EDUCATIONAL PROJECT

TOPIC:
“MOTIVATIONAL STRATEGIES TO IMPROVE FLUENCY READING”

PROPOSAL:
DESIGN OF A DIDACTIC GUIDE WITH FALL RISE INTONATION TO
DEVELOP FLUENCY STRENGTHEN THE READING SKILL

AUTHORS:
ORTIZ MENDEZ OLGA LILIANA
GUERRA TORO JUAN IGNACIO

CONSULTOR:
MSC. RODRIGO GUERRERO

GUAYAQUIL – ECUADOR
2016
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
SISTEMA DE EDUCACIÓN SUPERIOR SEMIPRESENCIAL
CARRERA:
PREVIO A LA OBTENCIÓN DEL TÍTULO DE LICENCIADAS EN CIENCIAS DE LA EDUCACIÓN
ESPECIALIZACIÓN: LENGUAS Y LINGÜÍSTICA

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Tengo a bien informar lo siguiente:

Que los egresados: Olga Liliana Ortiz Méndez y Juan Ignacio Guerra Toro, diseñaron y ejecutaron el proyecto de investigación con el tema: “MOTIVATIONAL STRATEGIES TO IMPROVE READING FLUENCY”, Propuesta: “DESIGN OF A DIDACTIC GUIDE WITH FALL RISE INTONATION TO STRENGTHEN THE READING SKILL”, el mismo que cumplió con las directrices y recomendaciones dadas por el suscrito.

Los participantes han ejecutados satisfactoriamente las diferentes etapas constitutivas del proyecto: por lo expuesto se procede a la APROBACIÓN del proyecto, y pongo a vuestra consideración el informe de rigor para los efectos legales correspondientes.

ATENTAMENTE

MSc. Rodrigo Guerrero
CONSULTOR
DEDICATION

To our father God because He gave us the strength and wisdom every moment to be able to successfully complete the present project to the students of first year at Unidad Educativa Nueve de Octubre and serve with this to our society. To my dear husband, my daughters and my parents, because they gave us support and at the same time they have been helped us in all our necessities to be obtaining excellent results as good professionals and dream makers. They understood us and extended a helping hand in every step we took and their unconditional prayers during our study period and the development of this project

Liliana Ortiz Mendez
DEDICATION

I dedicate this work to my wife and daughters without them I had not been able to achieve my goals. To my mother, Mariana Toro Laz, I am thankful for her education, she has taught me to be a good man in life. I also dedicate this work to my brothers and sister who were there at the right time. I appreciate each of their words which helped me to choose the right way.

Juan Ignacio Guerra Toro
ACKNOWLEDGEMENT

There is a deep love and appreciation to God who is our faithful friend and He filled us with wisdom, health and intelligence, to realize the present project. At the same time, it is important to indicate that without his spiritual help we would not have reached the desired goal. To our families, who for their love, kindness and unconditional support day by day, we achieve success. There is either important to mention our gratitude to our MSc. Rodrigo Guerrero who is our academic consultant for being our guide giving us all his confidence and experience, in each day during the development of the present project.

Liliana Ortiz Mendez
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First of all, God for his daily blessings. My mother for her eternal love and devotion. My deepest gratitude to our academic consultant, MSc. Rodrigo Rodriguez for his guidance, motivation, patience and immense knowledge along the development of this project. I am also grateful to my project partner, Liliana Ortiz for her friendship, patience and support throughout this work. I will always remember them.

Juan Ignacio Guerra Toro
**REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA**

**FICHA DE REGISTRO DE TESIS**

<table>
<thead>
<tr>
<th><strong>TÍTULO Y SUBTÍTULO:</strong> “ESTRATEGIAS MOTIVACIONALES PARA MEJORAR LA FLUIDEZ DE LECTURA”</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROPUESTA:</strong> “DISEÑO DE UNA GUÍA DIDÁCTICA CON ENTONACION ASCENDENTE PARA DESARROLLAR Y FORTALECER FLUIDEZ DE LECTURA”</td>
<td></td>
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<td><strong>AUTOR/ES:</strong> ORTIZ MENDEZ OLGA LILIANA GUERRA TORO JUAN IGNACIO</td>
<td><strong>TUTOR:</strong> Msc. RODRIGO GUERRERO</td>
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<td><strong>INSTITUCIÓN:</strong> UNIVERSIDAD DE GUAYAQUIL</td>
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<tr>
<td><strong>FACULTAD:</strong> FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN SISTEMA DE EDUCACIÓN SUPERIOR SEMIPRESENCIAL</td>
<td></td>
</tr>
<tr>
<td><strong>CARRERA:</strong> ESPECIALIZACIÓN EN LENGUAS Y LINGÜÍSTICA</td>
<td></td>
</tr>
<tr>
<td><strong>FECHA DE PUBLICACIÓN:</strong></td>
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<tr>
<td><strong>TÍTULO OBTENIDO:</strong> LICENCIADAS EN CIENCIAS DE LA EDUCACIÓN</td>
<td></td>
</tr>
<tr>
<td><strong>ÁREAS TEMÁTICAS:</strong> Inglés, técnicas motivacionales para la habilidad para la lectura</td>
<td></td>
</tr>
<tr>
<td><strong>PALABRAS CLAVES:</strong> Habilidades de lectura, estudiantes, profesores, técnicas motivacionales</td>
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</tr>
</tbody>
</table>

**RESUMEN:**
La presente investigación del proyecto está buscando proveer al profesor y a los estudiantes las herramientas pedagógicas necesarias de la motivación para apoyar y para desarrollar las habilidades básicas de la escritura en el idioma inglés. Probablemente el profesor no lo encuentra fácil para desarrollar esta importante habilidad en una clase grande con pocos recursos didácticos. Algunos tutores no tienen acceso a una formación de alto valor para ampliar su conocimiento, conocimiento y variar sus estrategias. Los estudiantes pueden mostrar resistencia a lo desconocido que carece de conexión con su propio ambiente de clase. Con el fin de construir habilidades sin restricciones en los estudiantes, y los orientadores tienen que integrar métodos innovadores, técnicas y estrategias especialmente motivacionales. Basado en las necesidades educativas de los estudiantes, el presente proyecto establece un instrumento adecuado como un folleto para mejorar las habilidades de escritura avanzar en la clase. A través de las motivaciones, los estudiantes son capaces de utilizar su imaginación personal y la creatividad para expresarse, así como transmitir ideas en el idioma extranjero. Es importante integrar e involucrar aspectos que les son familiares, lo que establece las circunstancias adecuadas para la adquisición del inglés como lengua extranjera y el fortalecimiento de las habilidades de escritura. El folleto tiene como objetivo ayudar al trabajo en las necesidades del maestro y estudiantes no solo durante este año escolar, sino también para futuras promociones que requieren tal ayuda.

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<th><strong>No. DE REGISTRO (en base de datos):</strong></th>
<th><strong>No. DE CLASIFICACIÓN:</strong></th>
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**DIRECCIÓN URL (tesis en la web):**

**CONTACTO CON AUTOR/ES**

<table>
<thead>
<tr>
<th><strong>Teléfono:</strong> 0969055921</th>
<th><strong>E-mail:</strong> <a href="mailto:llilita7680@hotmail.com">llilita7680@hotmail.com</a></th>
</tr>
</thead>
</table>

**CONTACTO EN LA INSTITUCIÓN:**

<table>
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<tr>
<th><strong>Nombre:</strong> Secretaria de la Facultad</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Msc. Larry Torres</strong></th>
<th><strong>Teléfono:</strong> (03)2848487 Ext. 123</th>
</tr>
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| **E-mail:** lenguasylinguistica@ug.edu.ec |  |
**THEME:** “MOTIVATIONAL STRATEGIES TO IMPROVE FLUENCY READING”

**PROPOSAL:** “DESIGN OF A DIDACTIC GUIDE WITH FALL RISE INTONATION TO DEVELOP FLUENCY STRENGTHEN THE READING SKILL”

**AUTHORS:** ORTIZ MENDEZ OLGA LILIANA
GUERRA TORO JUAN IGNACIO

**TUTOR:** Msc. RODRIGO GUERRERO

**INSTITUTION:** UNIVERSIDAD DE GUAYAQUIL

**FACULTY:** FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN SISTEMA DE EDUCACIÓN SUPERIOR SEMIPRESENCIAL

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**ENGLISH KEY WORDS:** Reading Skills, Students, Teachers, Motivational techniques.

This work seeks to provide teachers and students with a helpful tool to practice and develop basic reading fluency. The teacher might find difficult to expand this important skill in a numerous class with not many didactic resources. Many teachers do not have the opportunity to high value training to increment their learning, knowledge, and vary their action plan. Students might show resistant to the unknown that lacks of connection with their own class environment. In order to evolve forthcoming skills in students, Tutors have to integrate innovative methods, techniques, and specially motivational strategies. Based on the necessities of the students, the present project establishes an appropriate instrument such a didactic guide to improve reading skills in class. Through motivational activities, learners are able to use their own abilities to express and read themselves as well as to transmit ideas in this foreign language. It is important to integrate and involve aspects that are familiar to them, which sets a real situation for both the acquisition of English as a foreign language and the strengthening of reading fluency. The guide aims to assist the work on the teacher and students needs not only during this school year, but also for future promotions that requires such help.

No. DE REGISTRO (en base de datos):

No. DE CLASIFICACIÓN:

DIRECCIÓN URL (tesis en la web):

**CONTACTO CON AUTOR/ES**
Teléfono: 0969055921
E-mail: lilita7680@hotmail.com

**CONTACTO EN LA INSTITUCIÓN:**
Nombre: Secretaría de la Facultad
Msc. Larry Torres
Teléfono: (03)2848487 Ext. 123
E-mail: lenguasylinguistica@ug.edu.ec
THEME: "MOTIVATIONAL STRATEGIES TO IMPROVE READING FLUENCY
PROPOSAL: "DESIGN OF A DIDACTIC GUIDE WITH FALL RISE INTONATION TO DEVELOP FLUENCY STRENGTHEN THE READING SKILL" IN STUDENTS OF FIRST YEAR AT UNIDAD EDUCATIVA NUEVE DE OCTUBRE.
AUTHORS: Liliana Ortiz Méndez; Juan Ignacio Guerra Toro
TUTOR: MSc. Rodrigo Guerrero

ABSTRACT

This work seeks to provide teachers and students with a helpful tool to improve and develop basic fluency reading. The teacher may find difficult to expand this important skill in a numerous class with not many didactic resources. Many teachers do not have the opportunity to high value training to increment their learning, knowledge, and vary their planning. Students might show resistant to the unknown that lacks of connection with their own class environment. In order to evolve forthcoming skills in students, Tutors have to integrate innovative methods, techniques, and specially motivational strategies. Based on the necessities of the students, the present project establishes an appropriate instrument such a didactic guide to develop fluency strengthen the reading skills in class. Through motivational activities, learners are able to use their own abilities to express and read themselves as well as to transmit ideas in this foreign language. It is important to integrate and involve aspects that are familiar to them, which sets a real situation for both the acquisition of English as a foreign language and the strengthening of reading fluency. The guide aims to assist the work on the teacher and students needs not only during this school year, but also for future promotions.

KEY WORDS: Reading Skills, Students, Teachers, Motivational Techniques.
UNIVERSIDAD DE GUAYAQUIL
Facultad de Filosofía, Letras y Ciencias de la Educación
Carrera de Lenguas y Lingüística
Modalidad Semi – Presencial

TEMA: “ESTRATEGIAS MOTIVACIONALES PARA MEJORAR LA FLUIDEZ DE LECTURA”
PROPUESTA: “DISEÑO DE UNA GUÍA DIDÁCTICA CON ENTONACION ASCENDENTE PARA DESARROLLAR Y FORTALECER FLUIDEZ DE LECTURA” en estudiantes de primer año de bachillerato de la Unidad Educativa Nueve de Octubre.
AUTORES: Liliana Ortiz Mendez; Juan Ignacio Guerra Toro
TUTOR: MSc. Rodrigo Guerrero

RESUMEN

Este trabajo busca proporcionar a maestros y estudiantes una herramienta útil para practicar y desarrollar habilidades básicas de lectura oral. El Profesor puede encontrar difícil desarrollar esta habilidad en una numerosa clase con pocos recursos didácticos. Muchos maestros no tienen la oportunidad de capacitarse para incrementar su conocimiento y variar sus planificaciones. Los estudiantes pueden mostrar resistencia a lo desconocido y con su propio ambiente de clase. Con el fin de mejorar sus habilidades en los estudiantes, los tutores deben integrar métodos innovadores, técnicas y estrategias especialmente motivacionales. Basado en las necesidades de los estudiantes, el presente proyecto establece un instrumento apropiado como una guía didáctica para mejorar la habilidad de lectura oral en clase. A través de las actividades de motivación, los estudiantes son capaces de usar sus propias habilidades para expresarse, leer y así como para transmitir ideas en este idioma extranjero. Es importante integrar e involucrar aspectos que les son familiares, lo que establece una situación real tanto para la adquisición del inglés como lengua extranjera como para el fortalecimiento de las habilidades de lectura oral. La guía tiene como objetivo ayudar en el trabajo o necesidades de los profesores y estudiantes en este año escolar y en futuras promociones que requieran tal ayuda.

PALABRAS CLAVE: Fluidez de Lectura, Estudiantes, Maestros, Técnicas de Motivación.
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>COVER..................................................</td>
<td>i</td>
</tr>
<tr>
<td>PAGE OF DIRECTORS...................................</td>
<td>ii</td>
</tr>
<tr>
<td>PROJECT REPORT .....................................</td>
<td>iii</td>
</tr>
<tr>
<td>DEDICATION..........................................</td>
<td>iv</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT....................................</td>
<td>v</td>
</tr>
<tr>
<td>REPOSITORIO NACIONAL (English)..................</td>
<td>viii</td>
</tr>
<tr>
<td>REPOSITORIO NACIONAL (Spanish)..................</td>
<td>ix</td>
</tr>
<tr>
<td>ABSTRACT............................................</td>
<td>x</td>
</tr>
<tr>
<td>RESUMEN.............................................</td>
<td>xi</td>
</tr>
<tr>
<td>TABLE OF CONTENTS..................................</td>
<td>xii</td>
</tr>
<tr>
<td>INDEX OF CHARTS....................................</td>
<td>xvi</td>
</tr>
<tr>
<td>INDEX OF Graphics..................................</td>
<td>xvii</td>
</tr>
<tr>
<td>INTRODUCTION.......................................</td>
<td>1</td>
</tr>
</tbody>
</table>

CHAPTER I
THE PROBLEM

The Problem ............................................ 2
Context of the Investigation ..................... 3
Conflict situation ................................... 4
Scientific Fact ........................................ 5
Causes of the problem ........................................... 6
Delimitation of the problem ........................................ 6
Problem formulation .................................................. 7
Objectives ................................................................. 7
Question of the investigation ....................................... 8
Justification............................................................... 8

**CHAPTER II**

THEORETICAL FRAMEWORK

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background</td>
<td>9</td>
</tr>
<tr>
<td>Motivational Strategies</td>
<td>10</td>
</tr>
<tr>
<td>Influence and Importance</td>
<td>11</td>
</tr>
<tr>
<td>Types of Motivational Techniques</td>
<td>12</td>
</tr>
<tr>
<td>Motivation Reading Strategies</td>
<td>15</td>
</tr>
<tr>
<td>Fluency Reading</td>
<td>17</td>
</tr>
<tr>
<td>Components of Reading Skill</td>
<td>25</td>
</tr>
<tr>
<td>Importance of Fluency Reading</td>
<td>29</td>
</tr>
<tr>
<td>Elements</td>
<td>30</td>
</tr>
<tr>
<td>Fluency Reading Strategies</td>
<td>34</td>
</tr>
<tr>
<td>Pedagogical Foundation</td>
<td>37</td>
</tr>
<tr>
<td>Sociological Foundation</td>
<td>38</td>
</tr>
<tr>
<td>Psychological Foundation</td>
<td>39</td>
</tr>
<tr>
<td>Legal Foundation</td>
<td>40</td>
</tr>
</tbody>
</table>
CAPITULO III

METHODOLOGY, ANALYSIS AND INTERPRETATION OF THE RESULTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methodological Design</td>
<td>45</td>
</tr>
<tr>
<td>Types of the Investigation</td>
<td>46</td>
</tr>
<tr>
<td>Methods of Investigation</td>
<td>49</td>
</tr>
<tr>
<td>Population and sample</td>
<td>52</td>
</tr>
<tr>
<td>Operationalization of Variables</td>
<td>54</td>
</tr>
<tr>
<td>Instruments and Techniques of the Investigation</td>
<td>55</td>
</tr>
<tr>
<td>Interview to the Principal in English</td>
<td>58</td>
</tr>
<tr>
<td>Interview to English the teacher</td>
<td>59</td>
</tr>
<tr>
<td>Survey to the students in English</td>
<td>60</td>
</tr>
<tr>
<td>Total result of the surveys</td>
<td>61</td>
</tr>
<tr>
<td>Analysis and Interpretation of the Results</td>
<td>62</td>
</tr>
<tr>
<td>Chi- square</td>
<td>72</td>
</tr>
<tr>
<td>Conclusions and Recommendations</td>
<td>73</td>
</tr>
</tbody>
</table>
CAPÍTULO IV

PROPOSAL

DESIGN OF A DIDACTIC GUIDE WITH FALL RISE INTONATION TO DEVELOP FLUENCY STRENGTHEN THE READING SKILL IN THE STUDENTS OF FIRST YEAR OF BACHILLERATO AT UNIDAD EDUCATIVA NUEVE DE OCTUBRE

Justification ................................................................. 75
Objectives ................................................................. 76
Theorical Aspects ...................................................... 76
Feasibility of its Application ........................................ 79
Description of the Proposal ......................................... 81
Conclusion ..................................................................... 82
Bibliography .................................................................. 87
Annexes 1 ..................................................................... 92
Annexes 2 ..................................................................... 97
Annexes 3 .................................................................... 108
<table>
<thead>
<tr>
<th>Nº CHARTS</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chart Nº 1 Population</td>
<td>53</td>
</tr>
<tr>
<td>Chart Nº 2 Samples</td>
<td>53</td>
</tr>
<tr>
<td>Chart Nº 3 Likert Scale</td>
<td>57</td>
</tr>
<tr>
<td>Chart Nº 4 Motivational strategies applied in class</td>
<td>62</td>
</tr>
<tr>
<td>Chart Nº 5 Working groups of reading</td>
<td>62</td>
</tr>
<tr>
<td>Chart Nº 6 Variation of activities</td>
<td>63</td>
</tr>
<tr>
<td>Chart Nº 7 The teacher interacts with the students</td>
<td>64</td>
</tr>
<tr>
<td>Chart Nº 8 The reading fluency is a problem in English</td>
<td>65</td>
</tr>
<tr>
<td>Chart Nº 9 The motivation of the students</td>
<td>66</td>
</tr>
<tr>
<td>Chart Nº 10 The fluency requires practice</td>
<td>67</td>
</tr>
<tr>
<td>Chart Nº 11 The fluency increases self-confidence</td>
<td>68</td>
</tr>
<tr>
<td>Chart Nº 12 The implementation of a guide with motivational strategies to develop reading fluency.</td>
<td>69</td>
</tr>
<tr>
<td>Chart Nº 13 A guide with didactic activities helps in the learning and development of reading fluency</td>
<td>70</td>
</tr>
</tbody>
</table>
# INDEX OF GRAPHICS

<table>
<thead>
<tr>
<th>N° GRAPHICS</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graphic N° 1</td>
<td>Motivational strategies applied in class</td>
</tr>
<tr>
<td>Graphic N° 2</td>
<td>Working groups of reading</td>
</tr>
<tr>
<td>Graphic N° 3</td>
<td>Variation of activities</td>
</tr>
<tr>
<td>Graphic N° 4</td>
<td>The teacher interacts with the students.</td>
</tr>
<tr>
<td>Graphic N° 5</td>
<td>The reading fluency is a problem in English.</td>
</tr>
<tr>
<td>Graphic N° 6</td>
<td>The motivation of the students</td>
</tr>
<tr>
<td>Graphic N° 7</td>
<td>The fluency requires practice</td>
</tr>
<tr>
<td>Graphic N° 8</td>
<td>The fluency in reading increases self-confidence.</td>
</tr>
<tr>
<td>Graphic N° 9</td>
<td>The implementation of a guide with motivational strategies to develop reading fluency.</td>
</tr>
<tr>
<td>Graphic N° 10</td>
<td>A guide with didactic activities helps in the learning and development of reading fluency</td>
</tr>
</tbody>
</table>
INTRODUCTION

Ecuador population is formed by groups from different cultures and it is primary to mention that its work supports general education goals by developing thinking of Ecuadorian learners need to relate in this globalize world. For many years in Ecuador, English language education was below from the international average. Educational institutions did not have trained teachers. The government made a study to get the country out of that status. It had to invest in teachers’ preparation to introduce a new academic plan.

The main objective is to develop the main communicative skills, such as speaking, reading, writing and listening. It is a long process to reach the goal proposed by the State. Meanwhile, students must face the lack of tools and strategies that facilitate learning.

Motivation is an important factor that the teacher must guide, in this way it will be able to encourage students to achieve their goals or have a better disposition in the learning process. Motivation is the basis in the acquisition of knowledge.

Foreign language teachers have to emphasize the relation between reading and speaking. In a communicative dialogue, students face to the understanding ability through the message received. Therefore, learning reading must be designed in order to make the pupils explore their abilities in reading fluency. Although, it is important to consider that there are strategies to improve the reading fluency are proposed in this research, which lead the teacher’s work to develop students’ reading. This appliance is oriented to the students of the First Year of Bachillerato at Unidad Educativa Nueve de Octubre.
The present project is divided into four chapters and break down in the following detail:

**CHAPTER I THE PROBLEM:** The problem, Context of the investigation, Conflict situation, Scientific Fact, Causes of the Problem, Delimitation of the problem, Problem Formulation, Variables of the investigation, Objectives, Questions of the Investigation, Justification.

**CHAPTER II THEORETICAL FRAMEWORK:** Background, Motivational Strategies, Influence and Importance, Types of Motivational Techniques, Fluency Reading, Components of Reading Skill, Importance of Fluency Reading, Elements, Fluency Reading Strategies, Epistemological Foundation, Pedagogical Foundation, Sociological Foundation, Psychological Foundation, Legal Foundation.

**CHAPTER III METHODOLOGY, ANALYSIS, AND INTERPRETATION OF THE RESULTS:** According to the objectives, for its purpose, Methodology Design, Types of the investigation, Methods of Investigation, Population and Samples, Operationalization of Variables, Instruments and Techniques of the Investigation, Analysis and Interpretation of the Results, Conclusions and Recommendations.

**CHAPTER IV THE PROPOSAL:** Title, Justification, Objectives: General and Specific, Theoretical Aspects, Feasibility of its Application, Description of the Proposal, Conclusions, Bibliography and Reference.

**APPENDIX:** Appendix 1: Documents, Appendix 2: Survey and Interviews, Appendix 3: Photos, Appendix 4: The Proposal.
CHAPTER I

THE PROBLEM

RESEARCH CONTEXT

This research work was conducted at Unidad Educativa Nueve de Octubre, in the academic year 2016-2017, with the authorization of its current Director, MSc. Daniel Flores. The school is located on Eloy Alfaro 1304 and Calicuchima streets. It belongs to No. 09D03, zone 8, parish Olmedo, Canton Guayaquil, Guayas Province District. The institution has 856 students who are social economic medium and low conditions, and two English teachers. The campus does not have recreational green areas, classrooms are wide and the infrastructure is in good condition. Close to this Institution there is a shopping center and a Metrovía station.

By resolution adopted on April 30th, 2015, the National Planning Coordinator authorizes the fusion of the morning and afternoon shift to the public Basic School Education "9 de Octubre", being structured in three days: morning, afternoon and evening, offering Initial levels, EGB from first to tenth grade and high schools with the current name of Unidad Educativa Nueve de Octubre.

The environmental factor plays an important role in the process of acquiring knowledge in students. There are negative environmental factors causing discomfort to students and teachers as the high temperature of their teaching rooms, lighting, noisy traffic and air pollution because they are on Eloy Alfaro and Chile streets which are main arteries, and furniture discomfort. Consequently, there is not a good and appropriate
environment apply to promote the stimulating learning. Then, to be able to improve fluency reading skill in the students it will be necessary to have appropriate motivational strategies with the necessary support material to design of an English didactic guide with fall-rise intonation to develop fluency reading. It is important to establish that the beneficiaries of the present project are the educational community in special the students of the First year of Bachillerato.

**CONFLICT SITUATION**

During the visit to Unidad Educativa Nueve Octubre the academic year 2016-2017, it was detected by a diagnostic test that students of the First year of Bachillerato had a low level of fluency reading and it represents a weakness in developing this skill. It was observed that during the process of teaching, the instructor of the classroom used few motivational strategies to prevent children to become rote and repetitive and they did not have technological material as radios, DVD players, televisions, and other ones.

The situation mentions above is probably generated due to the little support material that the instructor requires to generate a motivated fluency reading class through intrinsic and extrinsic motivations. This entails that the person who is teaching also become monotonous and tedious during their lessons. The monotony causes a diversity of situations, it can be mentioned the absence of motivation, because the educator becomes repetitive during his daily activities. There are almost about 40 students in each learning room where the teacher is the only one who is actively involved to impart knowledge.

During the process of comprehensive training, learners feel discouraged and do not want to participate due to the routine that the
teacher generates, such as taking the list and other procedures that are within the curriculum. These situations take away time to the teacher to work more time with his students then it is needed to seek effective strategies to increase students’ participation in the teaching process. Besides, it is necessary that teachers could be trained permanently in the implementation of motivational strategies, methods, techniques, and the recreational activities otherwise it will be monotonous and traditional.

Developing the problem which is researched by observation, surveys and interviews the authors decided to work out this project, developing a support guide for teachers to help in their educational needs. That is the reason why this project has motivational strategies to be applied in classrooms and it will also increase the interest of the students.

SCIENTIFIC FACT

An approach to the fluency reading as one of the fourth learning process is proposed, which needs to be developed from pragmatic and teaching perspective. Consequently, this skill is related to learn new forms of intonations based in the ones that are acquired, to get more knowledge this way the more students learn to read better more knowledgeable they become. Also, they will be more self-confidence, and pupils will develop their creative side of the brain.

Added to the above comment, it can be mentioned that the oral reading skill consists of to an integrated language, It means to be attentive and receptive to the teacher to all the tips that can help to interpret the message. It is also important to indicate that, there is a low level of this in the students from the First year at Unidad Educativa Nueve de Octubre, Zona 8, Distrito 3, Provincia Guayas, Cantón Guayaquil, Parroquia Olmedo; the academic year 2016 – 2017.
CAUSES OF THE PROBLEM

- Lessons provide insufficient oral reading activities because the teachers are not trained.
- Learners are aware of their reading intonation weakness.
- Students are not taught properly in fluency reading because there are not technological resources for teaching well this skill.

PROBLEM FORMULATION

What is the impact of using motivational strategies to improve the fluency reading of the students from the First year of Bachillerato at Unidad Educativa Nueve de Octubre, the academic year 2016-2017?

OBJECTIVES

General objective

To determine the influence of motivational strategies to improve the fluency reading skills of the students of the First year of Bachillerato by means of a bibliographical study and statistical analysis.

Specific Objectives

- To select the appropriate motivational strategies by means of a bibliographic study, surveys, and interviews applied to students and teachers.
- To describe the characteristics of the fluency reading skill through bibliographic analysis and study applying to students and teachers.
To design a didactic guide with fall-rise intonation activities to be included in the proposal in order to improve and practice the fluency reading skills.

RESEARCH QUESTIONS

- Who are the principal receivers of the present project which is developed?
- How does the deficiency of motivational strategies affect the level of fluency reading?
- What is the influence of motivational strategies in the acquisition of knowledge?
- What are the elements that do not allow the development of fluency reading in students?
- What theories support the development of the research the fluency reading?
- How important is the fluency reading in the teaching process?
- How does the design of a didactic guide help to develop fluency strengthen the reading skill?

JUSTIFICATION

The Constitution, in its article 26, determines that education is a fundamental right of people throughout their life and inescapable and unavoidable duty of the State, constitutes a priority area of public policy and State investment, guarantee the equality and social inclusion and an indispensable condition for good living. Consequently, this project aims to promote motivational strategies in order that Ecuadorian law demands. Then, this is for the purpose of to stimulate interest in the students to learn a foreign language also to have better oral reading skill during class. It will
be helpful because it will provide teachers the necessary pedagogical tools to increase the participation of the students. As illustrated in other points of the development of this research is original and timely because it involves teachers and students of the First of Bachillerato. It is central to highlight the concern of a language in social life and cultural diversity while to develop these strategies in classrooms including creating motivational strategies spaces and situations to promote fluency abilities while reading.

Besides the above comment, one of the goals through the present is of great importance to know the most suitable strategies to help and strengthen the teacher and students properly in English fluency reading, this ability as a fundamental basis for the improvement of this skill, too. To develop these motivational strategies in classrooms it is necessary to create spaces and interesting activities. Now a day, it is of great importance to know the most suitable strategies to implement them properly in a second language such as English taking into account the reading skill as an essential basis for the improvement of their abilities, too.

It is essential to mention that the development of oral reading as the English language in the students will be a vital process that allows better intonation while they read and it will let them acquire knowledge, filled their needs, thoughts, and emotions, increasing the opportunity to get more self-esteem. To conclude, in our country English it is not used as a native one among the population, therefore, students do not have immediate access to its use out the classrooms. Therefore the importance to design a didactic guide for teachers at Unidad Educativa Nueve de Octubre will help them to teach this in a simple way. It is why; the didactic guide will offer a series of motivational activities to interact while reading such as articles, magazines, newspapers, and others.
CHAPTER II

THEORETICAL FRAMEWORK

BACKGROUNDs

The authors of the present investigations were researching some projects in the library of the University of Guayaquil and these were referred to the theme of fluency reading skill. Actually, there were found some similar ones to the present but they were with different approach and focus. It is important to point out that in addition to this; there have been also sought information from different authors who have issued affirmative criteria to support us. Certainly, everything developed by the researchers has been to obtain the best results and can thus contribute to the students of the First year of Bachillerato at Unidad Educativa Nueve de Octubre.

The motivational strategies are one of the most important keys for teachers as the one which opens the closed door mind of the principal actors and it will motivate the learning process of the students. Consequently, the meaning of Heinrichs below about motivation is applicable at the present comment because he mentions that it needs to be applied over days, months and and years. If the teacher does not get into consideration this kind of incentive through actions in each class, the teaching environment will be without learner knowledge transformation:

Motivation means an adaptive conscious form of searching for consistency among the situation in which a person has to decide and the moral ideal of the person or people which are part
of their ego. Of course, the author distinguishes between judgment, the transformation of the judgment into an action and the stability of such actions over days, month and years. (Heinrichs, 2013, p. 15)

**MOTIVATIONAL STRATEGIES**

There is a supporting detail which is made by Preker about motivation, too and it is in the next comment. Based on it, there is an evident English behavior that the teacher of the First year of Bachillerato needs to drive the goal-oriented behaviors. From this perspective of stimulus, this work supports the teacher and the students in order to maintain a competitive learning understanding environment with optimum results. To understand this, the complete group in the class environment needs to develop the one that is indicating in the proposal of the present project and they will be practicing with specific strategies to strengthen their reading fluency. The motivational strategies offer more comprehensive structure presentation of the language which is learning by structures functions. The potential of this is fundamental because the results obtained will especially be reinforcing and empowering the fluency reading skill:

Motivation refers to the driving forces that determine the direction and strength of goal-oriented behaviors in special in the teaching and learning process. This definition means that the goal of an individual student or an organized group is established based on related needs and those behaviors for achieving the goal. (Preker, 2007, p. 238)
INFLUENCE AND IMPORTANCE

The influence and importance of the better using of motivational strategies could lead and increase the learning oral reading process in the students of the First year of Bachillerato of Unidad Educativa Nueve de Octubre. At the same time, there is something main point when the teacher understands that the practice process needs to be enhanced to obtain well results. Also, the motivator should select the strategies to be coupled on the practicing exercises because the motivation is the one that controls the relation between readers and instructor making them productive:

An important contemplation to select strategies that may well facilitate increase learners motivation is to keep the focus on the processes used in leading students toward success. The process is sometimes more important than the result. When it comes to motivation, the procedure is serious and critical. (Theobald, 2005, p. 58).

TYPES OF MOTIVATION

The teacher should understand that there are different types of motivations to be succeeded in class. Then, it is important to impart the learning process with motivation and this can be achieved before, during and after the science which is teaching. Consequently, the teacher needs to have and establish good relations with the students to know how to apply the strategies and thus have good educational tutorials. In the other hand, the motivator needs to be aware that he must fight against discouragement until it disappears altogether. Taking this information that
is obtained by the researchers, the authors of the present project have decided to consider those that underpin the present project: intrinsic, extrinsic, wave, and why.

**Intrinsic motivation**

Taking part of the next comment of Preker is a rewarding experience to know that the intrinsic motivation is important in class. Then, the teacher has the voice to guide the learners in making them reading in especially First year of Bachillerato at Unidad Educativa Nueve de Octubre. Also, each reader of the group can have better chance to shine at the moment that the respective stimulus of this skill is being given as motivating. Based in this concept, there can be implemented that this type in the fluency reading impact.

On another hand, it is the one that is born from inside the learner in order to satisfy desires for self-realization and personal growth:

Intrinsic motivation refers to the self-generated factors that influence students to behave in a meticulous way or move in a particular course to obtain better results. These ones include the perception of responsibility, the existence of interests, and the perception of the performed of the long activities term benefit in class. (Preker, 2007, p. 238)

**Extrinsic motivation**
Sometimes when any teacher can think, “These students will not learn how to read in English” about a lecture that were doing, that though needs to be quickly rejected because those learners need impulse for being good readers. Then, the reading passage will then reaction them in their mind, along with the following directions made by their instructor. Although, the guidelines need to be clear in the recognition for the achievement. The observation of Theobald may be relevant when he indicates that:

The motivator must be enforcing extrinsic motivation in class because it refers to the external influences of praise and rewards. For some schoolchildren, extrinsic tools are necessary for motivation. This might eventually lead to a level of motivation that is intrinsic. (Theobald M., 2005, p. 1)

Motivation wave

Killian had explained in the next comment about motivational wave which is a recent theory in order to provide the importance of it: “Another more recent theory on motivation was provided by doctor Fogg of Standfor University who posited the notion of a motivation wave in the brain. From a grammar perspective, this wave provides an insight and model, formed the foundation of his study at this researcher and with schools for a. - identifying persons motivation; b. - triggering a change in that motivation; and c. - monitoring development through motivational change.” (Killian, 2013, p. 10). In order to support this, the proposal of the present project focuses on giving the instruction in which the readers could be reading by expressing with almost better pronunciation in this skill.
Focused on the next research comment made by Asuquo, there is a comprehensible reading that each student needs to do and it could be achieved when the learners are ready to listen and practice the instruction information of their teacher. The directives need to be clear, motivated and about the academic content in the reading skill because the motivator is working with the brain intellect of each pupil. The listeners receive the message from the educator in their mind and process it because they will after work with the knowledge and at the end it will be back to the teacher to be evaluated as waves come and go:

There is also the issue that the brain needs exercise in order to function entirely in its regular way. Reading of motivational books are training your brain, and it ignites the thinking pattern that makes the brain do some work, so those books are the ones that the teacher ought to give as food to the brain of the students. The brain receives the information and processes it, and the motivator and readers even get brain waves that produce ideas as they read them. These waves of ideas come and go with no fixed time or interval and its process in named motivational wave. (Asuquo, 2015, p. 223)

**Why Motivation**

In real reading, students sometimes misreading; that is, they read statements that are different from the real intonation. These situations are happening more frequently when they are practicing this activity informally. Then, the instructor needs to be attending and listening carefully this skill in class and if they have mistakes, the English teacher must be asked self, why are they doing that wrong? And correct them immediately explaining
the correct way and repeats the correction twice by motivational strategies to apply oral reading with fall-rise intonation.

Like the majority reply to practice, there is an example with the why motivation that is applied by repeating because those who intervene need to understand the reading by the intonation of why they repeat in that way. The lecturers of the First year of Bachillerato at Unidad Educativa Nueve de Octubre probably seem to be expressing doubt, but in the next repeating, they will be clear. One potential meaning is the next research because is one of the ways that can help students to achieve their goals as Eleam indicates that:

Why or Individual motivation is a key part of the results process. This theme reviews human behavior and motivation. It explores what is meant by motivation and looks briefly at why students work. It is why motivation is important to the teachers who are the motivators and students who are working to achieve the goals of their learning process. (Elearn, 2009, p. 15)

MOTIVATION READING STRATEGIES

Tone-Units and Pitch- Range

Motivation reading strategies respecting to the intonation exists in every language, so the concept introducing is not new. However, learners are often so busy finding their words that intonation suffers as Williams mentions that:
Intonation can be as important as word choice, the teacher and the students do not always realize how much difference intonation makes: a) It is divided into phrases, also known as tone units. b) The pitch moves up and down, within a 'pitch range'. Everybody has their own pitch range. Languages, too, differ in pitch range. English has particularly wide pitch range. c) In each tone unit, the pitch movement (a rise or fall in tone, or a combination of the two) takes place on the most important syllable known as the 'tonic-syllable'. The tonic-syllable is usually a high-content word, near the end of the unit. d) These patterns of pitch variation are essential to a phrase's meaning. Changing the intonation can completely change the meaning. (Williams, 2009, p. 63)

English is a non-tonal language; this means that English does not use tone to distinguish lexical meaning. However, this does not mean tone is not important in English. Tone can be used to signal grammatical or attitudinal information. English can be thought to have three basic tonal patterns: fall, rise and level. We can add two more complex patterns: fall-rise and rise-fall. There are other patterns but these five serve the basis for most situations.

Tone is almost synonymous with pitch and many teachers interchange the two freely. Tone takes on a functional characteristic in a language and we can talk of high tone, mid tone and low tone, falling and rising and tonal contours. We might say that pitch is closer to an objective measurement of the fundamental frequency even though it is a subjective. Intonation and Grammar Motivation
Intonation and grammar describe how the voice rises and falls in speech. They can vary in different ways such as falling, rising and fall-rise intonation however they can help to describe how the voice falls in speech. For example falling intonation describes how the voice falls on the final stressed syllable of a phrase or a group of words. A falling intonation is very common in wh-questions. It is also use when there is something definite, or very clear about anything.

Adding at the above, it is important to indicate that the instructor must use this important motivation reading strategy with the pupil who needs to read fluid. When students get adapted to intonation then they get to read in a better way.

Where patterns associating intonation and grammar are in the motivation predictable reading strategies, I highlight these to my students. I see these as starting-points, rather than rules. Some examples are: a) Wh-word questions: falling intonation. b) Yes/No questions: rising. c) Statements: falling. d) Question-Tags: ‘chat’ - falling; ‘check’ – rising. e) Lists: rising, rising, rising, and falling. Rising intonation describes how the voice rises at the end of a sentence. Rising intonation is common in yes-no questions. (Ganeri, 2013, p. 4)

**FLUENCY READING**

Oral reading, on the other hand, is the means by which the unseen and elusive competency of fluency is best measured. Oral reading fluency as a measure of reading comprehension was first proposed as a valid classroom-based assessment in 1985 by Stanley Deno, an investigator in
the particular education field. He found that the approach an adolescent reader performed an oral reading from texts used in the concrete classroom environment could tell teachers and readers a lot about that reader’s level of oral reading comprehension on other passages at a similar level. (Lems, 2009, p. 148)

Then, as Lems had referred in his book: Deno was the first professor who investigated about oral reading and he helped with his investigation to fluency as the best measured of its comprehension. This is a factual meaning and it is important for having conceptual understanding in this skill as the next author either mentions: The fact of the matter is that the oral reading does not have to be dead in elementary and middle-school classrooms, nor should it be. A high-quality form of it plays an important role in reading education and should be an integral part of any program, along with silent reading, (Rasinski, 2003, p. 19). Consequently, the motivator of the First year of Bachillerato in Unidad Educativa Nueve de Octubre must be attending to the lecture of the readers in all aspects.

CHARACTERISTICS

There are many characteristics that can be mention, but three of them are the most applicable to the present project about, "Motivational strategies to practice fluency reading skill" which consists of the design a didactic guide with fall-rise intonation to practice fluency reading skill.

Fluency
Reading fluency is been called a missing ingredient in many reading programs (Allington, 1993). However, the report of the National Reading Panel (2000) indicated that fluency should be a key element of effective instruction. Reading fluency refers to the ability of readers to read quickly, effortlessly, and efficiently with good, mean effluent or, as some more than mere accuracy in reading. It is necessary to readers to decode words or be automatic in their word recognition. Thus, the lack of fluency often results in poor comprehension. (Rasinsk, 2003, p. 26)

About fluency, Rasinski has explained in the behind comment which this characteristic is important in any reading and it is a central component key for any motivator in special one of the students of the First of Bachillerato. The readers need to practice this important skill for being efficiently, but with comprehension and decoding the words to understand them. In the other hand, if the teacher applies the correct motivational strategies to practice their oral reading, the taught intonation will be obtained with excellent results by the learning and practice process.

**Concentration**

The next comment of Knight in his book is important because the teacher should guide the students to have the concentration in the reading moment which is an ability and capacity to develop something that is in charge in class. Then, the instructor must works with the attention because without it all the work will be in vain: Methods, strategies, motivation, instructions, etc.:

Besides that any student has learned to improve the reading and memory, it is time to move onto a more important topic. Concentration is
the ability to focus on a task without being distracted. It is an ability that is extremely critical to pretty much everything reader does. Without it, even the reading and memory techniques the learner just learned will have little value. (Knight, 2016, p. 30)

Many readers have difficulty concentrating when they read books assignments. They do not like reading in classes then, there is the moment where the motivator may help to keep the focus by varying speakers tone of voice or by asking questions, the teacher alone is responsible for concentrating on the reading assignments of the learners.

Do your students have trouble concentrating when they read some or all of their text assignments? If you think that you are the only one with this problem, you are wrong. Many students indicate that they have more trouble doing it and it is because they are not concentrating when they read than at any other time. (Blerkom, 2008, p. 151)

To understand the fluency reading process in a whole idea is to go over the assessment of Blerkom, which is at the back, about the simple understandable connotation of the concentration that is one of the principal problems of the students.

As he indicates that many readers have difficulty in this central area, the teacher needs to be a good motivator in class and apply the strategies with fall-rise intonation and concentration to practice and not have troubles in the moment of their concentrating.

**Clarity**
Clarity in the classroom helps those of us who have been at it for a while to refocus, revise, and reflect on the fundamental purpose of assessment. Absolum brings to the forefront the importance of building a learning-focused relationship between teacher and student to make “assessment for learning” principles work effectively. Regardless of any location, the skills teachers need to support students, and the skills students need to learn in order to be trained best are universal. Then, clarity in the classroom is an essential resource for teachers and administrators looking to support and enhance the learning opportunities for all students. (Absolum, 2011, p. 8)

In adding up to the Absolum research: the skill strategies of the teacher need to support learners, and they surely need to learn in order to be trained by the motivator. Consequently, this other important characteristic is part of the evaluating of the oral reading process because the readers who are developing this skill almost correct in class show that they are having well motivation strategies. The students that are reading the information of any text need to do it transparency with understandable intonation and it will be good done clear if they have clarity knowledge.

INCIDENCE

Because the older literature on intonation errors comes out of a largely obsolete view of the cause of miss motivational readings, much of it is essentially irrelevant to current conceptualizations of Reading disability. Certain aspects of literature, however, remain significant the incidence to current debates about the reading in that they have relevance to the potential role of visual processing deficits in causing reading deficiency. (Corcos, 2012, p. 40)
After analyzing the meaning indicated by Corcos, his main idea about there are errors in intonation because there are not enough motivational strategies and the consequence is that it produces reading disability. Then, the readers in class should be taught with patient and clear steps, methods, etc. Then, the motivator of First of Bachillerato needs to consider the comments about the incidence that is observed in class and the cases of the failures of reading skill. Finally, talk about which one is the real good way to apply or the pros and cons the teacher needs to provide clear the concept to the pupils.

Most analyses of lessons, deal with the observation study and assessment stream of actions that occur during a class in the relation between the teacher and students. Such content analyses frequently allow the most critical proceedings to become submerged in accounts of more trivial happenings. Then, the critical and continuous incidence involves collecting relatively detailed descriptions of specific incidents, and then analyzing the crucial/common elements in the descriptions as is happening in the class environment. Incidents are events that may be ordinary or commonplace, but they stand out for some reason. (Anderson, 2011, p. 14)

In adding up to the comment of Corcos, there is one which is manifesting by Anderson, (2011), but both are important. The last one indicates that one of the principal bases of any class is the observation that the teacher has to do. Those can be as the assessment stream of actions as fundamental of the incidence. Then, the motivator needs to work beside the readers following a clear process and that has been explained by collecting details of their oral reading of incident and result.
Identify Words

A key issue for teachers to consider is to know how words are recognized; they can use this information to guide instruction. Words are actually identified in several different ways, some requiring greater cognitive effort than others on the part of the reader. Some strategies are even to beginning readers, but other only develop after considerable experience and extensive practice in reading connected text. (Westwood, 2008, p. 16)

Each word is important and they are beside and in the humans because without them the communication cannot exist. Then, the teacher needs to teach how to identify them as Westwood indicates because they are part of the text and readers. Consequently, one of the crucial parts is this because after, the recognition, the proposal of the present project is applied in this incidence; the process of the fall-rise intonation to practice oral reading may teach better by the teacher.

Understanding

Focus on understanding the oral reading made by the students, it needs to be one of the principal goals of the teacher of the students of the First year of Unidad Educativa Nueve de Octubre. Then, the motivator needs to give good instruction in the teaching class because the readers have to increase their knowledge of their vocabulary acquired and it must be after identifying words as Newton mention in the following citation:
Given what understanding has to propose, the response has to be, yes, it could be worth the effort. Understanding gives more than memorization; it offers “usable knowledge”, particularly in a new situation. Mosely (2005), comments the process of understanding as a fruitful and creative kind of thought which underlies problem-solving and ingenious thought. School programs often have an understanding of an objective. For example, in particular, focus contexts, the students have been expected to: understand and answer to the books they read and understand how language works. (Newton, 2011, p. 8)

**COMPONENT OF READING SKILL**

Encourage students to continue growth in their English in special the oral reading skill by providing them with motivational strategies to read is important for them and the teacher. Then, the motivator needs to be aware that the readers may express increased understanding abilities practicing and using other texts. The readers can use other texts as the ones from the internet, libraries, universities, or other writings with different subjects as Hill mentions:

English language learners can improve their reading skills by reading regularly, especially university textbooks or other materials that cover a variety of subject areas (for example, sciences, social sciences, arts, business, and others) and are written in an academic style. A wide variety of academic texts can be found on the internet as well as magazines and journals. (Hill, 2012, p. 25)

**Skimming for Gist**
The students of the First year of Bachillerato do not acquire a good basic level of the second language in special their oral reading because they do not practice it in a fundamental way. Then, the readers can lose their knowledge acquired because they do not have enough strategies to develop their English, too. Folse argues in his book, Pathways, Reading, Writing and Critical Thinking, about the understanding of the topic which needs to be done knowing the gist of a passage. No less complex and in various ways the motivator must teach the attention to the keywords and phrases that the learner is going to repeat in the learning process:

When the teacher and students read a short passage together or alone such as any article, story, tail or other ones they usually skim them first to find out what is basically about. In other words, they look quickly at a passage without reading every word. They pay attention to keywords and phrases such as repeated. They also look for clues found in the title, photos, and subtitles that help us understand the overall topic. Knowing the gist of a passage can help them, too. (Folse, 2013, p. 8)

Identifying the main idea

Among other analyses of components of the reading is the identification of the main idea because it is the one that open the description content of the text. Subsequently, the students who understand the meaning of it, they need to read the sentence with the correct intonation after categorizing the words. But first, the readers need to follow the instruction of the motivational strategies of their English teacher in class. Then, Blass notes that the statement indicates what the paragraph is about:
“The main idea of a paragraph is the most important idea or the idea (statements) that the paragraph is about. A good paragraph has one main idea and one or more supporting ideas” (Blass, 2013, p. 16). Instruction through the natural way to work on it is important because this is going to help to understand better the reading in special the oral one.

**Identifying Supporting ideas**

“Supporting ideas of the paragraph tells more about the main idea. They can do the following: describe, give reasons, and give examples” (Vargo, 2013). Although, these subordinate statements are important to identify because they are the support and clarity of the complete reading. Thus, the conceptualization of the meaning will help the readers at the time of practice this skill. The information of the supporting ideas is as important as the main idea in any reading passage. These are the ones that give more information as the support that the independent needs. Vargo is clear in his research at the back about this theme and he mentions what the student can obtain from them: give reasons, descriptions, examples, and other important ones.

**Organizing notes**

The motivator of the First year of Bachillerato needs to emphasize in this characteristic and work in class with this important component of reading. Then, the goal is simple to achieve with just good instructions to reinforce this comment. On other hand, there is one comment which helps to understand better about it: “Taking notes on reading helps to understand any information better. It also of each paragraph, or section as
students read and after they help to collect important knowledge for writing assignments. One note-taking is to identify the main idea and the supporting details are required to be in order” (Laurie, 2013, p. 190). Therefore, if the students comprehend the meaning of the passage in the whole context, they oral reading will be better.

As Dianna relates below, it is important to review all the steps by the teacher and students in the class. They need to review and comprehend the theories about the fundamental aspects of flourishing directions in the oral reading class. Then, the best way of being prepared for this activity is to organize each note down.

Before the teacher and the student ever walk into a lecture class, they need to prepare to take notes because they need to be organized. The best way to prepare for this note-taking activity is to read the text assignment before class. If there is some clear idea what the theme is about, it will be easier for them to understand the class and take good notes. Reading before also will give the opportunity to become familiar with the main topic and organizer of the notes as the professor delivers the class. Finally, the readers will be somewhat familiar with key terms and names after reading a text. (Dianna, 2011, p. 131)

**Decoding**

Provide a classroom environment of oral reading that has appropriate content for the students of the First year of Bachillerato at Unidad Educativa Nueve de Octubre at this skill during the oral reading presentation is important, and rich in classroom instruction with motivational strategies. The students are going to be able to read using isolated words by decoding or phrases and they tend to read phonetically
according to the motivator instructions. It is why both who are involve in
the learning process should be connect as transmitter and receiver done.
At the moment that the readers are pronouncing and giving the correct
intonation of each term is because they understand the complete process
that is taught in all the meanings areas as Weaver says in his research:

Decoding is a complex pattern-recognition process and procedure
that operates both on the abstract feature code and on an internal lexicon
that contains information about words-their pronunciation, syntactic
categories, orthographic structure, meaning, and pragmatic uses. Decoding
itself may involve additional intermediate internal codes consisting of
sequences of units such as phonemes or orthographic patterns. (Weaver, 2013, p. 158)

Then, training decoding, as having readers work in texts for a
different procedure, are good to make them a complex pattern-recognition
process involving phonemes, orthographic patterns and others. Then, at
the end, they will obtain excellent results.

Comprehension

The best way to assess comprehension is to give readers the
material and have them decoding what they have read. Then, it is
important to mention that poor comprehension has many causes which
affect the reading comprehension in two ways. First, if a student cannot
identify the meaning of the word, he or she cannot comprehend the
message conveyed by those words. The second is, if a student expends
all of the mental resources on sounding out the words, he will have no
resources left to process their meaning. For that reason, increasing
reading fluency frequently eliminates problems in comprehension. (Salvia, 2012, p. 152)

This component of reading may refer to a word or the main or supporting idea in the reading which must be comprehended. Salvia is clear when he indicates in his excellent giving that there are some causes which affect the intellectual capacity of the students and one of them is that they do not have good resources. Then, it is the reason why the teacher should increase reading fluency frequently as the oral one because it eliminates problems in comprehension.

Retention

Think about this element of reading as the teacher needs to do is important because the students of the First Year of Bachillerato do not practice English, too much. One way to identify the knowledge acquired of the learners is to identify their learned information as Ysseldyke mentions:

“Retention refers to the percentage of learned information that is recalled. Retention may also be termed recall, maintenance, or memory of what has been learned.” (Ysseldyke, 2012, p. 41)

Then, as Ysseldyke has referred about retention, the students in common are able to use their complete knowledge of the vocabulary acquired at the moment that the English teacher will apply the proposal with fall-rise intonation to practice oral reading skill. It is evident that at the moment of this process the reader will show their capacity of the memory of what had been learned.
IMPORTANCE OF FLUENCY READING

There is an ability to read orally and it is considered an important base in education which involves reading. Consider this theory into practice is essential for the readers to gain knowledge about this skill. Another point is that the ones who develop the English language in this area have to create a foundation for their future reading achievements.

Then, the motivator needs to teach how to involve the readers in the whole process with much practicing time as Moss says:

The importance of oral reading pales radically in the classrooms if there is a comparison to that of silent reading comprehension. Most readers expend a minuscule quantity of time doing the oral reading as compared to silent reading. A definition of fluency needs to encompass more an oral reading for the future of the readers. (Barbara, 2009, p. xii)

ELEMENTS

The oral reading section in class consists of four important elements: teacher, reader, text, and activity. They are a total of one group which is together united by motivational strategies to practice fluency reading skill through fall-rise intonation.

Teacher
The teacher is the one who has the control of the relationship with the students. They are logically connected in the classroom environment while the English oral reading class is developing. Then, the one who is teaching should share and express knowledge, action, existence, motivation or any occurrence. Additionally, this professional person helps the readers group to work together at the moment of the developing work in all the campus of skill which is advanced in their learning. Consequently, it is crucial of learners to recognize the job which is made by them because both characters in class are outstanding. The educator cannot be confusing because the motivator teaches curriculum and decides how much to emphasize phonics versus whole language reading as Gose says:

Every teacher teaches a curriculum. There is a state framework, state-approved texts, a district-approved curriculum, and surfeited from the school approach to meeting that curriculum. The decisions that a teacher must make about what students are to do and learn are fundamental to what it means to be a teacher. A teacher decides how much to emphasize phonics versus whole language reading, regardless of the public political debate. A teacher makes a decision based on what he or she understands to be important knowledge, with the full understanding that he or she has to maintain discipline in the classroom. (Gose, 2014, p. 69)

Reader

The reader needs to know that the nature of the any text is significant but not entirely determinate. The thought that the text fixes the reading purpose denies the dynamics of the reading process and belies the roles of the reader who is neither inactive nor neutral. It assumes a
given textbook is always read the same way. In actuality, the reader determines, consciously or unconsciously, the point of the reading; the reader is influenced by many factors – the meticulous reading occasion, present needs, and personal concerns – and decides what clues, practical effects, or feeling states to attend to and what results to expect or desire. (Karolides, 2013, p. 10)

Basically, any process of learning exists when there are learners who appear because they really want to learn and have the meaning to prove successful in the content of each one area. Then, readers of the First year of Bachillerato are those trainees who are consciously about the point of this oral reading skill and it was obtained after the research which was made to them as Karolides manifests. At the same time, he says in the behind citation: “text fixes the reading purpose denies the dynamics of the reading process” (Karolides, 2013, p. 10), Then, the teacher motivator is the one who connects the text with the students with the best strategies the instructor can.

Text

Since the beginning of the human living the men had in their mind the idea of writing: on rocks, caves, papyrus, sheet of papers and at the end on the computers. Consequently, they understood how important is to read, too. If it would be significant them to write, it could be urgent them to read, either. Largely due at this, the development of the writing is important, but beside it needs to be the reading in the learning process because if there is a book, there will be a well-read as Nielsen brings in his next research about this meaningful element:
Many teachers of the schools often ban the complete use of fluency reading of English because they are not knowledgeable on effective integration and instructional strategies for them. Teacher generation Text serves as an essential resource to change minds and help move thinking from banning to embracing these powerful learning tools. The books provide relevant information crucial to engaging students and make them active participants in the learning process through the use of it that they have grown accustomed to.” (Nielsen, 2011, p. 1)

Transitional English programming for using the text in the fluency reading skill provides students with effectives strategies support in the content classroom as they are learning this important language well. Equally influential on appropriate practicing and it is why the proposal of the guide is made.

Activity

Active learning combines these strands to provide strong learning environments and positive learning outcomes. The new learning paradigm obviously has considerable implications for the role of the teacher motivator and trainers and for the methods, strategies, approach, and technique in which they are prepared for their new roles and fun. The role of the teacher is in a process of change in almost all the countries as a result of new approaches to active learning, one consequence of this is a greater focus on the teacher as a counselor rather than a lecturer. With the growing focus on dynamic learning, there is a shift of responsibility from the teacher becoming a diary organizer, planner and facilitator of the learning processes rather than the transmitter of socialized expert knowledge comprehension, (Grootings, 2005, p. 20)
A particular importance in the activity which could be intrinsic and extrinsic in classroom environment is the comment of Grootings about it. No approach, no techniques, no strategies, is an island unto them. So educators and learners need to get external and internal motivations where all possible pedagogical systems are applied for the benefit of the skill which is taught, oral reading. The mentor would first indicate first explain the steps that the students need to follow in simple language. Next, he would present some examples through the instruction and finally, they need to develop their activity to demonstrate their work. In summary, teacher-student (transmitter-receptor) conversations, especially those during their oral reading will be powerful readers if they follow all the instructions.

**FLUENCY READING STRATEGIES**

**Structures repeated Reading**

It is important to read the article, cut it out and writes a summary of the article, too. The students need to keep the article and the summary in the notebook. It is not simply a question of reading and rereading the text. Nobody learns anything from repeated reading without the knowledge and procedures. The readers have to connect with the text. What does that mean? It means they have to treat the text as if it were alive and ask it questions. They have to question the text the same way a police officer might interrogate or question a suspect. The learners will either already know the answers or they will realize that there are areas they need to investigate further before they have a proper understanding of the subject. (Africa, 2009, p. 135)
In this way, it is important to add at the suggested made in the after paragraph by Africa because the instructions are the framework on which the instructor can identify necessities. In this specific case, the guidance is going to have relation with the intonation special by repeating because it will reinforce readers in all aspects of this skill. And the present comment will give security at all the class because “there will be found importance to encourage students perfecting their English pronunciation through oral reading.”

Subsequently, taking the suggestion again of Africa, the readers require special attention to their English reading and academic needs. Then, teachers should begin to plan the lesson with choosing specific methodologies and strategies of the theme which are going to be taught. These phases of plans ought all to support the development of their skill and understand that they have capacities to comprehend the text before any repeated reading.

**Text Bits**

There is an excellent comparison when any person talks about chunking text phrase by phrase as one of the most useful oral reading strategies the teacher and readers have learned. Students in different schools first learned about chunking when the teachers introduced it in terms of eating pizza: Even if you are really hungry, you cannot eat the whole pizza at once. You have to eat it a little bit at a time, in the slice. The understanding text is similar to eating pizza. Though you might desire to read a large amount at once, you may well not be able to
comprehend it unless you take it in bits and pieces. (Schoenbach, 2012, p. 198)

The theory at the back of the present paragraph is totally Clear and explicit with the example of the pizza. That is the reason why the teacher needs to teach the readers as a Latin American teacher would say: chewed little piece by little piece. There is important to remember that the learners are as babies learning to talk and read. Besides, this strategy will help a lot both: the motivator and the apprentices.

**Oral Recitation**

Understanding this strategy is important because is the one that is going to be the principal in the oral reading learning process. It is the final result of the instructions acquired by the practicing moment in class and it will be done by exercising for their respective evaluation. As American BookWorks Corporation mentions and point out in the next paragraph, the readers need to read one by one to the other class group:

Oral recitation is a category of repeated reading exercise based on interactions between teacher and students. At the start of this ORI, the instructor models the oral reading of a passage. Next, the teacher leads a discussion of the meaning text as well as its prosodic features. Readers then practice and apply skill the text before engaging in a performance in which each student read the text for the rest of the class. (Corporation, 2010, p. 39)

**EPISTEMOLOGICAL FOUNDATION**
According to the following view comment made by Swe, it is important to mention that the authors of the present project are argue fundamental researches in each chapters. It is evident that those arguments are gotten from researchers who have carried out their studies based on the theme related to the present project:

Since the last two decades, there have been increasing interests and investigations on epistemological beliefs, including the theoretical framework, dimensional structure, and the relations with the meta-cognitive variable in learning. The identified relation between epistemological beliefs and reading comprehension highlight the relative importance of epistemological beliefs in the teaching process made by teachers and the students learning. (Swe, 2007, p. 257)

Consequently the epistemology foundation is applied in the present work because the project was developed including the dimensional structures, theoretical frameworks, pedagogical knowledge, educative process, and others.

After analyzing those concepts, there was found the relation between the epistemological beliefs and the oral reading. Finally, there is something sure: the students of the First year of Bachillerato in Unidad Educativa Nueve de Octubre will obtain better English results as readers of this skill.

PEDAGOGICAL FOUNDATION
Since the moment that the project started to be in the thought of the author and on the requirement of the university to be developed and obtain the degree of graduates the pedagogical foundation was involved. Thus, it is easy to analyze this if there is made a parallel to what is mentioned, the education programs are empowering. For this reason, present assignment runs shiny and equable about teaching and learning. Then, the English teacher of the First year of Bahillerato should have training and be in courses as Vocke mentions in the subsequent comment. And it is one of the reasons to develop the guide about oral reading.

Most normal schools need to offer teacher pedagogy education programs which need to organized into three components: academic courses, pedagogical courses, and clinical experiences. But, more directly related to teaching, pedagogical courses include the history, English, philosophy; methods of instruction; and classroom management. (Vocke, 2016, p. 135)

SOCIOLOGICAL FOUNDATION

The sociology is an activity which goes on in social categorize of any culture as countries, cities, neighborhoods, towns, villages, universities, schools, families, friends, etc. Various meaning is existing behind this, but the project is focused on sociological foundation relation with English language pedagogy. As Ornstein mentions, if the teacher works as isolation teaching one by one, the results of that process will be frustrating for the learners when the instructor is not using the correct strategies. The, It is important to remember that there are intrinsic and extrinsic motivation, but they are applicable depending of the process and methods that the educator does:
The classical study of Dan Lortie of the job of teacher from a sociological perspective concluded that a teacher ranks between occupations characterized by casual entry and those that place difficult demands on the students. Too often, the teachers report learning to teach in isolation through trial and error in the classroom. He also reports that the beginning years of teaching can be a period of anxiety, frustration, and fear – even of trauma. Although almost any activity produces problems and anxieties are first, a more systematic introduction program would likely lessen the high attrition rate of instructors. (Ornstein, 2016, p. 33)

**PHYCOLOGICAL FOUNDATION**

The psychological foundation of education can hardly be ignored because of its relevance to teaching, learning as well as the functioning of the teachers. Recently the psychological approach to the classroom problems has been considered superior to other approaches. The need for considering teaching as a behavior involving communication and skill is acknowledged. Today experiments are being conducted in the area of group dynamics for explaining certain complex behavior patterns leading to indiscipline and unrest among students. (Bhattacharya S., 2006, p. 5)

It is important to consider Bhattacharya point because now days there are many teachers who do not want to work with this psychological foundation. This cannot be ignored because it joins the teaching and learning process in their environment class. Then, one of the principals strategies that cannot be forget is the communication as important at the moment to work in the oral reading skill. Consequently, the motivator
needs to adapt the strategies, but depending the students who are observed in the classroom environment

LEGAL FOUNDATION

The legal foundation of education aims to deliberate the fundamental laws pertaining to this field of interest as part of the learning process of an individual. The future of the learners will be secure if he undergoes schooling in a learning center, where the operation is legally mandated and authorized. After this part, the students would know basic principles and legalities regarding school operations, right duties of teachers and students. (Recto, Foundations of Education, 2005, p. 52)

Respective on this academic complex ruling area, no one could affirm that from birth the weight of the law has no relationship with her or himself. When the children will meet approximately four years is the time to start school although some do it before and legal papers must be ready to enroll them. The notion of their stage makes the new enrollment pupils being at school including the entire national educational program as Intercultural Bilingual Education. The linguistic Intercultural Bilingual Education Law is important to reflect about the objectives which help to develop, strengthen and enhance education quality criteria as is indicated in the second chapter article 81 and the third chapters, article 82, 88:

CAPÍTULO SEGUNDO
DE LOS FUNDAMENTOS, OBJETIVOS Y FINES DEL SISTEMA DE EDUCACIÓN INTERCULTURAL BILINGÜE
Art. 81.- Objetivos.- El Sistema de Educación Intercultural Bilingüe tiene los siguientes objetivos:
a) Desarrollar, fortalecer y potenciar la educación intercultural bilingüe, con criterios de calidad, desde el nivel inicial hasta el bachillerato y educación superior esta última regulada por la legislación pertinente, conforme a la diversidad cultural, para el cuidado, preservación y convivencia armónica con la Pachamama, para el desarrollo integral de las personas, la familia y la comunidad;  

b) Garantizar que la educación intercultural bilingüe aplique un modelo de educación pertinente a la diversidad de los pueblos y nacionalidades; valore y utilice como idioma principal de educación el idioma de la nacionalidad respectiva y el castellano como idioma de relación intercultural; y, 

c) Potenciar desde el Sistema Educativo el uso de idiomas ancestrales, de ser posible, en todos los contextos sociales.

CAPÍTULO TERCERO  
DE LAS OBLIGACIONES DEL ESTADO Y LA AUTORIDAD EDUCATIVA NACIONAL CON LA EDUCACIÓN INTERCULTURAL BILINGÜE  
Art. 82.- Obligaciones.- Son obligaciones del Estado y de la Autoridad Educativa Nacional con la Educación Intercultural Bilingüe, las siguientes:  

a) Garantizar una distribución equitativa en el Presupuesto General del Estado que asegure el funcionamiento del Sistema de Educación Intercultural Bilingüe, a fin de fortalecer la calidad de la educación;  

b) Garantizar el cumplimiento de los principios y fines señalados en la Constitución de la República, en los tratados e instrumentos internacionales y en esta Ley;  

c) Garantizar el fortalecimiento institucional y el desarrollo del Sistema de Educación Intercultural Bilingüe;  

d) Procurar la creación de instituciones educativas interculturales bilingües, garantizando su funcionamiento de acuerdo con las necesidades específicas y técnicas;
e) Promover la formación de profesionales interculturales bilingües y plurilingües, en las especialidades requeridas por las comunas, comunidades, pueblos y nacionalidades del País; y, f) Cumplir los tratados e instrumentos internacionales para la ejecución de programas educativos interculturales bilingües.

Art. 88.- Subsecretaría de Educación Intercultural Bilingüe.- La Subsecretaría de Educación Intercultural Bilingüe, especializada en el desarrollo de los conocimientos, ciencias, saberes, tecnología, cultura, lenguas ancestrales y las lenguas de relación intercultural, es una entidad que se desconcentra administrativa, técnica y financieramente. Será responsable de la planificación, organización, innovación, dirección, control, coordinación de las instancias especializadas en los niveles zonal, distrital, y comunitario del Sistema Educativo Intercultural Bilingüe, para lo cual contará con todos los recursos necesarios. Garantizará la participación en todos los niveles e instancias de la administración educativa a los pueblos y nacionalidades en función de su representatividad.

La Subsecretaría se encargará de transversalizar la interculturalidad en el Sistema y asegurar la pertinencia cultural y lingüística de los servicios y de la oferta educativa en los ámbitos de su competencia. La estructura orgánica funcional de la Subsecretaría de Educación Intercultural Bilingüe responderá a las particularidades requeridas por el Sistema de Educación Intercultural Bilingüe.

The notion acquired about the linguistic process by the teacher is essential in all the school periods, but appears stronger at the decisive time when the scholars have being chosen their career. The Regulation of Academic Board controls the titles and degrees, time duration, number of
capítulos de cada opción y otros aspectos, grados y títulos, buscando armonización y promoción de la movilidad estudiantil, de profesores o profesoras e investigadores o investigadoras.

**Art. 124.**- Formación en valores y derechos.- Es responsabilidad de las instituciones del Sistema de Educación Superior proporcionar a quienes egresen de cual quiera de las carreras o programas, el conocimiento efectivo de sus deberes y derechos ciudadanos y de la realidad socioeconómica, cultural y ecológica del país: el dominio de un idioma extranjero y el manejo efectivo de herramientas informáticas.

The law clearly states the facilities support offered by the teaching campus thus students should be considered that the foundations of English should try to be strong in all of their four areas: listening, reading,
speaking and writing for the university in his or her time could easily cope. According with this commentary, the project must add what there is indicated in the following title based on: RESPONSIBLE FOR AUTONOMY AND UNIVERSITIES POLYTECHNICS.

TÍTULO II
AUTONOMÍA RESPONSABLE DE LAS UNIVERSIDADES Y ESCUELAS POLITÉCNICAS

CAPÍTULO 1
Del ejercicio de la autonomía responsable

Art. 17.- Reconocimiento de la autonomía responsable.- El Estado reconoce a las universidades y escuelas polítécnicas autonomía académica, administrativa, financiera y orgánica, acorde con los principios establecidos en la Constitución de la República. En el ejercicio de autonomía responsable, las universidades y escuelas politécnicas mantendrán relaciones de reciprocidad y cooperación entre ellas y de estas con el Estado y la sociedad: además observarán los principios de justicia, equidad, solidaridad, participación ciudadana, responsabilidad social y rendición de cuentas.

Finally, there is important to understand better the law in all aspects about, it is important the educational knowledge which contributes in the character and personality of the students in all their fields for strengthening and enhancement of education, too.

CHAPTER III
METHODOLOGY, ANALYSIS AND INTERPRETATION OF THE RESULTS

METHODOLOGICAL DESIGN

Nowadays, in this globalized world it is necessary that every human being has knowledge about research, otherwise he will be at a disadvantage, and it will lead him to a backward. It is not possible to have a good professional without addressing the research.

“The point of understanding methodology is that it should enable us to design our research so that we can conclude about what might be causing the things we observe” (Perri, 2011, p. 1). According to Perri, it is important to understand the methodology that is going to use in order to bring the research process to a solution of the phenomenon that causes the problem.

Methodology is the framework associated with a set of systematic, critical and empirical processes that will conduct a research. This ordered procedure will lead to the observation, analysis and presentation of the problem and its causes and effects.
This project is based on bibliographic, field, applied, descriptive, analysis which will be used to take the research and solve the problem presented at Nueve de Octubre Public High School by implementing innovative strategies that permits improve the reading fluency. The research was described from the quantitative point of view because it detailed a collection of data, qualitative because it analyzes information from the survey applied to the principal, teachers and students. It is considered feasible because the variables are interrelated.

**TYPES OF THE INVESTIGATION**

The present investigative work try to answer or solve a specific problem which it was identify through the application of methods and data interpretation. It is based on educational area. It has been carried out the qualitative paradigm, which is also known as interpretative paradigm.

“Investigation is an activity that requires the identification of a question, using conceptual and procedural knowledge in planning and carrying out the investigation, gathering, processing, and interpreting data” (Moeed A., 2015, p. 2).

**Field Investigation**

This type of investigation is applicable because it was necessary to visit the institution in different days, hours in order to compile data that allows establishing needs or requirements flaws or weaknesses. In other words, to recognize the causes and consequences of the problematic in
the study, the researches considered necessary to visit the place of learning and observe the variables of the problem. It is supported by Cottrell:

“Field research is done in the real world of classrooms, worksites, and communities. In other words, it is research conducted where people actually live, work, and play”. (Cottrell, 2010, p. 11)

**Descriptive investigation**

According Kumar, this research is descriptive because the researches relate the events that involve the causes and effects at the moment to describe the problem and its possible solutions through the application of a didactic guide to strengthen the quality of the fluency of the students of the First year of Bachillerato at Unidad Educativa Nueve de Octubre:

“The major purpose of descriptive investigation is description of the state of the state of affairs, as it exists at present” (Kumar, 2008, p. 6). It considers the recompilation of the information to make a deep study of an event and thus obtain a right interpretation.

**Applied Research**

“In this type of research, this knowledge produced, the concept discovered, the theory constructed and the laws established are put to application in specific educational situations. The researcher in such a
frame of reference works out the strategy for applying the already discovered facts, principles, and truths” (Pathak, 2008, p. 4)

This type of research is more specific to solve a particular problem by application of appropriate knowledge. To illustrated, we may apply our existing knowledge to identify most appropriate style for knowledge (Bhattacharyya, 2006, p. 23). The orientation of this type of research, as the author says it could not be developed without a basic knowledge. It will predict the specific behavior of a situation to put into practice the theoretical knowledge and to plan how to apply it to the real life.

**Bibliographic Investigation**

The next comment of Connaway is important to indicate because it was utilized since the beginning. In consequence, the inquiry made through the knowledge contribution of different writers provides credibility to the present project in all aspects. Bibliographic is the one that support the developing process which contribute with the knowledge of other researchers to demonstrate that the investigation made by the authors of the present project and it is applicable to the students of the First year of Bachillerato at Unidad Educativa Nueve de Octubre:

“Bibliographical investigation will help to settle such questions as that of the order and relative value of different books. It will indeed sometimes enable to solve questions which to one entirely without bibliographic knowledge.” (Connaway, 2010, p. 256).
**Exploratory Investigation**

The fundamental target of the Exploratory Investigation is to demonstrate that the presumptions made in the preparatory investigation are in reality right. It depends on the sentiment of specialists, as well (Swartjes, 2011, p.153). The problem is showed respecting to the methodological strategies to improve reading fluency at the Unidad Educativa Nueve de Octubre. The institution selected has become as an experimental implementation in the English area because the present research is made first time there. Further the students of first year of Bachillerato grade have reading fluency low at the time.

**METHODS OF INVESTIGATION**

According to Moeed the applying several methods of investigation is primary because the investigator will obtain real information about the problems and the conclusions are going to be very close to the reality. Then, it is necessary to apply them to collect data as interviewing, surveying, observation, etc. These are as procedures based on the observation of the methodologies that the English teacher applies in the classroom. In this case, it is in order to determine the how effective is going to be the proposal to the teacher and students of the First year of Bachillerato:

“A method is described as a series of steps that include: observing, defining the problem, gathering reliable data, selecting an appropriate hypothesis to explain the data, planning, carrying out observations to test the hypothesis” (Moeed, 2015, p. 5).
Quantitative method

This method was used to obtain information from a determined group with the purpose of measure it. The data obtained is numerical and it involved the whole group. According to Singh, for this approach it is possible the application of reliable tools such as interviews and questionnaires to the learners of the First year of Bachillerato:

“Quantitative methods are used to describe what is, describing, recording, analyzing, and interpreting conditions that exist. It involves some type of comparison or contrast and at tempts to discover relationships between existing and no manipulated variables. Some form of statistical analysis is used to describe the results of the study” (Singh, 2010, p. 52).

Qualitative method

From the beginning the human being has needed to interpret the development of a phenomenon, either to determine its size, its length, etc. However, not everything in nature is given in quantities, so it is necessary the implementation of other tools such as observation, interpretation and information gathering, which is mentioned by Lichtman:

“Qualitative research is a way of knowing in which a researcher gathers, organizes, and interprets information obtained from humans using his or her eyes and ears as filters. It often involves in-depth interviews and/or observations of humans in natural setting” (Lichtman, 2012, p. 7)
Scientific Method

Bauer explains that the scientific method is critical and important because it confirms the hypotheses development. The effective results were obtained in the process of the development of this project at Unidad Educativa Nueve de Octubre. The correct notion applying about motivational strategies and mixing with others in the process is mentioned to obtain the goal.

“The scientific method is empirical. Scientific method theories result when observation confirms tentative hypotheses. When the evidence speaks against them, hypotheses are falsified and therefore discarded” (Bauer, 1994, p.20)

Deductive method

Deductive method was used for the investigation which has been considered the important hypothetical aspects that are detailed in the present proposal in order to associate them to each one to the investigation where it will corroborate it and will be detailed in the design of the proposal for explanation of the problematic.

“Deductive reasoning uses logic that moves from general to the specific. Statements initiated from a general idea, model, or theory characterize deductive reasoning, and from these statements something is inferred about a specific case” (Drew, 2008, p. 17).
Inductive method

The author Swain mentions that the inductive method goes from de specific to general which is applicable in this research because it helps to find the individual problem of each learner to discover the general problematic of the students of the First year of Bachillerato at Unidad Educativa Nueve de Octubre:

“Researches begin with a set of observations and then they move from those particular experiences to a more general set of propositions about those experiences. In other words, they move from data to theory, or from the specific to the general” (Swain, 2016, p. 38)

POPULATION AND SAMPLE

Population

The population is the fundamental part of the project because it determines the feasibility of the same. The population is the total set where will you get the required results. For the development of this research, it took a study of the population of the institution, in order to know how to apply the proposal. Consequently, the population of Nueve de Octubre School, located in the Barrio Astillero, district Olmedo, zone 8, circuit 5, Guayaquil city, reach 989 students, additional one English teachers and one principal for that the total population was 991 people.

“The population is the entire set of individuals to which findings of the surveys are to be extrapolated”. (Levy, 2013, p. 35)
Sample

It is a portion of the population that shares the same condition or attribute; it is mentioned by Lemeshow in the following quote:

“The sample is the total amount of a characteristic in a population, or the proportion of elements in the population having some specified attribute” (Lemeshow, 2013, p. 55)
## OPERAZIONALIZATION OF VARIABLES

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<th>INDEPENDENT VARIABLE</th>
<th>DIMENSION</th>
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<td>MOTIVATIONAL STRATEGIES</td>
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<td>TYPES OF MOTIVATION</td>
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<td>Structures repeated Reading</td>
</tr>
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</table>

**SOURCE:** UNIDAD EDUCATIVA “9 DE OCTUBRE”  
**AUTHORS:** LILIANA ORTIZ AND JUAN GUERRA
INSTRUMENTS AND TECHNIQUES OF THE INVESTIGATION

In the next comment, the author points the importance of the application of techniques to the investigation process. The tools used in the development of this are called instruments:

“Measurement can be done in a variety of ways; using standardized instruments to conduct measurement is one way and an essential component of scientific inquiry in science education”. (Liu, 2010, p. 1)

Observation

The researcher makes use of his senses to make observations and get his own conclusions, to gather the facts that allow him to lead to the determination of the problem.

“Observation is used in education if the purpose is to capture something of the dynamics and complexities of particular activities and events as they unfold right before your very eyes”. (Sharp, 2012, p. 83)

Surveys

The interview is the technique where information is collected through a professional conversation which is applied to the sample. It is important to note that the results expected will depend to the quality of the
survey. Lynn highlights that the survey provides enough information about
the participants.

“Surveys are conducted all over world. They represent influential
sources of information for public opinion formation and decision-making.
Their quality should therefore be sufficient for this important function”
(Lynn, 2014, p. 1)

**Interview**

This type of instrument pretends to know about human experience
and what do people experiment in their lives. This tool shows the point of
view of the involved in the learning process.

“Interviewing is a basic mode of inquiry. Recounting narratives of
experience has been the major way throughout recorded history that
humans have made sense of their experience”. (Seidman, 2015, p. 2)

**Likert Scale**

“The Likert Scale is one of the most widely used techniques to
measure attitudes. It assesses attitudes toward a topic by presenting a set
of statements about the topic and asking respondents to indicate for each
whether they strongly agree, agree are undecided, disagree, or strongly
disagree”. (Ary, 2013, p. 226)
The implementation of this scale facilitated the interpretation of the results in an orderly and clear way. It was necessary because according to Ary, it showed several alternatives to measure attitudes.

<table>
<thead>
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<td>4</td>
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<td>Indifferent</td>
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<tr>
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<td>Disagree</td>
</tr>
<tr>
<td>1</td>
<td>Totally disagree</td>
</tr>
</tbody>
</table>

The implementation of this scale facilitated the interpretation of the results in an orderly and clear way. It was necessary because according to Ary, it showed several alternatives to measure attitudes.
OBJECTIVE:
To know if the school deals with motivational strategies to improve fluency reading of the students of first year at Unidad Educativa Nueve de Octubre

SPECIFIC INFORMATION:
Please, answer the following questions.
1. Do you think English classes should be dynamic?
2. Do teachers use motivational strategies to improve reading fluency?
3. Do you feel satisfied with the methods and strategies that the teachers use?
4. Do teachers receive training to enhance their teaching strategies?
5. Do you think reading fluency is an ability that students should improve?
6. Does the teacher form a reading club to improve reading fluency?
7. Would you like teachers to develop reading fluency with their students?
8. Do you think reading fluency increases self confidence in the students?
9. Can this project help teachers to improve their teaching strategies?
10. Do you think adding a didactic guide with activities will help to improve the reading fluency in students?
OBJECTIVE:
To determine the motivational strategies used by the teacher to improve fluency reading of the students of first year at Unidad Educativa Nueve de Octubre.

SPECIFIC INFORMATION:
Please, answer the following questions.
1. Do you think that using Motivational Strategies help students to learn?
2. Do you apply a large number of Motivational Strategies?
3. Do students feel motivated with the strategies apply in your class?
4. What are your more common Motivational teaching strategies that you use?
5. Do you form groups to improve reading fluency during class?
6. Can your students read with fluency?
7. Do students use intonation appropriately to read?
8. Do you feel satisfied with your students’ performance when they read?
9. Do you consider important the use of a didactic guide to develop fluency?
10. Do you think using a didactic guide will give you more resources to improve your English class?
OBJECTIVE:
To assess the development of fluency reading in the learning process.

SPECIFIC INFORMATION:
Mark the answer you consider more appropriate in each required statement.

VALUATION TABLE

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<th>2</th>
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N° | QUESTIONNAIRE TO THE STUDENTS | VALORACIÓN |
---|--------------------------------|------------|
 1 | The teacher uses motivational strategies during the class | 1 2 3 4 5 |
 2 | The teacher forms group works for reading in class. | 1 2 3 4 5 |
 3 | The variation of the activities are necessary in learning process | 1 2 3 4 5 |
 4 | The teacher interacts with the students. | 1 2 3 4 5 |
 5 | The reading fluency is a problem in English. | 1 2 3 4 5 |
 6 | The teacher should motivate students to read in English. | 1 2 3 4 5 |
 7 | The fluency requires practice | 1 2 3 4 5 |
 8 | The fluency in reading increases self-confidence. | 1 2 3 4 5 |
 9 | The teacher should have a guide with motivational strategies to develop reading fluency | 1 2 3 4 5 |
10 | A guide with didactic activities helps in the learning and development of reading fluency | 1 2 3 4 5 |

¡Thanks for your collaboration!
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<th>DISAGREE</th>
<th>INDIFFERENT</th>
<th>AGREE</th>
<th>TOTALLY AGREE</th>
<th>TOTAL</th>
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<td>2</td>
<td>The teacher forms group works for reading in class.</td>
<td>25</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>6</td>
<td>40</td>
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<tr>
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<td>The variation of the activities are necessary in learning process</td>
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<td>2</td>
<td>1</td>
<td>18</td>
<td>18</td>
<td>40</td>
</tr>
<tr>
<td>4</td>
<td>The teacher interacts with the students.</td>
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<td>17</td>
<td>0</td>
<td>5</td>
<td>3</td>
<td>40</td>
</tr>
<tr>
<td>5</td>
<td>The reading fluency is a problem in English.</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>16</td>
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<td>40</td>
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<tr>
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<td>1</td>
<td>18</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
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<td>The good pronunciation requires practice</td>
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<td>1</td>
<td>15</td>
<td>20</td>
<td>40</td>
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<tr>
<td>8</td>
<td>The fluency reading increases self-confidence.</td>
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<td>0</td>
<td>2</td>
<td>18</td>
<td>19</td>
<td>40</td>
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<td>9</td>
<td>The teacher should have a guide with motivational strategies to develop reading fluency.</td>
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<td>0</td>
<td>1</td>
<td>19</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>10</td>
<td>A guide with didactic activities helps in the learning and development of oral reading skill.</td>
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<td>0</td>
<td>10</td>
<td>30</td>
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ANALYSIS AND INTERPRETATION OF THE RESULTS

1. THE TEACHER USES MOTIVATIONAL STRATEGIES DURING THE CLASS.

<table>
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<th>PERCENTAGE</th>
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<td>8</td>
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<td>2,5%</td>
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<td>5</td>
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<td>10%</td>
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<tr>
<td></td>
<td>Total</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Nueve de Octubre School  
Authors: Liliana Ortiz y Juan Guerra

GRAPHIC Nº 1

MOTIVATIONAL STRATEGIES APPLIED IN CLASS

Source: Nueve de Octubre School  
Authors: Liliana Ortiz y Juan Guerra

ANALYSIS: The results show that 22% of the participants are totally disagree that the teacher uses motivational strategies during the class, 7% of them are disagree, 1% participant answered indifferent, 5% of them were agree, and just 4% of the participants answered totally agree. The data presented shows that more than a half of the students surveyed indicate that teachers do not use methodological strategies to improve the reading fluency.
2. THE TEACHER FORMS WORKING GROUPS OF READING IN CLASS

CHART Nº 4

<table>
<thead>
<tr>
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<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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<td>62,5%</td>
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<td>5%</td>
</tr>
<tr>
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<td>Agree</td>
<td>3</td>
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</tr>
<tr>
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<td>Totally Agree</td>
<td>6</td>
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</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
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<td><strong>100%</strong></td>
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</tbody>
</table>

**Source:** Nueve de Octubre School

**Authors:** Liliana Ortiz y Juan Guerra

GRAPHIC Nº 2

**WORKING GROUPS OF READING**

Source: Nueve de Octubre School

Authors: Liliana Ortiz y Juan Guerra

**ANALYSIS:** The results show that 25% of the participants are totally disagree that the teacher form working groups of reading, 4 % of them are disagree, 2 % participants answered indifferent, 3% of them were agree, and just 6 % of the participants answered totally agree. The data presented shows that the most of the students surveyed indicate that teachers do not form working groups of reading.
3. THE VARIATION OF THE ACTIVITIES ARE NECESSARY IN LEARNING PROCESS.

CHART Nº 5

<table>
<thead>
<tr>
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<td>1</td>
<td>2,5%</td>
</tr>
<tr>
<td>4</td>
<td>Agree</td>
<td>18</td>
<td>45%</td>
</tr>
<tr>
<td>5</td>
<td>Totally Agree</td>
<td>18</td>
<td>45%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>40</td>
<td>100%</td>
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</tbody>
</table>

Source: Nueve de Octubre School  
Authors: Liliana Ortiz y Juan Guerra

GRAPHIC Nº 3

Source: Nueve de Octubre School  
Authors: Liliana Ortiz y Juan Guerra

**ANALYSIS:** The results show that 1% of the participants are totally disagree that the variation of activities are necessary, 2% of them are disagree, 1% participant answered indifferent, 18% of them were agree, and 18% of the participants answered totally agree. The data presented shows that the most of the students surveyed indicate the variation of activities are necessary in the learning process.
4. THE TEACHER INTERACTS WITH THE STUDENTS.

**CHART Nº 6**

<table>
<thead>
<tr>
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<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
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<tbody>
<tr>
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<td>2</td>
<td>Disagree</td>
<td>17</td>
<td>42.5%</td>
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<td>Indifferent</td>
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<td>0%</td>
</tr>
<tr>
<td>4</td>
<td>Agree</td>
<td>5</td>
<td>12.5%</td>
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<tr>
<td>5</td>
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<td>3</td>
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<td><strong>Total</strong></td>
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<td><strong>100%</strong></td>
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</tbody>
</table>

**Source:** Nueve de Octubre School  
**Authors:** Liliana Ortiz y Juan Guerra

**GRAPHIC Nº 4**

**THE TEACHER INTERACTS WITH THE STUDENTS**

- 15 Totally Disagree  
- 17 Disagree  
- 0 Indifferent  
- 5 Agree  
- 3 Totally agree

**Source:** Nueve de Octubre School  
**Authors:** Liliana Ortiz y Juan Guerra

**ANALYSIS:** The results show that 15% of the participants are totally disagree that the teacher interact with the students, 17% of them are disagree, 0% participant answered indifferent, 5% of them were agree, and 3% of the participants answered totally agree. The data presented shows that the most of the students surveyed indicate the teacher does not interact with the students.
.5. THE READING FLUENCY IS A PROBLEM IN ENGLISH.

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<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
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</thead>
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<td>2,5%</td>
</tr>
<tr>
<td>2</td>
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<td>3</td>
<td>Indifferent</td>
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<td>0%</td>
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<td>Agree</td>
<td>16</td>
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<td>100%</td>
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</tbody>
</table>

Source: Nueve de Octubre School
Authors: Liliana Ortiz y Juan Guerra

GRAPHIC Nº 5

THE READING FLUENCY IS A PROBLEM

Source: Nueve de Octubre School
Authors: Liliana Ortiz y Juan Guerra

**ANALYSIS:** The results show that 1% of the participants are totally disagree that the reading fluency is a problem, 2% of them are disagree, 0% participant answered indifferent, 16% of them were agree, and 21% of the participants answered totally agree. The data presented shows that the most of the students surveyed indicate that the reading fluency is a problem in English.
6. THE TEACHER SHOULD MOTIVATE STUDENTS TO READ IN ENGLISH.

**Chart Nº 8**

<table>
<thead>
<tr>
<th>Nº</th>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
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<td>2,5%</td>
</tr>
<tr>
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<td>2,5%</td>
</tr>
<tr>
<td>4</td>
<td>Agree</td>
<td>18</td>
<td>45%</td>
</tr>
<tr>
<td>5</td>
<td>Totally Agree</td>
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<tr>
<td></td>
<td>Total</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Source:* Nueve de Octubre School  
*Authors:* Liliana Ortiz y Juan Guerra

**Graphic Nº 6**

**Analysis:** The results show that 0% of the participants are totally disagree that the teacher should motivate students to read., 1% of them are disagree, 1 % participant answered indifferent, 18% of them were agree, and 20% of the participants answered totally agree. The data presented shows that the most of the students surveyed indicate that the teacher should motivate students to read.
7. THE GOOD PRONUNCIATION REQUIRES PRACTICE

<table>
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<td>Indifferent</td>
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<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Nueve de Octubre School
Authors: Liliana Ortiz y Juan Guerra

**ANALYSIS:** The results show that 2% of the participants are totally disagree that the pronunciation requires practice, 2% of them are disagree, 1% participant answered indifferent, 15% of them were agree, and 20% of the participants answered totally agree. The data presented shows that the most of the students surveyed indicate that the pronunciation requires practice.
8. THE FLUENCY IN READING INCREASES SELF-CONFIDENCE.

**Chart Nº 10**

<table>
<thead>
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<th>Percentage</th>
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<td>2,5%</td>
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<td>Agree</td>
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<td>45%</td>
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<tr>
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<td>100%</td>
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</table>

*Source:* Nueve de Octubre School  
*Authors:* Liliana Ortiz y Juan Guerra

**Graphic Nº 8**

**The Fluency Increases Self-Confidence**

![Graphic showing the distribution of responses](image)

*Source:* Nueve de Octubre School  
*Authors:* Liliana Ortiz y Juan Guerra

**Analysis:** The results show that 1% of the participants are totally disagree that the fluency increases self-confidence, 1% of them are disagree, 1% participant answered indifferent, 18% of them were agree, and 19% of the participants answered totally agree. The data presented shows that the most of the students surveyed indicate that the fluency increases self-confidence.
9. **The Teacher Should Have a Guide with Motivational Strategies to Develop Reading Fluency.**

**Chart Nº 11**

<table>
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<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>Disagree</td>
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<td>3</td>
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<td><strong>100%</strong></td>
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</tbody>
</table>

*Source: Nueve de Octubre School  
Authors: Liliana Ortiz y Juan Guerra*

**Graphic Nº 9**

**A Didactic Guide with Motivational Strategies**

*Source: Nueve de Octubre School  
Authors: Liliana Ortiz y Juan Guerra*

**Analysis:** The results show that 0% of the participants are totally disagree with the teacher should have a didactic guide with motivational strategies, 0% of them are disagree, 1% participant answered indifferent, 19% of them were agree, and 20% of the participants answered totally agree. The data presented shows that the most of the students surveyed indicate that the teacher should have a didactic guide with motivational strategies.
A GUIDE WITH DIDACTIC ACTIVITIES HELPS IN THE LEARNING AND DEVELOPMENT OF READING FLUENCY.

CHART Nº 12

<table>
<thead>
<tr>
<th>Nº</th>
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<td>100%</td>
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Source: Nueve de Octubre School
Authors: Liliana Ortiz y Juan Guerra

GRAPHIC Nº 10

A DIDACTIC GUIDE TO DEVELOP READING FLUENCY

Source: Nueve de Octubre School
Authors: Liliana Ortiz y Juan Guerra

ANALYSIS: The results show that 0% of the participants are totally disagree that a didactic guide will develop the reading fluency, 0% of them are disagree, 0% participant answered indifferent, 10% of them were agree, and 30% of the participants answered totally agree. The data presented shows that the most of the students surveyed indicate that a didactic guide will develop the reading fluency.
Chi Square Analysis

It has been applied the analysis of the Chi square on two of the statements from the survey to establish the relation between the variable dependent and the variable independent.

**Variable independent:** Motivational strategies  
**Variable dependent:** Reading fluency

| The reading fluency increases self-confidence  
The teacher uses motivational strategies during class |
<table>
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<tbody>
<tr>
<td>Casos</td>
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<td>N</td>
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<tr>
<td>---</td>
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<tr>
<td>40</td>
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</table>

<table>
<thead>
<tr>
<th>The teacher uses motivational strategies during class</th>
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Pruebas Chi-cuadrado.

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<tr>
<td>N de casos válidos</td>
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</tbody>
</table>

Done by: Liliana Ortiz Méndez y Juan Guerra Toro
Based on the results of chi square, it is determined the relation between the two variables which support the development of this research.

**CONCLUSIONS**

After this research completion and the performance of the analysis the following conclusions have been reached:

It is confirmed that English as a second language in the learning process has shown that students require accurate guidance to develop in them reading skills. Also it is important to read daily short statements in English to enhance students’ comprehension.

The low practice of reading along with the lack of vocabulary are recognize as the major cause of low or null comprehension by the students when reading therefore teachers’ work in class can be improved by showing pupils of the easiness of reading.

Reading can be entertaining depending on how the teacher shows it to the class and teachers need to follow a systematic process to teach others how to read in English.

It is determined that reading in English allows students to acquire knowledge and at the same time increase their vocabulary. This way pupils can find more interesting to practice reading using a better intonation.
To take as reference the results of this research to determine the frequency of the practice of the reading ability and level of understanding as an English subject of the Ecuadorian public institutions.

RECOMMENDATIONS

Concluded the present study, the following recommendations are regarded appropriate to carry out this project:

The implementation of the Didactic Guide with fall rise intonation into the learning process can improve the development of reading skills.

Daily reading practice with the appropriate tool in English for students, to less the feeling of difficulty at the moment of having to read and improve their English level.

Receive refresher training to students following the instructions of the Guide; it is very essential phase, because it is the one applied for giving them knowledge in this specific area.

Motivate pupils and encourage them to integrate group work that will help interactive development: teachers-students and students-students.

Basic education students as the next levels in order to see positive results and improvement of reading skill and student’s English proficiency.
CHAPTER IV

THE PROPOSAL

DESIGN OF A DIDACTIC GUIDE WITH FALL-RISE INTONATION TO PRACTICE ORAL READING SKILL IN STUDENTS OF THE FIRST YEAR OF BACHILLERATO AT UNIDAD EDUCATIVA NUEVE DE OCTUBRE

JUSTIFICATION

Since the ancestors of the human living the people in the history was trying to communicate their story and it is why there are caves with spectacularly painted figures which tell as how was their life. Consequently, if the man made so much effort to transmit his way of life of one or another manner, it means that someone was going to read it. Then the reading skill is as important as the other three: listening, reading and writing.

In the other hand, the children in Ecuador have learned how to read in Spanish because it is their native language, but at schools they are learning English as a second language, too. Beside this, it is important to mention that the learners of public institutions have less hours of the learning process then the teacher needs to organize the schedule by effective motivational strategies for having better results of this foreign language. Subsequently, the teacher and the readers of the First year of Bachillerato need to work together with the fluency reading skill with the
fall-rise intonation because it is one of their deficiencies and it is why the authors of this project are presenting a didactic guide in order to practice for having and improving better pronunciation.

OBJECTIVES

General

To provide a didactic guide to the ELS teacher focused on the details with fall-rise intonation to keep practicing the students the fluency reading in their self-knowledge acquired in class and strengthen in this specific skill.

Specific

To assist teacher to firm up the fluency reading process in class
To build readers in their fluency English knowledge acquired
To have students recognizing the fluency of the oral reading
To encourage students with their fluency intonation reading skill
To maintain students practicing what they read

THEORICAL ASPECTS

Pedagogical Aspect

The pedagogical aspect is important for the class environment because is the one that is going to be in charge of the complete learning
process through the teacher. Then, the pedagogue needs to be analytical, observer, and full of knowledge about the science which is going to apply in the teaching moment: Beside it, the teacher needs to have resources as the guide with fall-rise intonation to practice oral reading skill which the teacher is going to acquire. This pedagogical tool will help the instructor with clarity information and perspective about the fluency reading to the students of the First of Bachillerato as Kornbeck indicates:

The pedagogy is mostly an imperative pedagogical aspect of teaching work. Therefore, it is imperative to understand why there is growing interest in the pedagogy today because there is noticed this interest both among the teacher and the relations of learners. Then, pedagogy points at and is used as a meaning of groups and particular education in all the teaching areas and a perspective on the world to acquire the best result in the students; pedagogy designates different directions and helps the teacher and the learners (Kornbeck, 2009, p. 60).

**Sociological Aspect**

History indicates that this aspect is involved in the human living since the beginning because sociology focuses in the social environment in all areas. In this case, it is the one that identify the condition of the students of the First Year of Bachillerato at Nueve de Octubre and the learners are from the low social class. Consequently, their learning process does not yield an optimal academic level and most of their parents do not have economic solvency to enroll their children in an English academic. Those disadvantages are sufficient reasons for the teacher to
implement new motivational strategies to strengthen the academic interest.

English is one of the forces for having a good level in its learning process, encouraging economic expansion and promoting positive standards worldwide. The impact of English has encouraged a significant amount of students into sociological aspects of this foreign language. The instructor welcomes and strengthens the academic interest in this area. Learning the sociological impact of English with motivation and an open mind will help. (Digel, 2013, pág. 7)

Psychological Aspect

There is a valuable aspect when some teachers are referring about the psychological aspect of the students because it helps to manage the teaching process in their class environment. They should be relaxing in the middle of their teaching and learning process in special with the First year of Bachillerato because there are 40 students who must be controlled for developing the subject ideally as Cowley does:

This psychological aspect helps as an effective teaching and it is not solely about the physical aspects of verbal and non-verbal communication because there are also various psychological approaches that you can use to help you manage behavior as reading, listening and writing. Ideally, you should feel calm, relaxed, but alert at the moment of imparting any subject and it needs to be in both: instructor and students. (Cowley, 2006, p. 66)
Legal

The proposal of this project is about with fall-rise intonation to practice oral reading skill and it is a groundwork based in the Ecuadorian Educational Law where it refers about the academic competence and abilities of the development of the learners in all aspects whom need to encourage their strength in all the fields through the social cooperation.

TÍTULO I: PRINCIPIOS GENERALES
CAPÍTULO II: PRINCIPIOS Y FINES

Art. 3.- son fines de la educación ecuatoriana.
b) Estimular el espíritu de investigación, la actividad creadora y responsable en el trabajo, el principio de solidaridad humana y el sentido de cooperación social. (Representantes, 1983, p. 2)

According to the general principles of the Ecuadorian law in its article three, the goals of education are for stimulating each step of the research in all aspects especially in the classroom where the teaching and reading process needs to be effectively.

FEASIBILITY OF ITS APPLICATION

From the field of the project, it is correct to mention and thank as the authority, teachers and students gave their full support to develop this proposal: The design of a didactic guide with fall-rise intonation to practice reading fluency skill. Those who are involved showed total interest in their fluency reading because they understood that there is a deep lose
strength. Then, the students of the First year of Bachillerato want to be involve in this process.

There is important to emphasize that this proposal is totally apply and workable and the teacher can development it with the students in the fluency reading. Then, the motivator and the students need to follow the instructions that are shown in the guide and at the end they will be better readings in all aspects.

Added to it, there is other vital process that is involved in the present proposal development and it is the financial investment respecting to the cost of the internet, sheets, transportation, copies, ringed, ink printer, and other essentials things that were used to done. Therefore, it is important to mention the ones who are implicated at the back of the curtains and they are: teacher, director, learners, doorkeeper, secretary, the consultant, and the families of the authors. Each ones were constantly supporting every moment helping to reach the goal.

**DESCRIPTION OF THE PROPOSAL**

The guide is focused on the advancement of the design of a didactic guide with fall-rise intonation to practice reading fluency. Then, it is made to reinforce the basic skills and it is going to be executed at the students of the First year Bachillerato with forty readers in the morning session. Therefore, the teacher is the one who is going to orient and help learners of 2016 of Unidad Educativa Nueve de Octubre. The school is localized in Guayaquil, Provincia del Guayas on Eloy Alfaro between Calicuchima and Chile streets. In addition, this Unidad Educativa was chosen to develop and put into practice of the guide of the fluency reading.
In this area of this skill, the teacher works must part of the time with individual strategies and motivations with the readers. No fewer complexes, it is going to take much time for imparting and communicate the theme which is about and based on this consideration to apply intrinsic and extrinsic motivation.

There is known that each learner has strengths and weaknesses in all the learning process and the teacher needs to identify them to help about it in the classroom. In this situation, teaching the fluency reading is a necessity and the strategies and motivation are imperative. As those comments illustrate, a teaching planning is developed in 10 lessons and they need to be familiar between the teacher and readers for having excellent English communication.

Successively, there is found the steps of each day lessons for teaching them. These challenges suggest that the present didactic guide needs to be development with the same indicated motivations. During the process the readers are going to need copies, chalkboards, pencil and in their English class. This description of program is vital to the selection of appropriate teaching instructional process.

**Language Art Applied**

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</thead>
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</tr>
<tr>
<td>Lesson 2</td>
<td>Reading Fluency: away</td>
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<tr>
<td>Lesson 3</td>
<td>Reading Fluency: will</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>Reading Fluency: are</td>
</tr>
<tr>
<td>Lesson 5</td>
<td>Reading Fluency: Get ready</td>
</tr>
<tr>
<td>Lesson 6</td>
<td>I can read: and</td>
</tr>
</tbody>
</table>
Lesson 7  I can read: a
Lesson 8  I can read: Simple words in simple sentences
Lesson 9  I can read: Bake a Cake
Lesson 10 Reading Fluency: Tic – Tac- Toe

CONCLUSION

To obtain the best results at the end of the development of this project, it is important to mention that it would have been impossible to do this without the research carried out by other researchers. Various types of investigation were made through books, internet, Google books, and others and they were into English teaching and learning process, but focused in special: with fall-rise intonation to practice reading fluency skill.

This description below of the guide is intended to simplify the teaching process of the teacher and the fluency reading exercising of the readers. Certainly, they are development with motivational strategies to improve reading skill while focusing in the fluency of each reader. Other important point is that the proposal is focusing on four basic aspects: (a) Pedagogical, (b) Sociological, (c) Psychological, and (d) Legal which consist on effectiveness practicing fluency.
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Representantes, C. N. (1983, 04 15). Ley de Educación. Ley Nº. 127/1983 - OEI. Quito, Ecuador. Retrieved from https://www.google.com.ec/search?q=google+traductor&oq=google+traductor&aqs=chrome..69i57j69i60j0l4.4308j0j7&sourceid=chrome&ie=UTF-8#q=T%C3%8DTULO+I:+PRINCIPIOS+GENERALES+++CAP%C3%8DTULO+II:+PRINCIPIOS+Y+FINES++Art.+3.-++son+fines+de+la+educaci%C3%B3n


ANNEXES
DOCUMENTS
SURVEY AND INTERVIEWS
PHOTOS
ANNEXES 1
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA: LENGUAS Y LINGÜÍSTICAS
CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado Rodrigo Guerrero Segura, tutor del trabajo de titulación, certifico que el presente trabajo de titulación, ha sido elaborado por Olga Liliana Ortiz Méndez con C.I. 091780390 y Juan Ignacio Guerra Toro con C.I. 0917528531 con mi respectiva supervisión como requerimiento parcial para la obtención del título de LICENCIADAS EN CIENCIAS DE LA EDUCACIÓN en la carrera: LENGUAS Y LINGÜÍSTICA

Se informa que el trabajo de titulación MOTIVATIONAL STRATEGIES TO IMPROVE FLUENCY READING. PROPUESTA: DESIGN OF A DIDACTIC GUIDE WITH FALL RISE INTONATION TO DEVELOP FLUENCY STRENGTHEN THE READING SKILL, ha sido orientado durante todo el periodo de ejecución en el programa antiplagio URKUND, quedando el 2% coincidencia.

Msc. Rodrigo Guerrero Segura
C.I. 0910135557
LETTER OF AUTHORIZATION OF UNIDAD EDUCATIVA NUEVE DE OCTUBRE

Enero 18 de 2016

Señores
OLGA LILIANA ORTIZ MENDEZ
JUAN IGNACIO GUERRA TORO
Estudiantes Universidad de Guayaquil
Presente.

De mi consideración:

Este Rectorado, vista su petición, concede la autorización para que realicen el Proyecto, previo a la obtención del Título de Licenciadas en Ciencias de la Educación, Mención Lenguas y Lingüística, dirigido a estudiantes del Primer Año de Bachillerato.

Particular que comunico para los fines consiguientes.

Atentamente,

UNIDAD EDUCATIVA "9 DE OCTUBRE"

MSC. Luis Flores Roa, L.C.
VICE-RECTOR

Dirección: Elway Alfaro 1394 entre Calixtina y Francisco de Marcos
Tel: 0403400060

114
LETTER OF THE ASIGNATION OF
THE TUTOR

GUAYAQUIL, 16 de Agosto del 2016

MSc.

RODRIGO GUERRERO

PROFESOR(A) DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA,

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

Ciudad

De mis consideraciones:

Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación, se le comunica que ha sido designado Revisor-Auxiliar de Proyectos Educativos.

En dicha designación constan los nombres de los estudiantes de la Escuela de Lenguas y Lingüística: GUERRA TORO JUAN IGNACIO Y ORTIZ MENDEZ OLGA LILIANA

TOPIC: THE INFLUENCE OF THE VOCABULARY IN THE DEVELOPMENT OF WRITING SKILLS, ON STUDENTS OF 8TH BASIC EDUCATION AT UNIDAD EDUCATIVA JOSE ALFREDO LLERENA

PROPOSAL: DESIGN A BOOKLET WITH ACTIVITIES TO IMPROVE WRITING SKILLS.

El mismo que deberá ser revisado, corregido y aprobado siguiendo las normativas, de la Unidad de Titulación de la Facultad, publicado en el portal electrónico, y una vez terminado debe ser entregado de conformidad con el calendario publicado oportunamente.

[Signature]

Ab. Jacinto Cárdenas Vallejo, MSc.

DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA
LETTER OF AUTHORIZATION OF
UNIVERSIDAD DE GUAYAQUIL TO DEVELOP THE PROJECT

Guayaquil, 24 de junio del 2016

Arq.
SILVIA MOY-SANG CASTRO, MSC.
Decana de la Facultad de Filosofía.
Letras y Ciencias de la Educación.
Ciudad:

De mis consideraciones:

Yo, JUAN IGNACIO GUERRA TORO C.C. 0917528351 y OLGA LILIANA ORTIZ MENDEZ C.C.
0917836019, titulados de la carrera LICENCIATURA en LINGÜÍSTICA, Centro de estudio en GUAYAQUIL, Modalidad SEMIPRESENCIAL, del período lectivo 2015 - 2016, hemos finalizado la Unidad de Titulación en el grupo A.

Nos dirigimos a usted, para solicitar la revisión y aprobación de nuestro tema para el proyecto de Titulación y continuar con la elaboración del mismo:

TEMA:
INFLUENCIA DE LAS ESTRATEGIAS DYNAMICS DE ENSEÑANZA PARA FORTALECER LA EXPRESIÓN ORAL.

INFLUENCE OF DYNAMIC TEACHING STRATEGIES TO STRENGTHEN THE ORAL EXPRESSION.

El mismo que ha sido elaborado bajo el criterio de la Unidad Curricular de Titulación.

Por la atenció, que de al presente quedamos muy agradecidos.

Atentamente,

[Signatures]

JUAN IGNACIO GUERRA TORO
Jguerra@hotmail.com

OLGA LILIANA ORTIZ MENDEZ
llilta7680@hotmail.com

116
ANNEXES 2
OBJECTIVE:
To know if the school deals with motivational strategies to improve fluency reading of the students of first year at Unidad Educativa Nueve de Octubre

SPECIFIC INFORMATION:
Please, answer the following questions.

1. Do you think English classes should be dynamic?
Yes, because adolescents tend to lose interest on things, especially on those aspects they do not have previous knowledge, such as the English language.

2. How important is the use of motivational strategies to improve reading fluency?
It is important because the students will improve their fluency and understanding.

3. Do teachers receive training to enhance their teaching strategies?
No, they do not.

4. Do you feel satisfied with the methods and strategies that the teachers use?
No, I do not. The level of knowledge acquired by students is very low, I think teaching methods should be used to enhance the understanding of language.

5. Do you think reading fluency is an ability that students should improve?
Yes. Language fluency is very important considering that is not their native language. Oral drills and pronunciation exercises will make them improve their language skills.

6. Does the teacher form a reading club to improve reading fluency?
No, they do not.

7. Would you like teachers to develop reading fluency with their students?
Yes, I would like. I think they do not have confidence. They find it very difficult to pronounce because of insufficient practice and understanding of the language.

8. Do you think reading fluency increases self confidence in the students?
Yes, because the students will have security in their pronunciation and it will help them to consolidate their knowledge.

9. Can this project help teachers to improve their teaching strategies?
Yes. A guide with didactic exercises to reinforce learning in this new language will be beneficial for teachers. It will be also a support to interact in class.

10. Do you think adding a didactic guide with activities will help to improve the reading fluency in students?
Yes, because this will help them to practice the language, and become fluent.
ENTREVISTA AL DIRECTOR

OBJETIVO: Mejorar el nivel académico de los docentes de la institución.

INFORMACIÓN ESPECÍFICA:
Por favor conteste las siguientes preguntas:

1. ¿Cree Usted que las clases de inglés deberían ser más dinámicas? ¿Por qué?
   Sí, porque de esa forma se logrará un mejor aprendizaje.

2. ¿Cuán importante cree Usted que es el uso de estrategias adecuadas de enseñanzas para fortalecer el aprendizaje en los estudiantes?
   Definitivamente si es importante porque permitirá a nuestros alumnos evaporolar en el idioma extranjero.

3. ¿Se capacita a los docentes en estrategias de enseñanzas innovadoras para poder llevar a cabo el aprendizaje en los estudiantes?
   Realmente son escasas las capacitaciones pero se hace lo posible por ayudarlos a mejorar.

4. ¿Está la institución satisfecha con las estrategias y métodos de enseñanza que usan los docentes?
   Sí. Es verdad que todo a evolucionado pero ellos hacen su mejor esfuerzo.

5. ¿Usted piensa que la expresión oral es una habilidad que deben mejorar los estudiantes de la Institución?
Sí. Porque Todo idioma que se aprende requiere de esa habilidad la expresión oral.

6. ¿Por qué cree Usted que los estudiantes no pueden expresar sus ideas oralmente en la asignatura de Inglés?
   La mayoría de las veces es por la falta de conocimiento en el nuevo vocabulario que se debe aprender.

7. ¿Se emplean indicadores de logro como referencia para establecer metas de mejora en la expresión oral de los estudiantes?
   Se hace lo posible a través del docente para optimizar el nivel cualitativo del estudiante.

8. ¿El docente se capacita para incrementar su nivel de expresión oral?
   El docente hace lo posible por mejorar su nivel de expresión oral.

9. ¿Podría este proyecto dar al docente una guía para mejorar sus técnicas de enseñanza? Definitivamente sí porque el docente tendrá más herramientas para mejorar su clase.

10. ¿Cree Usted que la implementación de una guía didáctica mejoraría la expresión oral en los estudiantes en la materia de Inglés? Definitivamente sí.
OBJECTIVE:
To determine the motivational strategies used by the teacher to improve fluency reading of the students of first year at Unidad Educativa Nueve de Octubre.

SPECIFIC INFORMATION:
Please, answer the following questions.

1. Do you think that using Motivational Strategies help students to learn?
   a. Yes, because they will help students to develop their skills.
2. Do you apply a large number of Motivational Strategies?
   No. I am not good enough using these motivational strategies.
3. Do students feel motivated with the strategies apply in your class?
   They do not know much about them.
4. What are your more common Motivational teaching strategies that you use?
   I like to use role plays in class.
5. Do you form groups to improve reading fluency during class?
   Yes. I use groups to make them participate more in class.
6. Can your students read with fluency?
   No. They cannot do it. It is difficult for them.
7. Do students use intonation appropriately to read?
   
   They try to use them, but they easily forget.

8. Do you feel satisfied with your students’ performance when they read?
   
   I think they do their best, but they need to do better.

9. Do you consider important the use of a didactic guide to develop fluency?
   
   I consider important to have one in order to plan a very good activity for students.

10. Do you think using a didactic guide will give you more resources to improve your English class?

   It will indeed.
UNIVERSIDAD DE GUAYAQUIL

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

PROYECTO EDUCATIVO, PREVIO A LA OBTENCIÓN DEL TÍTULO DE

LICENCIADA EN LENGUAS Y LINGUÍSTICA

INTERVIEW TO THE ENGLISH TEACHER

OBJECTIVE:
Determinar las estrategias motivacionales usadas por el maestro para mejorar la fluidez lectora en los estudiantes del Primer año de Bachillerato de la Unidad Educativa Nueve de Octubre.

SPECIFIC INFORMATION:
Por favor responda las siguientes preguntas

1. ¿Crees que el uso de Estrategias Motivacionales ayuda a los estudiantes a aprender?
   Sí, porque ayudarán a los estudiantes a desarrollar sus habilidades.

2. ¿Se aplica un gran número de estrategias de motivación?
   No. No soy lo suficientemente bueno con estas estrategias de motivación.

3. ¿Los estudiantes se sienten motivados con las estrategias que se aplican en su clase?
   No saben mucho acerca de ellos.
4. ¿Cuáles son las estrategias de enseñanza Motivacional más comunes que usa?

Me gusta usar juegos de rol en clase.

5. ¿Formas grupos para mejorar la fluidez de la lectura durante la clase?

Sí. Utilizo grupos para hacerles participar más en clase.

6. ¿Pueden sus estudiantes leer con fluidez?

No, no pueden hacerlo. Es difícil para ellos.

7. ¿Los estudiantes usan la entonación apropiadamente para leer?

Tratan de usarlos, pero fácilmente se olvidan.

8. ¿Te sientes satisfecho con el rendimiento de tus estudiantes cuando leen?

Creo que hacen todo lo posible, pero necesitan hacerlo mejor.

9. ¿Considera importante el uso de una guía didáctica para desarrollar la fluidez?

Considero importante tener uno para planificar una actividad muy buena para los estudiantes.

10. ¿Crees que usar una guía didáctica te dará más recursos para mejorar tu clase de inglés?

a. De hecho.
OBJECTIVE:
To assess the development of fluency reading in the learning process.

SPECIFIC INFORMATION:
Mark the answer you consider more appropriate in each required statement.

<table>
<thead>
<tr>
<th>Nº</th>
<th>QUESTIONNAIRE TO THE STUDENTS</th>
<th>VALORACIÓN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The teacher uses motivational strategies during the class</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2</td>
<td>The teacher forms group works for reading in class.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3</td>
<td>The variation of the activities are necessary in learning process</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4</td>
<td>The teacher interacts with the students.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5</td>
<td>The reading fluency is a problem in English.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6</td>
<td>The teacher should motivate students to read in English.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>7</td>
<td>The fluency requires practice</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>8</td>
<td>The fluency in reading increases self-confidence.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>9</td>
<td>The teacher should have a guide with motivational strategies to develop reading fluency.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>10</td>
<td>A guide with didactic activities helps in the learning and development of reading fluency</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

¡Thanks for your collaboration!
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
PROYECTO EDUCATIVO, PREVIO A LA OBTENCIÓN DEL TÍTULO DE LICENCIADA EN
LENGUAS Y LINGUÍSTICA
ENCUESTA REALIZADA A LOS ESTUDIANTES DE LA ESCUELA DE EDUCACIÓN BÁSICA “9
DE OCTUBRE”

**OBJECTIVE:**
Evaluación el desarrollo de la fluidez lectora en el proceso de aprendizaje.

**SPECIFIC INFORMATION:**
Marca la respuesta que tú consideras más apropiada en cada oración requerida.

<table>
<thead>
<tr>
<th>VALUATION TABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>Totally disagree</td>
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<table>
<thead>
<tr>
<th>N°</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
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<td>El maestro usa estrategias motivacionales durante la clase</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>El maestro forma grupos de lectura en clase</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>La variación de actividades son necesarias en el proceso de aprendizaje</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>El maestro interactúa con el estudiante.</td>
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<tr>
<td>5</td>
<td>La fluidez lectora es un problema en inglés.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>El maestro debe motivar la lectura en los estudiantes.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>La fluidez require práctica</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>La fluidez incrementa la autoconfianza</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>El maestro debería tener una guía con estrategias motivacionales para desarrollar la fluidez lectora</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Una guía con actividades didácticas ayudará en el desarrollo de la fluidez lectora.</td>
<td></td>
</tr>
</tbody>
</table>

¡Thanks for your collaboration!
ANNEXES 3
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
PROYECTO EDUCATIVO, PREVIO A LA OBTENCIÓN DEL TÍTULO DE LICENCIADA EN LENGUAS Y LINGÜÍSTICA

SHIELD OF THE INSTITUTION

Internal view of Unidad Educativa Nueve de Octubre

PHOTO N° 1

Source: Nueve de Octubre School
Authors: Liliana Ortiz y Juan Guerra

PHOTO N° 2

Source: Nueve de Octubre School
Authors: Liliana Ortiz y Juan Guerra
THE ENGLISH TEACHER OF THE FIRST YEAR OF BACHILLERATO

PHOTO N° 3

Source: Nueve de Octubre School
Authors: Liliana Ortiz y Juan Guerra

PHOTO N° 4

Source: Nueve de Octubre School
Authors: Liliana Ortiz y Juan Guerra
THE STUDENTS OF THE FIRST YEAR OF BACHILLERATO

PHOTO N° 5

Source: Nueve de Octubre School
Authors: Liliana Ortiz y Juan Guerra

PHOTO N° 6

Source: Nueve de Octubre School
Authors: Liliana Ortiz y Juan Guerra
THE PRINCIPAL OF THE UNIDAD EDUCATIVA NUEVE DE OCTUBRE

PHOTO Nº 7

Source: Nueve de Octubre School
Authors: Liliana Ortiz y Juan Guerra

INTERVIEW WITH THE TEACHER’S AREA

PHOTO Nº 8

Source: Nueve de Octubre School
Authors: Liliana Ortiz y Juan Guerra
The authors are checking the Educatve Project with their consulter: Master Rodrigo Guerrero.

PHOTO N° 9

Source: Nueve de Octubre School
Authors: Liliana Ortiz y Juan Guerra

PHOTO N° 10
There has been an extensive and deep research to obtain the best for helping you in the English students writing process. And there is a full security that this may not only apply on the students of ninth grade because others could be been benefit.

DIDACTIC GUIDE WITH FALL-RISE INTONATION TO DEVELOP FLUENCY STRENGTHEN THE READING SKILL

2016
The best desire for you as a teacher motivator is to make use of the present guide made about: The design of a didactic guide with fall-rise intonation to practice fluency reading skill. This point of departure has been revisited multiple times during the research process for getting best results with your reader students in English reading.

Best regards,

Liliana Ortiz and Juan Ignacio Guerra
# TABLE OF CONTENTS

Dear Teacher ........................................ ii
Table of Contents .................................. iii

**INFLUENCE AND IMPORTANCE OF INTonation** 1
**Motivation Reading Strategies, Intonation** 1

- Intonation: Tone and Pitch 1
- Motivation of Intonation and Grammar 2

**Types of Motivations** 2
**Incidence** 2

- Identify words 3
- Understanding 3

**Elements** 3

- Teacher 4
- Reader 4
- Text 4
- Activity 5

**Planning of Study Sessions**

<table>
<thead>
<tr>
<th>Day</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>6</td>
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<tr>
<td>Day 2</td>
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<td>Day 3</td>
<td>10</td>
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<td>Day 4</td>
<td>12</td>
</tr>
<tr>
<td>Day 5</td>
<td>14</td>
</tr>
<tr>
<td>Day 6</td>
<td>16</td>
</tr>
</tbody>
</table>
Day 7 18
Day 8 20
Day 9 22
Day 10 24

WORKSHEET

Lesson 1 I can Read! Sight Word Fluency: for 7
Lesson 2 Reading Fluency: away 9
Lesson 3 Reading Fluency: will 11
Lesson 4 Reading Fluency: are 13
Lesson 5 Reading Fluency: Get ready 15
Lesson 6 I can read: and 17
Lesson 7 I can read: a 19
Lesson 8 I can read: Simple words in simple sentences 21
Lesson 9 I can read: Simple words in simple sentences 23
Lesson 10 Reading Fluency: Tic Tac Toe 25

BIBLIOGRAPHY 26
INFLUENCE AND IMPORTANCE OF INTONATION

Motivation reading strategies respecting intonation exists in every language, so the concept introducing is not new. However, learners are often so busy finding their words that intonation suffers. Yet intonation can be as important as word choice – the teacher and the students do not always realize how much difference intonation makes:

MOTIVATION READING STRATEGIES, INTONATION

Intonation: Tone and Pitch

Intonation is crucial for communication and it is also a largely unconscious mechanism, and as such, a complex aspect of pronunciation.

- It's divided into phrases, also known as 'tone-units'.
- The pitch moves up and down, within a 'pitch range'. Everybody has their own pitch range. Languages, too, differ in pitch range. English has particularly wide pitch range.
- In each tone unit, the pitch movement (a rise or fall in tone, or a combination of the two) takes place on the most important syllable known as the 'tonic-syllable'. The tonic-syllable is usually a high-content word, near the end of the unit.
- These patterns of pitch variation are essential to a phrase's meaning. Changing the intonation can completely change the meaning.
Motivation of Intonation and Grammar

Where patterns associating intonation and grammar are predictable, I highlight these to my students. I see these as starting-points, rather than rules. Some examples are:

- Wh-word questions: falling intonation
- Yes/No questions: rising
- Statements: falling
- Question-Tags: 'chat' - falling; 'check' - rising
- Lists: rising, rising, rising, falling

TYPES OF MOTIVATIONS

Intrinsic motivation is when you do something because you enjoy it or find it interesting.

Extrinsic motivation is a means of encouraging an activity based upon external consequences resulting from performing the activity.

INCIDENTE

The term incident refers to a communication situation, which the participants (or one participant) consider as problematic and confusing, even amusing. The incidents are occasions that stay in mind. Typically, critical incidents consist of examples of cultural clash events - situations where unexpected behavior occurs - with suggestions on how to solve these situations. Then, the two of these incidents are: identify words,
Identify words

Each word is important and they are beside the humans living because without them the communication cannot exist. Then, the instructor needs to teach how to identify the vocabulary because they are part of the text and readers. Consequently, one of the crucial parts is this because the readers need to apply this incidence for practicing the process of the fall-rise intonation to practice fluency reading.

Understanding

Focus on understanding, it needs to be one of the principal goals of the teacher and students. Then, the motivator needs to give good instruction in the teaching class because the readers have to increase their knowledge of their vocabulary acquired and it must be after identifying words as Newton mention in the following citation:

ELEMENTS

The fluency reading section in class consists of four important elements: teacher, reader, text, and activity. They are a total of one group which is together united by motivational strategies to practice oral reading skill through fall-rise intonation.
Teacher

The teacher is the one who has the control of the relationship with the students. They are logically connected in the classroom environment while the English oral reading class is developing. Then, the one who is teaching should share and express knowledge, action, existence, motivation or any occurrence. If the principal in the classroom does it, the readers will be doing their process with good results. Then, it is why the instructor needs to be capacitate in the English skills field because is the one who is going to motivate the learners in the teaching process.

Reader

Basically, any process of learning exists when there are learners who appear because they really want to learn and have the meaning to prove successful in the content of each one area.

Text

Since the beginning of the human living the men had in their mind the idea of writing: on rocks, caves, papyrus, sheet of papers and at the end on the computers. Consequently, they understood how important is to read, too. If it would be significant them to write, it could be urgent them to read, either. Largely due at this, the development of the writing is important, but beside it needs to be the reading in the learning process because if there is a book, there will be a well-read.
Activity

Of particular importance in the activity which could be intrinsic and extrinsic in classroom environment is the comment about it. No approach, no techniques, no strategies, is an island unto them. So educators and learners need to get external and internal motivations where all possible pedagogical systems are applied for the benefit of the skill which is taught, oral reading. The mentor would first indicate first explain the steps that the students need to follow in simple language. Next, he would present some examples through the instruction and finally, they need to develop their activity to demonstrate their work. In summary, teacher-student (transmitter-receptor) conversations, especially those during their oral reading will be powerful readers if they follow all the instructions.
**UNIVERSIDAD DE GUAYAQUIL**
Facultad de Filosofía, Letras y Ciencias de la Educación

**School:** “Nueve de Octubre”

**PLANNING OF STUDY SESSIONS**

**TITLE OF THE GUIDE:** I can Read Sight Word Fluency: for

**Name of the teachers:** Liliana Ortiz Mendez and Juan Ignacio Guerra

**Subject:** English  
**Language work:** the word preposition: for

**Language Art:** a/for Statement  
**Day:** 1  
**Lesson:** 1

**Group:** First year of Bachillerato  
**N° of students:** 40

**Time:** 15 minutes

<table>
<thead>
<tr>
<th>Assessments</th>
<th>The intonation is based in pitch-Range</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Art</strong></td>
<td>I want, a, for. Statements</td>
</tr>
<tr>
<td><strong>Reading Stage</strong></td>
<td>Fluency</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td>Reading</td>
</tr>
<tr>
<td><strong>Transversal Axis:</strong></td>
<td>I want a cake for my sister.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Abilities With performance criteria</th>
<th>Teacher Activity</th>
<th>Students Activity (Group Work)</th>
<th>Resources Evaluation Activity</th>
<th>Technique / Instrument</th>
</tr>
</thead>
</table>
| **To listen** the clarity fluency reading intonation of the students until they read the sheet of papers with their respective understanding. | T has students focus on the lesson about the sheet of paper exercise and ask: What does she want to make?  
T asks a specific question about the picture relation with the vocabulary which will be used. | Ss listen to the intonation of the fluency reading of the teacher.  
Ss observe the picture of the sheet of paper from the worksheet and point where the intonation is.  
Ss write the sentence and point the intonation.  
Ss Complete the sentence with the words and identify the intonation by reading. | Students Worksheet  
Pencil  
Markers | **Technique:** Oral Test & Writing  
**Technique:** Fluency Reading & Oral  
**Intrinsic Motivation:** directions to each student  
**Extrinsic Motivation:** Group Instruction: Groupwork |
Name: __________________________

**Reading Fluency**

**Directions:** Read the text Highlight for. Copy the sentences 2 times.

I want
I want to
I want to make
I want to make a
I want to make a cake
I want to make a cake for
I want to make a cake for my sister.

Copy 2 times:

I want to make a

a. - cake
b. - cookies
c. - bread

The cake is for my

a. - mom
b. - dad
c. - sister
**School:** “Nueve de Octubre”  
**PLANNING OF STUDY SESSIONS**  
**TITLE OF THE GUIDE:** Reading Fluency: away  
**Name of the teachers:** Liliana Ortiz Mendez and Juan Ignacio Guerra  
**Subject:** English  
**Language work:** the word preposition: away  
**Language Art:** away  
**Day:** 2  
**Lesson:** 2  
**Group:** First year of Bachillerato  
**N° of students:** 40  
**Time:** 15 minutes

<table>
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<tr>
<td><strong>Transversal Axis:</strong></td>
<td>The dog run away with the ball</td>
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Pencil  
Markers | Technique: Oral Test & Writing  
**Intrinsic Motivation:** Group Instruction: Groupwork |
| **To identify** the intonation | T asks a specific question about the picture relation with the vocabulary which will be used. | Ss observe the picture of the sheet of paper from the worksheet and point where the intonation is. | | |
| **To understand** and mentally the context identification of each intonation. | T helps the students with interrogative sentences to develop brainstorming and has the pupils answering the question. | Ss write the sentence and point the intonation. | | |
| | Ss Complete the sentence with the words and identify the intonation by reading. | | | |
Reading Fluency

Directions: Read the text Highlight for. Copy the sentences 2 times.

Name: ________________________________

The dog ran away with the ball.

Copy the sentences 2 times:

Who can ran?
- the cat
- The dog
- The frog

The dog ran away with
- the bone
- the toy
- the ball
**School:** “Nueve de Octubre”

**PLANNING OF STUDY SESSIONS**

**TITLE OF THE GUIDE:** Reading Fluency: will

**Name of the teachers:** Liliana Ortiz Mendez and Juan Ignacio Guerra

**Subject:** English  
**Language work:** the word modal verb: will

**Language Art:** Future will  
**Day:** 3  
**Lesson:** 3

**Group:** First year of Bachillerato   
**N° of students:** 40

**Time:** 15 minutes

<table>
<thead>
<tr>
<th>Assessments</th>
<th>The intonation is based in pitch-Range</th>
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<tbody>
<tr>
<td><strong>Language Art</strong></td>
<td>Will</td>
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</tr>
<tr>
<td><strong>Transversal Axis:</strong></td>
<td>I will buy lollipops at the candy store.</td>
</tr>
</tbody>
</table>

### Abilities With performance criteria

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Students Activity (Group Work)</th>
<th>Resources Evaluation Activity</th>
<th>Technique / Instrument</th>
</tr>
</thead>
</table>
| **To listen** the clarity fluency reading intonation of the students until they read the sheet of papers with their respective understanding. | **T** has students focus on the lesson about the sheet of paper exercise and ask: What will she buy?  
**T** asks a specific question about the picture relation with the vocabulary which will be used.  
**T** helps the students with interrogative sentences to develop brainstorming and has the pupils answering the question. | **Ss** listen to the intonation of the fluency reading of the teacher.  
**Ss** observe the picture of the sheet of paper from the worksheet and point where the intonation is.  
**Ss** write the sentence and point the intonation.  
**Ss** Complete the sentence with the words and identify the intonation by reading. | **Technique:** Oral Test & Writing  
**Technique:** Fluency Reading & Oral  
**Intrinsic Motivation:** directions to each student.  
**Extrinsic Motivation:** Group Instruction: Groupwork |
| **To identify** the intonation | | | |
| **To understand** and mentally the context identification of each intonation. | | | |
LANGUAGE ART: I will buy lollipops at the candy store.

**Reading Fluency**

Name: __________________________________

**Directions:** Read the text Highlight for. Copy the sentences 2 times.

I will
I will buy
I will buy lollipops
I will buy lollipops at
I will buy lollipops at the
I will buy lollipops at the candy
I will buy lollipops at the candy store

Copy the sentence two times.

What I will buy?

a. – cake
b. - cookie
c. - lollipops

Where I will buy the lollipops?

a. – at the supermarket
b. - at the candy store
c. – at the toy story
<table>
<thead>
<tr>
<th>Abilities With performance criteria</th>
<th>Teacher Activity</th>
<th>Students Activity (Group Work)</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>To listen</strong> the clarity fluency reading intonation of the students until they read the sheet of papers with their respective understanding.</td>
<td><strong>T</strong> has students focus on the lesson about the sheet of paper exercise and ask: Where are we going?</td>
<td><strong>Ss</strong> listen to the intonation of the fluency reading of the teacher.</td>
<td>Students Worksheet</td>
<td><strong>Technique:</strong> Oral Test &amp; Writing</td>
</tr>
<tr>
<td><strong>To identify</strong> the intonation</td>
<td><strong>T</strong> asks a specific question about the picture relation with the vocabulary which will be used.</td>
<td><strong>Ss</strong> observe the picture of the sheet of paper from the worksheet and point where the intonation is.</td>
<td>Pencil</td>
<td><strong>Technique:</strong> Fluency Reading &amp; Oral</td>
</tr>
<tr>
<td><strong>To understand</strong> and mentally the context identification of each intonation.</td>
<td><strong>T</strong> helps the students with interrogative sentences to develop brainstorming: Where is the party?</td>
<td><strong>Ss</strong> write the sentence and point the intonation.</td>
<td>Markers</td>
<td><strong>Intrinsic Motivation:</strong> directions to each student.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Ss</strong> Complete the sentence with the words and identify the intonation by reading.</td>
<td></td>
<td><strong>Extrinsic Motivation:</strong> Group Instruction: Groupwork</td>
</tr>
</tbody>
</table>

**School:** “Nueve de Octubre”

**PLANNING OF STUDY SESSIONS**

**TITLE OF THE GUIDE:** Reading Fluency: *are*

**Name of the teachers:** Liliana Ortiz Mendez and Juan Ignacio Guerra

**Subject:** English  
**Language work:** the verb: *are* (plural)

**Language Art:**  
**Day:** 4  
**Lesson:** 4

**Group:** First year of Bachillerato  
**N° of students:** 40

**Time:** 15 minutes

**Assessments**
The intonation is based in pitch-Range

**Language Art**
Verb are (plural)

**Reading Stage**
Fluency

**Skills**
Reading

**Transversal Axis:**
We are going to a party at school
LANGUAGE ART: We are going to a party at school.

Reading Fluency

Name: __________________________

Directions: Read the text. Highlight are. Copy the sentences 2 times.

We are
We are going
We are going to
We are going to a
We are going to a party
We are going to a party at
We are going to a party at school.

Copy the sentences 2 times:

Where are we going?
- home
- to the library
- to a party

Where is the party?
- at my friend’s house
- at school
- at my house
School: “Nueve de Octubre”

PLANNING OF STUDY SESSIONS

TITLE OF THE GUIDE: Reading Fluency: Get ready

Name of the teachers: Liliana Ortiz Mendez and Juan Ignacio Guerra

Subject: English  Language work: verbs: like to jump

Language Art: get ready  Day: 5  Lesson: 5

Group: First year of Bachillerato  N° of students: 40

Time: 15 minutes

Assessments

The intonation is based in pitch-Range

Language Art

Get ready

Reading Stage

Fluency

Skills

Reading

Transversal Axis:

We like to jump up and down

<table>
<thead>
<tr>
<th>Abilities With performance criteria</th>
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<th>Students Activity (Group Work)</th>
<th>Resources Evaluation Activity</th>
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<td>To listen the clarity fluency reading intonation of the students until they read the sheet of papers with their respective understanding.</td>
<td>T has students focus on the lesson about the sheet of paper exercise and ask: What do we like to do?</td>
<td>Ss listen to the intonation of the fluency reading of the teacher.</td>
<td>Students Worksheet  Pencil  Markers</td>
<td>Technique: Oral Test &amp; Writing</td>
</tr>
<tr>
<td>To identify the intonation</td>
<td>T asks a specific question about the picture relation with the vocabulary which do be used.</td>
<td>Ss observe the picture of the sheet of paper from the worksheet and point where the intonation is.</td>
<td></td>
<td>Technique: Fluency Reading &amp; Oral</td>
</tr>
<tr>
<td>To understand and mentally the context identification of each intonation.</td>
<td>T helps the students with interrogative sentences to develop brainstorming and has the pupils answering the question. What do we like to do?</td>
<td>Ss Respond the interrogative sentence.</td>
<td></td>
<td>Intrinsic Motivation: directions to each student.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Extrinsic Motivation: Group Instruction: Groupwork</td>
</tr>
</tbody>
</table>
We like to jump up and down.

Get Ready
We
Like
Jump
down

What do you like to do?

What do we like to do?

How do you jump?

How do we jump?

Reading Fluency

Name: ____________________________

Directions: Read the text Highlight for. Copy the sentences 2 times.

We
We like
We like to
We like to jump
We like to jump up
We like to jump up and
We like to jump and down.
# PLANNING OF STUDY SESSIONS

**School:** “Nueve de Octubre”  
**TITLE OF THE GUIDE:** Reading Fluency: and  
**Name of the teachers:** Liliana Ortiz Mendez and Juan Ignacio Guerra  
**Subject:** English  
**Language work:** I can read  
**Language Art:** and  
**Day:** 6  
**Lesson:** 6  
**Group:** First year of Bachillerato  
**N° of students:** 40  
**Time:** 15 minutes

<table>
<thead>
<tr>
<th>Assessments</th>
</tr>
</thead>
</table>
| The intonation is based in pitch-Range  
| Language Art | And  
| Reading Stage | Fluency  
| Skills | Reading  
| Transversal Axis: | I can Read  

<table>
<thead>
<tr>
<th>Abilities With performance criteria</th>
<th>Teacher Activity</th>
<th>Students Activity (Group Work)</th>
<th>Resources Evaluation Activity</th>
<th>Technique / Instrument</th>
</tr>
</thead>
</table>
| **To listen** the clarity fluency reading intonation of the students until they read the sheet of papers with their respective understanding. | **T** has students focus on the lesson about the sheet of paper exercise and ask: What can you do? **T** helps the students with interrogative sentences to develop brainstorming and has the pupils answering the question. | **Ss** listen to the intonation of the fluency reading of the teacher. **Ss** observe the picture of the sheet of paper from the worksheet and point where the intonation is. **Ss** Complete the sentence with the words and identify the intonation by reading. | Students Worksheet  
Pencil  
Markers | **Technique:** Fluency Reading & Oral  
**Intrinsic Motivation:** directions to each student.  
**Extrinsic Motivation:** Group Instruction: Groupwork |
Reading Fluency

Name: ____________________________

Directions: Read the text Highlight for. Copy the sentences 2 times

I go to the park with my mom and my dad.
I can see a cat and a dog.
I can see a bird and a frog.
I can see a squirrel and a duck.
I can see a lot of animals at the park.

and

1st. Read
2nd Read
3rd Read
**UNIVERSIDAD DE GUAYAQUIL**  
Facultad de Filosofía, Letras y Ciencias de la Educación

**School:** “Nueve de Octubre”  
**PLANNING OF STUDY SESSIONS**

**TITLE OF THE GUIDE:** Reading Fluency: a

**Name of the teachers:** Liliana Ortiz Mendez and Juan Ignacio Guerra

**Subject:** English  
**Language work:** I can read a

**Language Art:** a  
**Day:** 7  
**Lesson:** 7

**Group:** First year of Bachillerato  
**N° of students:** 40

**Time:** 15 minutes

### Assessments
- The intonation is based in pitch-Range

### Language Art
- The

### Reading Stage
- Fluency

### Skills
- Reading

### Transversal Axis:
- I can Read

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</table>
| **To listen** the clarity fluency reading intonation of the students until they read the sheet of papers with their respective understanding. | T has students focus on the lesson about the sheet of paper exercise and ask: What? Where? How? | Ss listen to the intonation of the fluency reading of the teacher. | Students Worksheet  
Pencil | Technique: Fluency  
Reading & Oral  
**Intrinsic Motivation:** directions to each student.  
**Extrinsic Motivation:** Group Instruction: Groupwork  
**Techniques:** Sight Word |
| **To understand** and mentally the context identification of each intonation. | T asks a specific question about the picture relation with the vocabulary which will be used. | Ss observe the picture of the sheet of paper from the worksheet and point where the intonation is. | Markers |  |
Reading Fluency

The bridge is blue.

The cat is brown.

The dog is black.

The chick is yellow.

The fish is red.

1st Read
2nd Read
3rd Read

Name: ___________________________
**UNIVERSIDAD DE GUAYAQUIL**  
Facultad de Filosofía, Letras y Ciencias de la Educación

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**School:** “Nueve de Octubre”  
**PLANNING OF STUDY SESSIONS**

**TITLE OF THE GUIDE:** Reading Fluency:

**Name of the teachers:** Liliana Ortiz Mendez and Juan Ignacio Guerra

**Subject:** English  
**Language work:** the article a and verb to have

**Language Art:** can  
**Day:** 8  
**Lesson:** 8

**Group:** First year of Bachillerato  
**N° of students:** 40  
**Time:** 15 minutes

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**Assessments**

The intonation is based in Tone-units

**Language Art**

a

**Reading Stage**

Fluency

**Skills**

Reading

**Transversal Axis:**

I can read: Simple words in simple sentences

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### Abilities With performance criteria

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| **To listen** the clarity fluency reading intonation of the students until they read the sheet of papers with their respective understanding. | **T** has students focus on the lesson about the sheet of paper exercise and ask: What does she want to make?  
**T** asks a specific question about the picture relation with the vocabulary which will be used.  
**T** helps the students with interrogative sentences to develop brainstorming and has the pupils answering the question. | **Ss** listen to the intonation of the fluency reading of the teacher.  
**Ss** observe the picture of the sheet of paper from the worksheet and point where the intonation is. | **Technique:** Fluency Reading & Oral  
**Extrinsic Motivation:** Group Instruction: Groupwork |

---

**To identify** the intonation

**To understand** and mentally the context identification of each intonation.
Reading Fluency

Name: ________________________________

I Can Read!

Rad the passage 3 times for fluency
Highlight the sight word a
Circle the sight word I
Underline the word blue

I have a red crayon.
I have a yellow crayon.
I have a blue crayon.
I have three crayons.
The crayons are big.

1st Read

2nd Read

3rd Read
**UNIVERSIDAD DE GUAYAQUIL**  
Facultad de Filosofía, Letras y Ciencias de la Educación

### School: “Nueve de Octubre”

#### PLANNING OF STUDY SESSIONS

**TITLE OF THE GUIDE:** Reading Fluency: away

**Name of the teachers:** Liliana Ortiz Mendez and Juan Ignacio Guerra

**Subject:** English  
**Language work:** Bake a cake

**Language Art:** bake  
**Day:** 9  
**Lesson:** 9

**Group:** First year of Bachillerato  
**N° of students:** 40

**Time:** 15 minutes

### Assessments

The intonation is based in pitch-Range

### Language Art

Bake

### Reading Stage

Fluency

### Skills

Reading

### Transversal Axis:

I can read: Bake a Cake

<table>
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| **To listen** the clarity fluency reading intonation of the students until they read the sheet of papers with their respective understanding. | **T** has students focus on the lesson about the sheet of paper exercise and ask: What can I bake? What fruit do we use? What will we bake?  
**T** asks a specific question about the picture relation with the vocabulary.  
**T** helps the students with interrogative sentences to develop brainstorming and has the pupils answering the question. | **Ss** listen to the intonation of the fluency reading of teacher.  
**Ss** observe the picture of the sheet of paper from the worksheet and point where the intonation is.  
**Ss** write the sentence and point the intonation. | **Students Worksheet**  
**Pencil**  
**Markers** | **Technique:** Oral Test  
& Writing  
**Technique:** Fluency  
Reading & Oral  
Tone-unit  
**Extrinsic Motivation:** Group Instruction: Groupwork |
Reading Fluency

Name: ____________________________

**Bake a Cake**

Will you help me bake a cake?
First, we make the cake.
Then, we place it on a tray.
Next, we add sprinkles and berries on top.

Did you like this narrative?

Tone-unit

Put the events in order by writing a number in each box.

Use two colors to highlight the answer in the narrative reading:

**What will we bake?**
- A tray.
- A cake
- Sprinkles.

**What fruit do we use?**
- Cake
- Candy
- Berries
UNIVERSIDAD DE GUAYAQUIL
Facultad de Filosofía, Letras y Ciencias de la Educación

**School:** “Nueve de Octubre”

**PLANNING OF STUDY SESSIONS**

**TITLE OF THE GUIDE:** Reading Fluency: away

**Name of the teachers:** Liliana Ortiz Mendez and Juan Ignacio Guerra

**Subject:** English  
**Language work:** verb read

**Language Art:** away  
**Day:** 10  
**Lesson:** 10

**Group:** First year of Bachillerato  
**No of students:** 40

**Time:** 15 minutes

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<td>Transversal Axis:</td>
<td>Tie-Tac-Toe</td>
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**T** asks a specific question about the picture relation with the vocabulary which will be used.  
**T** helps the students with interrogative sentences to develop brainstorming and has the pupils answering the question. | **Ss** listen to the intonation of the fluency reading of the teacher.  
**Ss** observe the picture of the sheet of paper and the markerboard information.  
**Ss** write the sentence and point the intonation.  
**Ss** Complete the sentence with the words and identify the intonation by reading. | **Students Worksheet**  
**Pencil**  
**Markers**  
**Markerboard** | **Technique:** Tone-units  
**Technique:** Fluency Reading & Oral  
**Extrinsic Motivation:** Group Instruction: Groupwork  
**Intrinsic Motivation:** directions to each student |
Reading Fluency

Name: ________________________________

Use the board to read the passage 3 or more times. Try to get 3 in row or a black-out.

- Read with a whisper voice.
- Read with a scared voice.
- Read with a monster voice.
- Read like you are a mouse.
- Read like you are sad.
- Read like you are very excited.
- Read with a mad voice.
- Read with a silly voice.
- Read with an old person voice.
BIBLIOGRAPHY


