UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS
DE LA EDUCACIÓN
SISTEMA DE EDUCACION SUPERIOR SEMIPRESENCIAL
CENTRO UNIVERSITARIO: MATRIZ GUAYAQUIL

PROYECTO EDUCATIVO

Previo a la obtención del Título de
Licenciados en Ciencias de la Educación
Mención: Lenguas y Lingüística.

PROJECT’S TOPIC
STORYTELLING AS A TECHNIQUE FOR ENHANCING THE READING
COMPREHENSION FOR 9TH YEAR OF BASIC EDUCATION AT
UNIDAD EDUCATIVA INTERCULTURAL BILINGÜE ATAHUALPA
OF THE DURAN CITY, ZONA 8, DISTRITO 24, PARROQUIA
ELOY ALFARO, PROVINCIA DE GUAYAS, CANTÓN
DURÁN, PERIODO LECTIVO 2015-2016, DESIGN
OF A DIDACTIC GUIDE TO IMPROVE THE
READING COMPREHENSION SKILL

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GUAYAQUIL- ECUADOR
2017
Máster
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DECANO DE LA FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION
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En virtud de la disposición de la Autoridad Académica de la Escuela de Lenguas en la cual se me designó Asesor de Proyectos Educativos de la Licenciatura en Ciencias de la Educación, especialización LENGUAS Y LINGÜÍSTICA, tengo a bien informar lo siguiente:
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Que las estudiantes: Génesis Rodríguez con C.I.0919332825 Nancy Paguay C.I. 060511063-4
Diseñaron el Proyecto Educativo con el tema

TOPIC: Storytelling as a technique for enhancing the Reading Comprehension
PROPOSAL: Design of a didactic guide to improve the reading comprehension skill.
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Muy Atentamente

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DEDICATION

This work is dedicated to Almighty God thanks for giving me a new reason for live and the necessary strength to overcome the obstacles in my life, because without he anything could be possible, at the same time I want to dedicated this to my mom, my sisters and brother for giving me the strength to finish my career they always pushed me to remain strong in this way. And who taught me to never give up, finally I want to dedicate this to someone who is not here but if you were here you would be proud of me.

Génesis Rodríguez Castillo
C.I.0919332825

DEDICATION

I especially want to dedicate this work to God for giving me life, health and being my strength, my parents for instilling me with education for providing me at all times economically and morally, for giving me encouragement to finish my study, my brothers and sisters For being Example in professional life and be someone in life since they motivated me to be able to finish my university studies and obtain the degree and thus ensure the dignified life exemplified to face each day with security and decision.

Nancy Paguay Ramírez
C.I. 0605110634
I want to express my gratitude to God for giving me all the necessary strength to finish this work, to one of my bigger inspirations, my family, my mother, father, my brother and my sisters thanks for trusting me, for their patience my nieces Emily and Milena by brighten up my day when they visit my house, thanks for the smiles that make me so happy, I am grateful with all the people that help me during this time, thanks to our tutor for your ideas that helped us to complete this work.

Génesis Rodríguez Castillo
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I thank God for the health, protection and knowledge to overcome the obstacles of life and thus to be able to complete my university studies, my family that always gave their unconditional support, to my teachers who with love and wisdom gave their academic teachings during all these years of study especially the tutor MSc. Rodrigo Guerrero Segura who with his broad knowledge advised during the development of the Educational Project, the prestigious University of Guayaquil, the Faculty of Philosophy Letters and Education Sciences, because in it and in its classrooms I received the best teachings and continues to provide education to The Ecuadorians.

Nancy Paguay Ramírez
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**Título y Subtítulo:** Storytelling as a technique for enhancing the Reading Comprehension. Design of a didactic guide to improve the reading comprehension skill

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**Abstract:**  
The present work has the purpose of motivating the reading in the students at Unidad Educativa Intercultural Bilingüe Atahualpa with the aim of improving comprehension through reading activities, since reading is an indispensable activity for learning and a tool of transcendental importance to acquire knowledge, because every day the culture, is advancing with the development of technology and science. It is for this reason that they must prepare to be good citizens capable of assuming challenges presented by the current society. Through a field study, qualitative - descriptive character and statistical analysis that allows to study in depth the problems and difficulties that present. The results revealed the high percentage of deficiency in comprehension, lack of interest in reading, boredom during class, inappropriate use of techniques, monotonous teacher class. It is for them the present work is carried out with much effort to obtain the desired indicators, The proposal is to create a didactic guide both for the teacher and student that serves as an element of help creating a positive environment and a notable academic improvement, for the teaching-learning process of reading in English and cultivate reading habits and thus achieve the understanding of the written text that is necessary for their intellectual, social development and acquiring knowledge.

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Narración de historia como una técnica para fomentar la comprensión lectora. Diseño de una guía didáctica para mejorar la habilidad en la comprensión lectora.

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RESUMEN:
El presente trabajo tiene la finalidad de motivar a la lectura en los estudiantes de la Unidad Educativa Intercultural Bilingüe Atahualpa con el objetivo de mejorar la comprensión mediante actividades de lectura, ya que La lectura es un actividad indispensable para el aprendizaje y una herramienta de trascendental importancia para adquirir conocimiento, porque cada día la cultura, va avanzando con el desarrollo de la tecnología y ciencia. Es por ello deben preparar para ser buenos ciudadanos capaces de asumir retos que presenta la sociedad actual, a través de un estudio de campo, de carácter cualitativo – descriptivo y análisis estadístico que permite estudiar a fondo los problemas y dificultades que presentan. Los resultados revelaron el alto porcentaje de deficiencia en la comprensión, falta de interés a la lectura, el aburrimiento durante la clase, el uso inadecuado de las técnicas, la clase monótona del docente. es por ellos el presente trabajo se realiza con mucho esfuerzo para obtener los indicadores deseados, La propuesta es crear una guía didáctica tanto para el profesor y estudiante que sirva como un elemento de ayuda creando un ambiente positivo y una notable mejora académica para el proceso de enseñanza-aprendizaje de la lectura en inglés y cultivar hábitos de lectura y así lograr la comprensión del texto escrito que sea necesario para su desarrollo intelectual, social y adquirir conocimiento.

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TOPIC: Storytelling as a technique for enhancing the reading comprehension for 9th year of basic education at public school at Unidad Educativa Intercultural Bilingüe Atahualpa of the Zona 8, Distrito 24, Parroquia Eloy Alfaro, Cantón Durán Provincia de Guayas, Periodo Lectivo 2015-2016

PROPOSAL: Design of a didactic guide to improve the reading comprehension skill.

RESEARCHERS: Paguay Ramírez Nancy Cecilia
Rodríguez Castillo Génesis

PROJECT’S ADVISOR: Msc. Rodrigo Guerrero Segura

ABSTRACT

The present work has the purpose of motivating the reading in the students at Unidad Educativa Intercultural Bilingüe Atahualpa with the aim of improving comprehension through reading activities, since reading is an indispensable activity for learning and a tool of transcendental importance to acquire knowledge, because every day the culture, is advancing with the development of technology and science. For this reason that they must prepare to be good citizens capable of assuming challenges presented by the current society. Through a field study, qualitative - descriptive character and statistical analysis that allows to study in depth the problems and difficulties that present. The results revealed the high percentage of deficiency in reading comprehension, boredom during class, inappropriate use of techniques, monotonous teacher class. It is for them the present work is carried out with much effort to obtain the desired indicators, The proposal is to create a didactic guide both for the teacher and student that serves as an element of help creating a positive environment and a notable academic improvement, for the teaching-learning process of reading in English and cultivate reading habits and thus achieve The understanding of the written text that is necessary for their intellectual, social development and acquiring knowledge.

Keywords: Reading Comprehension, Teaching-Learning, field study.
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Palabras claves: Comprensión Lectora, Enseñanza-Aprendizaje, estudio de campo.
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INTRODUCTION

This work was realized with the objective to enhance reading comprehension through to storytelling in the learning process students, motivate to children and young people to acquire the habit of read will be a big change, because most of them shows a lack of interest, and often they have to read things they do not like and get bored easily, the same situation occurs in classrooms specially if they are learning another language.

In the past the storytelling was used to captivate people through this art which involves the use of gestures and mimics while a story is related nowadays is employed by educators to call the attention of little children with the goal to entertain them in an educational way this is a different method to learn and have fun at the same time.

The present thesis is focused in importance of reading comprehension during teaching-learning process in young people explaining different reasons of why they leave a reading. It aims to evaluate the level of reading comprehension in English in students of 9no.Año Básico De La Unidad Educativa Intercultural Bilingüe ATAHUALPA zona 8, distrito 24, provincia Del Guayas cantón Duran, Parroquia Eloy Alfaro Periodo Lectivo 2015-2016.

The research was carried out with a group of 40 students officially register who finished the 9no año de educación básica during academic year 2015-2016. We used a survey guided to the students and interviews to the respective authorities of the institution like director, English teacher
This investigation was introduced into four chapters:

Chapter I in This part problem is described, conflict situation Scientific fact, causes, consequences, finding possible solutions variable, objectives questions that are performed according to research of topic finding origin, cause and consequence and possible solutions In the justification we can explain to whom our research is directed and what are the benefits that are expected to obtain.

CHAPTER II we found theorical framework on this part could see how was developed the investigation strengthen the methodology and didactic different theories about how independent diverse techniques helped students to identifying types of learning clarifying the correct use of ICT epistemological foundation, how acquire knowledge, pedagogical and sociological foundation the importance of these in education, legal foundation, contextual framework, description of who were the beneficiaries of this project.

CHAPTER III in this we analyze the methodology, antecedents, modality, field research and feasible project types of investigation description and the use of bibliographic, qualitative and descriptive research, explaining levels of investigation, reason of why were used, investigation's method: direct, inductive, deductive and scientific method.

Instruments of evaluation: interviews with English teacher and institution’s director, surveys to pupils, selection population’s size, principal beneficiaries will be teachers and students the correct use of this proposal will improve education’s quality. We have presented the analysis and interpretation of results obtained from the responses of population surveyed we can see the graphs with analysis according to the answers obtained from each question asked.
1. CHAPTER I

1.1 THE PROBLEM

1.2 CONTEXT SITUATION

The present educational project is based on the research that was carried out with the students of the 9th year of basic general education at Unidad Educativa Intercultural Bilingüe Atahualpa is located in Cdla. Brisas de los Esteros Mz. 8, solar 5, Arq. Sarmiento y 14 de Septiembre de la Zona 8, Distrito 24, at the north west of Duran city. During the visit to this institution, there were several problems and difficulties in students and in English teachers.

This problem was revealed during school reading activities in English, a direct observation, student surveys and teacher, director interview in which the students showed the lack of interest in reading do not achieve summarize to 100% the information and they cannot perform an analysis and inference after reading, they are afraid to read in English, cannot describe images of a text, do not like to read in English and inadequate use of the technique and methodology by the teacher.

Reading is an indispensable activity for learning and a tool of transcendental importance to acquire knowledge, because every day the culture, is advancing with the development of technology and science. That is why they must prepare to be good citizens capable of assuming challenges presented by the current society, but reading comprehension is a process that can analyze from an individual and collective perspective at the same time. In the field of English as a foreign language, reading plays a key role in the teaching-learning process. Due to changes in education
that occur each year, teachers need to be updated and change their teaching methodology to present a positive environment and meaningful learning.

For this reason our research seeks to improve and overcome this difficulty and to motivate students to read through the use of a didactic guide with short story activities, as a resource to motivate and cultivate reading habits and thus achieve the understanding of the written text that is necessary for their intellectual and social development and acquiring knowledge, in addition this didactic resource serves as an element of support for the teaching-learning process of reading in English in this educational institution at other students.

1.3 CONFLICT – SITUATION

This research tries to analyze and get results on the different problems presented of the students at 9no.Año Básico De La Unidad Educativa Intercultural Bilingüe Atahualpa; during the learning process of English language we have considered many factors that would explain the high percentage of deficiency of comprehension and lack of interest in reading.

First, students come from a family nucleus made up mostly of parents, sisters, grandparents, uncles among other members, they engage in various economic activities such as informal trade and self-employment. The problem of comprehensive reading has been seen because most students call reading the simple exercise of looking through the text, in other cases memorize without understanding what they read.

Second, The negligence of parents with their children in inculcating the values and importance of reading for their lives, in their current and
subsequent studies, leaving alone in the study while only complying in sending them to school, forgetting aside Commitments and responsibilities that they acquire for being active agents in the process of training their children.

Third, many students little enthusiasm have to do a reading in English, they do not practice reading aloud in classes one of the reasons could be lack of confidence in them due to the incorrect pronunciation of words in a reading and being mocked by their classmates, the inappropriate use of the technique and methodology of the teacher in the learning process causes boredom in the classroom, lack of interest in reading, low academic performance, due to the change that occurs in education each year, teachers must update to achieve learning significant., it is important to motivate them to describe the graphics found in the texts, helping to develop their imagination encouraging the search for new vocabulary.

1.4 SCIENTIFIC FACT

The Ecuadorian government has implemented scholarship programs to improve educational quality. In 2006, the budget designated to higher education was US $ 529.1 million, while for the year 2012 this budget reached US $ 1,317 million dollars. In terms of higher education, the objective is to reach an investment in science and technology of 1% of GDP, the minimum recommended by the United Nations Educational, Scientific and Cultural Organization (UNESCO).

In Ecuador there are innovative changes in education as the program called GOTEACHERS directed to Ecuadorian teachers of secondary education in the English language which consists of them attend universities in the United States for seven months learning new
strategies to teach English as Second language covering all expenses: health and life insurance, tuition, ticket, study materials, etc. The agreement between the Ecuador Government and Kansas University allows to teachers be prepare academically to provide quality education And thus continue to strengthen learning to be good citizens capable of facing the challenges they present in society of today in our country.

1.5 CAUSES

- Disinterest and lack of enthusiasm for reading during the class.
- Lack of motivation and apply the comprehension of a read text to perform personal and collective reading analysis.
- The inappropriate use of techniques and methodology, monotonous class in the process of learning to read.

1.6 FORMULATION OF THE PROBLEM

How does storytelling influence the development of the reading comprehension of the students of ninth basic education at Unidad Educativa Intercultural Bilingüe ATAHUALPA zona 8, Distrito 24, Provincia del Guayas Cantón Duran, Parroquia Eloy Alfaro?

1.7 OBJECTIVES OF THE INVESTIGATION

1.7.1 GENERAL OBJECTIVE

To determine the importance of storytelling as a technique to enhancing the reading comprehension through a bibliographical study, exhaustive analysis and field study to design a didactic guide for the students of ninth grade, basic education at Unidad Educativa Intercultural Bilingüe Atahualpa.
1.7.2 SPECIFIC OBJECTIVES

- To identify if the influence of storytelling will help to improve the reading comprehension through a bibliographical study, statistical analysis and survey to students.

- To determine the level of reading comprehension through a diagnostic assessment to the students.

- To apply the appropriate techniques to motivate the reading and also achieve a meaningful learning in the process of teaching reading in English.

1.8 QUESTIONS OF THE INVESTIGATION

How does storytelling influence as a technique in the students?
Does the permanent use of teaching techniques will improve reading comprehension in students?
What are the techniques for the teaching of reading comprehension more used?
Why do students have difficulties in develop reading abilities?
Why is important the development of reading comprehension?
How the implementation of a didactic guide with exercises of readings will help students to improve reading comprehension and vocalization?
It is important and necessary that teachers use a didactic guide to improve reading comprehension?

1.9 JUSTIFICATION AND IMPORTANCE

To reading skills are essential for learning a new language since they enable to acquire knowledge for their intellectual and social
development, and thus achieve desired reading comprehension and success in the interacting with others.

That is why in our project to implement effective techniques and resources to achieve habit the reading at the students of ninth grade, basic education at Unidad Educativa Intercultural Bilingüe Atahualpa through the implementation a didactic guide with storytelling and exercise the reading comprehension such as: audio, tales, short stories will be a possible output of the problem found and achieve a desired learning in English language.

For that reason the first beneficiaries of this project will be the students because they will strengthen their reading comprehension, obtaining better results in their academic performance and expanding their knowledge. It is also convenient as it will help teachers improve their teaching methods, achieving meaningful learning in students deficient with reading comprehension.

The English teachers will also other also beneficiaries of this project because we will provide new resources and techniques will call the student's attention, to use different types of methods students will improve their reading comprehension and academic level. The reading, it is a way that serves to obtain information, to learn and to interpret thought of the written language, helping to develop the imagination.

Moreover, this educative project will benefit to the educational institution since they can using this didactic guide for other students and teacher in the process of teaching. Learning the reading of English language and thus to form students with good habits of readers and knowledge, because every day the culture advances with the development of technology and science.
2. CHAPTER II

2.1 THE THEORETICAL FRAMEWORK

To develop the following theoretical framework it was necessary a rigorous research at the library of the School of Languages and Linguistics where we found some previous projects and proposals focused on the reading comprehension but with different points of view. Therefore this work seeks to improve and overcome the difficulties revealed of the students of 9th grade basic education at Unidad Educativa Intercultural Bilingüe Atahualpa based on reading comprehension through implementation of a didactic guide with activities the short reading as a resource to motivate and cultivate reading habits and thus achieve the understanding of the written text that is necessary for their intellectual and social development and acquiring knowledge, to develop the present work is used some fundamentals as support for this research such as, the theoretical foundation, the epistemological foundation, the pedagogical foundation, the sociological foundation and the legal foundation.

2.2 THEORETICAL FOUNDATION

2.3 STORYTELLING DEFINITION

Storytelling is the art of using language, vocalization and physical movement and gesture, is a medium to share, interpreted the content and meaning of a story.

Narration is a presentation of an oral story by an individual person or group getting the attention of the listeners in this case, the narrative refers specifically to the presentation of a story without the presence of a picture book. The movements, the sound effects and the use of diverse accessories often accompany the oral elements of the presentation of the history (P.Gallets, 2005, pág. p.9)
We’ve all heard that before, but what does it mean? It means that the first level of response to any communication will be in accordance to how it makes the listener feel. It’s the audience’s emotional reaction that creates connection, causes them to take action. (Bennett, 2013, pág. p.12)

Storytelling is the ability to narrate in oral way, a real or imaginary story, through gestures, physical movement, and appropriate vocalization calling listener’s attention help them to imagine the story situation real or imaginary, stimulating imagination’s readers

2.4 ART OF STORYTELLING

It is not necessary to know the stories of memory just try to reach the listeners with our imagination and develop our own strategies to keep the audience interested in listening to the anecdotes that are wanted to share in the history of storytelling had different people who used this art.

“In the story of storytelling we had many famous storytellers it mention some of them” (storytellingday.net, 2015)

2.4.1 Scheherazade: She was one of the slaves of Sultan Schahriah, who saved her life narrating Sultan’s stories told him a story by night for 1001 nights to save her life she entertained the Sultan with Persian, Arabian and Indian folk tales, handed down through generations. To get the sultan to remain interested in hearing the rest of the story that he had promised to tell left him with the uncertainty to not finish it and stop at the most interesting moment of it.
She knew how to use storytelling to the sultan not cut off her head attracting the attention and interest of the sultan through this method.

2.4.2 Grim Brothers: They are creators of many fairy tales like Cinderella, Little Riding Hood and Snow White. They wanted reflect the hard life in the 18\textsuperscript{th} century but, many religious leaders and educators forced them to modify the tales.

2.4.3 Hans Christian Andersen: Poet Danes and famous writer for his fairy tales for children known worldwide among these are: the little mermaid, the ugly duckling the queen of the snows those stories have been adapted for stage and screen by Disney besides wrote more stories as: The new clothes of the Emperor,” and ”The Princess and the Pea and many more.

Some of people said that he have been an ugly child, how he was not friends his memory was enriched for books he is considered the ugly duckling that became a swan in the literary world.

2.5 NARRATION

Narration refers to the way in which a person tells a story, events or real or imaginary experiences this can be narrated in third person or the storyteller can be included in the fact that this happening should be deeply attractive and satisfactory for the audience; this Method transcends cultures, centuries, ideologies and academic disciplines. (Olmo, 2014, pág. par.5)
2.6 NARRATOR TYPES

writingexplained.org (2015) “Exist much kind of narrator types and their main function depends of the story to narrate”: (par.5) between them:

2.6.1 First Person Narrator: The first person narrator is an important character in the story since it is his story from his own perspective can only say the things that he sees.

2.6.2 Second Person Narrator: when a character is account what happens to others making them feel part of it and sometimes is involved in the story.

2.6.3 Third Person Limited: is not a usually character in the text he can’t comment on the actions of all the people inside of the story (behind the scenes)

2.6.4 Omniscient narrator or third person: His narrative perspective is that of a third person who sees everything we do; they say or feel the characters. Exposes and discusses the actions of the characters and events that are developed in the narrative. It focuses on the mind characters and tells the reader the innermost thoughts that cross their minds. Dominates the whole story, it seems to know what will happen in the future and what happened in the past, use the third person singular. That person knows the thoughts of the characters, their moods and feelings.
2.7 WHAT IS A TALE?

“A story is a reduced story the content can be real or imaginary its goal is to save words without losing the original theme of the story” (Porto, 2008).

The popular story can be narrated in different ways since this almost does not agree the original story is passed from generation to generation and for this reason will not always be accurate to the original and sometimes the author is unknown

“A tale only one main fact is narrated, in which few characters involved; the author, along narration summarizes actions whenever possible” (ICARITO, 2010, pág. par.2).

Traditionally it has been said that the story just like the novel, has a beginning middle and an end.

**The Beginning:** It is the part where a situation, which initiates questions about the future of the action and the characters.

**The middle:** The writer finally catches the reader's attention and leads so, be interested to know how it will solve the situation.

**The end:** It is the moment in which the author persuasively and credibly solves the conflict created.

2.8 SHORT STORIES

the short stories are not similar to a normal story (...) the short is more summarized it does not contain as several details as a complete that is more extensive and explains step by step the
situations of one or different characters, either written or oral a short story had from 1,600 to 20,000 words two examples of this would be “Canterbury tales” from Geoffrey Chaucer’s and “The Legend of Sleepy Hollow from Washington Irving (Wimmer, 2015).

2.9 READING COMPREHENSION

Reading comprehension is a process of interaction between the reader and the text even though; to read we need to understand the meaning of words to catch the message in a few words is to give meaning to a reading through different skills of each person.

Reading comprehension is the capacity to understand any type of reading material and learning to read, is just the first part of reading comprehension (Willians, 2014, p.1).

“Reading comprehension is one’s level of understanding of a written text or message. Recognizing ideas and reading words according to their correct pronunciation. Wallace, reading comprehension” (Wallace, 2014, pág. p.3).

“Comprehension strategies are conscious plans sets of steps that good readers use to make sense of text. Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension for improving text comprehension”. (C.R.Adler, 2009, par.1)
2.10 HOW IS READING DEFINED?

Reading is a visual and mental process is the capacity to understand and interpret symbols while reading a book, magazine, newspaper etc.

Reading is to interpret mentally a text and reading is the act of reading read is the process of looking at a series of written symbols and getting meaning from them when we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we used our brains to convert them into words, sentences and paragraphs that communicate something us. (Leyva, 2009)

The reading involves reading aloud or mentally a book or some other reading material that also involves deciphering symbols and graphics that will help to better understand taking into account that you have to respect the punctuation marks that are in this, allows us to acquire knowledge by improving the communicative skill helps develop ability to analyze, understand and identify the reasons why certain situations occur in a story www.englishclub.com (2014)

A reading leads us to live moments or even travel the world through a book that contains characters that the human eye identifies and interprets especially if read daily is a means of learning and a way to expand knowledge as it presents diverse educational topics depending on the book chosen.

2.11 READING IMPORTANT

Reading is an activity not as usual in many of us, but is necessary for our mental development. We have the concept of reading as a boring
habit that we do only when we have to take a test at school or university, without knowing the different benefits that provides read (universia, 2014)

2.11.1 Prevents Memory Loss: Read can help you to prevent diseases of the mind.

2.11.2 Enhance your writing: through of the reading, you learn the correct use of some spelling words, it will increase your vocabulary as well as improve your communication.

2.11.3 Avoid the stress: when you are concentrating on the book and read the story, you leave and forget all the problems and this moment you are transported to another world.

2.11.4 Stimulates brain activity: Readings help ours brain to think, order, and relate concepts. In this way you exercise your mind.

2.11.5 Read it’s not expensive: Nowadays with the advance of the technology, you can access many books online, many of them are free.

2.12 TYPES OF READING

“When reading is not always the same way for that reason there are different kinds of reading”: (universia.com, 2015)

2.12.1 Oral reading:

This is when a person articulates a text aloud to listen to what other people are reading (the reader) can use this type of reading when we met in groups or pairs, helping to encourage the habit of reading
2.12.2 Silent reading

This kind of reading is used in a personal way, performing a reading without articulate words; it is done mentally following a silent reading.

2.12.3 Intensive reading,

A comprehensive and detailed study is done of the text; identifying specific information, making inferences, etc.

2.12.4 Extensive reading

It involves reading full texts understanding contents without using a dictionary, deducing the meaning of unknown words.

2.12.5 Skimming Reading:

In a web blog an article about skimming and scanning said: It is to make a quick read, identifying key ideas or phrases; you do not need to read every word of the text. The first sentence of each paragraph is read and tries to identify key phrases or words each. At the end they are extracted and written down in order to discover the general idea of the text.

Other definition about the skimming reading is: “quickly view the text; the reader needs to find the main ideas that will help to resolve the questions without knowing the meaning of all the words found in the text”. (Beale, 2013)

2.12.6 Scanning Reading

Scanning involves running their eyes across the page in search of facts or key words and phrases. First, they are a help to find new terms, secondly, scanning is useful for locating definitions, formulas, etc., you should remember complete and accurate. Likewise scanning skills are valuable for various purposes in the study. (Beale, 2013)
A personal definition about scanning reading could be that is the search for specific words or phrases in a reading, or newspaper articles quickly spending less time, finding important and necessary information.

2.13 LEARNING STRATEGIES INSTRUCTION

Learning Strategies Instructions explain other points of view about “The process of reading is achieved to develop the awareness in students will be asked to reflect on this topic through a self-assessment to realize the goals they seek to achieve in their own language” (Beale, 2013)

Determine the possible didactic resources that will be necessary in the teaching of a foreign language are books or the internet specifying the activities that will be developed. Often it will be necessary to make an evaluation to find the problems that are present in the young people identifying the area in which it is necessary to work more choosing the subjects

Allow during the presentation of a new topic the inclusion of different activities previously such as: listening, to watch the material and direct communication referring to topics selected to involve them in the reading material that will be of help and classes.

Encourage the development of reading skills and the use of reading strategies using the target language keeping conversation in pairs for example related it to the chosen topic by tutor, could be activities in a written form, homework assignments, or working in group.
2.14 INTEGRATING READING STRATEGIES

In this part we have some strategies that could be considered in reading classes.

Instruction in reading strategies is not an add-on, but rather an integral part of the use of reading activities in the language classroom. Students need the help of instructor strategies to become effective readers thanks to the guidance they must follow before and after reading this article speaks about other strategies that could be used in class. (Agency, www.readingrockets.org, 2013)

2.14.1 before reading: Plan for the reading task
- Set a purpose or decide in advance what to read for
- Decide if more linguistic or background knowledge is needed
- Determine whether to enter the text from the top down (attend to the overall meaning) or from the bottom up (focus on the words and phrases)

2.14.2 during Reading: Monitor comprehension
- Verify predictions and check for inaccurate guesses
- Decide what is and is not important to understand
- Reread to check comprehension
- Ask for help

2.14.3 After reading: Evaluate comprehension and strategy use
- Evaluate comprehension in a particular task or area
- Evaluate overall progress in reading and in particular types of reading tasks
- Decide if the strategies used were appropriate for the purpose and for the task
- Modify strategies if necessary.
2.15 MONITORING COMPREHENSION

Monitoring comprehension is the ability of a reader to be aware while reading a text, is the use of strategies to address comprehension obstacles.

To be aware of what they do understand. Identify what they do not understand use appropriate strategies to resolve problems in comprehension. The development of reading comprehension influences the development of hearing of oral skills; reading is seen as a social process. This requires different elements and strategies that take the reader to the knowledge of the text and the meaning of this. (C.R.Adler, 2009, par.6)

Reading has great social, educational and practical importance, it is one of the most transcendent skills but often lack of motivation, strategies and techniques, and it becomes boring for the student and teacher. Through the reading you can meet the economic, scientific and cultural activity of a country while the vocabulary to understand that language in a practical way increases. (Pinza&Astudillo, 2014, par.8)

They mentioned that reading exercises are important because, its help to identify the most important things found in a reading help us to develop skills to read in an analytic way describing some of common types of reading test:

2.15.1 Visual reading of words: words are used increasingly difficult until the reader can’t read or understand what is being presented.
2.15.2 Reading “no words”: in this kind of reading is used a pronounceable syllables list without sense to be read aloud, increased difficulty through longer sequences.

2.15.3 Reading comprehension: The reader read a passage or text that can be read.

2.15.4 Silently or aloud: Then the reader is evaluated to determinate what has been understood.

2.15.5 Reading Fluency: Speed is evaluated to name words.

2.15.6 Reading accuracy: is evaluated the ability to name correctly words in a text.

2.16 METHODOLOGY FOR THE CLASS.

2.16.1 Presentation-Practice-Production

“It is a model of class planning that uses deductive methodology which focuses on the teaching-learning process which consists of different elements to achieve the desired learning” (Leonardo, 2015, par.6)

The objective of this activity is for the student to learn to learn for the improvement of his intellectual activities by means of an advance preparation.

2.16.2 Presentation: this part presents the objectives of the class which is what will be learned by stimulating the memory of existing learning in students to achieve it is used several methods as reading activities multimedia equipment can also be used.
2.16.3 **Practice:** in this phase the student must apply what has been learned receiving feedback from the teacher with the aim of clearing doubts within the classroom.

2.16.4 **Production:** the student prepares to perform independent work demonstrating what is learned being evaluated by the educator must think for themselves.

### 2.17 CRITICAL THINKING

A process by which knowledge and intelligence is used and to arrive in an effective way to the most reasonable and justified position on an issue and in which attempts are made to identify and overcome the obstacles that prejudice presents. (R.Paul, 2011, par.10)

It is a reflexive activity that leads to a better understanding is to think about something that we want to understand better. Critical thinking is not memorizing ideas for any purpose. Thus, a student who studies a subject through his memory and reflects what he has learned in an exam is not using critical thinking, because it is limited to memorizing, repeating and reproducing information on a page.

Critical thinking is an intellectual strategy by which the individual reaches their own conclusions without having to adapt to an established model. In this way, thinking critically implies not accepting the truth about something at first.

One could say that the person with critical thinking is one who does not just follow the instructions of a program but generates his own programming of ideas.
2.18 CLASSIFICATION OF TEACHING MATERIALS

2.18.1 Traditional resources

The book has been traditionally used the learning environment in the educational system. Assistant teaching and learning promoter is considered present an order of learning and a model of teaching, a book is a written or printed work produced and published as an independent unit, sometimes this material consists only of text, and other sometimes they contain a mixture of visual and textual elements. (Janovsky, 2015).

2.18.2 Audio material

It is used to play music or audio, being excellent resource to support the thematic content of different subject, achieving a better comprehension

“Audio resources stimulate student (...) autonomy provide information, motivation and create interest in students facilitating learning in them.” (Hernandez, 2011)

2.18.3 Flashcards

the flashcards are a kind of plastic cards that present drawings or photos, and can carry the name of the object in English or not. They are especially useful for presenting new vocabulary, reviewing, creating stories, creating contexts, stimulating discussions. In general they are very well received by the students, as are attractive and call their attention, add variety and help to retain better what has been learned. (Parada Frankyer, 2012).
2.18.4 Pictures

“An image is the visual representation of an object, a person, an animal or anything else that can be captured by the human eye through different techniques such as painting, design, photography and video, among others”. (Ucha, 2009).

Pictures is another way to improve the ability of reading because through of it the students could understand better the reading looking images for describe the sequences and came to a conclusion of what are you reading.

2.18.5 Graphic organizers

In a personal opinion graphic organizers are used to organize the main ideas found in the text which serve to take important notes that will help us in the future. Many types of graphic organizers exist the use of them depends the learning's purpose one of them is spider maps is used to organize a central concept. A sequential episodic map is used to show cause and affect relationships. Venn diagrams are used to compare and contrast 2 ideas.

2.19 DIDACTIC GUIDE

Didactic guide material to promote is an educative learning skill, is an important learning resource to use in class, this will help students to understand better the topics to improve their learning.

2.19.1 Basic functions of didactic guide

“A didactic guide establishes appropriate recommendations to guide student work. It helps to clarifies doubts that can be an obstacle in the
learning process (...) Didactic guide specifies the contents physical and methodological” (didactica, 2013).

2.20 CLASSROOM STRATEGIES

Classroom strategy is the set of educational strategies, methods used by the teacher in the classroom every day to explain, to understand, promote, and improve the teaching. The key to quality education is the professionalism of teachers and teachers will achieve this professionalism with adequate strategies.

2.20.1 Motivation

Motivation is the impulse that initiates, guide and maintains behavior to achieve the required goal or objective, the teachers should ask the next question, how can I do to keep the interest of my students? Teachers must remember that to maintain the interest of their students is necessary to be motivated to teach, have good professional competence and interest when they are teaching.

2.21 TEACHING STYLES

Teaching styles is how the teacher applies teaching techniques to reach their students, each one has a unique teaching style, and anciently the teaching methods of educators were expository. (Long-Crowell, 2014).

Here are some teaching styles:

2.21.1 Autocratic style: teachers who use this method of teaching make decisions for themselves they decide the activities or tasks to perform and they evaluate individually.
2.21.2 **Democratic style**: This type of teaching style involve, planning with the group encourage, discuss, decide and distribute activities to be performed.

2.21.3 **Laissez-faire style**: this kind of teachers don’t participate giving opinions, only when the teacher’s opinion is required they give their point of view.

2.22 **PEDAGOGICAL PERSPECTIVE**

In a blog Boundless.com (2014) defined Pedagogy as “many different types and variations of teaching are the science and art of education, specifically instructional theory”. (par.7)

2.22.1 **Instructional Design**: The practice of creating instructional experiences which make the acquisition of knowledge and skill more efficient, effective, and appealing

2.22.2 **Universal design for learning**: A method of designing lessons which takes into account and utilizes the different learning styles of learners.

2.23 **PHILOSOPHY OF EDUCATION**

To educate is all, educate is to spread values, developing an ethics and attitude towards life, to educate is to spread feelings. To educate is to search all the good that can be in the soul of a human being, its development is a fight of opposites, instinctive of selfishness trends and other attitudes that have to be counteracted and can only be counteracted by science.
The concept of philosophy of education has constantly changed and each author handles a different definition but each contribution has helped to reach a global term, and based on these contributions can be said that the philosophy of education is focused on the search of truth, because it is what liberates the human being, in his untiring desire to discover himself and everything around him, this has led man to walk the path of evolution and progress (sites.google.com, 2010).

2.24 EDUCATION IN DIVERSITY DECENTRALIZATION OF THE SENSITIVITY TO DIVERSITY

Metaseducativas2021 (2010) speak about cultural diversity education; UNESCO has distinguished two educational facilities that suggest cultural diversity recognition: intercultural education and multicultural education (p. 90).

The first refers to the culturally diverse nature of society human, which constitutes the first step to advance the quality, but not enough, the concept of interculturality progresses, referring to relations between different cultural groups and their evolution through time. UNESCO not only recognizes the diversity between students, this make that education could be an exchange and said that all the cultures have the same importance.

2.25 EPISTEMOLOGICAL FOUNDATION

Epistemology is the study method of acquire knowledge, and how it can be acquired, how our minds are related to the reality. Epistemology is the study of the nature and scope of knowledge and justified belief. It analyzes the nature of knowledge and how it
relates to similar notions such as truth, belief and justification. It also deals with the means of production of knowledge, as well skepticism about knowledge claims. It is essentially about issues having to do with the creation and dissemination of knowledge in particular areas of inquiry (Mastin, 2008, par.12).

2.26 PEDAGOGICAL FOUNDATION

Perez &merino (2013) said: “A pedagogical proposal must take into account the framework in which it will be developed and must start from a specific diagnosis. These questions can justify the proposal and coordinate the foundations for meeting the stated objectives” (par.9)

Among the fundamental characteristics that are considered to have any pedagogical proposal or on which it must be supported are educational quality, attention to diversity, globality and interaction.

2.27 SOCIOLOGICAL FOUNDATION

The sociological foundations are concerned with the relation of human factor, behavior of individuals and their relation to others(…) The transformation of the scale of values with vision, it demand changes, leaving an individualist position and take another that recognizes and values the benefit of others, as a requirement for their own. (Lico Aaron James, 2012)

This involves generating a change in consciousness: to advance the "me" to "We Together"; valuing cooperative work and foster attitudes of solidarity; accept differences rather than dogmatic positions; be tolerant rather than discriminator or intransigent; using dialogue as an appropriate mechanism to communicate and solve problems and to demand to the same measure.
People build new knowledge through assimilation and accommodation. It is through the changing relationship between two processes that intellectual evolution of the individual occurs. Education is the process of socialization of people, and their ends must correspond in a coherent way all the needs for which students and society through.

Education is a fundamental human right and is a key element in the realization of the human condition. Learning is the most important result any educational process. It begins at birth increases and evolves throughout life. The family, the community, social institutions and educational training systems are the sources of learning. (United Nations Educational, 2009).

In 2009 United Nations Educational, Scientific and Cultural Organization said: Individuals help them take advantage of all formal and informal spaces offered by the state and society to develop their physical and intellectual capacities, and become eligible to positively confront a specified social environment, beyond being just part of it, need to recognize the contribution of education in their overall development and utility life; at work, family and social connections. (p. 8-16)

2.28 LEGAL FOUNDATION

The regulation to develop the design and execution of the educative project was approved in session of the Honorable Directive Council on. The Directive Council arranged that the educative projects must be performed until by two under – graduates. Among the objectives of the regulation we have:
To design and execute the educative project by applying the scientific method to contribute to the improvement of the education quality

To contribute to the integral, harmonic and permanent development of the future professionals

To guarantee the research through the technical resources to make an efficient investigation

2.29 FRAMEWORK

Our educational project will be implemented with forty students of 9.\textsuperscript{h} grade, Basic Education at “Unidad Educativa intercultural Bilingüe “Atahualpa”. This public school is located in Duran on Ciudadela Brisas del Estero. It is a two-story building. There is also a small yard, a soccer court and a small playground for young kids. This institution is administrated by MSC. Francisco Valente Cepeda and supported by fourteen teachers; all of them are qualified and professionally prepared with several years of educational experience. Fourth hundred students attend to classes during the morning and afternoon shift every day.
3. CHAPTER III

3.1 METHODOLOGY

3.2 DESIGN OF THE INVESTIGATION

The investigation of this project is going to be developed based on field study, because there is a place where this has been carried out, according with objective this investigation uses the best element human, material and scientific resources, which was applied to solve problem related with reading comprehension skill in English.

3.3 MODALITY OF THE INVESTIGATION

It is the way to be an investigation developed under a determine modality respects certain rules and mechanisms that independently measure the variables, However they can deliver the measurements of each of said variables To say how it is and how the phenomenon of interest manifests itself, Its object is not to indicate how the variables are related but to measure with more possible precision.

The most important data were analyzed to obtain results in a rapid manner, field research helps to know the actual conditions in which the problem is within the educational field, so this type of research is feasible to locate the situation conflict and find the proper adjustments to the difficulties presented, it is also where we go in search of the necessary information.

The form of this project is feasible project based on field research that proposes practical solution to a particular problem as each of its phases and stages allow us to perform correctly the whole investigative process about the topic raised where parameters will be set that help to know more appropriately the educational project.
3.3.1 Feasible project:

Field research is one that allows us to collect data from a group of individuals for a diagnosis detecting the need or problem that is present in the study population. Through an interview with the school director, the same that facilitated the entry into the classroom to observe that students present difficulties, Deducing that there is the problem of reading disinterest and the teachers do not apply the techniques reading at learning process.

Jiménez (2013) Uses the UPEL (2010) quote and define the feasible project as: “The research design and development of a proposal for a viable operational model to solve problems, requirements or needs of organizations or social groups; It may refer to the formulation of policies, programs, technologies, methods or processes” (p.3).

Through the feasible project is intended to solve a problem because they are viable allow to satisfy a specific need detected After an analysis, through best materials human and scientific resources to solve the problem caused in the class during the learning process of reading comprehension skill.

3.3.2 Field research:

GUZMÁN (2012) Mentions “Field research is conducted at the place where the observed phenomenon occurs, different kinds of study are required to diagnose needs and problems in the application of knowledge for practical purposes” (p. 6).

This project was developed based on field study Because it was necessary to visit the places of phenomena permanently To determine
problems and needs in the English learning processes. Especially reading ability before the analyzed we present our proposal to improve the learning of students who have deficient in reading comprehension skill.

3.4 TYPES OF INVESTIGATION

For the implementation of this educative project were necessary to apply three types of investigation: the qualitative investigation and the bibliographical investigation, Descriptive investigation.

3.4.1 Qualitative Research

Felix2401 (2012) in his article of types and levels of scientific research says about qualitative research.

It is characterized because they are intensive and deep studies that apply generally in small samples to achieve the interpretation of the phenomenon that you want to investigate. This type of research is interested the particular contextually the lived stories predominates the inductive method (p. 4).

Therefore in this research we apply qualitative research to help identify the important factors that should be measured.

3.4.2 Bibliographic research

In this type the investigation the researcher needs to collect information from different sources such as: books, magazines, etc. Joranporre (2013) says “bibliographical research is an extensive search for information on a particular issue, which must be done in a systematic way, to determine what knowledge exists in a particular area” (p. 7). So it was necessary to do this type of research, for this we have done research in university library and technological sources Internet etc.
3.4.3 Descriptive research

It can refer to people, events and natural and social relations that must be performed in a certain order to collect enough details to identify problems to time. According to ERICA (2011) in her book says. “This type of research works on the realities of fact and their fundamental property is to present a correct interpretation in a certain time with the final purpose to gather enough details to identify the problem” (p. 50).

For this reason it was descriptive because it describes the characteristics and interrelationships of the components of the problem, in addition through the description we have been able to identify the features and elements of the problem.

3.5 METHODS FOR THE INVESTIGATION

According to Godoy (2013) mentions “the method is the way to go through a series of systems, rules and procedure Facultative and reflective reach a certain goal (p.16) it is therefore essential to employ methods to improve the teaching process and achieve the project objectives”. In this project the methods used are.
3.5.1 Direct observation

It is direct contact with the elements or characters in which the phenomenon is intended to be investigated and the results obtained are considered as original statistical data. According to Api 373553 (2008) say:

“Observation consists in fixing attention on a part of the universe, through observation can identify the realities or specific events of the place through our sense” (p.4) this method was used to identify the problem and the consequences that were affecting the students at Unidad Educativa Intercultural Bilingüe Atahualpa, it is a first step of every investigation and it is extensively used as a way of acquiring knowledge.

3.5.2 Inductive:

The inductive method is deeply connected with education. It goes from the particular fact to general laws. Figueroa (2016) says on his document the Inductive Method: “It is a procedure that is undertaken by particular data in general, using a methodological sequence such as: observation, analysis of registration and classification of facts, inductive derivation of a generalization of facts and contrast” (p.13).

The most common form of inductive reasoning is when begin with a question and the collection of empirical data, which are used to general hypotheses and theory, Therefore using this inductive method to research from particular facts to the general laws.
3.5.3 Deductive

Deductive method refers from the general concept to the specific. According to TORRES (2016) says on his document about deductive methods. It is a method of reasoning that consists in taking general conclusions for particular explanations, the method begins with postulated analyzes, theorems, laws, principles, etc. of universal application and proven validity, to apply them to particular solutions or facts. (p. 56).

Deductive method approaches usually begin with theory driven hypothesis which guide data collection and analysis, through this method is possible come direct conclusions, when we deduce the particular without intermediaries to arrive at a deduction from a logical reasoning or assumptions.

3.5.4 Scientific method

It refers to a series of steps performed by the investigator before reaching a conclusion determining According to Padilla (2008) say, “It is a process designed to explain phenomena, to establish relationships between facts and to enunciate laws that explain the physical phenomena of the world and to obtain, with this knowledge, useful applications to the individual” (p.3). This method has the following step: observation, collect date, hypothesis, and conclusion.

3.6 TECHNIQUES FOR THE INVESTIGATION

MARTHA (2013) on its text research methodology used as reference quote (Idem, 2009) says “The research technique described procedures followed to select the research problem the form information is collected and the way the results are presented” (p. 70). For this
reason the technique is a set of tools and means to describe the research procedures which allows the researcher to obtain the necessary information to answer your research question. The techniques of data collection used in this research are:

### 3.6.1 Questionnaire


The questionnaire is an evaluation technique that can covers quantitative or qualitative, and consists of a set of questions, usually of several types, systematic and carefully prepared, about the facts and aspects that interest in a research or evaluation, and that can be applied in forms varied (p. 2).

The questionnaire consists in a set of questions in order to obtain information on a subject or target determined, in this project we used a questionnaire with ten open questions for the director of the school and the English teacher but for the students we used a survey with ten close and structured questions for the students it was applied closed and structured questions which allowed to tabulate the collected data.

### 3.6.2 Interviews

MARTHA (2013) in her text research methodology used as reference (Buendia 2001) says: “the interview is a technique that consisting at collecting information through a direct communication process between interviewer and interviewee” (p. 120). This technique is to obtain individual information more personalized because the interviewee answer questions to the interviewer according to a specific
topic. In the present work we interviewed to the director and English teacher Atahualpa.

**3.6.3 Survey**

According to Huarasaya (2016) uses a quotation from Díaz de Rada (2001: 13) which describes survey as: "the systematic search for information in which the investigator asks the respondents about the data want to obtain, individual data to obtain during the assessment of aggregates" (p. 20).

Through the use of a questionnaire the necessary information was collected from a representative example of the people affected by the problem. Therefore it is a technique used by the application of a questionnaire to collect data on the subject under investigation. We applied the survey to 40 students of 9th year of Basic Education at Atahualpa, to get their opinion and their interest in reading.

**3.7 POPULATION AND SAMPLE**

**3.7.1 Population**

The statistical population is a total universe of which each individual is part of a research process that will allow the collection of data needed to begin a study that will take us to a conclusion. To calculate the population we talked to the directive’s institution who gave us the exact population this includes: 1 directive, 13 teachers, and 400 students legally registered to start doing our investigation through surveys and interviews.

**3.7.2 Sample**

It is a part of the universe that is taken from the total population and allows in a more specifically way to define the exact number of people
who were taken into account in order to find answers to questions during the investigation.

According to Yanamajuli (2011) says about the sample: “Sample is a subset faithfully representative of the population” (p. 8). For this reason it is essential to apply the sample in the research as it allows more specifically define entities or number of people is surveyed in order to find answers to each of the questions of the research process and therefore avoid errors percentages.

**CHART Nº 1 POPULATION**

<table>
<thead>
<tr>
<th>STRATUM</th>
<th>ITEM</th>
<th>STAFF</th>
<th>POPULATION</th>
<th>SAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>directives</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>teachers</td>
<td>13</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>students</td>
<td>400</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>414</td>
<td>54</td>
<td></td>
</tr>
</tbody>
</table>

Source: Unidad Educativa intercultural Bilingüe Atahualpa

Researchers: Genesis Rodríguez, Nancy Paguay

Formula to calculate the size of the sample

\[
\frac{N \times (Z)^2 \times P \times Q}{(N - 1) \times E^2 + (Z)^2 \times P \times Q}
\]

Where:

\( n \) = Size of the sample Variable

\( N \) = the size of population 414

\( Z \) = Reliability level

<table>
<thead>
<tr>
<th></th>
<th>90%</th>
<th>95%</th>
<th>99%</th>
</tr>
</thead>
<tbody>
<tr>
<td>z</td>
<td>1.64</td>
<td>1.96</td>
<td>2.58</td>
</tr>
</tbody>
</table>
E = Maximum admissible error 5%
P = Probability to favor 0, 05
Q = Probability against 0.05

Development of formula of The Population

\[
\begin{align*}
414 & \quad (1, 96)^2 \quad 0, 05 \times 0, 05 \\
n &= \frac{414}{3540, 25} \\
413 & \quad 0.25 + 3840, 25 \\
n &= \frac{3944}{9912} \\
n &= 0.397 \\
n &= 40
\end{align*}
\]

CHART N° 2 RESULTS

<table>
<thead>
<tr>
<th>ITEM</th>
<th>STAFF</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Directives</td>
<td>1</td>
<td>1,85%</td>
</tr>
<tr>
<td>2</td>
<td>Teachers</td>
<td>13</td>
<td>24,07%</td>
</tr>
<tr>
<td>3</td>
<td>Students</td>
<td>40</td>
<td>74,07%</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>54</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa intercultural Bilingüe Atahualpa
Researchers: Genesis Rodríguez, Nancy Paguay Ramirez

The sample was determined by 54 people under consideration 13 teachers 1 directive and 40 legally registered to proceed with the student’s opinion survey.
### Chart N° 3 Operationalization of the Variables

<table>
<thead>
<tr>
<th>VARIABLES</th>
<th>DIMENSIONS</th>
<th>INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INDEPENDENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Storytelling</td>
<td>Concept.</td>
<td></td>
</tr>
<tr>
<td>Art of storytelling</td>
<td>Scheherazade</td>
<td>Grim brothers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hans Christian Andersen</td>
</tr>
<tr>
<td>Narration</td>
<td>Concept</td>
<td></td>
</tr>
<tr>
<td><strong>STORYTELLING</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Narrator types</td>
<td>First Person Narrator</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Second Person Narrator</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Third Person limited</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Omniscient Narrator or third person</td>
<td></td>
</tr>
<tr>
<td>What is a tale?</td>
<td>Beginning, Middle, End</td>
<td></td>
</tr>
<tr>
<td>Short stories</td>
<td>Concept</td>
<td></td>
</tr>
<tr>
<td><strong>DEPENDENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading comprehension</td>
<td>Concept.</td>
<td></td>
</tr>
<tr>
<td>How is reading defined?</td>
<td>Concept.</td>
<td></td>
</tr>
<tr>
<td><strong>READING COMPREHENSION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading important</td>
<td>Prevents Memory Loss</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enhance your writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Avoid the stress</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stimulates brain activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read it’s not expensive</td>
<td></td>
</tr>
<tr>
<td>Types of reading</td>
<td>Oral, Silent, Intensive</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Extensive, Skimming</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scanning</td>
<td></td>
</tr>
<tr>
<td>Learning Strategies Instruction:</td>
<td>concept</td>
<td></td>
</tr>
<tr>
<td>Integrating Reading Strategies</td>
<td>Before, During, After the reading</td>
<td></td>
</tr>
<tr>
<td>Monitoring Comprehension</td>
<td>Reading “no words”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading comprehension</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Silently or aloud</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading Fluency</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading accuracy</td>
<td></td>
</tr>
</tbody>
</table>
Objective of the survey

To determine the importance of narration and comprehension through the surveys to give alternative solution to the needs encountered by means planning the proposal with short stories and reading comprehension exercises.

Specific information

To establish students' point of view through the survey

Write an “x” on the answer you consider the most appropriate on each of the required questions.

<table>
<thead>
<tr>
<th>N</th>
<th>SURVEY</th>
<th>Disagree</th>
<th>Partially Disagree</th>
<th>Neutral</th>
<th>Partially Agree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My teacher use storytelling in classes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I can summarize information when I read.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I can make inferences while reading information.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>My English classes is dynamics and interactive.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>My teacher use effective techniques for reading comprehension to teach English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The readings in my book are interesting.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I can infer the meaning of the new words in the reading.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The reading will help me develop fluency in speaking English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I can describe images of a story.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I like to read story in my free time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ANALYSIS OF RESULTS

STATEMENT 1: My teacher uses storytelling in classes

SAMPLE: 40 students. COURSE: 9th.

CHART OF FREQUENCY #1

<table>
<thead>
<tr>
<th>ALTERNATIVE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>27</td>
<td>67.50%</td>
</tr>
<tr>
<td>Partially Disagree</td>
<td>5</td>
<td>12.50%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>4</td>
<td>10.00%</td>
</tr>
<tr>
<td>Partially Agree</td>
<td>3</td>
<td>7.50%</td>
</tr>
<tr>
<td>Agree</td>
<td>1</td>
<td>2.50%</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Source: “Unidad Educativa Intercultural Bilingüe Atahualpa”
Researchers: Genesis Rodriguez, Nancy Paguay.

Graphic#1

Comment

According to the result 67.50% students answered Disagree about the teacher uses storytelling in classes, 12.50% students answered Partially Disagree, 10.00% students Indifferent, 7.50% students answered partially agree, and 2.50% answered agree.
ANALYSIS OF RESULTS

STATEMENT 2: I can summarize information when I read.

SAMPLE: 40 students. COURSE: 9th.

Chart of frequency #2

<table>
<thead>
<tr>
<th>ALTERNATIVE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>16</td>
<td>40,00%</td>
</tr>
<tr>
<td>Partially Disagree</td>
<td>12</td>
<td>30,00%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>5</td>
<td>12,50%</td>
</tr>
<tr>
<td>Partially Agree</td>
<td>3</td>
<td>7,50%</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
<td>10,00%</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100,00%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Intercultural Bilingüe Atahualpa
Researchers: Genesis Rodriguez, Nancy Paguay.

Graphic#2

I can summarize information when I read.

样的饼图

Source: Unidad Educativa Intercultural Bilingüe Atahualpa
Researchers: Genesis Rodriguez, Nancy Paguay.

COMMENT

According to the result 40,00% students answered disagree, they can’t summarize information when they read. 30,00% students answered partially disagree, 12,50% students Indifferent, 7,50% students answered partially agree, and 10,00% answered agree.
ANALYSIS OF RESULTS

STATEMENT 3: I can make inferences while reading information.

SAMPLE: 40 students. COURSE: 9th.

Chart of frequency #3

<table>
<thead>
<tr>
<th>ALTERNATIVE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>17</td>
<td>42,50%</td>
</tr>
<tr>
<td>Partially Disagree</td>
<td>11</td>
<td>27,50%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>3</td>
<td>7,50%</td>
</tr>
<tr>
<td>Partially Agree</td>
<td>5</td>
<td>12,50%</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
<td>10,00%</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100,00%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Intercultural Bilingüe Atahualpa
Researchers: Genesis Rodriguez, Nancy Paguay.

COMMENT

According to the result 42, 50% students answered disagree, they can´t make inferences while reading information. 27,50% students answered partially disagree, 7,50% students indifferent, 12,50% students answered partially agree, and 10,00% answered agree.
ANALYSIS OF RESULTS

STATEMENT 4: my English class is dynamics and interactive.
SAMPLE: 40 students.  COURSE: 9th.

Chart of frequency #4

<table>
<thead>
<tr>
<th>ALTERNATIVE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>17</td>
<td>42,50%</td>
</tr>
<tr>
<td>Partially Disagree</td>
<td>7</td>
<td>17,50%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>6</td>
<td>15,00%</td>
</tr>
<tr>
<td>Partially Agree</td>
<td>5</td>
<td>12,50%</td>
</tr>
<tr>
<td>Agree</td>
<td>5</td>
<td>12,50%</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100,00%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Intercultural Bilingüe Atahualpa
Researchers: Genesis Rodriguez, Nancy Paguay.

COMMENT

According to the result 42,50% students answered disagree about your English classes are dynamics and interactive, 17,50% students answered partially disagree, 15,00% students indifferent, 12,50% students answered partially agree, and 12,50% answered agree.
ANALYSIS OF RESULTS

STATEMENT 5: My teacher use effective techniques for reading comprehension to teach English.

SAMPLE: 40 students. COURSE: 9th.

Chart of frequency #5

<table>
<thead>
<tr>
<th>ALTERNATIVE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>22</td>
<td>55,00%</td>
</tr>
<tr>
<td>Partially Disagree</td>
<td>8</td>
<td>20,00%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>5</td>
<td>12,50%</td>
</tr>
<tr>
<td>Partially Agree</td>
<td>4</td>
<td>10,00%</td>
</tr>
<tr>
<td>Agree</td>
<td>1</td>
<td>2,50%</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100,00%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Intercultural Bilingüe Atahualpa
Researchers: Genesis Rodriguez, Nancy Paguay.

Graphic#5

My teacher use effective techniques for reading comprehension to teach English.

Source: Unidad Educativa Intercultural Bilingüe Atahualpa
Researchers: Genesis Rodriguez, Nancy Paguay

COMMENT

According to the result 55,00% students answered disagree about your teacher use effective techniques for reading comprehension to teach English, 20,00% students answered partially disagree, 12,50% students indifferent, 10,00% students answered partially agree, and 2,50% answered agree.
ANALYSIS OF RESULTS

STATEMENT 6: The readings in my book are interesting.

SAMPLE: 40 students.  COURSE: 9th.

Chart of frequency #6

<table>
<thead>
<tr>
<th>ALTERNATIVE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>23</td>
<td>57.50%</td>
</tr>
<tr>
<td>Partially Disagree</td>
<td>8</td>
<td>20.00%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>4</td>
<td>10.00%</td>
</tr>
<tr>
<td>Partially Agree</td>
<td>3</td>
<td>7.50%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>5.00%</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Intercultural Bilingüe Atahualpa
Researchers: Genesis Rodriguez, Nancy Paguay.

Graphic#6

The readings in my book is interesting.

Source: Unidad Educativa Intercultural Bilingüe Atahualpa
Researchers: Genesis Rodriguez, Nancy Paguay.

COMMENT

According to the result, 57.50% students answered disagree about the readings in your book are interesting, 20.00% students answered partially disagree, 10.00% students indifferent, 7.50% students answered partially agree, and 5.00% answered agree.
ANALYSIS OF RESULTS

STATEMENT 7: I can infer the meaning of the new words in the reading.

SAMPLE: 40 students. COURSE: 9th.

Chart of frequency #7

<table>
<thead>
<tr>
<th>ALTERNATIVE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>20</td>
<td>50,00%</td>
</tr>
<tr>
<td>Partially Disagree</td>
<td>15</td>
<td>37,50%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>3</td>
<td>7,50%</td>
</tr>
<tr>
<td>Partially Agree</td>
<td>1</td>
<td>2,50%</td>
</tr>
<tr>
<td>Agree</td>
<td>1</td>
<td>2,50%</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100,00%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Intercultural Bilingüe Atahualpa
Researchers: Genesis Rodriguez, Nancy Paguay.

COMMENT

According to the result 50,00% students answered disagree they can’t infer the meaning of the new words in the reading, 37,50% students answered partially disagree, 7,50% students indifferent, 2,50% students answered partially agree, and 2,50% answered agree.
ANALYSIS OF RESULTS

STATEMENT 8: The reading would help me develop fluency in speaking English.

SAMPLE: 40 students. COURSE: 9th.

Chart of frequency #8

<table>
<thead>
<tr>
<th>ALTERNATIVE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>24</td>
<td>60,00%</td>
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<td>6</td>
<td>15,00%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>5</td>
<td>12,50%</td>
</tr>
<tr>
<td>Partially Agree</td>
<td>3</td>
<td>7,50%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>5,00%</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100,00%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Intercultural Bilingüe Atahualpa
Researchers: Genesis Rodriguez, Nancy Paguay.

Graphic#8

The reading would help me develop fluency in speaking English.

Source: Unidad Educativa Intercultural Bilingüe Atahualpa
Researchers: Genesis Rodriguez, Nancy Paguay.

COMMENT

According to the result 60,00% students answered disagree about the reading would help your develop fluency in speaking English, 15,00% students answered partially disagree, 12,50% students indifferent, 7,50% students answered partially agree, and 5,00% answered agree.
ANALYSIS OF RESULTS

STATEMENT 9: I can describe images of a story.

SAMPLE: 40 students.  
COURSE: 9th.

Chart of frequency #9

<table>
<thead>
<tr>
<th>ALTERNATIVE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>25</td>
<td>62,50%</td>
</tr>
<tr>
<td>Partially Disagree</td>
<td>5</td>
<td>12,50%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>4</td>
<td>10,00%</td>
</tr>
<tr>
<td>Partially Agree</td>
<td>3</td>
<td>7,50%</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>7,50%</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100,00%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Intercultural Bilingüe Atahualpa  
Researchers: Genesis Rodriguez, Nancy Paguay.

COMMENT

According to the result 62, 50% students answered disagree they can’t describe images of a story, 12,50% students answered partially disagree, 10,00% students indifferent, 7,50% students answered partially agree, and 7,50% answered agree.
ANALYSIS OF RESULTS

STATEMENT 10: I like to read story in my free time.
SAMPLE: 40 students. COURSE: 9th.

Chart of frequency #10

<table>
<thead>
<tr>
<th>ALTERNATIVE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>19</td>
<td>47,50%</td>
</tr>
<tr>
<td>Partially Disagree</td>
<td>12</td>
<td>30,00%</td>
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<tr>
<td>Indifferent</td>
<td>5</td>
<td>12,50%</td>
</tr>
<tr>
<td>Partially Agree</td>
<td>3</td>
<td>7,50%</td>
</tr>
<tr>
<td>Agree</td>
<td>1</td>
<td>2,50%</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100,00%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Intercultural Bilingüe Atahualpa
Researchers: Genesis Rodriguez, Nancy Paguay.

COMMENT

According to the result 47,50% students answered disagree about they like to read in free time, 30,00% students answered partially disagree, 12,50% students indifferent, 7,50% students answered partially agree, and 2,50% answered agree.
**RESULTS OF THE SURVEY TO THE STUDENTS (English)**

<table>
<thead>
<tr>
<th>N</th>
<th>SURVEY</th>
<th>Disagree</th>
<th>Partially Disagree</th>
<th>Indifferent</th>
<th>Partially Agree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My teacher use storytelling in classes.</td>
<td>27</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>I can summarize information when I read.</td>
<td>16</td>
<td>12</td>
<td>5</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>I can make inferences while reading information.</td>
<td>17</td>
<td>11</td>
<td>3</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>My English classes is dynamics and interactive.</td>
<td>17</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>My teacher use effective techniques for reading comprehension to teach English.</td>
<td>22</td>
<td>8</td>
<td>5</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>The readings in my book are interesting.</td>
<td>23</td>
<td>8</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>I can infer the meaning of the new words in the reading.</td>
<td>20</td>
<td>15</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>The reading will help me develop fluency in speaking English.</td>
<td>24</td>
<td>6</td>
<td>5</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>I can describe images of a story.</td>
<td>25</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>I like to read story in my free time.</td>
<td>19</td>
<td>12</td>
<td>5</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>
# RESULTS OF THE SURVEY TO THE STUDENTS

<table>
<thead>
<tr>
<th>N</th>
<th>ENCUESTAS</th>
<th>Totalmente en desacuerdo</th>
<th>En desacuerdo</th>
<th>Ni de acuerdo, ni en acuerdo</th>
<th>De acuerdo</th>
<th>Totalmente de acuerdo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mi maestro utiliza narración de historia en las clases.</td>
<td>27</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Puedo resumir información cuando leo.</td>
<td>16</td>
<td>12</td>
<td>5</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Puedo hacer inferencia mientras leo la información.</td>
<td>17</td>
<td>11</td>
<td>3</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Mis clases de inglés son dinámicas e interactivas.</td>
<td>17</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>Mi maestro utiliza técnicas efectivas para comprensión de lectura al enseñar inglés.</td>
<td>22</td>
<td>8</td>
<td>5</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Es interesante la lectura en mi libro.</td>
<td>23</td>
<td>8</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>Puedo inferir el significado de las palabras nuevas en la lectura.</td>
<td>20</td>
<td>15</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>La lectura me ayudará a desarrollar la fluidez al hablar Inglés.</td>
<td>24</td>
<td>6</td>
<td>5</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>Puedo describir imágenes de un cuento.</td>
<td>25</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>Me gusta leer historia en mi tiempo libre.</td>
<td>19</td>
<td>12</td>
<td>5</td>
<td>3</td>
<td>1</td>
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</tbody>
</table>
UNIVERSIDAD DE GUAYAQUIL

FACULTAD DE FILOSOFIA CIENCIAS Y LETRA DE LA EDUCACION

ESCUELA DE LENGUAS Y LINGUISTICA

INTERVIEW TO THE ENGLISH TEACHER (ENGLISH)

Objective of the survey

To know teacher’s point of views about the importance of new strategies to teach to the students

**Question 1:** Do you think students will enjoy English if they learn it through stories or readings?

**Answer 1:**

**Question 2:** Do you think that the students’ needs to read more?

**Answer 2:**

**Question 3:** Do you think that the institution needs more didactic and technological materials to present readings?

**Answer 3:**

**Question 4:** Do you think that the illustrations or titles may call the reader’s attention?

**Answer 4:**

**Question 5:** Do you think a reading comprehension is an important part of learning a language?

**Answer 5:**
INTERVIEW TO THE DIRECTOR (ENGLISH)

Objective of the survey

To know director’s point of views about the importance of new strategies to teach to the students

Question 1: Do you think that the method used in class for their teachers is appropriate to teach reading?

Answer 1

Question 2: Do you consider that the students need motivation when they read?

Answer 2

Question 3: Do you think that the teachers promote comprehension during the reading classes?

Answer 3

Question 4: Do you think that the institutions have enough didactic materials to teach English?

Answer 4

Question 5: Do you think the reading will help the students to acquire more culture?

Answer 5
HYPOTHESIS TESTING

RELIABILITY
/VARIABLES = V1 IND V9DEP
/MODEL = ALPHA.

Escala: ANY

Resumen del proceso de casos

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
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Estadísticas de fiabilidad

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<tr>
<th>Alfa de Cronbach</th>
<th>N de elementos</th>
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<tr>
<td>.97</td>
<td>2</td>
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</tbody>
</table>

CROSSTABS
/TABLES = V1 IND BY V9DEP
/FORMAT = VALUE TABLES PIVOT
/STATISTICS = CHISQ
/CELLS = COUNT EXPECTED.

Resumen.

<table>
<thead>
<tr>
<th>Casos</th>
<th>Válido</th>
<th>Perdidos</th>
<th>Total</th>
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<tbody>
<tr>
<td></td>
<td>N</td>
<td>Porcentaje</td>
<td>N</td>
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<tr>
<td>My teacher use storytelling in classes. I can describe images of a story.</td>
<td>40</td>
<td>97,6%</td>
<td>1</td>
</tr>
</tbody>
</table>

My teacher use storytelling in classes. I can describe images of a story. [recurso, esperado].

<table>
<thead>
<tr>
<th>My teacher use storytelling in classes.</th>
<th>indiferent</th>
<th>disagree</th>
<th>partially disagree</th>
<th>partially agree</th>
<th>agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>indifferent</td>
<td>25,00</td>
<td>2,00</td>
<td>2,70</td>
<td>2,02</td>
<td>2,02</td>
<td>27,00</td>
</tr>
<tr>
<td>disagree</td>
<td>16,88</td>
<td>3,28</td>
<td>2,70</td>
<td>2,02</td>
<td>2,02</td>
<td>27,00</td>
</tr>
<tr>
<td>partially disagree</td>
<td>3,13</td>
<td>0,63</td>
<td>2,70</td>
<td>2,02</td>
<td>2,02</td>
<td>27,00</td>
</tr>
<tr>
<td>partially agree</td>
<td>2,90</td>
<td>0,50</td>
<td>2,70</td>
<td>2,02</td>
<td>2,02</td>
<td>27,00</td>
</tr>
<tr>
<td>agree</td>
<td>1,88</td>
<td>0,38</td>
<td>2,70</td>
<td>2,02</td>
<td>2,02</td>
<td>27,00</td>
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<tr>
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<td>25,00</td>
<td>5,00</td>
<td>4,00</td>
<td>3,00</td>
<td>3,00</td>
<td>40,00</td>
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</tbody>
</table>

Pruebas Chi-cuadrado.

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<th>Estadístico</th>
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<th>df</th>
<th>Sig. Asint. (2-colas)</th>
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<tbody>
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<td>Chi-cuadrado de Pearson</td>
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<td>,000</td>
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<td>,000</td>
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<td>,000</td>
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<tr>
<td>N de casos válidos</td>
<td>40</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CONCLUSIONS AND RECOMMENDATIONS

Once tabulated, analyzed and interpreted the results obtained in developed through the application of a survey to teachers, students and an interview with the director of the school "Atahualpa" finally the conclusions and recommendations described were established continuation.

CONCLUSIONS

The research work was successfully applied to the students of the 9th Basic Year at Unidad Educativa Intercultural Bilingüe Atahualpa, zona 8, Distrito 24, Provincia Del Guayas Cantón Durán

The description of images of a story is positively related to storytelling development in English language class at the students of the 9th Basic Year at Unidad Educativa Intercultural Bilingüe Atahualpa, zona 8, Distrito 24, Provincia Del Guayas Cantón Durán

Teachers using the techniques proposed will motivate students to develop reading skills.

There is a high percentage of deficiency in comprehension, which must overcome these problems due to this they present low academic performance.

One of the major shortcomings of the institution is not contributing to the entertainment of reading moreover there is no didactic guide focused on reading comprehension, which achieves a better orientation to teachers in the learning process of students.
Teachers should update and change their teaching methodology to achieve student care.

The results show that students are in low reading comprehension due to teachers who do not use appropriate techniques when teaching their classes.

Inappropriate application of the teacher's methodology causes boredom during class so students have little enthusiasm for reading.

The lack of application of techniques causes problems of reading comprehension since students cannot develop the summary of the reading.

Both teachers and students express the importance of a didactic guide in the learning process and show strong support for the proposal's design to optimize their understanding in the development of reading.

The highest authority interviewed says that he fully agrees with this type of proposal.

RECOMMENDATIONS

Implement alternatives such as the proposal in the present research to support the development of the ability to read the English language in the students of the 9th Basic Year at la Unidad Educativa Intercultural Bilingüe Atahualpa, zona 8, Distrito 24, Provincia del Guayas Cantón Durán.

Develop motivational classes as a mechanism for implementing appropriate actions to develop reading and understanding skills in students.
Evaluate the performance of the English teacher in relation to the development of skills to learn English language.

Design a didactic guide focused on improving comprehensive reading as a constructive proposal that allows the teacher to apply in the teaching process.

There is a high percentage of deficiency in understanding which must overcome these problems.

To motivate the students to realize different types of reading and to forge the participation forming groups from 2 or more members focusing on the reading.

Students need readings according to their level of learning, taking notes of unknown and scientific words.

Develop activities of image description and reading exercises to increase vocabulary and correct pronunciation of English, and encourage students to read flashy texts, personal preference such as jokes, stories, and fables in their free time.

Integrate and interest the member of the educational community in the knowledge and application of the proposal, in the development of a didactic guide as a technique, to encourage understanding in reading.
4. CHAPTER IV

4.1 THE PROPOSAL

To design a didactic guide to improve reading skills

4.2 ANTECEDENTS

The storytelling as a technique to improve reading comprehension skill is essential because it increase vocabulary, improve low scholastic accomplishment, to develop and acquire new knowledge for social interaction, and one of the ways is by using reading comprehension exercises that encourages their skills since storytelling as a technique has not been used in the inter-learning pedagogy; through the use of reading exercises will be a possible output of the problem encountered and achieve the habit of reading in students.

Something that has not been beneficial to the student long time before is the lack of a good reading comprehension guide, with stories; In spite of this shortage, has not carried out a project find a solution. This problem was detected Unidad Educativa Intercultural Bilingüe Atahualpa of the public high school, where interviewed the principal, dialogue with teachers, and the survey of students to assess their level of English language. After the primary results, we expressed our concern about the situation, and raised a possible way out of this problem.

Our project will be carried out in this educational institution for the first time, in addition the educational community, the director were in agreement with our proposal in the implementation of a didactic guide with short stories and reading exercises, the parents want their children to learn to read and improve the comprehension in English, acquire new vocabularies and knowledge.
4.3 JUSTIFICATION

The use of reading as a technique in class is fundamental to improve reading comprehension of students, and to enrich their knowledge about general culture. For this reason our proposal is to design a didactic guide that will bring great benefits educative process, offering new alternatives to present the English contents in class encouraging reading comprehension of students in additional this proposal is made in order to promote the habit of reading and is justified, because we try to solve a need that the students have, for their development of reading comprehension, since before the use and application our didactic guide, the students were not able to understand basic vocabulary, common orders and instructions in English causing problems to teachers in the classroom.

For that reason, the first beneficiaries are students, through the elaboration and implementation of the didactic guide with short history and reading exercises as a technique to improve reading comprehension in English; developing reading skills in students will improve spelling oral and written expression, increase vocabulary and interest in reading motivation.

The second beneficiaries will be the teachers, because they will receive a didactic guide to develop in the learning process, for a motivating class environment in the development of the activities. Finally the institution is another beneficiary because the elements of this research can be used as a guide for other students, courses and schools, in this way facilitate a possible means for the improvement of many groups of students.
4.4 OBJECTIVES OF THE PROPOSAL

4.4.1 GENERAL OBJECTIVE OF THE PROPOSAL

Our proposal will be an instrument to attract the interest to read English, enrich their knowledge and vocabulary to improve reading comprehension through the design and implementation of a didactic guide with different reading exercises for 9th year of Basic Education at Unidad Educativa Intercultural Bilingüe Atahualpa.

4.4.2 SPECIFIC OBJECTIVES OF THE PROPOSAL

➢ To encourage participation in the process of learning English and improving academic performance.
➢ To activate the climate of participation in the classroom and achieve a good participative student.
➢ To enrich their vocabulary in the context of reading expression, listening comprehension and transfer it to the experiential environment of the students provoking discussions and opinions.

4.5 FEASIBILITY OF THE PROPOSAL

Our proposal is feasible, since it has the support of the authorities of Unidad Educativa Intercultural Bilingüe Atahualpa, teachers, and parents of educational community, that is, the human resources needed to find a solution to this problem, Especially students who are truly motivated to learn English through short stories using reading comprehension as a main tool. With these considerations this project is based on our own experience and also with the supervision of the tutor, who has collaborated for the development of this research.

4.6 MATERIALS

➢ Short stories and exercises downloaded from internet
Exercises developed by us.

4.7 ECONOMICS

Self-management activities.

4.8 DESCRIPTION OF THE PROPOSAL

The proposal of this project consists of the application of a didactic guide with short stories, reading comprehension exercises and audio to develop new ways to increase the motivation, also their oral production, in English and their critical thinking in the classroom.

It’s will provide an outlet for the problem of lack of reading ability which showed the students of ninth grade at Unidad Educativa Intercultural Bilingüe Atahualpa.

For the application of the proposal, the following questions are answered:

Where
The proposal was made at Unidad Educativa Intercultural Bilingüe Atahualpa

Who
the proposal applies to students in the ninth Basic Education

How
Students will improve their understanding of reading through the application of the didactic guide with short readings and reading comprehension exercises, which will help students to increase their development of written and oral language of reading.

4.9 APPLICATION:

The proposal will be applied under the supervision of the directives, the English teachers and our tutor according to the following phases:
PHASE I

Presentation of the proposal

PHASE II

Implementation of the proposal

PHASE III

Evaluation of the proposal

PHASE IV

Analysis of the final results

4.10 LOCATION AND PHYSICAL UBICATION

The proposal will be carried out at Unidad Educativa Intercultural Bilingüe Atahualpa that comes in function during 18 years, has 400 students and 14 teachers work in different areas, a teacher works in the English area; this institution is located in Canton Duran, Parroquia Eloy Alfaro, Ciudadela Brisas de los Esteros.

4.11 LEGAL ASPECT OF THE PROPOSAL

This investigation has its legal sustenance in the constitution of the republic of Ecuador in fifth session of the education.

Art. 26. The Constitution of the Republic recognizes education as a right that people exercise throughout their lives and an unavoidable and inexcusable duty of the State. It is a priority area of public policy and state investment, guaranteeing equality and social inclusion and an indispensable condition for good living. Individuals, families and society have the right and responsibility to participate in the educational process; According to the organic law of intercultural education.

Art. 2. Literal b) Education for change. - Education is an instrument of transformation of society; Contributes to the construction of the country, the projects of life and the freedom of its inhabitants, peoples
and nationalities; Recognizes human beings, particularly girls and boys, as the center of the learning process and subjects of law; And is organized on the basis of constitutional principles; First chapter of the right to education

**Art. 4. Right to education.** - Education is a fundamental human right guaranteed in the Constitution of the Republic and a necessary condition for the realization of other human rights. They hold the right to quality, secular, free and free education at the initial, basic and baccalaureate levels, as well as to a lifelong education, both formal and non-formal, for all inhabitants of Ecuador.

Third chapter of the rights of students

**Art. 7. Literal b)** receive comprehensive and scientific training, which contributes to the full development of their personality, abilities and potential, respecting their rights, fundamental freedoms and promoting gender equality, non-discrimination, appreciation of diversity, Participation, autonomy and cooperation. Literal **e)** Receive free services of a social, psychological and integral health care in their educational circuits;

**In the Code of childhood and adolescence**

**Art.37.** Education rights Children and adolescents have the right to a quality education; this right demands an educational system that guarantees the access and permanence of every child to Basic Education. All children without distinction or exception will receive a quality education guaranteeing the permanent development of the child.

Organic Law of Higher Education legal framework on the development of thesis projects

**Art. 144 Digitized theses.** - All higher education institutions will be obliged to submit the theses that are elaborated for the obtaining of the
academic titles of degree and postgraduate in digital format to be integrated to the National System of Information of the Higher Education of Ecuador for his public death while respecting copyright.

4.12 PEDAGOGICAL ASPECT OF THE PROPOSAL

The pedagogy is the art or science of being a teacher. The term usually refers to instructional strategies, or a style of teaching. It is a systematic human activity that guides educational actions where the principles, methods, practices, ways of thinking appear and models that are the constituent elements. Stori (2013) says in his paper on pedagogy pedagogy is the discipline, study or set of rules, which refers to a fact or a process or activity education, as a living reality (p.4) for this reason pedagogy is a constant application in the teaching-learning process.

Vasconcelos (2009) says about pedagogical thinking The teacher must give a sample to be a free spirit, active and constant search for knowledge with love of art and books (p. 9) this opinion is based on constructivist pedagogy but not based on the student, but on the teacher, who must be the essential figure during the class to bring that learning to a positive environment where it achieves a quality education.

The proposal will become an aid to the teaching process and seeks the success of the development of reading comprehension skills through different activities that promote meaningful learning. The role of the teacher will be essential for the execution of this work.

4.13 PSYCHOLOGICAL ASPECT OF THE PROPOSAL

The psychology is the scientific study of behavior, which describes behavior and tries to explain the causes of it. This aspect of psychology is very important to gain better knowledge and an improvement of education as a primary objective.
WOOLFOLK (2006) says: “Psychology is a discipline that studies the processes of teaching and learning; with their own theory, methods, problems, techniques” (p. 9). This proposal will positively influence attitude in the learning process of students providing new techniques to improve reading comprehension in English.

4.14 SOCIOLOGICAL ASPECT OF THE PROPOSAL

The sociology has practical significance and concrete implications for our lives and as citizens can help us to understand social situations, to consider cultural differences, to evaluate the effects of social policies on our practices and as a very useful tool in increasing self-knowledge about our identity and relationships with our environment.

MACIAS (2003) in his text of educational sociology mentions: “Human beings must take part in the reciprocal action among their members, participate in society and understand the social behavior of the human being” (p. 27). Because of this sociology is considered an important part of the curriculum of teaching at any educational level. Education has always been a fundamentally optimistic human effort, characterized by aspirations for progress and improvement, in this sense it is important to emphasize that education is a social fact.

Education is indispensable for the human being man not only lives in society but grows and functions in a social context and various factors contribute to the growth of an individual to make life and living meaningful and intentional, moreover institutional education is a miniature society and what happens in a society also occurs in a school situation.
4.15 SOCIAL IMPACT OF THE PROPOSAL

The social impact refers to all the effects of the project to be executed successfully on the community, for that reason we believe that the implementation of our proposal will achieve the acquisition of new knowledge, increase vocabulary, improve academic performance and motivation to learn and Practice reading.

The effect of the proposal will raise the image of the institution and its prestige, because through reading acquire new knowledge and establish a better process of social interaction since this reading technique will influence the quality of teaching within the educational community.
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Appendix I

Documents
Guayaquil, 04 de Septiembre del 2015

Msc. Rodrigo Guerrero Segura.
Docente de la Facultad de Filosofía, Letras y Ciencias de la Educación
Ciudad.

De nuestras consideraciones:


Hacemos propicia la oportunidad para desearle el mejor de los éxitos en el desarrollo académico y formativo en el área que usted laborará, que con seguridad motivará en el estudiante la búsqueda permanente del conocimiento, a través del desarrollo de un aprendizaje significativo.

Con la consideración y estima,

MSc. Larry Torres Vidal
Sub-Director Carrera de Lenguas y Lingüística
Semipresencial

Elaborado por: Licdo. Fabián Condorí
Revisado y aprobado por: MSc. Larry Torres
Máster
SILVIA MOY-SANG CASTRO
DEcano de la Facultad de Filosofía, Letras y Ciencias de la Educación
Ciudad.

De mis consideraciones:

Estimados(as) estudiantes Génesis Rodríguez con C.I.0919332825 Nancy Paguy C.I. 060511053-4 me es grato comunicarles que su tema: Storytelling as a technique for enhancing the Reading Comprehension y propuesta: Design of a didactic guide to Improve the reading comprehension skill ha sido aprobado para su desarrollo. Y al mismo tiempo deseándoles éxitos en todo el proceso del mismo.
UNIVERSIDAD DE GUAYAQUIL

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

CARRERA: LENGUAS Y LINGÜÍSTICA

CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado MSc. RODRIGO GUERRERO SEGURA, tutor del trabajo de titulación certifico que el presente trabajo de titulación, ha sido elaborado por las estudiantes: GENESIS JULIET Y JUAN RODRÍGUEZ CASTILLO con c.c.091932825 y Nancy Cecilia Paguy Ramírez con c.c.0505110534 con mi respectiva supervisión como requerimiento parcial para la obtención del título LICENCIADAS EN CIENCIAS DE LA EDUCACIÓN en la carrera LENGUAS Y LINGÜÍSTICA.

Se informa que el trabajo de titulación STORYTELLING AS A TECHNIQUE FOR ENHANCING THE READING COMPREHENSION. Proposal: DESIGN A DIDACTIC GUIDE TO IMPROVE THE READING COMPREHENSION SKILL, ha sido orientada durante todo el periodo de ejecución en el programa antiplagio URLJAND quedando el 1% de coincidencia.

Msc. RODRIGO GUERRERO SEGURA

G.C. 08101 35557
PREVIO A LA OBTENCIÓN DEL TÍTULO DE LICENCIADO EN CIENCIAS DE LA EDUCACIÓN
MENCION LINGÜÍSTICA

TOpIC
Story telling as a technique for enhancing the reading comprehension

PROPOSAL
To design a didactic guide focus to improve skills through short readings

CODIGO: LL-T-GY-0022

RESEARCHERS
GENESIS RODRIGUEZ
NANCY PAGUAY RAMIREZ

[12:42:36] The originality of the text is 99% ©
Guayaquil, 3 de julio de 2015

Msc. Basilio Quiñipi Chacaguasay
Director de la Unidad Educativa Intercultural Bilingüe “Atahualpa”
Zona: 8  Distrito: 09024
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 las estudiantes: Paguay Ramírez Nancy Cecilia y Rodríguez Castillo Génesis Juley 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 Inglesa y Lingüística.

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

Le antepizo mis reconocimientos

[Signature]

Subdirector de la carrera Semipresencial Lenguas Y Lingüística.

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<th>ELABORADO POR</th>
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<td>REVISTADO Y APROBADO</td>
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<td>SUB-DIRECTOR</td>
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CERTIFICACIÓN

El Rector de la Unidad Educativa Intercultural Bilingüe "Atahualpa", certifica que la señorita Génesis Rodríguez Castillo con cédula de identidad 0919332825 y señorita Nancy Paguay Ramírez con cédula de identidad 0605110634 están desarrollando en esta Institución Educativa el Proyecto de Titulación con el tema: Story telling as a technique for enhancing the reading comprehension. Propuesta: to design a didactic guide focus to improve skills through short readings.

Es lo que puedo certificar, las interesadas pueden hacer el uso de este documento los fines que estime conveniente.

Durán, Febrero 24 del 2017

Atentamente,

Lic. Basilio Quishpi Chacaguasay
RECTOR DEL PLANTEL (E)

DIRECCIÓN: Clda Brisas de los Esteros Mz 8, solar 5, Arq. Sarmiento y 14 de Septiembre
Email: cecib_atahualpa@hotmail.com  Teléf. 0989805126 - 098410535 – 0985378862
DURÁN - ECUADOR
Appendix II
Survey and Interviews
INTERVIEW TO THE DIRECTOR

Objetivo de la entrevista.

Conocer los puntos de vista del director sobre la importancia de nuevas estrategias al enseñar a los estudiantes.

¿Cree usted que el método utilizado en la clase por sus maestros es apropiado para enseñar a leer?

Si, Como autoridad exijo que mis docentes utilicen métodos adecuados, ya que al no usarlos veríamos múltiples fallas en los estudiantes.

¿Considera usted que los estudiantes necesitan motivación cuando leen?

Por supuesto porque al recibir una motivación al iniciar una clase, en este caso lectura les ayudara a centrar la atención al tema que el maestro quiere enseñar.

¿Cree que los docentes promueven la comprensión durante las clases de lectura?

Si porque los estudiantes centran su atención al profesor mientras da la clase, además que los maestros deben seguir la metodología que se usa actualmente una de ellas son las motivaciones.

¿Crees que las instituciones tienen materiales didácticos suficientes para enseñar inglés?

Suficiente no, pero gracias a la creatividad de los profesores y colaboración de las estudiantes se ha creado material educativo para utilizar en la institución.

¿Cree usted que la lectura le ayudará a los estudiantes a adquirir más cultura?

Por supuesto la enseñanza ingresa por la vista luego esta se aplica en su entorno familiar educativo de acuerdo a la convivencia cultura.
UNIVERSIDAD DE GUAYAQUIL

FACULTAD DE FILOSOFIA CIENCIAS Y LETRA DE LA EDUCACION

ESCUELA DE Lenguas y LINGUISTICA

INTERVIEW TO THE DIRECTOR
(ENGLISH)

Objective of the survey
To know director’s point of views about the importance of new strategies to teach to the students

1: Do you think that the method used in class for their teachers is appropriate to teach reading? Yes I do, as an authority, I demand that my teachers use them appropriate methods, because if they don’t use them we can see multiple failure in students.

Question 2: Do you consider that the students need motivation when they read?
Yes I do because the students to receive a motivation to start a class, in this case reading them help focus the subject that the teacher wants to teach.

Do you think that the teachers promote comprehension during the reading classes?
Yes I do, because students focus their attention while the teacher gives the class, teachers should also follow the methodology used nowadays one of them are the motivations.

Question 4: Do you think that the institutions have enough didactic materials to teach English?
No I don’t. But thanks to the creativity of teachers and students collaboration of have created educational material for use in the institution.

Question 5: Do you think the reading will help the students to acquire more culture?
Yes I do. Teaching enters by sight then this is applied in their familiar environment education according to the cultural coexistence.
Objetivo de la entrevista.

Conocer los puntos de vista del profesor de inglés sobre la importancia de nuevas estrategias al enseñar a los estudiantes.

1. ¿Crees que los estudiantes podrán disfrutar del inglés si aprenden a través de historias o lecturas? Sí, porque a través de la lectura e historias los estudiantes pueden aprender nuevo vocabulario, lo cual les ayudara a despertar el interés por conocer nuevas palabras desarrollar la imaginación conociendo un mundo nuevo a través de la lectura.

2. ¿Cree usted que los estudiantes necesitan leer más?

Si porque a través de la lectura, se conocen diferentes culturas de diferentes partes del mundo, además de ayudar a incrementar su vocabulario y descubrir cosas nuevas e interesantes.

3. ¿Cree usted que la institución necesita más materiales didácticos y tecnológicos para presentar las lecturas? Sí, la institución necesita más materiales didácticos y tecnológicos ya que este ayudara a despertar el interés de los estudiantes, y no seguir la rutina de solo leer el libro de texto, mostrando material nuevo y llamativo.

4. ¿Crees que las ilustraciones o títulos pueden llamar la atención del lector? Sí, a través de ilustraciones o títulos llamativos en los libros, se logra la atención del lector, pero muchas veces, depende de la información que este nos proporcione.

5. ¿Cree usted que una comprensión lectora es parte importante del aprendizaje de un idioma? Sí, porque al usar una lectura comprensiva los estudiantes aprenden vocabulario, y al aprender nuevo vocabulario, se interesa por seguir leyendo, despertando su curiosidad por aprender más sobre el tema, en este caso el inglés.
UNIVERSIDAD DE GUAYAQUIL

FACULTAD DE FILOSOFIA CIENCIAS Y LETRA DE LA EDUCACION

ESCUELA DE LENGUAS Y LINGUISTICA

INTERVIEW TO THE ENGLISH TEACHER

(ENGLISH)

Objective of the survey

To know teacher’s point of views about the importance of new strategies to teach to the students

1. Do you think students will enjoy English if they learn it through stories or readings? Yes I do, because through reading and stories students can learn new vocabulary, which will help them to generate interest in learning new words develop imagination knowing a new world through reading.

2. Do you think that the students’ needs to read more? Yes I do, because through reading, different cultures from around the world are known, in addition to help increase their vocabulary and discover new and interesting things.

3: Do you think that the institution needs more didactic and technological materials to present readings? Yes I do, the institution needs more didactic and technological materials because this will help to attract the interest of the students, and not follow the routine of just reading the textbook, showing new and effective materials.

4: Do you think that the illustrations or titles may call the reader’s attention? Yes I do, through pictures or flashy titles in books, the reader's attention is achieved but many times it depends of the information that gives us.

5: Do you think a reading comprehension is an important part of learning a language? Yes I do. Because when using a comprehensive reading students learn vocabulary, and to learn new vocabulary, the student is interested in continue reading piquing their curiosity to teach more about the topic, in this case English
Objective of the survey

Determinar la importancia de la narración y comprensión a través de las encuestas para dar alternativa de solución frente a las necesidades encontradas mediante el planeamiento de la propuesta con historias cortas y ejercicios de comprensión lectora.

Specific information

Establecer punto de vista de los estudiantes mediante la encuesta.

Write an “x” on the answer you consider the most appropriate on each of the required questions.

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<tr>
<th>N</th>
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<th>Totalmente en desacuerdo</th>
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<th>N en acuerdo</th>
<th>Ni en acuerdo, ni en desacuerdo</th>
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<td>Mi maestro utiliza narración de historia en las clases.</td>
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<td>2</td>
<td>Puedo resumir información cuando leo.</td>
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<td>4</td>
<td>Mis clases de inglés son dinámicas e interactivas.</td>
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<td>5</td>
<td>Mi maestro utiliza técnicas efectivas para comprensión de lectura al enseñar inglés.</td>
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<td>Es interesante la lectura en mi libro.</td>
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<td>7</td>
<td>Puedo inferir el significado de las palabras nuevas en la lectura.</td>
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<td>La lectura me ayudará a desarrollar la fluidez al hablar inglés.</td>
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<td>9</td>
<td>Puedo describir imágenes de un cuento.</td>
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<td>10</td>
<td>Me gusta leer historia en mi tiempo libre.</td>
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<td>Me gusta leer historias en mi tiempo libre.</td>
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UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFIA CIENCIAS Y LETRA DE LA EDUCACION
ESCUELA DE LENGUAS Y LINGUISTICA
SURVEY TO THE STUDENTS

Objective of the survey
To determine the importance of narration and comprehension through the surveys to give alternative solution to the needs encountered by means planning the proposal with short stories and reading comprehension exercises.

Specific information
To establish students' point of view through the survey
Write an “x” on the answer you consider the most appropriate on each of the required questions.

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<th>Partially Agree</th>
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<td>I can summarize information when I read.</td>
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<td>3</td>
<td>I can make inferences while reading information.</td>
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<td>4</td>
<td>My English classes is dynamics and interactive.</td>
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<td>5</td>
<td>My teacher use effective techniques for reading comprehension to teach English.</td>
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<td>6</td>
<td>The readings in my book are interesting.</td>
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<td>7</td>
<td>I can infer the meaning of the new words in the reading.</td>
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<tr>
<td>8</td>
<td>The reading will help me develop fluency in speaking English.</td>
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<tr>
<td>9</td>
<td>I can describe images of a story.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I like to read story in my free time.</td>
<td></td>
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</table>
# RESULTS OF THE SURVEY TO THE STUDENTS

<table>
<thead>
<tr>
<th>N</th>
<th>SURVEY</th>
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<th>Partially Disagree</th>
<th>Indifferent</th>
<th>Partially agree</th>
<th>Agree</th>
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<tr>
<td>1</td>
<td>My teacher use storytelling in classes.</td>
<td>27</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>I can summarize information when I read.</td>
<td>16</td>
<td>12</td>
<td>5</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>I can make inferences while reading information.</td>
<td>17</td>
<td>11</td>
<td>3</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>My English classes is dynamics and interactive.</td>
<td>17</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>5</td>
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<tr>
<td>5</td>
<td>My teacher use effective techniques for reading comprehension to teach English.</td>
<td>22</td>
<td>8</td>
<td>5</td>
<td>4</td>
<td>1</td>
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<tr>
<td>6</td>
<td>The readings in my book is interesting.</td>
<td>23</td>
<td>8</td>
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<td>7</td>
<td>I can infer the meaning of the new words in the reading.</td>
<td>20</td>
<td>15</td>
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<tr>
<td>8</td>
<td>The reading will help me develop fluency in speaking English.</td>
<td>24</td>
<td>6</td>
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<tr>
<td>9</td>
<td>I can describe images of a story.</td>
<td>25</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>I like to read story in my free time.</td>
<td>19</td>
<td>12</td>
<td>5</td>
<td>3</td>
<td>1</td>
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## RESULTS OF THE SURVEY TO THE STUDENTS

<table>
<thead>
<tr>
<th>N</th>
<th>ENCUENTAS</th>
<th>Totalmente en desacuerdo</th>
<th>En desacuerdo</th>
<th>Ni de acuerdo, ni en desacuerdo</th>
<th>De acuerdo</th>
<th>Totalmente de acuerdo</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Mi maestro utiliza narración de historia en las clases.</td>
<td>27</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Puedo resumir información cuando leo.</td>
<td>16</td>
<td>12</td>
<td>5</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Puedo hacer inferencia mientras leo la información.</td>
<td>17</td>
<td>11</td>
<td>3</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Mis clases de inglés son dinámicas e interactivas.</td>
<td>17</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>Mi maestro utiliza técnicas efectivas para comprensión de lectura al enseñar inglés.</td>
<td>22</td>
<td>8</td>
<td>5</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Es interesante la lectura en mi libro.</td>
<td>23</td>
<td>8</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>Puedo inferir el significado de las palabras nuevas en la lectura.</td>
<td>20</td>
<td>15</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>La lectura me ayudará a desarrollar la fluidez al hablar Inglés.</td>
<td>24</td>
<td>6</td>
<td>5</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>Puedo describir imágenes de un cuento.</td>
<td>25</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>Me gusta leer historia en mi tiempo libre.</td>
<td>19</td>
<td>12</td>
<td>5</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>
Appendix III
Photos
PHOTO 1: INTERVIEW TO DIRECTOR

Source: Unidad Educativa Fiscal Intercultural Bilingüe Atahualpa. Elaborated by: Genesis Rodríguez and Nancy Paguay

PHOTO 2: INTERVIEW TO DIRECTOR

Source: Unidad Educativa Fiscal Intercultural Bilingüe Atahualpa. Elaborated by: Genesis Rodríguez and Nancy Paguay
PHOTO 3: INTERVIEW TO ENGLISH TEACHER

Source: Unidad Educativa Fiscal Intercultural Bilingüe Atahualpa. Elaborated by: Genesis Rodríguez and Nancy Paguay

PHOTO 4: INTERVIEW TO ENGLISH TEACHER

Source: Unidad Educativa Fiscal Intercultural Bilingüe Atahualpa. Elaborated by: Genesis Rodríguez and Nancy Paguay
PHOTO 5: SURVEY TO STUDENTS

Source: Unidad Educativa Fiscal Intercultural Bilingüe Atahualpa. Elaborated by: Genesis Rodríguez and Nancy Paguay

PHOTO 6: SURVEY TO STUDENTS

Source: Unidad Educativa Fiscal Intercultural Bilingüe Atahualpa. Elaborated by: Genesis Rodríguez and Nancy Paguay
PHOTO 7: REVIEW OF PROJECT WITH ADVISOR

Source: Unidad Educativa Fiscal Intercultural Bilingüe Atahualpa. Elaborated by: Genesis Rodríguez and Nancy Paguay

PHOTO 8: DURING THE DEVELOPMENT OF THE PROJECT WITH MSC. RODRIGO GUERRERO

Source: Unidad Educativa Fiscal Intercultural Bilingüe Atahualpa. Elaborated by: Genesis Rodríguez and Nancy Paguay
APPENDIX IV

THE PROPOSAL
DIDACTIC GUIDE
WITH
SHORT READING
AND
EXERCISES THE READING COMPREHENSION
| LESSON 1: | CINDERELLA |
| LESSON 2: | CONTRACEPTION |
| LESSON 3: | SOUTH AMERICAN COUNTRIES |
| LESSON 4: | THE FLAG |
| LESSON 5: | THE PUPPY AND THE BONE |
| LESSON 6: | DANGEROUS SPORTS |
| LESSON 7: | A CUADOR SCHOOL |
| LESSON 8: | THE THINGS I USE AT SCHOOL |
| LESSON 9: | DAILY ROUTINES |
| LESSON 10: | MIAMI A GREAT PLACE TO BE. |
| LESSON 11: | LITTLE RED RIDING HOOD |
| LESSON 12: | THE LION AND THE MOUSE |
| LESSON 13: | THE SUN AND THE WIND |
| LESSON 14: | THE DONKEY AND THE SALT |
| LESSON 15: | THE THREE LITTLE PIGS |
| LESSON 16: | RUMPELSTILSKIN |
| LESSON 17: | THE PIED PIPER OF HAMELIN |
| LESSON 18: | GOLDILOCKS AND THE THREE BEARS |
| LESSON 19: | JACK AND THE BEANSTALK |
| LESSON 20: | THE THIRSTY CROW |
LESSON 1

TOPIC: CINDERELLA

GOAL OF THE CLASS: To know the life of Cinderella through the reading activities to increase the vocabulary.

METHODOLOGY FOR THE CLASS: Critical thinking

SOURCES FOR THE CLASS: Flash card

1. Look at the picture very carefully and discuss about it.
   Who do you see in pictures? Where is Cinderella in picture 6?
   Is Cinderella in picture 3? What is Cinderella doing in picture 2?
2. Read the text and underline the characters in the story.

CINDERELLA

There was once a beautiful young woman who had no parents, but stepmother, an impertinent widow with two daughters, each more ugly. She who did the hardest work in the house and as his clothes were always so stained ash, everyone called her Cinderella it was.

One day the King of that country announced it would give a big party, inviting all the marriageable girls of the kingdom. You Cinderella, said the stepmother not go. You'll be mopping the floor at home and cooking dinner when we get back. The day came and sorry Cinderella dancing from her stepsisters saw towards the Royal Palace.

When she was alone in the kitchen she could not suppress her sobs. Why I am so miserable? He exclaimed. Suddenly appeared the Fairy Godmother. Do not worry said the Fairy? You can also go to the dance, but on one condition, that when the clock strikes twelve chimes Palace have to return without fail. And touching his wand transformed it into a wonderful young man.

The arrival of Cinderella Palace made a deep admiration, upon entering the ballroom, the king was so enamored of her beauty who danced with her all night. His stepsister's did not know and asked who would be the young woman. In the midst of so much happiness Cinderella heard the clock rang twelve Palace. Oh my God! I have to go! He exclaimed. Like a shot crossed the hall and down the stairs in his escape losing a shoe, the King got amazed.

To find the beautiful girl, the King devised a plan. He would marry one who could put on the shoe. He sent his messengers to travel throughout the Kingdom. The maids it proved in vain, for there was no one to whoever you well the shoe. At last they got home Cinderella and her stepsister's course that could not fit the shoe, but when put Cinderella saw with amazement that he was perfect. And so it was that the Prince married young and lived happily.
3. Read the text and write true or false before each sentences.

a. ____ Cinderella lived with her father.

b. ____ The Fairy Godmother transform with her magic wand to Cinderella

c. ____The prince does not dance all night with Cinderella.

d. ____The shoe that the prince picks on Cinderella and his stepsisters.

4. Match the sentences with the picture.

a. Cinderella Dances all night with the king.

b. She was doing the hardest jobs in the house

c. Your Fairy Godmother appeared and exclaimed you also go to the dance!

d. the shoe that the prince collected, chock to Cinderella

5. Read the fourth paragraph again and write about Cinderella.

a) What caused the prince, the arrival of Cinderella to the palace?

...........................................................................................................

b) What happened to the Cinderella stepsisters on the dance night?

...........................................................................................................
LESSON 2

TOPIC: CONTRACEPTION

GOAL OF THE CLASS: To know the contraception and their importance through graphs and text interpretation to avoid the contagious fertilization of the diseases.

METHODOLOGY FOR THE CLASS: Presentation Practice Production

RESOURCES FOR THE CLASS: Flash card

1. Discuss this question with your teacher and classmates.
   What do you think about sexual health?
   Do you know contraceptive methods?
2. Read and underline the sexual transmitted diseases.

CONTRACEPTION

There are many myths about sex and about how a woman gets pregnant. Some young men and women believe that a woman cannot get pregnant the first time she has sex. This idea is not true. A woman can get pregnant any time she has unprotected sex, even if it is the first time. There is also a possibility that a woman can conceive a baby if she has sex during her period, although many couples consider this a safe time. Some couples rely on withdrawal as a means of contraception. This means that the couple has sexual intercourse, but the man takes his penis out of the woman’s vagina just before he ejaculates. This is not very safe method of contraception.

The only way for couples to prevent pregnancy is to use a reliable form of contraception. According to the results of a survey, condoms are the most common form of contraception. They are 98% effective at preventing pregnancy when used correctly. Condoms are a barrier method of contraception, which means that they stop sperm from entering the uterus. They can also protect against sexually transmitted diseases as the HIV and gonorrhea, Human papillomavirus (HPV), syphilis, AIDS. The man should put a condom on his penis when couple’s lovemaking begins. Couples should protect themselves to avoid the risks of unprotected sex.
3. Match the Word with their definition.

___ most common contraceptive.

a. Condoms ___ Considered as a natural method.
   ___ Prevent sexual diseases.

b. Interrupted intercourse ___ Remove the penis from the vagina before ejaculating.

4. Circle the barrier methods.

a. tubal ligations b. diaphragm c. condom
d. intrauterine device e. vasectomy f. abstinence

Which contraceptive method is 98% effective to prevent pregnancy?

a. spermicide b. diaphragm
c. condom d. pills

5. Make groups of 5 and discuss the following questions:

a. How effective is the Condon?
LESSON 3

TOPIC: SOUTH AMERICAN COUNTRIES ARGENTINE AND CHILE.

GOAL OF THE CLASS: To identify basic knowledge about the countries of Argentina and Chile through the exposure and explanation to know the geographical situation.

METHODOLOGY FOR THE CLASS: Critical thinking

RESOURCES FOR THE CLASS: The chart

1. Look at the picture and discuss about it.
Ask students some ideas about these Countries.
Write student’s ideas on the board and make a “Brainstorm”.

2. Write the names of the capital cities.

SOUTH AMERICAN COUNTRIES

Capital of Argentina:

Argentina is located in the south of the continent. It has an area of 2,766,889 sq km and a length of 3,330 km from north to south. 85% of its population is of European origin and 2% are Guaraní and mestizo.
Its capital city is Buenos Aires. It is located at sea level with a population of about 3 million inhabitants. Buenos Aires was founded in 1580 and has an average temperature of 23°C in January and 10°C in July.

Capital of Chile:

Chile is the thinnest country in South America. It has an area of 756,626 sq km and a length of 4,270 km from north to south. Most of its population (92%) is mestizo and 2% is from European origin.
Its capital which is located 520m above sea level. It has a population of about 5 million inhabitants. Santiago was founded in 1541 and has an average temperature of 21C in January and 8C in July.

3. Multiple choice.
How many millions of people has Santiago?
   a. About 4 million inhabitants               b. about 5 million inhabitants
   c. about 10 million inhabitants                d. about 7 million inhabitants

4. Where is located Argentina?
   a. Located in the south of the continent       b. located in the central of the
   continent                                      c. located in the north of the continent

5. Read the text again and complete the table:

<table>
<thead>
<tr>
<th></th>
<th>ARGENTINA</th>
<th>CHILE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area of country</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital city’s population</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital city</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year capital was ofended</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LESSON 4

TOPIC: ECUADORIAN FLAG

GOAL OF THE CLASS: To Recognize the meaning of the flag through the graphics to evaluate the patriotic symbols of our country.

METHODOLOGY FOR THE CLASS: Presentation Practice Production

RESOURCES FOR THE CLASS: The chart

1. Discuss with students to create a reading context.
   When was the independence of the flag of Equator?
   What symbol does the flag of Ecuador have?
   There are colors similar to the flag of the equator.

1. Look at the picture and recognize the color flags that are similar of Ecuador flag.
2. Read the text and circle the colors you find.

**Ecuador Flag Description:**
The flag of Ecuador consists of three horizontal stripes - the top stripe is yellow; the middle one blue; and the bottom stripe is red. The yellow stripe is half of the width of the flag and the blue and red stripes are one quarter each. In the center of the Ecuador flag is the country's coat of arms.

**Ecuador Flag Meaning:**
The red in the Ecuador flag represents the blood shed by the soldiers and martyrs in the battles for independence. The color blue stands for the color of the sea and sky; while yellow symbolizes the abundance of the harvest and the fertility of the earth.

**Ecuador Flag History:**
The Ecuador flag was adopted on September 26, 1860, making it one of the world's oldest flags.

**Interesting Ecuador Flag Facts:**
The flags of Ecuador, Colombia and Venezuela are very similar because upon their independence in 1822 they formed a confederation called Gran Colombia. After they parted ways in 1830, they all retained the same essential flag design, whose inspiration is attributed to freedom fighter General Francisco Miranda.

The bird on the Ecuador flag's coat of arms is an Andean Condor. This native South American bird is also on the arms of Bolivia, Chile and Colombia.
3. Read the following sentences and write TRUE or FALSE.
   a. The flag of Ecuador is the newest in South America (_____)
   b. The flags of Ecuador, Colombia, and Argentina are similar (_____)
   c. The symbol of the Andean condor is in the shield of the flag of Ecuador's bird native to South America (_____)
   d. In 1822 they formed a confederation called Gran Colombia (_____)

4. Underline the correct word of the sentence.
   a. The flag of Ecuador consists of (three / four) horizontal stripes.
   b. Color (yellow / blue) symbolizes the abundance of the harvest and the fertility of the earth.
   c. The color (blue / red) represents the color of sea and sky.
   d. The flag of Ecuador was adopted (September 26, 1860 / September 23, 1860)

5. What significance representing the colors of the flag of Ecuador?

<table>
<thead>
<tr>
<th>Yellow</th>
<th>Blue</th>
<th>Red</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Choose the correct answer.

Why the flags of Ecuador, Colombia and Venezuela are similar colors?

a. By independence in 1822 they formed a confederation called Gran Colombia.

b. By independence in 1882 they formed a confederation called Gran Colombia.
c. By independence in 1830 they formed a confederation called Gran Colombia.

LESSON 5

TOPIC: THE PUPPY AND THE BONE

GOAL OF THE CLASS: To infer the history of the dog and the bone by performing reading and discussions to reflect the situation of the cases occurred.

METHODOLOGY FOR THE CLASS: Presentation Practice Production

RESOURCES FOR THE CLASS: The chart

1. Discuss about the picture with classmate.
   How many dogs are in the picture? Who are in the picture?
   Have seen students discuss
   Do you know violent people?
THE PUPPY AND THE BONE.

There was once a puppy that found a bone. Then came a larger dog, who grunted, showing him teeth, looked at him with menacing eyes and pulled out the bone. The big dog wanted to eat the bone. But also another great dog that also wants the bone.

The two big dogs fought, clenched their teeth and looked at each other with menacing eyes. They move in a circle around the bone and each one wants to mouth the other. Then the puppy got into the big dogs, picked up the bone and ran. The two big dogs did not notice anything. Running in a circle, grunting, showing him teeth and looking with menacing eyes, but there is no bone left! Because, by now, the puppy had already eaten it.

Multiple chose.
2. What did the puppy find in this story?
   a. A car       b. a bone       c. a stick.

3. What did the biggest dog want?
   a. Eat the bone  b. Play with the dog.  c. Walk in the park

4. Read the sentences and write the true or false.
   a. Dogs shared bone (____) 
      b. The big dogs scolded each other.. (____)
      c. The smallest dog died (____)
      d. The little puppy picked up the bone and ran out (____)

5. Circle the most correct choice of sentence.
   a. In the text details (3 dogs / 5 dogs)
   b. Who was smarter to keep the bone (the small dog / the big dog)
   c. Conflicts are resolved (dialoguing / fighting)
LESSON 6

TOPIC: DANGEROUS SPORTS

GOAL OF THE CLASS: To analyze about dangerous sports through reading and graphical representations to develop knowledge.

METHODOLOGY FOR THE CLASS: Presentation Practice Production

RESOURCES FOR THE CLASS: Flashcards

1. Discuss with students to create a reading context.

Write on the board some hyphens (_ _ _ _ _ _).
List dangerous sports you know.
Ask students to say some letters to complete the title of the reading. In this case, ask letters after that.

Ex:

D_ _ _ E_ _ _ S          S_ _ _ _ S
2. Read the text and underline the dangerous sports.

**DANGEROUS SPORTS**

For most people, playing tennis, soccer or going to the gym is a good way to exercise and relax. However, some people are not satisfied with such “boring” sports. They prefer dangerous sports like mountain climbing, bull riding, scuba diving, or hand gliding. These daredevils love the adventure of reaching the top of the highest mountain, swimming underwater in dangerous areas of the ocean, or jumping off a mountain and silently gliding down to flat land. They feel most “alive” when there is the possibility that they might die the next minute.

2. Why do these people participate in such dangerous sports? There are many answers: some daredevils are actually very careful. They examine the potential dangers, pay attention to both their physical and mental health, and carefully check their equipment. Often, they choose a specific sport because they have always been frightened of it, and they want to have power over their fear. They do not want to die, but they do not want to be scared of dying either.

3. Other daredevils are very different from “normal” people. Most people, for example, feel nervous before doing something dangerous, afraid during the event, and excited afterwards. Many daredevils, on the other hand, feel so excited during the dangerous acting that they decide to do it again and again. They are addicted to excitement as other people are addicted to drugs or alcohol. It is possible that many daredevils have slightly higher amounts of certain chemicals in their bodies, but scientists haven’t studied this enough yet to be sure.
3. Discover the dangerous sport of the text in the puzzle.

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

4. Now read the three paragraphs and circle the correct answer.

Why do most people prefer dangerous sport?

a. Because they pay attention to both their physical and mental health.
b. because he is nervous
c. because it’s great

5. Write (A) on the line in front of the ideas that the author clearly stated, and (B) before the ideas that are not in the reading at all.

a. _____ some people find playing tennis or exercising in the gym boring.
b. _____ Mountain climbing, scuba diving, and hang gliding are dangerous activities.
c. _____ Doctors can treat addiction to danger with drugs.
d. _____ Daredevil sports are excellent for the health

LESSON 7
TOPIC: AN ECUADORIAN SCHOOL

GOAL OF THE CLASS: To define the functions of the public servants in the school by means of the reading of text and graphic observation to differentiate the activities they develop.

METHODOLOGY FOR THE CLASS: Critical thinking

RESOURCES FOR THE CLASS: The chart

1. Discuss with students to create a reading context.
   What is the role of public servants in school?
   What doing in picture 1? Are you family a teacher?

   Look at the picture and identify the characters.
2. Read the text and underline the activities of the head teacher and the school inspector.

AN ECUADORIAN SCHOOL

I am the head teacher of Manuel Ortega School. It is a small school in a small town. We have only 100 students and twelve teachers. I work in my office. Every day I talk with the teachers and with the parents. My secretary helps me. Her office is next to my office. She also helps the teachers. In fact, she helps everybody!

There are two inspector in our school. They are responsible for discipline. I don’t think there are inspectors in Britain or the USA. The head teacher administers the school. The students stay in their classrooms for all their lessons.

In Britain and the USA, students go to different classrooms for different lessons. Some things are the same in Ecuador but some things are different. I think that is interesting.

3. Read the text and tick the correct information.
How many student there are in “Manuel Ortega” school.

a. (     ) there are 200 students.
b. (     ) there are 100 students
c. (     ) there are 150 students.
d. (     ) there are 400 students
4. Find the words of box in the puzzle.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>director</th>
<th>parents</th>
<th>inspector</th>
<th>student</th>
<th>secretary</th>
</tr>
</thead>
</table>

```
SPSERHECAETS
SEUROHINPR
TUCPAIRENTSO
UTERCHTRSUOT
DINSEPEPYTCE
EINDPTWEYE
NOOPYTACKER
TQERTJURRNI
RZACBVTNYID
DINSPECTORD
```

5. To answer the questions.

a. How many inspectors are there at Manuel Ortega School?

____________________________________________________

b. What is the role of the secretary at school?

____________________________________________________
LESSON 8

TOPIC: THE THINGS I USE AT SCHOOL.
GOAL OF THE CLASS: To describe the things I use in school by mean of real objects to maintain care of them and increase the vocabulary.

METHODOLOGY FOR THE CLASS: Critical thinking
RESOURCES FOR THE CLASS: Real objects

1. Discuss about the heading.

Look at the picture and recognize the school thinks.
2. Read the text and underline the school thinks.

**THE THINGS I USE AT SCHOOL**

I use a lot of things at school every day. Let me see. What´s in my school bag? A lot of things! Look! A green pencil case. And what´s in the pencil case? Well, in my pencil case I have a pencil. It´s yellow. I also have a pen. It´s yellow, too. I have an eraser. It´s red, white and blue! I have a ruler, it´s brown. I have a blue textbook and a pink notebook. I need these things every day. Oh, and what color is my school bag? It´s green.

3. Multiple choice

What color is the eraser?
- a. It´s red, with, and blue.
- b. It´s black, and white
- c. It´s red, blue and orange.

What color is the pencil case?
- a. It´s blue
- b. It´s yellow
- c. It´s a green.

4. Make a sentences using the new words in to the vocabulary.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School bag.</td>
<td>Pencil case.</td>
<td>Ruler.</td>
<td>book</td>
</tr>
</tbody>
</table>

5. Make a list of the things you use at school and their colors.

<table>
<thead>
<tr>
<th>N°</th>
<th>Things</th>
<th>Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
GOAL OF THE CLASS: To express short sentences using vocabulary to develop English language learning.

METHODOLOGY FOR THE CLASS: Presentation Practice Production

RESOURCES FOR THE CLASS: The picture

1. To ask questions to help students create context for the reading passage.
   What time do you wake up every morning?
   What time does your homework?
   Look at the picture very carefully and discuss.
   What are they doing? How many figures are there?
2. Read the text and underline the first Brian routines he does before going to school.

**DAILY ROUTINES**

Brian typical day every morning, on a school day, my alarm goes off 6:30 But I usually close my eyes again. Of course it is never easy to go back to sleep after the alarm goes off, so I get up. I do the same things every day. First, I take a shower and get dressed for school. Then I eat breakfast after that I brush my teeth. I sometimes have cereal. But I usually just grab a banana and eat it the bus stop, my bus leaves at exactly 7:30 School starts at 8:00 I am never late for school and Lunch break is at 12:00 on nice days my friends and I sometime sit outside. Finish Classes at 3:00. But I never get home until after 6:00 I am on the track and field team and I practice after school after practice I usually go to the gym. On Saturdays my school team often competes with teams from other schools my dad always watches me when I compete I am always tired after a competition but I don´t mind it. I love running. Sunday is my favorite day. It´s usually my lazy day and I love it.

3. Answer the question about the reading.

a. What time does Brian get up?

b. What sport does Brian like?
4. Choose the correct information about the reading.

1. Who is the person in this text?
   a. Brian  c. Liza
   b. George d. Susan

2. What is favorite day Brian?
   a. Monday c. Sunday
   b. Friday d. Saturday

5. Write true or false.
   a. ______ Brian take a shower and get dressed only two day for week.
   b. ______ School starts at 7:00 o’clock.
   c. ______ Brian always late for school.
   d. ______ Lunch break is at 12:00.
LEsson 10

TOpIC: MIAMI A GREAT PLACE TO BE.

GOAL OF THE CLASS: To Identify tourist place through graphic observation to improve the analytical and reflective criterion.

METHODOLOGY FOR THE CLASS: Presentation Practice Production

RESOURCES FOR THE CLASS: The picture

1. Discuss about the heading.
Look at the picture and identify the interesting place of town.
2. Read the text and underline the interesting place to visit Miami.

MIAMI A GREAT PLACE TO BE.

Miami Florida is a tourist’s paradise, it has a tropical climate and sandy white beaches. Miami is home to many Spanish- speaking immigrants. English and Spanish are the major languages spoken there.

It is often called the “Gateway to Latin America” there are many interesting place to visit in Miami. There´s the Metro zoo the Aquarium, the Planetarium, the Venetian Pool, and the Vizcaya Museum and Gardens, there are beautiful parks there too.

South of Miami there´s place called Coconut Grove. If you love shopping or if you enjoy the theater and the arts. Coconut Grove is the place for you can go to shows. Visit museums shop expensive stores, go to dance clubs, or eat at fabulous restaurants and, of course, there are some great beaches in Miami, where you can hang out and people-watch, relax in the ocean or bay.

3. Find the following words at the puzzle.

<table>
<thead>
<tr>
<th>Metro zoo</th>
<th>museum</th>
<th>planetarium</th>
</tr>
</thead>
<tbody>
<tr>
<td>Garden</td>
<td>Coconut grove</td>
<td>theater</td>
</tr>
</tbody>
</table>
4. Answer the question about the reading

What climate has Miami?

___________________________________________________________________________

What languages speak in Miami?

___________________________________________________________________________

How many beaches are there in Miami?

___________________________________________________________________________

5. Write true or false.

a. there are many interesting place to visit in Miami  (_______)

b. there old some park in Miami  (_______)

c. south of Miami there´s are place called planetarium  (_______)

d. there are some great beaches in Miami  (_______)
Goal of the class: encourage reading through short readings and practical exercises

Methodology for the class: presentation, practice, production

Resources for the class: flashcards, audio, workshop, puzzle

1. Look at the pictures; can you guess tale’s name?

2. Listen the next reading. Then practice your pronunciation. Read aloud.

Little Red Riding Hood lived in a Wood with her mother. One day little Red Riding Hood went to see her Granny. She had a nice cake in her basket. On her way little riding hood met a wolf. “Hello!” said the wolf. “Where are you going?” “I’m going to see my grandmother. She lives in a house behind those trees.”

The wolf ran to Granny’s house, and ate Granny up. He got into Granny’s bed. A little later, Little Red Riding Hood reached the house. She looked at the wolf.

“Granny, what big eyes you have!” “All the better to see you with!” said the wolf. “Granny, what big ears you have!” “All the better to hear you with!” said the wolf.

“Granny, what big nose you have!” “All the better to smell you with!” said the wolf. “Granny, what big teeth you have!” “All the better to eat you with!” shouted the wolf.

A woodcutter was in the wood. He heard a loud scream, and ran to the house. The woodcutter hit the wolf over the head. The wolf opened his mouth wide and shouted and Granny jumped out. The wolf ran away, and Little Red Riding Hood never saw the wolf again.
3. Read again the story, choose the correct answer

1. Where Lived Little Red Riding Hood?
   a. she live in a big house.          b. she lived in a wood

2. What did the woodcutter when he noticed that the wolf had eaten little red riding hood grandmother?
   a. The woodcutter hit the wolf in the head.  
   b. The woodcutter hit the wolf in the stomach

4. Find 10 words in the puzzle.

Write the character’s name of the story.

1. __________________________  4. __________________________
2. __________________________  5. __________________________
3. __________________________

5. Write true or false
   a) The wolf was little red riding hood’s friend (  )
   b) Little red riding hood carried a cake in her basket. (  )
   c) The woodcutter hit in the stomach of the wolf. (  )
LESSON 12

TOPIC: THE LION AND THE MOUSE

Goal of the class: identify characters in the pictures, read aloud.

Methodology for the class: presentation, practice, production

Resources for the class: flashcards.

1 look at the pictures, can you guess tale's name?

2. Listen the next reading. Then practice your pronunciation. Read aloud.

Once sunny day, a lion was resting after eating a wonderful meal, when all of sudden, a busy mouse that was running around, accidentally bumped into him. “How dare you carelessly wake me up like that” the lion got up and caught the mouse. He was just about to eat him. But the scared, little mouse begged the lion for mercy. "Oh great lion", “Please spare me!” “I know that one day you will need my help.” Please! Please! Exactly what can a little mouse like you do to help a big lion like me? Anyway, I’m already full, so I will let you go. The lion laughed loudly and set the mouse down. A few days later, the lion got caught in a hunter’s trap. He hung there helplessly. Help! Help! “Please, somebody help me!” the lion was stuck in the net and couldn’t move at all. Just then, the little mouse heard the lion’s cries. So, he went to see what was going on. “Mr. Lion, hang tight” “I will save you.” The mouse started to gnaw, on one piece of the net, and then another. Until finally, the lion was free. “My little friend,” thanks you for saving me, “I will never underestimate you or you size again.” The lion apologized to his new little friend. “Thank you so much, mouse” “you truly saved me” “you’re welcome, my big friend”
3. Read again the story, circle the correct answer

1. When the lion woke up he…
   a. got up and caught the mouse.   b. just ignore the mouse.

2. When the mouse heard lion's cries he…
   a. laughed of the lion.           b. helped to the lion

4. Look at the pictures writes the correct names

[Images of a lion, a mouse, and a trap]

_________________  __________________          ___________

5. Complete the phrases with the words in the box.

<table>
<thead>
<tr>
<th>Got caught</th>
<th>woke up</th>
<th>free</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cries</td>
<td>laughed</td>
<td>apologized</td>
</tr>
</tbody>
</table>

One sunny day a lion was resting after of a big meal. Suddenly a mouse bumped him and the lion ____________ _____________1, the lion caught him and the mouse was scared and begged for his live, he told to the lion that one day he could save the lion’s live. The lion _______________ 2 and set the mouse down. A few days later, the lion _______________ _______________3 in a hunter's trap. He was hanging from a net helplessly. The mouse was near and he heard the lion’s _______________ 4 the mouse started to gnaw, on one piece of the net, until the lion was _______________ 5.

The lion _______________ 6 with the mouse and now they are friends.
Lesson 13

Topic: The Sun and The Wind

Goal of the class: develop critical reading and interpretive skills

Methodology for the class: presentation, practice, production

Resources for the class: flashcards, reading.

1. Look at the pictures; can you guess tale’s name?

2. Listen the next reading. Then practice your pronunciation. Read aloud.

One day, the wind approached the sun and asked, “Hey, sun! Who do you think is the strongest in the world?” “It’s me the wind”. Oh really? The sun chuckled. If you don’t believe me, “let’s bet on it”. Just then, they saw a man walking through the field. “See that man?” “Whoever can make him take off his jacket, wins.” As soon as the wind said that, he stared to blow as hard as he could, that’s strange. Why is the wind so strong today? The man held onto his jacket tightly, the wind blew harder and harder. But, the stronger the wind blew, the tighter the man held onto his jacket. “Oh… I’m too tired.” “I can’t blow anymore.” As soon the wind stopped, the sun came out. “Okay then, it’s my turn now.” “Watch this.” The sun laughed and started to shine, as bright as she could. “Huh? Why is it suddenly so hot?” “Oh! It’s too hot!” the man started to undo one button, then another and another, but it was still too hot so, he took off his jacket and threw it aside.
“Urgh…. It’s too hot!” see that wind? You embarrassed yourself by trying to show off. The wind became so embarrassed, that he blew away.

3. Read again the story, choose the correct answer

1. What wanted to demonstrate the wind to the sun?
   a. He was biggest in the world.  
   b. He was strongest in the world.

2. The sun and the wind saw a man walking and they wanted that the man
   a. take off his hat. 
   b. take off his jacket.

4. Write true or false.
   a) The sun believed that he was strongest in the world.  
   b) The wind made a bet with the sun  
   c) The wind achievement that man take off his jacket. 

5. Complete the phrases with the words in the box.

<table>
<thead>
<tr>
<th>Watch this</th>
<th>chuckled</th>
<th>took off</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blew away</td>
<td>strongest</td>
<td>tightly</td>
</tr>
</tbody>
</table>

One day the wind decided approached to the sun and he told him do you know who is____________________1 in the world? “It’s me” the wind. The sun __________________2 then, a man appeared he was walking through the field, so the wind propose to sun a bet who would will be the first to take off the jacket’s man then he stared to blow as hard as he could but The man held onto his jacket ______________3, the wind blew harder and harder. The wind was too tired and said: I can’t blow anymore, and then the sun said: it’s my turn now “____________ _________4.” The sun laughed and started to shine, as bright as she could. The man started to undo one button, and then another and another, he __________ _________5 his jacket and threw it aside. “Urgh…. It’s too hot!” he said. The sun said sun see that wind? You embarrassed yourself by trying to show off. The wind became so embarrassed, that he __________ - __________. 


Goal of the class: develop strategies for reading fluently and intoning unfamiliar words.

Methodology for the class: presentation, practice, production

Resources for the class: flashcards.

1. Look at the pictures; can you guess tale’s name?

2. Listen the next reading. Then practice your pronunciation. Read aloud.

There once was a donkey that always carried bags on his back. One day his master put bags of salt on his back. “Wow! Why does my back feel so heavy today?” the donkey struggled with the heavy bags of salt until finally, he fell into the river. “Heehaw” “Heehaw” “Help me! Help me! Heehaw!”

The donkey splashed and splashed, but couldn’t come out; finally he came out and was pleasantly surprised! All of the salt bags became light as air “ah ha!” “If I go into the water with the bags, they will become lighter! The donkey was delighted at what he thought he discovered. A few days later, the master put more bags on the donkeys back. But this time they were bags of cotton. “Hmm…” the bags aren’t very heavy today, as the donkey passed the river this time, he decided to purposely fall into the river. “Ha-ha! Yes! ”Now, the bags will be even lighter.
A little while later, the donkey tried to come out of the river, oh my! What’s this? “I can’t stand up.” Why are these bags so heavy now? What the donkey didn’t know is that unlike salt, cotton becomes heavier in water. The poor donkey thought he was so smart, but in the end, he wasn’t very smart at all.

3. Read again the story, choose the correct answer.

1. What was donkey always carried on the back?
   a. He always carried bags on his back.
   b. He always carried toys on his back.

2. What was the purpose of the donkey to fall again into the river?
   a. To cross the river.
   b. The bags were lighter

4. Discover the 10 story’s characters in the puzzle.

5. Write true or false.

   a) The donkey always carried shoes on his back. (    )
   b) The donkey’s master put bags of salt on his back. (    )
   c) When the donkey fell into the river he carried bag of salt. (    )
   d) When the donkey came out of the river he felt the bags heavier. (    )
   e) The donkey fell into river purposely for second time. (    )
LESSON 15

TOPIC: THE THREE LITTLE PIGS

Goal of the class: to arouse students' interest in reading
Methodology for the class: presentation, practice, production
Resources for the class: audio, short reading.

1. Look at the pictures; can you guess tale’s name?

2. Listen the next reading. Then practice your pronunciation. Read aloud.

Once upon a time there lived three little pigs. The first two pigs were very lazy. They spent all day playing. But their brother was a smart and hardworking pig.

One day, the three little pigs decided to each build a house. The first little pig didn’t want to waste time building a house. He said, “I will build my house of straw. That will be easiest to do!”

The second little pig too did not want to work hard. He said, “My house will be made of sticks! He built a house of sticks next to the straw house. But the third little pig saw that his brothers were being silly. “I want a strong house,” he said. “I will build my house out of bricks!”

So while the third little pig worked hard to build his home, the two pigs spent their time playing and laughing.

One evening a hungry wolf walked into the neighborhood. Mr. Wolf loved to gobble up fat little piggies.

So you can image how happy he was to see three little pigs in their houses. Mr. Wolf went to the straw house and knocked on the door. The first little pig saw the big, bad wolf waiting outside and was very scared. Mr. Wolf said, “let me in, let me in, little pig!” or I’ll huff, and I’ll puff, and I’ll blow your house in!”
The pig replied, “Not by the hair of my chinny chin chin!” immediately, the wolf huffed and he puffed and the straw house come tumbling down.
The scared little pig ran to his bother, the second little pig’s house to save himself.
But Mr. Wolf came there too. He said, “let me in, let me in, little pigs! Or I’ll huff and I’ll puff and blow your house in!”
“Not by the hair of my chinny chin chin!” said the second little pig. So the wolf huffed and he puffed and the house of sticks come tumbling down.
Luckily, the two little pigs escaped to the third little pig’s house and locked themselves in. Finally, Mr. Wolf banged on the door of the brick house and said, “Let me in, let me in, little pigs!”
“Not by the hair of my chinny chin chin!” said the third little pig. “Then I’ll huff and I’ll puff and I’ll blow your house in!” warned the wolf.
So he huffed and he puffed and he huffed some more, But however much Mr. wolf tried, the brick house didn’t fall. It was too strong! Finally, Mr. Wolf gave up. He was too tired. Never to be seen again.
The first and second pig turned to their brother. “Thank you for saving us,” they said, “and we’re sorry we were so lazy!” they too decided to work hard and build strong brick houses. So the next time you see three brick houses in a row, you know who you will find inside!

3. Read again the story, chooses the correct answer.

1. Who appeared one evening in the neighborhood?
   a. a hungry wolf.  b. a friend of the pigs.

2. Which was the promise that the 2 pigs did to their brother?
   a. they promised to work hard and build strong brick houses.

4. Find 10 words in the puzzle

Write the words found in the story

______________________________
______________________________
______________________________
______________________________
______________________________
5. Complete the phrases with the words in the box.

<table>
<thead>
<tr>
<th>Scared</th>
<th>straw</th>
<th>hardworking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sticks</td>
<td>seen</td>
<td>work hard</td>
</tr>
</tbody>
</table>

Once upon a time there lived three little pigs. The first two pigs were very lazy. They spent all day playing. But their brother was a smart and _______________ pig. One day, the three little pigs decided to each build a house; the first little pigs built his house with ________________, the second with ________________, and the third built his house with bricks. One day a wolf appeared he loved to gobble up fat little piggies. The wolf tried to eat first pigs he blow the first pig house, the first pig was to the second pig’s house but the wolf puffed and the house came tumbling down, the little pigs were ________________ they ran to the third pig’s house inside the house the wolf can’t eat the three little pigs. The wolf tried, the brick house didn’t fall. It was too strong! Said the wolf, finally, the Wolf gave up. He was too tired, never to be ____________ again. The lazy two pigs promised ______________ ______________ and built better houses.
LESSON 16

TOPIC: RUMPELSTINSKIN

Goal of the class: Use comprehensive reading as a means to expand vocabulary and write correctly.

Methodology for the class: Presentation, practice, production

Resources for the class: Workshop, audio.

1. Look at the pictures; can you guess tale’s name?
2. Listen the next reading. Then practice your pronunciation. Read aloud.

There once lived a miller and his daughter. One day the miller foolishly lied to everybody, “my daughter is so clever that she can spin straw into gold,” the news reached the king, he called the miller and his daughter to his court and said to the girl, I have a room full of straw. You must spin it into gold by tomorrow morning. Or else, I will put both you and your father in prison!” the poor girl was locked in the room with only a spinning wheel. “Oh dear what am I going to do now? I can’t spin straw into gold!” she said and began to cry.

POP! Suddenly, there was a strange sound in the room. A short elf with a big, white, bushy beard appeared in the room. He was wearing a pointed, green hat and a red coat. “Why were you crying, young girl?” asked the elf. She told him her problem. He laughed and replied, “Is that all? If you give me your gold necklace, I’ll spin the straw into gold!”

The girl was so relieved that she immediately agreed. The elf worked quickly.

By the morning, when the king opened the door, a big pile of gold was waiting for him. He was very pleased. But the greedy king wanted more gold, so he filled the room with more straw and again locked the miller’s daughter in.

This happened for few more nights. Every night, the elf used to come and spin straw into gold, and the girl used to give him something in return. However, soon, the girl had nothing left to give the elf. “Very well, you must give me your first child,” he said and she agreed. The king was so happy with her that he married her. Soon, a beautiful baby was born to them.

That very day, the elf came and told the new queen, “Remember your promise? You must give me the baby!” the queen was heartbroken and begged him to allow her to keep the child. He replied, “I’ll give you three days. If by then you find out my name, you can keep the child.” The queen began guessing names.

For two days she stayed awake thinking of all possible names. “Is your name Joe? Fred? Dumpledoe? Scatterbug?” but every time the elf shook his head, “no! Wrong again!” she began to get worried. She sent her soldiers all over the kingdom to find new names. Finally one soldier came to her and said, deep in the forest, I saw a short, strange man dancing and singing, I’ll have the queen’s child, oh what a wonderful game! For the queen will never guess that Rumpelstilskin is my name!”
How happy the queen was to hear this! The next day, when the elf came, she said," How about Fitz? Is it William? No? Then your name must be…RUMPELSTILSKIN!" The elf became so angry! He stomped his foot and screamed. Then in a flash, he disappeared forever. He never bothered the queen again.

3. Read again the story, choose the correct answer

1. Why the king locked to the girl in a room full of straw?
   a. He wanted that she spin it into gold the straw.
   b. He wanted that she spin it into iron the straw.

2. Who appeared when the girl cried?
   a. A short elephant with a big, white, bushy beard.
   b. A short elf with a big, white, bushy beard

4. Describe the next scenes

   a. _______________________                b. _____________________
     ________________________________

   c. _________________________
      __________________

5. WRITE TRUE OR FALSE.
   a) Every night, the elf used to come and spin straw into gold, and the girl used to give him something in return                                                   (      )
   b) The king was so happy with the girl’s work that he married with her (   )
LESSON 17

TOPIC: THE PIED PIPER OF HAMELIN

Goal of the class: read autonomously and consistently.

Methodology for the class: presentation, practice, production

Resources for the class: worksheet, audio, exercises.

1. Look at the pictures; can you guess tale’s name?

2. Listen the next reading. Then practice your pronunciation. Read aloud.

A long, long time ago, the people of the town of Hamelin had a big problem. You see, there were too many rats in Hamelin. The people tried everything to get rid of the little pests, but in vain. There were big rats and little rats. There were old rats and baby rats. There were rats of every color and every shape. Even the cats couldn’t do anything. The chief of the town called a meeting and said, “We will give ten sacks of gold to anybody who saves us from the rats.” Finally, one day, a stranger from a faraway land came to Hamelin. Dressed in colorful clothes, he had a feather in his hat and he carried a pipe. He said to the townspeople, “I will get rid of the rats!” then, the stranger took out his pipe and started playing an odd but wonderful tune. All the rats in the town heard the music and began to run to him.

As he walked through the streets of Hamelin playing his pipe, more and more rats followed him. Rats from every corner followed the Pied Piper and his music. The clever man took them all to a river there, one by one; all the rats fell into the water and drowned. Hamelin was free of rat! The Pied Piper went back to collect his reward, but now that their problem was solved, the greedy townspeople did not want to pay him any money.
The Pied Piper was very angry. “How dare you break your promise? I shall teach this town a lesson!” he shouted. Immediately, the Pied Piper began playing his pipe again. This time, all the children in the town heard the music and ran after him. “What lovely music!” they cried. “We must follow him! Every boy and every girl of Hamelin began to follow the magical music.

The pied piper took them all to a cave outside the city and closed the cave door with a huge rock. Only two children were left behind. One little boy had hurt his leg and couldn’t hear anything. They went to the townspeople and told them what had happened.

Now the townspeople were very scared and very ashamed for breaking their promise, they went to the cave where the pied piper was and begged for forgiveness they even promised to give him twenty sacks of gold. Finally, the Pied Piper let the children go; the town of Hamelin had learnt never to be ungrateful and greedy.

The Pied Piper disappeared, never to be seen again, but they say that sometimes in Hamelin, if you listen very carefully, you can still hear the beautiful sound of his pipe!

3. Read again the story, choose the correct answer

1. When chief doesn’t pay the gold to the Pied Piper he:
   a. took all the children to a cave outside the city and closed the cave door with a huge rock.
   b. took all the town to a cave outside the city and closed the cave door with a huge rock.

2. What was the lesson learned by the people of Hamelin?
   a. the town of Hamelin had learnt never to be noisy and greedy.
   b. the town of Hamelin had learnt never to be ungrateful and greedy.

4. Write true or false.
   a) Hamelin town didn’t have any kind of problems (   )
   b) The piper offered to help Hamelin people for free (   )
5. Complete the phrases with the words in the box.

|-------|------------|----------|--------------|

The Hamelin town you can see________________________. One day the chief of the town called a________________________ a stranger appeared and he had a _________________ He said to the _________________, “I will get rid of the rats!” and he stared playing an odd but wonderful tune. Rats followed the _________________ and his music. The clever man took them all to a river. The rats fell into the water and ________________ in the river. When the Piper went back to collect his reward, the ________________ townspeople did not want to pay him any money. For that reason the pied piper played his music again and all the children, followed him, then he locked them in a cave. The townspeople were very scared and very ashamed for breaking their promise, they promise to pay him and promise anymore to be ungrateful and greedy.
LESSON 18

TOPIC: GOLDILOCKS AND THE THREE BEARS

Goal of the class: to establish reading through dialogue.
Methodology for the class: presentation, practice, production
Resources for the class: flashcards.

1. Look at the pictures; can you guess tale’s name?

2. Listen the next reading. Then practice your pronunciation. Read aloud.

Once upon a time there was a little girl. Her name was goldilocks, she had golden hair. One day goldilocks was walking in the forest. She saw a house and knocked on the door. She went inside, nobody was there.

Goldilocks saw three bowls on the table. She was hungry, “this porridge is too hot!” “This porridge is too cold!” “This porridge is just right!” goldilocks ate all the porridge.

Goldilocks was tired now. “This chair is too big!” “This chair is too big, too!” “This chair is just right!” but the chair broke!

Goldilocks was very tired. She went upstairs, “this bed is too hard!” “This bed is too soft!” “This bed is just right!” soon, the bears came home.

“Someone’s been eating my porridge!” said Daddy Bear.
“Someone’s been eating my porridge!” said Mummy Bear. “Someone’s been eating my porridge! And it’s all gone” said Baby Bear.
“Someone’s been sitting on my chair!” said Daddy Bear. “Someone’s been sitting on my chair!” said Mummy Bear. “Someone’s been sitting on my chair” and it’s broken!” said Baby Bear.

“Someone’s been sleeping in my bed!” said Daddy Bear. “Someone’s been sleeping in my bed!” said Mummy Bear. “Someone’s been sleeping in my bed and she’s still there!” said Baby Bear.

Goldilocks woke up and saw the three bears. “Help!” she ran downstairs and into the forest. She never came back again.

3. Read again the story, choose the correct answer
1. inside of the house goldilocks found in a table:
   a. Three bowls with rice.
   b. Three bowls with porridge.

2. When goldilocks woke up she saw to the 3 bears then
   a. she ran to the kitchen and into the forest.
   b. she ran downstairs and into the forest.

4. Find 10 words in the puzzle

```
be ar s m h g l t o q d v
xo hj ky ol ni ry om
o q w w f n u f d a g d w i
v w k i n k s w c v r s n t
g r v r s v e i f o r e s t
ch a i r e w k x s l d t u
s m p l y c i l k a q e a k
b j n d t b g c sw y u i g
k w r m k k o h o t d i r s
n p e b n i w p x c v y s p
h n w e i y g l c k w y t i
t r x d w u d u c o m e b a
y a l i z w c k b e d h i l
p o r r i d g e j a m e t o
g j m y t z c d a r i n g s
```

Write the words found.
1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. Complete the phrases with the words in the box.

<table>
<thead>
<tr>
<th>three bowls</th>
<th>three bears</th>
<th>woke up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knocked on the door</td>
<td>porridge’s baby</td>
<td>chair</td>
</tr>
</tbody>
</table>

One day a little girl called Goldilocks was walking for a forest suddenly she found a house, she ______________________ 1 went inside.
Inside the house she found ____________________ 2 with porridge on the table, she ate the ______________________ 3 and broke a ________________ 4 too.
The __________________________ 5 come back to home and they see to Goldilocks sleeping in the baby bear bed.
Goldilocks __________________ 6 and saw them, then she ran downstairs and never returned to the three bears house.
LESSON 19

TOPIC: JACK AND THE BEANSTALK

Goal of the class: To train readers capable of developing successfully in the educational field.

Methodology for the class: Presentation, practice, production

Resources for the class: Readings, audio.

1. Look at the pictures; can you guess tale's name?

2. Listen the next reading. Then practice your pronunciation. Read aloud.

Once upon a time there was a boy called Jack. He lived with his mother. They were very poor. All they had was a cow. Once morning, Jack's mother told to take their cow to market and sell her. On the way, Jack met a man. He gave Jack some magic beans for the cow, Jack took the beans and went back home.

When Jack's mother saw the beans she was very angry. She threw the beans out of the window. The next morning, Jack looked out of the window. There was a giant beanstalk, He went outside and started to climb the beanstalk. He climbed up to the sky through the clouds.

Jack saw a beautiful castle. He went inside. Jack heard a voice. “Fee, Fi, Fo, Fum!” Jack ran into a cupboard. An enormous giant came into the room and sat down. On the table there was a hen and a golden harp.
“Lay!” said the giant. The hen laid an egg, it was made of gold. “Sing!” said the giant. The harp began to sing. Soon the giant was asleep.

Jack jumped out of the cupboard. He took the hen and the harp. Suddenly, the harp sang, “Help master!” the giant woke up, and shouted, “Fee, Fi, Fo, Fum!” Jack ran and started climbing down the beanstalk. The giant came down after him.

Jack shouted, “Mother! Help! ” Jack’s mother took an axe and chopped down the beanstalk. The giant fell and crashed to the ground. Nobody ever saw him again.

With the golden eggs and the magic harp, Jack and his mother lived happily ever after.

3. Read again the story, choose the correct answer
1. Jack chance the cow that they had by:
   a. some magic beans.       b. some magic seeds.
2. When jack saw looked out window he:
   a. saw a giant tree.       b. saw a giant beanstalk.

4. Find 10 words in the puzzle

| g | u | w | d | h | u | k | p | f | a | s | c | s | p |
| s | i | a | n | t | l | l | i | t | t | l | u | h | i |
| t | e | e | g | g | s | p | a | r | t | y | p | n | j |
| n | h | g | a | c | j | a | c | k | s | g | b | f | u |
| o | c | g | b | e | d | r | o | m | k | m | o | i | m |
| i | m | y | d | o | n | t | c | l | l | i | a | l | p |
| c | m | i | j | n | e | g | a | f | x | l | r | l | d |
| a | d | o | g | s | e | t | p | x | i | k | d | a | e |
| c | s | p | o | o | s | h | w | e | l | o | n | d |
| a | e | l | y | n | n | o | n | c | e | o | h | d | c |
| v | t | u | a | l | o | s | b | a | l | p | m | f | o |
| n | l | e | p | o | l | i | c | e | s | o | e | l | s |
| s | b | l | o | t | n | i | d | i | d | a | u | o | t |
| m | a | g | i | c | h | a | r | p | e | h | s | d | w |
| g | m | o | o | t | r | e | w | o | l | f | n | u | s |
Write the words found.

1. ___________________________ 6. ___________________________
2. ___________________________ 7. ___________________________
3. ___________________________ 8. ___________________________
4. ___________________________ 9. ___________________________
5. ___________________________ 10. ________________

5. Complete the phrases with the words in the box.

<table>
<thead>
<tr>
<th>Beanstalk</th>
<th>golden eggs</th>
<th>cupboard</th>
<th>chopped</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angry</td>
<td>giant</td>
<td></td>
<td>climbing</td>
</tr>
</tbody>
</table>

Once upon lived a little boy called jack with his mother they were poor.
One day jack change the only cow that they had for a magic beans.
His mother was _______________ ¹ and threw the beans out of the window.
The next day jack saw outside the window and he can see a big
____________________ ². He climbed the beanstalk and saw a beautiful
castle; inside the castle he hid in a ____________________ ³ because an
everous giant appeared while the _______________ ⁴ was sleeping
he took a hen that laid ______________ _____________ ⁵ and the golden
harp but the giant woke up and follow him quickly jack_______________ ⁶
down the beanstalk, Jack shouted, “Mother! Help! ”Jack’s mother took an
axe and _____________________ ⁷ down the beanstalk. The giant fell and
crashed to the ground. Nobody ever saw him again.
LESSON 20

TOPIC: THIRSTY CROW

Goal of the class: To make the majority of students enjoy reading in their free time.

Methodology for the class: Presentation, practice, production

Resources for the class: Flashcards.

1. Look at the pictures; can you guess tale’s name?

2. Listen the next reading. Then practice your pronunciation. Read aloud.

In a small village a brilliant Crow called beaky he used to spend all his time, in some research or the other. One day he felt very thirsty. Oops today it’s very hot. Let me drink some water, oh no! The bottle is empty oh... let me check whether I can get water somewhere, beaky left the three in search of water he went in all directions still he flew further. At one place he slowed down, ahh! There I see a pot hope there will be some water in it let me check that.
When he peeped inside the pot he saw very little water inside it, and tried to drink it. But he could not reach the water, oh! No God is testing me. What will I do? I am dying out of thirst.

Beaky seriously thought of a plan he saw small stones in a little distance, immediately Beaky flew and picked the stones. One by one he dropped the stones inside the pot. As the stones went down, the water level graced, the crow now was happy as the water came up: ah, ah, ah, la, la, la, la, la, la, water has come up, now I can drink the water, thirsty crow drank to its heart’s content and he flew back to his sweet home.

“Think and work hard. You may find solution to any problem.”

3. READ AGAIN THE STORY, CHOOSE THE CORRECT ANSWER

1. What is the name of the crow?
   a. Beamy.
   b. Beaky.

2. When the crow needed to drink some water he realized:
   a. his water bottle was full.   b. his water bottle was empty.

3. When he peeped inside the pot:
   a. he couldn’t reach the pot.   b. he couldn’t reach the water.

4. DISCOVER THE 10 STORY’S CHARACTERS IN THE PUZZLE.

```
d s o u p b j k c r l f u w
e t t c y r e o b s g u n o
s a k o l i f a n h d r a r
e v t y n t w d k b n t x k
r u w o n e n g h y e h c h
t j b e r f s w t y f e r a
w a t e r h f x g u d r u r
h c j s b g p u f w i k l d
o h r y u i l o f s v i g
s r v o g d r f a m t b h l
m u n c w u y b s n a a f o
th i r s t y y x r n z l o
w c r i t n h s c k c q o p
e g g s l o s i j j w e w l o
l v e n i n g d a y w h a t
```
In a small village a brilliant Crow called beaky he used to spend all his time, in some research or the other. One day he felt very __________ 1. Beaky needed to drink some water but, he noticed that the water bottle was empty, so he decided to find water in __________ 2. place, he flew further. Then he saw a pot with water, he approached to the pot and tried to drink the water inside it, but he couldn’t reach the water he said: oh! No God is __________ 3. What will I do? I am dying out of thirst. Beaky seriously thought of a plan he saw small stones in a little distance, immediately, Beaky __________ 4. and picked the stones. One by one he dropped the stones inside the pot, as the stones went down, the water __________ 5. graced, and the crow now was happy as the water came up, finally he can drink water thanks to his __________ 6.
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