical framework approaches the research and general background that are valid for the correct frame of a study, and it helps prevent errors that have been committed in other studies.”(p.110).

For Green (2010), the theoretical framework is the way to present and analyze theories that validate a study and this is important because it can compare with theories that help sustain the validity of the work and don’t have errors that extends the horizon of the study.
Schanzer (2013), embodies the importance of the theoretical framework and says that, leads to the establishment of hypotheses or statements that must later be tested in reality, inspires new research areas, also indicates that the theoretical framework is where theories are compared for better development work, the theoretical framework is intended to give the research conducted a coordinated and coherent system of concepts and proposals that can address the issue clearly. (p.33).

For Schanzer (2013), theoretical framework is a tool for the research to be properly coordinated in the sense that has bases that will help to make the thesis is more than a research with fundament

Mendez (2013) “theoretical framework, gives meaning to the facts and guides the organization of such a fact as a theory can not be the same in another.” (p.55).

For Mendez (2013), the theories help to give order to the research. It is a way to bring order to better help carry out research work is very relevant indicates that the theories are not repetitive this attests to the validity of the work.

Thus, Mendez (2013) remarks that the theoretical framework is an important part in the project because the theory development is the support of the problem is when can know more about the problem and know about the opinion of many authors and we can learn about solutions and options for the problem in context.
BACKGROUND OF THE STUDY

As far as this research is taking shape, it is important to remark that is a research is focused in the relevance of extrinsic motivation and is very important for reading comprehension because the influence of extrinsic motivation help to improve the cognitive activities in learners, not just read but also speak and writing.

Extrinsically motivated to start gradually develop an intrinsic interest that will alone make activities. For learners their intrinsic motivation to their extrinsic motivation in some cases but the extrinsic motivation key to reaching the perception of the student is getting better.

This project, is focused on a guide for the teacher that develops methods and new techniques so that the English teacher can create a good and understanding reading comprehension activities with exercises and question about steps that the teacher should follow for the benefit of students.

Considering the information that will be obtained from former researches, the importance of the confidence of this work is remarkable for its originality which has enabled to set some rules that will be followed by the readers and new methods.

THEORETICAL FOUNDATION
EXTRINSIC MOTIVATION

It describes a situation as a theoretical one, it is supposed to be true or to exist in the way stated that is, this theoretical foundation consists theories about this work.
Mae (2012), The theoretical foundation consists of concepts that are placed within a logical and sequential design and represent less formal structure and used for studies in which existing theory is inapplicable or insufficient, Also is the basic on specific concepts and prepositions, derivate from empirical observation and intuition, deduce theories from a conceptual framework. (p.30)

For Mae (2012), the sequence is very important and this structure and concepts since and it gives a logical order in the topic treated and this will help to make work well done. Also explain about intuition and empirical observation, and theories which make a well done job.

Thus the author remarks observation that is fundamental results and also because it is derived from empirical observation, observation that is done orderly in the project.

**MOTIVATION**

Motivation comes from the Latin word *moveo*, meaning to move, revoke, or affect. Motivation answers the questions: Why do people act? Why do they continue or discontinue their behaviors? Motivation can be defined as the process responsible for the initiation, intensity, and persistence of behavior. Motives are causes that produce certain effects or actions.

Motivation is the process of stimulating an individual that satisfies some of their needs and reach a desired goal for the motivating it is done. This concept presents a relationship between effort and reward covered in the context of the individual where the whole meeting the needs and
expectations include factors such as presented: job satisfaction, awards and other forms of recognition.

For Lopez (2010), indicates that motivation is satisfaction for any person, is the way to provide an incentive to do something to change. Also, it helps to increase their interest, also with motivation the teacher satisfied to the student causing him emotions that cause them to have strength to do a better job.

Lopez (2010) “The reasons that make human behavior is selective. When we are motivated towards any particular purpose, or objects other reasons do not concern us.” (p.42).

For Lopez (2010), always when something is interesting for anybody that person is looking for the way to obtain reward and unconsciously is much better every day, these changes the human behavior and became in motivation.

Lopez (2010) “Actually the motivation, talent, knowledge, creativity, Are consider very important factors in people organization since in these knowledge and creativity is development.” (p.44).

For Lopez (2010), motivation and another important factor for the basis in the knowledge construction, the student motivated no doubt achieved a better performance in any area.

**MOTIVATION TYPES**

Exists different types of motivation, and are as follows:
SCHOLASTIC MOTIVATION

In scholastic motivation, the present study examined if social relationships in school are equally important for motivation across a large sample of adolescent students. Based on past research as well as our preliminary findings, it was hypothesized that there would be four different motivation types. The goal will be full and experience a sign of progress will we have achieved.

Haslam (2011) Approximately 60% of the nation’s college freshman fail to graduate in the prescribed time; furthermore, the annual freshman to sophomore attrition rate is almost 40%. Both figures have remained fairly constant since the end of World War II, the primary reason for this high attrition rate is not inadequate finance, poor health or lack of ability, the reason is insufficient motivation. (p. 47).

For Haslam (2011), the number of students which are not simply graduate from lack of motivation, as they leave abandoned studies for that reason and according to this research is most 100%, the concern would be that this will increase with the passage of time.

ACHIEVEMENT MOTIVATION

Achievement motivation is also commonly referred to as the drive for competency. We are driven to achieve goals and tackle new challenges. The desire to improve skills and prove our competency both to others and to ourselves. Generally, this feeling of accomplishment and achievement is intrinsic in nature.
Achievement imagery in fantasy takes the form of thoughts about performing some task well, of sometimes being blocked, of trying various means of achieving, and of Cleland.

Experiencing joy or sadness contingent upon the outcome of the effort. The particular diagnostic signs of achievement motivation were identified by experimental fact.

For Cleland (2000), the particular signs of motivation that determine happiness or sadness on the experience of this determined effort to achieve motivation, got the goal will be full and experience a sign of progress will we have achieved.

Therefore in the experimental fact although there is much effort it becomes joy for the goal achieved. Also are very important the signs of motivation which help achieve the goal of teacher to students.

ACADEMIC MOTIVATION

Existing theories of academic motivation today, not only highlights the cognitive determinants of motivation but also focus on the effects that certain contextual and personal variables on the cognitive and affective exponents.

German Case (2000), Academic motivation is close to the term motivation to learn deals with psychological processes which explain the appearance and evolvement of learning activities and its effects. Classical research fields are classroom settings and instruction. Obviously it is also part of academic learning. Learning as well as achieving play certainly a role for motivation to study; learning processes
are naturally a part of university education and of academic motivation. (p.28)

For Case (2000), academic motivation is a more complete motivation as it has psychological processes which is interpreted that we know how to get the student and it develops academic activities such as cognitive activities which contribute greatly to the development of the student from small to university young.

SOCIAL MOTIVATION

Many people are motivated by social factors. This may be a desire to belong and to be accepted by a specific peer group or a desire to relate to the people in our sphere or in the larger world. We have an innate need to feel a connection with others. We also have the need for acceptance and affiliation.

Akerlof (2008) Social norms are crucial to the theory of the firm, for example. They potentially constitute a method for incentivizing workers: a boss may be able to manipulate the norms of the firm, making workers feel that they should work.1 Norms can mitigate the moral hazard problem. As Alvin Gouldner writes in his case study of a gypsum plant, “There is...one basis on which the supervisor could feel confident that workers would do their jobs even when he was not around is the motivation.( p. 52).

For Akerlof (2008), that the incentives methods are essential and motivation is the basis for a business function, because people like when receive rewards feel winner, and in social norms in an enterprise is also important achieve the objective.
Also indicates that the society should be some rules you must follow and remarks the confidence that in this case the boss has with its workers so the same teacher with students because he knows they know they receive a reward or extra points and effort for the best score will be the maximum and this in turn helps them improve.

**INTRINSIC MOTIVATION**

This motivation the student internally motivates himself first, it seeks its motivation is self-motivation, mostly succeeds, others are not able to achieve it without help, Intrinsic motivation is closely related to the mood that the learner is at that time.

Cherry (2015) Refers to behavior that is driven by internal rewards. Thus, the motivation to engage in a behavior arises from within the individual because it is intrinsically rewarding. This contrasts with extrinsic motivation, which involves engaging in a behavior in order to aim external rewards or avoid punishments. We simply enjoy an activity or see it as an opportunity to explore, learn, and actualize our potentials. (p.115).

For Cherry (2015), Intrinsic motivation is when without any reward we perform an activity in which we perform for nothing in return if you do not win without interest merely something external only internal satisfaction

Thus intrinsic motivation it comes from within a person for a personal achievement but not material also fills the human being and it feels good, People begins their motivation intrinsically when they are motivated to progress.
EXTRINSIC MOTIVATION

DEFINITION

Refers to motivation that comes from outside an individual. It comes for outside influences and external factors, and all kinds of rewards given for performing a certain task. Extrinsic motivation is very helpful for students in many aspects since it drives them through an external factor to improve their production in any educational field.

Brown (2007) "Extrinsic motivation refers to our tendency to perform activities for known external rewards, whether they be tangible for example: money or psychological praises." (p.12).

According to Brown (2007), the extrinsic motivation is the external reward to perform any activity in class, is a tendency to receive something tangible like a reward, when the learner know about the reward. He is interested but it is a normal human behavior through a reward and this may be tangible or intangible.

Thompson (2014) “There are many theories about what motivates people. In actuality, you are motivated by both internal and external factors, as there is always a mixture of reasons why you do, achieve, behave, learn and react”.

For Thompson (2014), exist many theories nowadays and this motivations work best when mixed with external and internal factors. This mix is a complement for example when students have intrinsic motivation they can become their motivation better.

Mendez (2013) Extrinsic motivation is that the motives of the person undertaking the action are oblivious to the action itself they are
determined by these external rewards. So the aim is to achieve those interests or rewards and not his own action itself. (p.67).

For Mendez (2013), extrinsic motivation says that the external reasons are determined by external reasons. A form of motivation that involves rewards, both monetary and nonmonetary is often called incentive motivation.

Therefore, Mendez (2013), indicated that many people are driven by the knowledge that they will be rewarded in some manner for achieving a certain target or goal. Bonuses and promotions are good examples of the type of incentives that are used for motivation. With extrinsic motivation change the emotion in class it creates a different atmosphere of expectation in learners.

“As its name suggests, extrinsic motivation is related to everything about the exterior, unlike the intrinsic or internal motivation”.

For Mendez (2013), extrinsic motivation is very related with external factors because that factors which they will be launched in the student motivation for better comprehension.

Thus, extrinsic motivation refers to motivation that comes from outside whatever this the motivating factors the rewards such as money or grades. These rewards provide satisfaction and pleasure that the task self may not provide.

In addition Mendez (2013), remarks that an extrinsically motivated person will work on a task even when they have little awaken interest in students is essential in it because of the anticipated satisfaction they will get from some reward.
IMPORTANCE

Is important because it makes a person or group of people make efforts to achieve a certain goal the relevance of motivation lies in the mind is a thought process and a desire to always think positive is what will determine how it perceives and reacts to everything that is around us.

Williams (2015) Different things can serve as sources of extrinsic motivation. For example, one person may work at a company in order to receive a paycheck, while another person may be working at that same job in order to receive health benefits. Extrinsic motivation also includes performing activities in order to avoid punishment. (p.89).

For Williams (2015), the reward doesn`t matter because the most important the benefit whatever it is the student will do it so it feels motivated, the author gives an example in which emphasizes that no matter much the reward has as much value as to be rewarded.

In addition, the author remarks the irrelevance with rewards, cause is not necessarily because the benefit is not satisfied money as if money is or not like a reward for the learner.

Redfieryheart, (2010) An extrinsically inspired individual works on a project even when they may have little affinity for it as a result of expected fulfillment they are going to get through some compensation. The reward is something as modest like a smiley face to something significant like recognition or fortune.
For Redfieryheart (2010), it is not very important for an individual type of reward if he is fully motivated is important just the compensation this causes them joy to learners, students can reach the objective set by the teacher rewards.

**CHARACTERISTICS**

Estrada, (2010) “It is a reason created in environmental way to encourage or persist in an action. (Used to motivate or maintain behavior). It is a relationship of incentives and consequences. & quote; “Do this and you'll get that.” (p.114).

For Estrada (2010), extrinsic motivation was created the effort to get the participant or student and increases their interest in the incentive you will get the student and that a relationship is formed with consequences and incentives.

Therefore, extrinsic motivation create good consequences, in learners and increase interest in them creating an atmosphere of positivity and energy, extrinsic motivation depending on the individual ,just a few words of praise may be enough.

Estrada (2010) “External situations have many effects on motivation. The importance of having these situations the person depends on two general principles: Be aware of the characteristics of incentive or consequence.”(p.85).

For Estrada (2010) indicates that it is very important external factors as it is visually what students receive in turn is also important incentive also the features, since most human beings are visual external factors to motivate the mood changes for the better as it gives joy, and in turn the effects on students are also good for example reflected in their grades.
ADVANTAGES

Inside the extrinsic motivation advantages they are the following advantages:

QUICKLY CHANGES BEHAVIORS:

Kendra Cherry, (2015) “The most autonomous form or extrinsic motivation is integrated regulation, integration occurs when identified regulation have been fully assimilated to the self. This occurs through self-examination and bringing new regulations in to congruence with one’s other values and need.” (p.70).

For Cherry (2015), in extrinsic motivation is important the self-examination because to us a self we can realize and change attitude that brings us to motivate and more if extrinsically, when the student assimilate and perceives that must achieve something by motivating the teacher gets its purpose the same that will help the learner.

Thus remarks that the student makes self-examination that is questioned himself that must change for the better comprehension students themselves assessment is done before motivate yourself to do it.

REQUIRES LITTLE EFFORT OR PREPARATION:

Schrage (2015) Discussing teamwork without identifying its incentives is akin to debating effective diets while ignoring willpower: the most important ingredient may be missing. Whether working in teams, groups or as individuals, people respond to incentives. They also respond to the absence of incentives. And the incentives top management ignores can prove more revealing than the ones they celebrate. (p.20).
For Schrage (2015), Motivation is like a willpower because he puts an example about also indicates that when working in a group or team the author means that people only respond to extrinsic motivation by the fact of receiving a reward.

Also it emphasizes that people can respond even having no rewards because they feel very motivated, also indicates that sometimes do not need a very large reward because the mere fact of motivation in flattery sometimes gives much encouragement to certain people and all they expect is not only something material, if not something that fills as a good flattery of a well done job.

REQUIRES LITTLE KNOWLEDGE OF THE STUDENT

Dale Winter (2006) “Extrinsic motivators more readily produce behavior changes and typically involve relatively little effort or preparation. Also, efforts at applying extrinsic motivators often do not require extensive knowledge of individual students.” (p.991).

For Winter (2006), it indicates that it is very common in motivational effort does not apply much knowledge as students, explain that any effort Will by applied for the student just for the reward and actually. This occurs in schools but is a problem with many solutions.

DISADVANTAGES:

Among the disadvantages of extrinsic motivation are:

DIFFICULTY IN DETERMINING APPROPRIATE REWARDS AND PUNISHMENT
Herrera (2007) In education, it is well known that there is a positive correlation between motivation and performance of moderate intensity, approximately 0.34. It follows that a high motivation will lead to a good performance. However, the good performance also commonly leads to high levels of motivation, making it risky to conclude about the direction of cause and effect; possibly address walks in both directions; that is, there is probably a bidirectional relationship. (p.145).

For Herrera (2007), a good performance it deserves a reward also indicates the correlation between motivation and performance. The two go hand in hand in the development of student motivation because without a good performance doesn’t exists.

In consequence, the author indicates the relationship of cause and effect in motivation remarking that if there is cause in this case the external motivation to achieve a goal, this is given by the effect, ie realizing the goal through motivation.

**INEFFECTIVE AFTER A LONG PERIOD OF TIME**

Leah Davies (2001) English teachers believe that student motivation could be a "jump started" by providing tangible rewards such as stickers, candy or prizes, extra points. They assert that reinforcing appropriate behaviors can have positive results since children tend to continue or repeat an action that is rewarded. They state that some parents do not encourage their children to do their best at school and hence the students are indifferent to learning. These teachers insist that tangible rewards can help these students develop a reason to apply themselves.
For Davies, (2001) giving students a tangible rewards it has positive results on students and they like the reward receives many teachers give to their students motivation because is a “jump started” for their students.

**ONCE THE REWARD IS REMOVED, MOTIVATION IS LOST:**

Matt DeLong (2005) On the other hand, extrinsic motivators can often distract students from learning the subject at hand. It can be challenging to devise appropriate rewards and punishments for student behaviors. Often, one needs to escalate the rewards and punishments over time to maintain a certain effect level. Also, extrinsic motivators typically do not work over the long term. Once the rewards or punishments are removed, students lose their motivation.

According to De Long (2005), believes that certain factors and extrinsic motivators instead distract the student, notes that these motivations lose their long-term operation, the author manifests external rewards are like a distracts in some cases in learners and manifests the time of extrinsic motivators.

Also remarks that actually the rewards and punishments, they are what students deserve according to their behavior Further it indicates that the extrinsic motivations only work short term. The general decline of motivation is the absence of punishments and rewards at appropriate time.

**TYPES OF EXTRINSIC MOTIVATION**

Some extrinsic motivators provide the organization more control over motivation than others. The classic motivators of reward and punishment are considered the most controlling and are often referred to as external regulation.
Enne (2009) “Extrinsic motivation is a type of motivation that comes from outside yourself. For many people, the satisfaction of a job well done is enough to ensure continued effort. Others, however, need extrinsic motivation. Depending on the individual, just a few word.” (p.34).

For Enne (2009) remarks about the satisfaction that the student feel by the good job, and indicates that motivation comes from outside, In addition that the satisfaction in a well done job is enough sometimes for some learners.

**VERBAL**

Verbal is to inform someone who did a good job is a simple and often effective means of extrinsic motivation. Explaining in detail the reasons for the praise increases the effectiveness of this type of motivation.

Zental (2014) “The type of praise children receive influences whether children choose to persist after failure. One mechanism through which praise affects motivation is through the causal attributions inferred from language. For example: telling a child “You got an A on the test because you’re smart,” provides an explicit link between possessing a trait and an outcome, specifically that intelligence causes success.” (p.63).

For Zental (2014), the types of praises also includes a challenge for the student if prompted q take out a good note, the trying to achieve and perform to their last effort to get the best rate but it is important to plant in motivation.

Also, remarks that the fact that telling a student got an A you are a very intelligent child also wakes up in the joy student.
WRITTEN

A note of thanks is another form of extrinsic motivation. Written feedback can boost the ego, and is typically remembered longer than verbal praise and is so comfortable.

Pink (2009) The science of motivation and its implications for management and creative professionals. To summarize: it turns out that classic extrinsic motivation is ineffective in motivating people to complete more "creative" tasks. I'll leave the question of what is creative open, except to say that I think writing is a creative task. In fact, extrinsic motivation can actually inhibit success in some situations. (p. 55).

For Pink (2009), written motivation is about creativity and advocates a new management style where also one employs intrinsic motivation. The author indicates that extrinsic motivation is more effective because it manages to reach the objective but sometimes inhibits the creativity because he describes writing is creative task.

FINANCIAL

Feingenbaum (2008) Commissions, bonuses, stock options and stock plans are compensatory rewards used to motivate to students. Within the range of extrinsic motivations, these are "carrots." The drive for money and success can often get people's feet marching. (p.78).

For Feingenbaum (2008), financial rewards are compensatory rewards, not only money also bonuses for example extra points, they represent a large compensation for students, and this takes us forward not just one if not several times to achieve their goals.
PUBLIC RECOGNITION

Awards for public service boost the esteem of recipients and inspire others. Similarly, businesses recognize employees through company publications, encouraging higher achievement:

Smith (2001) The Public School Recognition Division works with the Regional Offices of Education to monitor school district compliance with the School Code and other applicable statutes/rules and assigns recognition status levels to schools and districts. The division also works with school districts, parents and students with respect to areas of district compliance.

For Smith (2001), the school codes must be followed also respect public school districts and the rules of the districts should not be altered to perform new reading techniques should be done carefully and without changing norms established in education.

Therefore public recognition is a kind of motivation that makes the student be raring to go better and better, this helps not only in their studies but also in his professional life.

In addition many students today take public recognition as well as people inspiration recognizes and congratulates repetitively this public recognition always be very favorable for a young student who wants to achieve goals will be your catapult with other reasons that also will.

READING COMPREHENSION

DEFINITION

Reading comprehension is a part of an individual’s learning process
because through this technique students could understand, discover, analyze and develop their own ideas through reading and come to their own conclusions; someone who is instructed with reading comprehension will be in the future a wise person.

Smith (2008) “Reading comprehension is the act of understanding what you are reading. While the definition can be simply stated the act is not simple to teach, learn or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing.” (p.28).

For Smith (2008), Reading comprehension is one of the pillars of the act of reading. When a person reads a text the engages in a complex array of cognitive processes. He is simultaneously using his awareness and understanding of phonemes (individual sound “pieces” in language, phonics (connection between letters and sounds and the relationship between sounds, letters and words) and the ability to comprehend or construct meaning from the text. This last component of the act of reading is reading comprehension. It cannot occurs independent of the other two elements of the process. At the same time, it is the most difficult and most important of the three.

Carvajal (2013) The objective of reading is to transfer certain information or knowledge contained in a document written to a reader or recipient of this document, this transfer is expressed and represented in the concept of reading comprehension. In this way reading comprehension is understood as a manifestation of the intelligence of an individual in the process of transfer of information contained in a written document. (p.38).

Assuming Carvajal (2013), reading is the transmission or reception of data from the reader in order to process and understand this
information, this action is called reading comprehension. So Reading comprehension is a multiple activity as it is composed of different processes: understanding of the reading, identifying letters in sound, construction of phonological presentation of words and construction of the meaning of the phrase this process occurs in a fast way and unconscious with the aim of interpret, understand and grasp what the author is trying to say in his text to the reader in order to build their own ideas.

Sole (2012) "Reading comprehension involves knowing how to use independently a set of cognitive and metacognitive strategies to process the text in several ways, from the purpose posed by the reader."(p.30).

Assuming Solé (2012), argues that in order to succeed in reading skills, we must make use of two fundamental parts to be related to this activity to achieve understand what we read, these are the cognitive strategy refers to knowledge that the subject has about the world while metacognitive strategy is a kind of knowledge that allows students to master their learning through the same cognitive activity.

In addition, it should acknowledge its significance or rather its reach in the exposition of the idea that contains or implies. Finding of the meaning it is associated with the recognition of the meaning, of the concept, of the importance and transcendence of the idea expressed.

Carvajal (2013) “intelligence that comprehensive reader will put the idea put forward by the author. It commits that the right reason, proper judgment, wit and lucidity to the idea of the author.” (p.42).

For Carvajal (2013), remarks that each author expresses or tries to describe a message, on any reading, whether this knowledge, stories, novels etc. What question it is that perhaps decipher the message is
hidden in a paradigm composed paragraphs that only understanding and human intelligence will be able to decipher.

Therefore, the author remarks that the idea of the reader to do their job of reading or summary should always agree with the idea of the author. Emphasized always reading comprehension should it be based on reason and not to increase proper judgment text words would void.

**IMPORTANT**

Reading comprehension is important in the process of student, teaching learning process is part of Dr Francisco Campos Coello high School because through this technique the student understands, analyzes and develops other skills that will help to students in their personal and academic training.

Garzon (2009) It is important to know that reading is a basic skill and one of the most significant learnings to humans, which increases their intelligence quotient (IQ), and provides important cognitive abilities to provide solutions to academic, professional, social and cultural problems in which is immersed. Reading involves not only obtaining information on the accuracy of contexts in our outer world. (p.19).

Assuming Garzón (2009), reading is an act of illustration to improve the social, professional and personal condition of the individual, and here comes the initiative of reading comprehension is a basic skill which consists of capacities connected with the management of orality, love of reading and critical thinking. The importance of developing skills for reading comprehension is the way for the endowment of tools for the professional, academic, professional and social lives of students.
Therefore, a person who understands what they read is able to achieve better development whether it is technical and social, not only enhance but to change their status, quality of learning with the aim of have a better understanding, unfoldment and strengthen their academic activities.

Finally Garzon (2009) remarks that, the purpose of reading comprehension aims to end poverty of knowledge what is the key to deciphering ignorance and getting people to change that attitude to see reading as a boring and disinterested activity.

CLASSIFICATION OF READING

To read is to produce meaning. However, it is possible to distinguish some types of reading in accordance with the purpose intended, as in the school Dr. Francisco Campos Coello the degree or level of reading comprehension, text type and applied techniques. Below are some of these types of reading:

AESTHETIC READING:

In this type of reading allows to create meaning from and within the text, thus the meaning is personal, debatable, and draws on the reader’s experience with the text as explained Pundit.

Pundit (2015) Aesthetic reading make things easier if you remember that aesthetic reading appears to exist in conjunction to efferent reading. Efferent reading is done to glean facts, figures, and other forms of factual information. Some of these examples include: manuals, textbooks, and other guides. Competitively, aesthetic reading is a much more personal
approach to reading, as it focuses on the reader's relationship to the text. (p.34).

For Pundit (2015), in this type of reading handled a little traditional reading manuals, figures, etc., they form a close relationship between the text and the reader or student, both facilitates the student reading with such elements and most accustomed to the monotone of the traditional reading.

Thus, the author indicates that the aesthetic reading is personal approach to reading and remarks the relationship that is created between the reader and the text is very important for reading comprehension, and improve the development of learners.

It is one that is undertaken for the pleasure of reading. It is not influenced by external factors such as reports or evaluations. It starts for the sake of doing it, without being limited by time or other conditions to the satisfaction of the reader.

Carter (2010) The aesthetic reading is linked to emotions and associated with those texts capable of arousing laughter or crying. Efferent reading involves analysis of facts, data logging and conclusions. After this happens to prove with numbers the frequent preference of teachers, librarians and parents to fiction books, they are often associated with aesthetics and pleasant reading, while so-called books of information are associated with efferent Reading. (p19).

Assuming Carter many texts handle much emotions, some can make people laugh, others mourn, stressed that reading becomes much better when aesthetics, means images, etc, makes a comparison with reading efferent, and reading is efferent a little more analytical.
INFORMATIVE READING

Aims to keep readers updated on the scientific and technological progress and also in the school Dr Francisco Campos Coello. In this case, it takes a reading without much detail or depth, trying to identify the topic and main ideas. This type of reading is usually applied to newspapers, magazines, advertisements, etc.

Merlo (2010) mentions that “Informative Reading can be also suggestive, it depends on the tastes of everyone, but all can be recreational reading although generally refers to it in relation to the works of literary creation.” (p.115).

According to Merlo (2010), the informative reading as a suggestive, and much depends on the student and his taste for literary creation, each student can have their way of reading comprehension, but everyone should do it properly to be related to works of literary creation the student learns a little more about these works which encourages them.

Also, the author refers to the relation with a reading that impresses us and the news that demands much interest in knowing and knowing more about this.

CRITICAL READING

Critical reading involves more than just understanding because the reader to understand tone and persuasive elements.

Merlo (2010) “Critical reading aims to assess definitively for the purposes of the research, the selected works and the information selected by them and like them.” (p.112).
According to Merlo (2010), about evaluating research purposes in this reading to assess the purpose of the research is important because we know why an investigation is carried out.

Kurland (2012) is an analytic activity the reader rereads a text to identify patterns of elements: information, values, assumptions, and language throughout the discussion. These elements are tied together in an interpretation, an assertion of an underlying meaning of the text as a whole. (p.78).

According to Kurland (2012), it indicates that being an analytical activity the reader or student learns and analyzes more for example about values, in this activity to analyze patterns elements found in a reading well be that are underlying.

**ORAL READING**

Reading aloud is intended, the transmission of ideas to listeners, but can be used to produce impressions for aesthetic purposes. This type of reading is practiced today not only in order to improve reading skills, however, its teaching and practice aims to create an attitude of openness to others and cooperation with them.

Martinez (2011) “Oral reading is part of many activities organized by the teacher, although practices vary; oral reading is rather sporadic, hardly integrated to the class taught by the teacher; students, with few exceptions, fail to read aloud well, and oral reading teacher assumes front of the group.”(p.76).
For Martinez (2011), oral reading often is practiced in class and notes that there are exceptions for students who have difficulty reading aloud and oral readings are regularly evaluated by teachers.

In conclusion, students have reduced reading lessons that every teacher should develop, and all students must achieve to improve reading comprehension. It is essential to develop and strengthen these kinds of reading because it would be easier reading skills in students, and it is estimated that Latin American countries have a low level in reading comprehension and we must change and overcome to improve as students, as a citizen, as a society, improve and promote the quality of reading.

READING TECHNIQUES

There are different reading techniques that are used to adapt the way to read the objective of the reader. The two most common reading intentions are the maximization of speed and the maximization of text comprehension. In general, these objectives are contrary and are necessary to conclude a balance between the two.

There are conventional techniques that their will help to students of 2nd bachelor which seek to maximize understanding, are sequentially reading, intensive reading and punctual reading.
SEQUENTIAL READING

Merlo (2010) “The sequential reading is the common way of reading a text, the speed shall be that used to implement the reader and without omissions or repetitions.” (p. 28).

For Merlo reading is a very common yet very useful, in this reading replays can not handle, this makes the student think a little more about what they read in texts. Being a common way of reading does not remove the interest in the reader as nothing is repeated and is not monotony.

Basterechea (2013) No doubt that oral language is a sequential structure. in which a sound comes after another and, based on that string, we decipher the message. Written language is also what: we read one word after another. You should not confuse their spatial distribution, not the fact that the page can be viewed as a whole. (p. 70).

Assuming to Basterechea (2013) especially sequential reading follows a structure which can not read a paragraph to follow him but to go in a specific order, that order is being able to have a better understanding when reading because they better understand the reading or context.

INTENSIVE READING

Intensive reading involves learners reading in detail with specific learning aims and tasks. as said by Merlo:

Merlo, (2010) The aim of the intensive reading is to understand the full text and analyze the author's intentions. It's not only a change of technique the reader's attitude; It is not identified with the text or its protagonists, but analyzes the context, language and form how the author arguments neutrally. (p. 30).
For Merlo (2010) the intensive reading is more than intensive reading as it allows learners to better understand the context of what he is reading, this reading helps the student better understanding, also indicates that when analyzing the reader reading your mood changes according to what you are reading what makes them feel identified.

Wilbur (2012) Anyone who has taken a foreign language class in North America is familiar with intensive reading. Maybe you have to read a paragraph, or maybe you have to make your way through *Le Petit Prince*, (book) like I once did. In either case, you’d be reading something with a great deal of vocabulary and/or grammar that is beyond your current reading ability. If your instructor is kind, maybe the vocabulary and grammar that is new to you will be glossed page by page. (p.90).

For Wilbur (2012), this activity is  if read more learn more he emphasizes that the more the reader will read better, Also  indicates that  is  easy as this reading is intensive and is much brand vocabulary and grammar intensive you have to read much more than is usually accustomed student.

From the eighteenth century, the intensive reading begins; this was reserved only for a few (students of universities and academies). This modality was based on reading books altogether, until they were recorded in memory. The reader reconstructs the book and meaning.

**PUNCTUAL READING**

When reading a punctual text the reader only reads the passages that interest you. This technique serves for learners to absorb a lot of information quickly.
Merlo (2010) “Punctual Reading is that reading through which the reader will only read what interests you, for example, a note of extensive research which is published in the journal, the reader only read the column written by the columnist with which agrees appreciations regularly and will pass the rest of the accompanying text.” (p.37).

For Merlo (2010) in this type of reading is especial because the author has the option to only read what interest, in this lecture the student has the choice to read only what you like or what is your interest, regularly can not do in other readings this creates in most students interest because they feel comfortable to choose only one part for reading.

**TYPES OF READING COMPREHENSION**

Homeschooled (2015) “Reading Comprehension is the ability to easily and efficiently read text for meaning. It is the last step of the reading process taught to children, after they've learned phonics, fluency, and vocabulary.” (p.110).

Homeschooled indicates that exists three types of reading comprehension which follow are mentioned:

- Lexical Comprehension
- Literal Comprehension
- Interpretive Comprehension

**LEXICAL COMPREHENSION**

Lexicon is the set of words that make up a particular lecto and, by extension, also referred to dictionaries that so collect them. In a broad sense, the concept is extendable to programming languages. The
disciplines that deal with the lexicon are several: lexicography, semantics, semiotics, pragmatics, philosophy of language.

Bogaards (2000) “Experiments have shown that the dictionary does not seem likely to contribute to a better understanding of the texts. He puts forward several reasons: Learners do not like to use a dictionary, they consider it as a required and restrictive step which put them away from their reading.” (p.44).

For Bogaards, he use of the dictionary is not much help for reading comprehension and what learners do not use it much now and one of the factors that surpasses the technology is an internet dictionary.

Bogaards (2002) “Reading and understanding of the different meanings of a lexical item may cause many difficulties. Depending on the entry, the learner may be discouraged by the quantity of information he or she has to read. Without reducing the number of meanings, the computer can show them in a gradual way.” (p.64).

According to Bogaards sometimes is difficult for the student and maybe at first it is discouraged by many information you will need to read, review and analyze in understanding, but that analysis will serve them in good stead for later learners reading assignments

**LITERAL COMPREHENSION**

It is the process that aims to extract all the information that the author has expressed in a direct and explicit way in a text. For that purpose the reader uses organizational structures associated with the basic processes of thinking and a systematic approach to reading her text.
Hub (2012) Literal comprehension involves what the author is actually saying. The reader needs to understand ideas and information explicitly stated in the reading material. Some of this information is in the form of recognizing and recalling facts, identifying the main idea, supporting details, categorizing, outlining, and summarizing.

For Hub (2012), it is a reading of much help because the reader can better understand information and ideas, here and can recall facts, draw the main ideas, and summarize which is more explicit in a text. In this type of reading you work in a very organized way.

Roundy (2003) Literal comprehension involves the reader needs to understand ideas and information explicitly stated in the reading material. Some of this information is in the form of recognizing and recalling facts, identifying the main idea, supporting details, categorizing, outlining, and summarizing.

For Roundy (2013), Recognizing ideas and details explicitly in this kind of reading the student understands better ideas also better the main idea of reading by understanding the ideas of the clearest possible way the student exercises his brain more and better ideas flow all.

**INTERPRETIVE COMPREHENSION**

The interpretive reading highlights the keywords, important passages also allows easy use of a word to summarize the main idea of the paragraph. This type of procedure allows speeding up the mental capacity and visualization, which promotes understanding.

Naplan (2011) Interpretive meaning is often hidden throughout the text and requires the use of inference and understanding the relationship between events and characters or causes and consequences. Readers
need to link like information to fully understand the text. Sometimes these relationships can be stated and are often found near causal words such as because, so and therefore.

For Neplan (2011), the interpretative comprehension resorts to the use of inference that this type of reading goes very hand with relationships, for example the relationship between reader and text.

CONCLUSION

In this research show various types and reading classes told by authors about reading, their opinions and definitions is important to know the correct way for motivation in reading.

Reading is relevant for leaners and students not only because is a skill but is practiced but several as listening, writing especially in reading comprehension. In many cases for some students find it a bit tedious having to read and this is given by nothing but lack of motivation because if the learner is motivated his desire to work in reading will be totally different.

Nowadays is very important practice reading because helps children and young students, each reading classes have their special feature that helps the reader or student to develop better within reading.

Reading comprehension and development helps students not only analyze but also to learn more in depth about reading their performance in class and it ensures that the student knows the future correctly analyze and understand a reading
READING

Reading is a process of interaction between thought and language, the reader needs to recognize letters, words, and sentences. However, the students in Dr Francisco Campos Coello public school when read it is not always possible to understand the message contained in the text; It is even possible that it is understood in the wrong way. As an intellectual skill, understanding involves capturing the meanings that others have passed through sounds, images, colors and movements.

PSYCHOLOGICAL FOUNDATIONS

Is an important foundation because psychological process in essential for the academic student development.

Sanchez, (2009)"Discloses the reflections that the authors have been developing in certain academic meetings on teaching-learning processes. Beyond the different perspectives, mental attitude, theories, models and methodologies offered in the different approaches of human learning." (p.43).

For Sanchez (2009), the teaching learning processes has different models, techniques and methodologies so that give different approaches and different perspectives for learners.

Therefore, speaking of the psychological foundation refers to the mental attitude of the individual who has to carry out the execution of a plan because it depends on the emotional state the optimal result of the implementation of any projects.
SOCIOLOGICAL FOUNDATIONS

Schaefer (2012) "Sociology is the orderly and consistent study of societies: their behavior, their relationship and its development over time, so it can display and change and the implications of these changes." (p.111).

For Schaefer (2012), this foundation deepens the relationship of the individual in society is the behavior that expresses the part of such projects that benefit the economic development of the country and therefore the development of the artisan in society.

PHILOSOPHICAL FOUNDATION

Liria (2010) "The philosophy aims to identify what is unchanging, the eternal; his sights is the truth." (p.259).

For Liria (2010), Philosophy is about the knowledge that human beings acquire as time passes; It is part of the human being's to meet the assigned activities; besides referring to the knowledge of the truth displayed the philosophical basis the role of the investigator.

LEGAL FRAME
GENERAL PRINCIPLES
SINGLE CHAPTER
OF THE ENVIRONMENT PRINCIPLES AND PURPOSES

Art. 1.- Objeto.- El presente Reglamento tiene por objeto establecer las normas que contribuyan a viabilizar el cumplimiento efectivo de la Ley Orgánica de Educación Intercultural, sus principios y fines, y el derecho a la educación, en el marco de los derechos humanos, el Buen Vivir, la interculturalidad, la plurinacionalidad y las relaciones entre los actores del proceso educativo.
ORGANIC LAW

Art. 2.- Ámbito. El presente Reglamento regula lo concerniente a la educación determinada por la Ley Orgánica de Educación Intercultural; se exceptúa la educación superior que se rige por sus propias normativas.

INTERCULTURAL

Art. 3.- Nivel Distrital intercultural y bilingüe.- Es el nivel de gestión desconcentrado, encargado de asegurar la cobertura y la calidad de los servicios educativos del Distrito en todos sus niveles y modalidades, desarrollar proyectos y programas educativos, planificar la oferta educativa del Distrito, coordinar las acciones de los Circuitos educativos interculturales o bilingües de su territorio y ofertar servicios a la ciudadanía con el objeto de fortalecer la gestión de la educación de forma equitativa e inclusiva, con pertinencia cultural y lingüística, que responda a las necesidades de la comunidad.

CONSTITUTION OF THE REPUBLIC OF ECUADOR
REGIME OF “BUEN VIVIR”
FIRST SECTION

Art. 350.- The higher education system is aimed at academic and professional training of scientific and humanistic vision; scientific and technological research; innovation, promotion, development and dissemination of knowledge and cultures; building solutions for the country's problems in relation to the objectives of development regimen of Labor of Certification or Graduation

Art. 34. - The labor of graduation or degree is one of the mandatory requirements for the diploma or degree at any level.
Art. 35. - The student, once graduated, shall have a maximum of one year for the superior technical level and two years for the third level or undergraduate, to complete their degree or graduation; After this time, subject to the requirements for refresher courses determined by the institution and the work-related degree or graduation. Fourth level programs or graduate is governed by its own rules.

Art. 37. - The labor of graduation or degree is defined as follows according to the titles or degrees awarded:

37.2. - To obtain the degree of Bachelor or university or polytechnic professional degree, the student must prepare and defend a research project leading to a proposal to solve different types of problems or situations that are being implemented, with features feasibility, profitability, and originality in the areas of actions, application conditions, resources, time and expected results.
CHAPTER III
METHODOLOGY

METHODOLOGY DESIGN

This methodology is composed of procedures and the main objective is to search or inquire through different types of methods for the purpose of getting to the truth or even find a target in order to find successful and satisfactory results that benefit a social group or individually.

Kirchner, (2015) Methodology design is a natural human activity that seeks to know the truth of things and phenomena that surround it, and tries to find solutions to problems that are presented through numerous investigations conducted throughout history, it was possible to obtain increasing knowledge, and so we come to development and progress that today we can observe in the world. (p.125).

For Kirchner (2015), argues that research is innately individual, so that one is born with the need to discover in order to seek solutions to the problems surrounding it. Thanks to the research of man from prehistoric times has made significant advances that have helped the world to have a better lifestyle.

TYPES OF RESEARCH

BASIC RESEARCH

This research seeks pure knowledge through the accumulation of data, so that collects information that deepen the knowledge in our reality, and this at a time is formed through the hypotheses that are obtained using different types of study.
Bermeo (2011) “Also called basic research or pure research is usually conducted in laboratories; It contributes to the expansion of scientific knowledge creating new theories or modifying existing ones.” (p.82).

According to Bermeo (2011), Basic research is one that is developed in laboratories and specifically investigates the essential to the complex with the purpose to get to the why of things or create new assumptions change already established.

Also it argues that all research begins with this, which is the principal to develop other research and all research has a purpose to discover or improve the environment around us.

FIELD RESEARCH

This research analyzes the actual situation where the facts are developed and that the student wants to investigate so where is the problema and it is located in the natural environment; no laboratory or other perspective. That is, it is a practical research to have real and successful results.

Bermeo (2011) “The researcher works in the natural environment in which people live and with their respective results more relevant of individuals, social groups with the purpose of discovering relationships and interactions between sociological variables psychological and educational in social structures.”(p.12).

For Bermeo (2011), argues that field research begins in the place where the problem originates, so is more practical and managed to get relevant results to help solve sociological, psychological or educational
problems of a social group with the goal to improve the level socio-economic that this group.

**POPULATION**

Valencia (2015) "It's a group of people living in a geographic area or space, that relate to each other and with the environment creating a community with specific characteristics." (p.35).

Valencia (2015), argues that the population is made up of a certain group of people living in a specific place creating a society with different characteristics, whether social, occupational class, etc.

Furthermore he argues when you go to carry out some research should be careful when selecting the essential characteristics of the population under study it.

**SAMPLE**

Wigodski (2010) “The sample is a faithfully representative subset of the population and also that there are different types of sampling. The sample type is selected depends on the quality and how representative it wants to be the study population.” (p.97).

According to Wigodski (2010), indicates that it is a specific part of the general population and there are different types of samples depending on the importance we want to study.

To develop this survey, middle school students, section A and B at the Unidad Educativa Dr. Francisco Campos Coello, in Guayas Province has been involved, where different techniques and tools will be developed
to get the information that will be studied in a critical effective and thus get the objective that were set in chapter 1.

### Population

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>YEAR OF BASIC EDUCATION</th>
<th>SECTION</th>
<th>STUDENTS</th>
<th>TEACHER</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIDAD EDUCATIVA DR. FRANCISCO CAMPOS COELLO</td>
<td>2015-2016</td>
<td>A</td>
<td>27</td>
<td>1</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B</td>
<td>27</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Dr Francisco Campos Coello.
Researchers: Tatiana Egüez and Gregorio Escalante.

### Classification of the population

Source: Unidad Educativa Dr Francisco Campos Coello.
Researchers: Tatiana Egüez and Gregorio Escalante.

The eight year of the basic education, section A and B, has a total population of fifty your students and one English teacher, being a small population and to find the lowest statistical error, will work with the entire population, this way no sample is take.
### OPERATIONALIZATION OF THE VARIABLES

**Research Variable**

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>DIMENSIONS</th>
<th>INDICATORS</th>
</tr>
</thead>
</table>
| **DEPENDENT** | Types of Reading | • Aesthetic Reading  
• Informative Reading  
• Critical Reading  
• Oral Reading |
| **READING COMPREHENSION** | Reading Techniques | • Sequential Reading  
• Intensive Reading  
• Punctual Reading |
| | Types of Reading Comprehension | • Lexical Comprehension  
• Literal Comprehension  
• Interpretive Comprehension  
• Applied Comprehension |
| **INDEPENDENT** | Characteristics | • Fosters interest  
• Enjoyable learning  
• Improves mood |
| **EXTRINSIC MOTIVATION** | Types | • Scholastic  
• Achievement motivation  
• Academic motivation  
• Social motivation  
• Intrinsic motivation |
| | Advantages | • Quickly changes behaviors  
• Rewards  
• Requires Little effort  
• Requires Little knowledge of the student |
| | Disadvantages | • Difficulty in determining appropriate rewards and punishments  
• Once The rewards is remove, motivation is lost |

**Source:** [http://www.handinhandhomeschool.com/resources/reading/levels-of-comprehension.php](http://www.handinhandhomeschool.com/resources/reading/levels-of-comprehension.php)

**Researchers:** Tatiana Eguez y Gregorio Escalante
RESEARCH METHODS

For all researches is necessary a method and / or process that leads to knowledge. To perform scientific research should follow an action and a methodical procedure. Among the types of methods we applied the Deductive Method. And inductive method.

We applied two importants methods to perform these foundantions of research about the problem that exists on the reading comprehension and most used by its scientific scope to get to the truth of the problem.

**Deductive method** is that part of the general or particular, is form of reasoning where you reach a conclusion from one or several premises, i.e. that the youth of today if students do not like the habit towards recital therefore the students of the college Dr. Francisco Campos Coello dislike them reading for this reason we design a guide with short stories and innovate topics for learners.

**Inductive method** the basis of induction is the assumption that something is true sometimes not been observed, for example several Students of the school Dr Francisco Campos Coello responded that they have flaws in the language learning English for lack of reading, in conclusion the students in general sometimes have learning problems in language and want new methodologies to improve reading comprehension and develop their skills.

**DEDUCTIVE METHOD**

Vásquez (2008) “The deduction goes from the general to the particular. The deductive method is one that parts of the general data accepted as papers valid to deduce by logical reasoning, several assumptions, ie; of
truths previously established general principles, and then apply it to individual cases and thus verify its validity.” (p.55).

According to Vasquez (2008), the deductive method is the main, the most appropriate and used to reach the truth, i.e., it leads to the complex to the simple such studies a phenomenon from the whole to the parts; analyzes the concept to reach the elements of the parts of the whole and reach direct conclusions and also constitutes one of the essential characteristics of the process of quantitative research approach.

**INDUCTIVE METHOD**

Lesmi (2014) “In the inductive method general laws about the behavior or conduct of the specific object from observation of particular cases that occur during the experiment are presented” (p.76).

Lesmi (2014), argues this method is a scientific and acquires general conclusions from particular possibilities or history and is based on observation or facts; and thus reach general conclusions, it is that this method has a transformation of acquired data and the final result is the theory, in conclusion is defined as one who ascends from the particular to the general.

**INSTRUMENTS OF THE RESEARCH**

The instruments are the tools used by the investigator to collect information of the selected sample and solve the problem of the research, which then facilitates solve the population problem; there are different types instruments we can find interviews, surveys and questionnaires.
Sabino, (2013) “A data collection instrument is any resource they can manage the researcher to approach the phenomena and to extract information. On the other hand there are written records also come from contact with practice, but which have already been collected, processed and often by other researchers.” (p.44).

Sabino (2013), argues that research tools is the first step to reach the phenomena of the problem and is composed of different types of resources with the purpose of obtaining important information that can serve the researcher.

Hurtado (2000) "The selection of techniques and data collection instruments involves determining by what means or procedures the researcher obtain the necessary information to achieve the objectives of the investigation."(p.27).

According to Hurtado (2000), the instruments is the selection of techniques or procedures that the researcher uses to find the necessary information to achieve the objectives of the investigation.

SURVEY

The survey is a technique that helps obtain data from a group of people, which opinions are of interest to the researcher. Usually the survey can be done in the form of written questions or questionnaires.

Grasso (2010) “The survey is a procedure that allows exploring issues about subjectivity and at the same time getting that information from a number of people, so for example: To explore public opinion and the current values of a society, issues of scientific significance and importance in democratic societies.” (p.56).
According Grasso (2010), argues that survey is the systematic search of information that the interviewed for a specific purpose such as: scientific, sociological or academic, etc.

**INTERVIEW**

It is a technique to obtain data and consists of a dialogue between two people, interviewer and interviewee and this is divided into structured interview that is guided and unstructured for example undirected or unguided.

Martinez (2013) “The goal of the interview is to investigate the most important and meaningful to the informants, discover events, subjective dimensions of the individual such as beliefs, thoughts and values.” (p.45).

According to Martinez (2013), the interview is the description of the respondent and that its purpose is to obtain a qualitative result but not quantitative and discover emotions, experiences, intellectual or emotional capacities and above all analyze the findings in order to improve or satisfy the needs of the person interviewed.
General Objective: Influence of extrinsic motivation in reading comprehension through field research of the students of 2nd Junior U.E. Dr. Francisco Campos Coello, Parroquia Tarqui, canton Guayaquil, Guayas province, ciudadela Atarazana Mz. F01-F02 academic year 2015-2016.

- Match with X as appropriate:

<table>
<thead>
<tr>
<th>Questions</th>
<th>Strongly agree</th>
<th>agree</th>
<th>Neutral</th>
<th>disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading is important to improve English learning and increase vocabulary.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Silent reading helps students to better understand what the text says.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the school should be trained with workshops to promote a good motivation for the enhancement of the reading skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good didactic resources are necessary to excel the extrinsic motivation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>As a good motivation, the authorities should promote contests for the reading exercise.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extrinsic motivation is a force in all stages of life and helps improve the performance of students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teachers should utilize didactic techniques to increase the motivation of the students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>With the application of short stories, for improving the reading, it is necessary to create a culture of reading outside of school for example at home.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short stories like sayings and proverbs will permit increase the reading ability.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ANALYSIS OF RESULTS

SURVEY TO 54 STUDENTS 2nd Junior Course

✓ Reading is important to improve English learning and increase vocabulary.

Table No.1 Reading increases vocabulary

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>26</td>
<td>48%</td>
</tr>
<tr>
<td>Agree</td>
<td>22</td>
<td>41%</td>
</tr>
<tr>
<td>Neutral</td>
<td>5</td>
<td>9%</td>
</tr>
<tr>
<td>disagree</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

By: Gregorio Escalante y Tatiana Eguez.

Graphic No. 1 Reading increases vocabulary

Most students agree and strongly agree that reading is important to improve learning and increase their vocabulary in the English language since this technique is very useful when learning a language, meaning that not only help understand what they read, but also learn new words.
ANALYSIS OF RESULTS
SURVEY TO 54 STUDENTS 2 nd Junior Course

Silent Reading helps students to better understand what the text says.

Table No. 2 Silent Reading

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>20</td>
<td>37%</td>
</tr>
<tr>
<td>Agree</td>
<td>13</td>
<td>24%</td>
</tr>
<tr>
<td>Neutral</td>
<td>12</td>
<td>22%</td>
</tr>
<tr>
<td>disagree</td>
<td>5</td>
<td>9%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>8%</td>
</tr>
</tbody>
</table>

By: Tatiana Egüez and Gregorio Escalante.

Graphic No. 2 Silent Reading

Most students indicate that silent reading aids concentration, since it is a mind reading, meaning that through this technique students can understand the text, because they use perception and also learn grammatical structures that sometimes they are complicated to interpret. We can also see that most students prefer to read silently, because it is more comfortable and no overload comprehension.

Source: Unidad Educativa Dr. Francisco Campos Coello.

By: Tatiana Egüez and Gregorio Escalante.
ANALYSIS OF RESULTS

SURVEY TO 54 STUDENTS 2nd Junior Course

☑ In the school should be training and workshops to promote a good motivation for the enhancement of the reading skills.

Table No. 3 Workshops to promote a good motivation.

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>9</td>
<td>17%</td>
</tr>
<tr>
<td>Agree</td>
<td>17</td>
<td>31%</td>
</tr>
<tr>
<td>Neutral</td>
<td>12</td>
<td>22%</td>
</tr>
<tr>
<td>disagree</td>
<td>13</td>
<td>24%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>3</td>
<td>6%</td>
</tr>
</tbody>
</table>

By: Tatiana Egüez and Gregorio Escalante.

Graphic No. 3 Workshops to promote a good motivation

Most students agree that should promote reading workshops in schools such as: contests, games, etc., to promote reading and encourage students through awards, diplomas and scholarships. So in this way you have motivation by the young as this activity helps the school to progress and raise the level of status and culture.
ANALYSIS OF RESULTS

SURVEY TO 54 STUDENTS

✓ Good didactic resources are necessary to excel the extrinsic motivation.

Table No. 4 Good didactic resources.

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>17</td>
<td>29%</td>
</tr>
<tr>
<td>Agree</td>
<td>16</td>
<td>30%</td>
</tr>
<tr>
<td>Neutral</td>
<td>12</td>
<td>22%</td>
</tr>
<tr>
<td>disagree</td>
<td>8</td>
<td>15%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>4%</td>
</tr>
</tbody>
</table>

By: Tatiana Egüez and Gregorio Escalante.

Graphic No. 4 Good didactic resources

Source: Unidad Educativa Dr. Francisco Campos Coello.
By: Tatiana Egüez and Gregorio Escalante.

There is a higher percentage of students indicate that good teaching resources, are essential for a better understanding and knowledge in a learning class; such as libraries, audio visual rooms, computer rooms, recreational spaces that help students develop and implement what they have learned; It is that good teaching resources often appeal to creativity and student motivation in wanting to learn and deepen a specific subject.
ANALYSIS OF RESULTS

SURVEY TO 54 STUDENTS

As a good motivation, the authorities should promote contests for the reading exercise.

Table No.5 To promote contests for the reading exercise

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>10</td>
<td>18%</td>
</tr>
<tr>
<td>Agree</td>
<td>19</td>
<td>35%</td>
</tr>
<tr>
<td>Neutral</td>
<td>10</td>
<td>19%</td>
</tr>
<tr>
<td>Disagree</td>
<td>8</td>
<td>15%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>7</td>
<td>13%</td>
</tr>
</tbody>
</table>

By: Tatiana Egüez and Gregorio Escalante.

Graphic No.5 To promote contests for the reading exercises.

Source: Unidad Educativa Dr. Francisco Campos Coello.
By: Tatiana Egüez and Gregorio Escalante.

The majority agrees that students get to be motivated, reading contests should be promoted wide campus, open house or cultural week, etc. In addition in the classroom through notes, students receive additional points from their teachers in this activity which is reading, giving students some encouragement for them to feel interest in the recitation or other activity and born of them motivation, because I think that is the initiative to achieve some interest from students. These strategies can make the student feel inclination and thus encourage this activity in fiscal schools in the country.
Extrinsic motivation is a force in all stages of life and helps improve the performance of students.

Table No.6 Extrinsic motivation is a force in all stages of life.

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Total</th>
<th>Percentaje</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>23</td>
<td>43%</td>
</tr>
<tr>
<td>Agree</td>
<td>16</td>
<td>30%</td>
</tr>
<tr>
<td>Neutral</td>
<td>10</td>
<td>18%</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>9%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

By: Tatiana Egüez and Gregorio Escalante.

Graphic No.6 Extrinsic motivation

Extrinsic motivation is a force in all stages of life

Source: Unidad Educativa Dr. Francisco Campos Coello.
By: Tatiana Egüez and Gregorio Escalante.

A majority agrees fully that extrinsic motivation is important in helping the individual and personal, professional and academic development of the individual; as the name implies extrinsic motivation is related by external rewards either an award, promotion or money and thus arouses the interest of people. Now, the educational part can improve learning knowledge and get good results.
ANALYSIS OF RESULTS

SURVEY TO 54 STUDENTS  2nd Junior Course

☑ The teachers should utilize didactic techniques to increase the motivation of the students.

**Table No. 7 Didactic techniques.**

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Total</th>
<th>Percentaje</th>
</tr>
</thead>
<tbody>
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<td>Strongly agree</td>
<td>35</td>
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</tbody>
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By: Tatiana Egüez and Gregorio Escalante.

**Graphic No. 7  Didactic techniques.**

Source: Unidad Educativa Dr. Francisco Campos Coello.
By: Tatiana Egüez and Gregorio Escalante.

Most students indicate that teaching techniques are private resources that help teachers strengthen skills and achieve better results when getting knowledge.

These techniques are generally procedures that help efficiently obtained through a specific sequence of steps, one or more precise products that help students improve and guide instruction and achieving goals set by applying it in education.
ANALYSIS OF RESULTS

SURVEY TO 54 STUDENTS

With the application of short stories, for improving the reading, it is necessary to create a culture of reading outside of school for example at home.

Table No. 8 To create a culture of reading.

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By: Tatiana Egüez and Gregorio Escalante.

Graphic No. 8 To create a culture of reading outside of school.

Source: Unidad Educativa Dr. Francisco Campos Coello.

By: Tatiana Egüez and Gregorio Escalante.

A huge part of the students agree that should create awareness and interest in reading outside of school, ie from home, as only read in the educational center because at home do not have that habit and we believe that the values and lessons start at home; achieve and instill from an early age this activity the child and take the initiative culture of reading is an important development part of society and also that learning problems are not always in school but on many occasions by this problem.
ANALYSIS OF RESULTS

SURVEY TO 54 STUDENTS 2nd Junior Course

✔ Short stories like sayings and proverbs will permit increase the reading ability.

Table No.9 Short stories.

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</table>

By: Tatiana Egüez and Gregorio Escalante.

Most students strongly agree that a good text or some interesting book arouses interest in reading; for example in this item of the survey refers to the sayings and proverbs since for most students is entertaining and fun. In this way we try to investigate what kinds of texts like students and so to take advantage of this activity and try to find topics to arouse interest in young people today.
INTERVIEW TO THE TEACHER:

• What do you think about your teaching methodologies currently applied, are they acceptable for students to develop reading skills in English?

The reading skills in English is very important because the student learn how to do the paragraph.

• Why do you think that reading is important in the process of the student’s learning?

The students watch the process of communicative language.

• How do you promote motivation in students to have interest in your class?

The students live with problems in theirs house and don’t came motivate to class.

• Why do you think it is important that future professionals provide new methodologies, and educational projects in order to promote and improve public education?

Because so they learn to communicate in English so, will open a windows to the world.

• What kind of topics would you like that English books contain for students to feel interested for the new language?

More reading with exercises, games, dialogues, songs, etc.

• What kind of motivation have you applied to your students to get good grades?

For to get good grades it is necessary that students work in group or in couples, in addition dialogue for example to talk about some interesting news and kind of favorite music of the students.
Analysis: The Proof chi cuadrado indicates that the value of similarity it is lower to 0.05, which shows the existing agreement between the independent variable and the dependent variable.
CONCLUSIONS

We can deduce that reading is an essential part for learning in the individual, no matter the different techniques that exist to implement them, each person has their way of reading and interpreting a text; but what if we can notice that it should promote and encourage this activity in schools, in homes, in addition to laws that contribute to this task that I think is being lost, especially in youth.

We also need tools to help us make this task easier, such as workshops, recreation centers focusing on reading; and we cannot put aside that to implement this activity need the help of motivation; will consider together since motivation, it is the force that helps at all stages of life of the individual and for all of these techniques teaching resources that help increase the interest for this occupation.

To complete this analysis made it clear that much remains to be done in schools and out of these; ie from home; which is where the student is formed also stimulate and promote reading in order to expand their limits and develop their intellect.

Another important point that we can deduce from this research is the material that students are interested in reading; such as: stories, sayings, proverbs, etc, innovative topics to facilitate student learning.

Finally do not forget that recitation is the key that helps open the wisdom and knowledge of a society that instructs culture in the future will be a free and underdeveloped population to forget a promising future.
RECOMMENDATIONS

After completing the analysis and obtained the result of surveys and research of the problem is necessary to implement an innovative educational system that exists today in the students, So as well to develop techniques to stimulate the motivation, as it is necessary to achieve better performance in the students at Unidad Educativa Dr. Francisco Campos Coello school.

Encouraging reading is the first step to end the problem that affects not only the institution but also to society ; Start this initiative from the first year of basic education , which is the right time for the formation of intellectual abilities in the process of student teaching .

Develop learning techniques that not only is based on theory but also in practice, for example: exercises, dialogues, songs so that students can understand, learn and develop the English language with the purpose of to feel interest in the matter.

Perform reading competition, exhibitions, cultural week, etc. in the educational unit for the purpose of bringing together the school community in order to promote culture, and that young people are the main beneficiaries of this initiative through prizes or points that will help individually to student achievement.

Implement our guide at the high school , which not only help the teacher but also the student and that everyone has access to this material will contribute to learning the language.
CHAPTER IV
THE PROPOSAL

Guide for the Teacher to Improve Reading Comprehension in Students Focused on Extrinsic Motivation.

JUSTIFICATION

The purpose of this guide was to encourage the students to participate in class and raise their motivation in order to promote a dynamic and interactive learning.

After making an arduous study, we concluded that at Francisco Campos Coello school there is a concern in the ability of reading comprehension, by problems sometimes start from non habit to reading at home, types of culture in society, low social status in the community and in circumstances dysfunctional family problems.

According to the INEC in October 2012 according to a study in the main cities of the equator I conclude that 27% of Ecuadorians said they did not have the habit to read, while 56.8% said they did not read for lack of entertainment or interest.

We need to change those percentages and eradicate that habit by reading that should start from home and from an early age in society to enrich our knowledge and improve the quality of intellect.

For this reason it was performed an interactive reading comprehension guide provided to the teacher to instruct students in the school Francisco Campos Coello to change the thinking of young people
think reading is tedious, boring and restore the value of this language routine that is being lost in the Ecuadorian youth.

**GENERAL OBJECTIVE**

- To define the methodological strategies to improve English teaching-learning process using short stories that motivate the learner.

**SPECIFIC OBJECTIVE**

1. To improve students achievement through reading and explain their knowledges.
2. To acquire new skills and knowledges through the guide of comprehensive reading.
3. To encourage reading habits inculcated from childhood in the school.

**THEORETICAL ASPECTS**

In order to improve national education and encourage new projects for society, in this case at school Francisco Campos Coello, was designed a reading comprehension guide especially for teachers to reinforce and impart new information because the teacher is the key to guide education in schools.

It is important to change the vision of Francisco Campos Coello school; to improve their status and quality of education through the training of students, it can be achieved in conjunction with the school authorities and the community, with the objective that other educational establishments take this initiative, so changing the vision of development and also promote reading culture in this country.
Therefore to change the way of thinking that only privates schools may have a high level of education but also public schools, but to make sure this educational project must collaborate everybody and that not only remain stored in a library but putting it into practice and have a vision for the future of the Ecuadorian education can improve through the creation of educational projects of future professionals.

This proposal is intended to form independent readers who love reading, everybody feel interest for this habit and use it to your benefit and individual satisfaction, and eradicate this problem to future generations; and thanks to this initiative many more students to come together to bring new ideas to help promote and improve the habit to reading and improve the growth of the ecuadorian education.

FEASIBILITY

FINANCIAL FEASIBILITY

It is feasible because it is a particular proposal and its low financial resources, in contrast is not too much income for its creation is needed; therefore it has the collaboration of the educational institution in the physical part, in addition this proposal was created in order to enhance learning and change the monotonous way to learn a foreign language.

This innovative guide especially to teachers have interesting topics, as the teacher is the main driver in teaching students, in addition to the experiences as young college students who created this proposal and we know the reality that is needed to improve and encourage this habit today’s youth that it is necessary to implement in order to acquire any kind of knowledge in our academic life.

The purpose of this guide comprehensive reading is focused the teacher and is intended to contribute and to develop techniques to
improve language skills, one of the most important is the reading; in which we will focus and it develops because it is necessary, as it is one of the main problems affecting society today, especially the youth, that situations outside the technological advances are leaving aside this activity which it is priority for training in the learning process of the profesional life of the student.

**HUMAN FEASIBILITY**

The objective of this proposal is that the main beneficiaries are the students at Francisco Campos Coello School who will build and develop the critical judgment and achieve enrich their knowledge, in addition their values for in the future are productive people in society, the objective of this proposal is to connect education through comprehensive reading and to encourage this skill and help young people to discover this habit that is being lost today.

Consequently helping the teacher to develop new methodologies, strategies and update existing and end the monotony curricular, therefore focusing especially on the authorities of this school from the highest authority to teacher who are the basis for teaching and the key to ending the difficult task of imparting knowledge and strengthen education in our country.

This guide also focuses on another important training for students who are parents which it is in the home where the problema begins to be generated and affects the early years since childhood.

The parents of students are also beneficiaries of this proposal, and thanks to the family will get that students to form good citizens in society; rich in values and virtues, the key is to encourage home culture of reading, that should be practiced as a daily habit and custom, to strengthen youth in the principles and knowledge in the future of students and thus improve
their intelectual development and to forge the behavior of future generations.

TECHNICAL FEASIBILITY

It is important to mention that technology such as the internet has helped extract information and by gathering information through research can achieve new methodologies and techniques, in addition and updating existing ones can develop and improve language skills, one of the most important is the reading and to meet the needs and concerns of the students at Francisco Campos Coello school.

This guide have necessary methodologies for the student to develop cognitive skills as well as the teacher and students must work together to achieve the objective of this proposal and to get optimum results in educational teaching.

The methods and techniques are necessary in a guide and to have greater success must be interrelated; so techniques are means used to achieve better learning outcomes while methods guide ordering to learning processes and thus achieve the specific objective proposed by this guide reading comprehension.

LEGAL FEASIBILITY

The implementation of our proposal was developed according to the general rules of the institution and during the English class schedule.

On the other hand the legal status the organic law of intercultural education establishes:
Art. 347.-

Fortalecer la educación pública y la coeducación; asegurar el mejoramiento permanente de la calidad, la ampliación de la cobertura, la infraestructura física y el equipamiento necesario de las instituciones educativas públicas.

As for this article we argue that it is the responsibility of future professionals develop research to help improve the quality of public education that if necessary with teaching materials to strengthen education.

In addition the organic law on higher education expresses:

Art. 350.-

El sistema de educación superior tiene como finalidad la formación académica y profesional con visión científica y humanista; la investigación científica y tecnológica; la innovación, promoción, desarrollo y difusión de los saberes y las culturas; la construcción de soluciones para los problemas del país, en relación con los objetivos del régimen de desarrollo.

It is feasible in the legal field because it is also the responsibility of future professionals help development and solutions to problems affecting society with humanistic visión and to improve public education for example at Fransico Campos Coello school creating this guide reading comprehension that it is contributing to the development and dissemination of knowledge.
DESCRIPTION OF THE PROPOSAL

This proposal seeks to solve the problems at Fransico Campos Coello School and to eradicate this difficulty reading, therefore a guide was developed for the teacher that will be a help for students to improve reading comprehension, so it is expected to help guide not only the school but also the community in general.

As young people are the one who created this proposal, we have formulated and created topics and expectations students usually want to perform, but for reasons unrelated to the circumstances or maybe with the teacher have not been able to establish for this purpose was designed a guide with guidelines that will do a lot to help education to the teacher for that will make students feel more reading.

Consequently, it explains a brief summary of how it will comprise the teachers´s guide that especially help students and pedagogical structure that will be composed, not forget that this guide is creation of researchers that thanks to the study of methods used in previous chapters he managed to make this guide will be an innovative initiative and entertaining should be implemented in all public school.

We begin by describing this guide is made up of a number of twenty worksheets, which the content it is structured by an introduction, also a total of four units, techniques, strategies, methodologies, pedagogical suggestions; also different types of reading, tips and exercises that students are interested to know and learn before and after a recital so that there is a better result and interaction by students.

METHODOLOGICAL RECOMMENDATIONS

This work is especially guided the teacher who complies one of the
most important tasks more difficult and in many occasions in society, inculcate youth, this guide will not only help guide and train future proficient readers in reading comprehension and production of new ideas through recital but also to change the concept of reading how they see young people today.

The objective and recommendation of any educational proposal is to guide, to improve and to train cognitive abilities of students and the most important to train and update the knowledge of the teacher; for this purpose developed this guide and so that all work together; teachers and students to achieve a good results and is beneficial to the school and community.

At the beginning the students were nervous but after some classes their attitude changed because the exercises that we used were really interesting and motivated them to participate constantly beside all of this increased their confidence to express their thoughts and we could work in better conditions.

After its application the students started to work efficiently and with responsibility for the improvement of the Ecuadorian society. This work will improve the professional capability of the staff in the future.

The next recommendations for the use of the guide reading comprehension:

- The teacher must prepare one day before of kind of methodology that will be used.
- The Professor makes a brief explanation of the topic to be studied.
- The Teacher takes care that students interact with material for example: images, music, etc. for students to focus on subject to be studied.
- The purpose of the guide is for students leaving the nerves and interact with your classmates.
- The purpose of the guide is that students practice the language and to develop activities in the classroom for example making group presentations.
- The main purpose of the guide is to control the progress of their learning.
- To increase and to form sentences for enrich their vocabulary.
- Consequently to respect and value the student’s participation.
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ANNEXE ONE Documents
Facultad de Filosofía, Letras y Ciencias de la Educación
Carrera: Lenguas y Lingüística

CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado Master, Eduardo Torres Vivar, tutor del trabajo de titulación certifico que el presente trabajo ha sido elaborado por TATIANA ALEXANDRA EGÜEZ VICUÑA C.I.: 0916561004 y GREGORIO ARTURO ESCALANTE SANTANA C.I.:0922187315, con mi respectiva supervisión como requerimiento parcial para la obtención del título de Licenciado en lenguas y lingüística.

Se informa que el trabajo de titulación:

TOPIC: INFLUENCE OF THE EXTRINSIC MOTIVATION IN THE READING COMPREHENSION IN THE STUDENTS OF 2ND JUNIOR OF THE BASIC EDUCATION UNIDAD EDUCATIVA "DR. FRANSISCO CAMPOS COELLO" IN GUAYAQUIL. PROPOSAL: GUIDE FOR THE TEACHER TO IMPROVE READING COMPREHENSION IN STUDENTS FOCUSED ON EXTRINSIC MOTIVATION, ha sido orientado durante todo el periodo de ejecución en el programa anti plagio URKUND quedando el 2 % de coincidencia y dando como resultado el 98% de originalidad.

MSc. EDUARDO TORRES VIVAR
Consultor Académico
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
PROYECTO EDUCATIVO
APRENDIZAJE DE LA HABILIDAD DE LEER EN LA UNIVERSIDAD
SCIENCE MAJOR IN THE ENGISH LANGUAGE AND LITERATURE
PROPOSAL TO IMPROVE THE MOTIVATION FOR READING SKILL
PROPOSAL TO IMPROVE READING COMPREHENSION IN STUDENTS

AUTOR
Diego Alan Echevarría Araya y Tatiana Alejandra Figuera Vicaluyo

cOUNSELOR
Dr. Edwin Torres Vinas

Search operation 

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The originality of the text is 50%
Guayaquil, 15 de junio de 2015

Sr (a). MSc.
Ledo (a) César Augusto Navarrete Salazar
Rector del Colegio Fiscal Francisco Campos Coello
Distrito: 5
Ciudad: -

De mis consideraciones:

De conformidad con el convenio interinstitucional suscrito ante la Universidad de Guayaquil y la Subsecretaría de Educación para que los estudiantes de la Universidad puedan realizar sus prácticas pre-profesionales y de vinculación con la comunidad,

Me dirijo a Ud. con el fin de solicitarle, se sirva otorgar la autorización pertinente para que los estudiantes: Espezú Vicuña Tatiana Alexandra y Escalante Santana Gregorio Arturo de la Escuela de Lenguas y Lingüística puedan aplicar el proyecto de investigación, para la elaboración del trabajo de titulación previo la obtención del título de Licenciado (a) en Ciencias de la Educación mención Lengua Inglés y Lingüística.

Por considerar, que el proyecto a realizarse, tendrá la repercusión en beneficio de la Institución que Ud. acertadamente dirige; aspro que nuestra petición tenga la acogida favorable de su parte.

Le anticipo mis reconocimientos

Atentamente,

Ab. Jacinto Calderón Valencia, MSc.
DIRECTOR
ESCUELA DE LENGUAS Y LINGÜÍSTICA

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Egüez Vicuña Tatiana A.  
Author

Escalante Santana Gregorio A.  
Author

Doctor Eduardo Torres Vivar  
Tutor
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Author                                                Author

Doctor Eduardo Torres Vivar
Tutor

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<td>26/11/2015</td>
<td>REVISION Y APROBACION DE ENCUESTAS</td>
<td>19:00-20:00</td>
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<td>Doctor Eduardo Torres Vivar</td>
<td>Tatiana Egüez V. Gregorio Escalante S.</td>
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<td>#6</td>
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<td>REVISION DE ESTRUCTURA CAPITULO # 2</td>
<td>18:30-19:30</td>
<td>INVESTIGACION Y ANALISIS DEL CONTENIDO CAPITULO 2</td>
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<td>CORRECCION DE LA PRIMERA PARTE CAPITULO # 2 V.D.</td>
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<td>Tatiana Egüez V. Gregorio Escalante S.</td>
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<td>CORRECCIÓN DE OBJETIVOS GENERALES Y ESPECÍFICOS</td>
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Egüez Vicuña Tatiana A.  
Author  

Escalante Santana Gregorio A.  
Author  

Doctor Eduardo Torres Vivar  
Tutor
ANNEXE TWO

Surveys and Interviews
General Objective: Influence of extrinsic motivation in reading comprehension through field research of the students of 2nd U. E. Dr. Francisco Campos Coello Parroquia Tarqui, canton Guayaquil, Guayas province, ciudadela Atarazana Mz. F01-F02 academic year 2015-2016.

Answer the questions:

INTERVIEW TO TEACHER:

✓ ¿Qué piensa de sus metodologías de enseñanza actualmente aplicadas, son aceptables para que los estudiantes desarrollen habilidades de lectura en inglés?

✓ ¿Por qué Cree que la lectura es importante para el proceso de aprendizaje del estudiante?

✓ ¿Cómo promueve la motivación en los estudiantes para que tengan interés en su clase?

✓ ¿Por qué Cree que es importante que los futuros profesionales aporten nuevas metodologías y proyectos educativos en la educación pública?

✓ ¿Qué tipo de temas le gustaría que los libros en inglés contengan para los estudiantes que sientan interés por el idioma inglés?

✓ ¿Qué tipo de motivación ha aplicado a sus estudiantes para obtengan buenas calificaciones?
University of Guayaquil
Faculty of Philosophy, Letters and Science of Education

Survey to the Students

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<td>With the application of short stories, for improving the reading, it is necessary to create a culture of reading outside of school for example at home.</td>
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### Students list “Dr. Fransisco Campos Coello” High school

#### Section B

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ANNEXE THREE

Photos
Image of the main entrance, day that the respective work was elaborated with the students and teachers at Dr. Francisco Campos Coello School.

Source: Dr. Francisco Campos Coello High School
Elaborated: Tatiana Egüez and Gregorio Escalante.

Image of classroom, hours before the respective proposal activity.

Source: Dr. Francisco Campos Coello High School
Elaborated: Tatiana Egüez and Gregorio Escalante.
Day for the elaboration of chapter 2 and information collected for the respective proposal of the research.

Source: School of Languages and Linguistic
Elaborated: Tatiana Egüez and Gregorio Escalante.

Research day for the elaboration of chapter 3 and information for conducting the survey.

Source: School of Languages and Linguistic
Elaborated: Tatiana Egüez and Gregorio Escalante.
With the tutor of our project Doctor Eduardo Torres Vivar at Minerva Campus.
Correction of chapter #2.

Source: Complejo Norte Minerva
Elaborated: Tatiana Egüez and Gregorio Escalante.

With the tutor of our project Doctor Eduardo Torres Vivar at Minerva Campus.
Correction of chapter #3.

Source: Complejo Norte Minerva.
Elaborated: Tatiana Egüez and Gregorio Escalante.
During the survey to the students with the proper assistance required.

Source: 2nd Junior Course of “Dr. Francisco Campos C.” High school
Elaborated: Tatiana Egüez and Gregorio Escalante.

During the review of reading comprehension work for students.

Source: 2nd Junior Course of “Dr. Francisco Campos C.” High school
Elaborated: Tatiana Egüez and Gregorio Escalante.
Finishing moments of reading comprehension work with students.

Source: 2nd Junior Course of “Dr. Francisco Campos C.” High school
Elaborated: Tatiana Egüez and Gregorio Escalante.

Image during the interview with Miss. Elena Gomez B, main authority Of “Dr. Francisco Campos C.” High School.

Source: Dr. Francisco Campos Coello High School.
Elaborated: Tatiana Egüez and Gregorio Escalante.
ANNEXE

Four

The proposal
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1.3 EVALUATION  

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2.2 EXERCISES  
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PROPOSAL: GUIDE FOR THE TEACHER TO IMPROVE READING COMPREHENSION IN STUDENTS FOCUSED ON EXTRINSIC MOTIVATION

• **Activity 1.**

In this activity, the students are reinforced in the grammatical part; individual or group should recognize the different verbs, as well as in which time the verbs are conjugated in reading.

• **Development.**

The teacher with the help of several students will read a small reading, at the end of it; the students should make a list of the verbs that are in the text and discuss the subject.

### Digital Age

Nowadays digital age, also called the information age, is defined as the time period starting in the 1970s with the introduction of the personal computer with subsequent technology introduced providing the ability to transfer information freely and quickly.

• To verify the information, the teacher will ask the students what verbs they found in the text; In addition to strengthening reading comprehension, the teacher should ask the students to make a sentence using the verb and the different verb tenses they know.

1. (call)............................................................................................................
2. (be) ..............................................................................................................
3. (define) .......................................................................................................  
4. (star) ............................................................................................................
5. (introduce) ..................................................................................................
• **Activity 2**

With the purpose that the student feel motivated in reading, we have designed topics according to their age, for example topics such as technology is of great interest to students. In addition students can ask new questions to teacher.

• **Development.**

At the end of the reading the teacher will ask some questions to verify if the students understood the reading, Groups will also be formed with the students to discuss the topic.

---

**What is Digital TV?**

In the past, we usually just watched TV. But digital TV is interactive. With digital TV we can easily order things from advertisers, answer quiz questions, or vote on our favorite programs using the remote control. In places where digital TV is very advanced, viewers can get a service that lets them watch any programs, whenever they want.

• To achieve a better reading retention, the teacher will ask the students to write a brief summary written in statement about what they understood about the reading and to emphasize the new words to form new sentences.

1. …………………………………………………………………………………………….
2. …………………………………………………………………………………………….
3. …………………………………………………………………………………………….
4. …………………………………………………………………………………………….
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6. …………………………………………………………………………………………….
7. …………………………………………………………………………………………….
• **Activity 3**

In this activity, the students are reinforced the grammatical part; Because individual or group should recognize new expressions in english, as well the verbal time are conjugated in reading.

• **Development.**

The teacher with the help of several students will read a small reading, at the end of it; the students should make a list of the verbs that are in the text and indicate in which verb tense they are.

**HOW DOES DIGITAL TV WORK?**

As you know, a TV studio is a place where they produce TV programs. These programs are “the information” sent from the TV studio to our homes.

Traditional TV needs a lot of space to send the information. With digital systems, the information is in digital form and it can be compressed, so the system can send and receive more information.

Additionally, digital TV systems only send the parts of the picture that change. So they send a picture of a building once, because it doesn’t move. But they send a lot of pictures of people or cars that are moving around that building.

• To verify the information, the teacher will ask the students what pronouns, adjectives and prepositions they found in the text; In addition to strengthening reading comprehension, the teacher should ask the students to make a sentence with each one.

1...................................................................................................................
2...................................................................................................................
3...................................................................................................................
4...................................................................................................................
5...................................................................................................................
• **Activity 4**

In this activity, the students are reinforced the grammatical part; Because individual or group should recognize the different verbs, as well the verbal time are conjugated in reading.

• **Development.**

The teacher with the help of several students will read a small reading, at the end of it; the students should make a list of the verbs that are in the text and indicate in which verb tense they are.

**DO I NEED A SPECIAL TV?**

In Areas where the service is available, you need either a special TV or a special box that can put the pictures together for your nondigital TV. Then you can watch your favorite program and even “talk” to the station.

• To verify the information, the teacher will ask the students what verbs they found in the text; In addition to strengthening reading comprehension, the teacher should ask the students to make a sentence using the verb and the different verb tenses they know.

1. …………………………………………………………………………………………………
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7. …………………………………………………………………………………………………
Reinforcement.

**EXERCISES:**

1. Look at the names of technical equipment and answer the questions below.

<table>
<thead>
<tr>
<th>Cellphone</th>
<th>DVD Player</th>
<th>Printer</th>
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<tbody>
<tr>
<td>Laptop</td>
<td>Scanner</td>
<td>Digital Camera</td>
</tr>
<tr>
<td>Computer</td>
<td>Digital TV</td>
<td>Bluray</td>
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</table>

- Which one lets you make and receive call?....................
- Which two have a screen and a keyboard?.....................
- Which one can put pictures or text on paper?...............  
- Which two make pictures that you can look at on a computer?.............
- Which one has a screen and a remote control?...............  
- Which one connects to your TV to show movies?.............

2. Read the article about digital television. Write T (true) or F (false) after each statement.

- We can communicate with digital TV.  (  )
- Traditional TV pictures use more space digital pictures (  )
- Digital pictures of buildings are sent many times. (  )
- Traditional television images can be compressed. (  )
- You can receive digital TV anywhere you are. (  )
3. Label the pictures with the words in the box.

1. Bluray.
2. 
3. 
4. 
5. 
6. 
7. 

4. Complete the sentences with words from exercise 3.

- A Bluray is like a CD player except that it produces video images, not just audio.
- ……………allows viewers to interact with the station.
- A…………….has a built-in screen and keyboard and is easy to carry around.
- The good thing about a…………… is that you can call people from almost anywhere.
- A…………….can convert images or text on paper to digital images that you can manipulate in your computer.
- You can take a picture with a…………….with using film.