



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

**PREVIO A LA OBTENCIÓN DEL TÍTULO DE
LICENCIADO EN CIENCIAS DE LA EDUCACIÓN
MENCIÓN LENGUAS Y LINGÜÍSTICA INGLESA**

TOPIC:

**Incidence of the bottom up model of reading in the development of
reading comprehension.**

PROPOSAL:

**Design a Booklet with Reading Activities using Bottom Up Reading Model.
Skills in English.**

RESEARCHERS:

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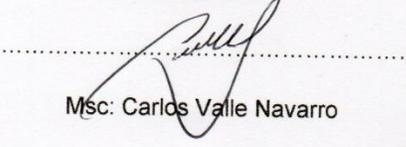
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En virtud que las autoridades de la Facultad de Filosofía, Letras y Ciencias de la Educación me designaron Consultor Académico de Proyectos Educativos de Licenciatura en Ciencias de la Educación, Mención Lenguas y lingüística ingles el día 26 de Octubre del 2016.

Tengo a bien informar lo siguiente: Que los integrantes Janina Elizabeth Sornoza Tituaña con C.C. 0927645895, Juan Pablo Álvarez Caballero con C.C. 0925622953 diseñaron el proyecto educativo con el Tema: Incidence of the bottom up model of reading in the development of reading comprehension. Propuesta: Design a Booklet with Reading Activities using Bottom Up Reading Model.

El mismo que ha cumplido con las directrices y recomendaciones dadas por el suscrito. Los participantes satisfactoriamente han ejecutado las diferentes etapas constitutivas del proyecto, por lo que procedo a la APROBACIÓN del proyecto, y pongo a vuestra consideración el informe de rigor para los efectos legales correspondiente.

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DEDICATION

We dedicate this hard work to God and the people has given us the courage, force and the trustfulness to get the most wonderful success learning be better in the professional field, their support in all areas, family, friends and teachers who in one way or another that help and dishes to win on runway life, the triumph and our biggest goal what has been possible to get for us to come real and the best of all today, tomorrow and all the rest of our life.

THANKFULLNESS

First of all to our God who gives us the force and life to be here, after to our parents specially who give us the courage and education because we will not be anybody without them and then to all those who taught us being great professional and human, through the years we learned the wonderful world that is to teach and educate young people to be productive people for our country and their important way about the knowledge.



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PROYECTO

Tema: Incidence of the bottom up model of reading in the development of reading comprehension. Design a Booklet with Reading Activities using Bottom Up Reading Model.

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ABSTRACT

The following educative project shows a combination of images, games and activities that we learn to associate progressively. Learning of English is called Dynamic Immersion eliminating translation and the typical explanations about each class in this foreign language. English learning, Dynamic Immersion activates your own natural capacity for learning.

You begin to think in the language from the beginning, just as it learned their mother tongue. A sequence of words, text, images with ludic activities to kinesthetic learning designed carefully and its meaning and structure of the language you are learning.

Based in one of the principal skills like it is the reading, we can encourage the reading comprehension like a first basic problem of the different educative places. You can do a funniest class with a lot of games and activities to interact between the students and the teacher. This program or project contents words with images to confirm their meaning, the games that are relational with the vocabulary an construction of the specific themes of the structure and grammar according to the level that we are studying in this case. Important information was obtained from 72 respondents between teachers and students, the fundamental hypothesis states that more than 75% of respondents do not know or apply motivation and learning strategy. The conclusion of this research is concerned with the need to develop a Motivational Strategy Guide for the teacher; this guide can be applied to students of I-II level and can be adapted according to the needs of teachers. The beneficiaries of this work will be the authorities, teachers and students of the agreement “.

KEYWORDS: Interactive, learning, skills.

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FORM TO THESIS REGISTER

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KEYWORDS: Interactive, learning, skills.

ABSTRACT: Based in one of the principal skills like it is the reading, we can encourage the reading comprehension like a first basic problem of the different educative places. You can do a funniest class with a lot of games and activities to interact between the students and the teacher. This program or project contents words with images to confirm their meaning, the games that are relational with the vocabulary an construction of the specific themes of the structure and grammar according to the level that we are studying in this case. Important information was obtained from 72 respondents between teachers and students, the fundamental hypothesis states that more than 75% of respondents do not know or apply motivation and learning strategy. The conclusion of this research is concerned with the need to develop a Motivational Strategy Guide for the teacher; this guide can be applied to students of I-II level and can be adapted according to the needs of teachers. The beneficiaries of this work will be the authorities, teachers and students of the agreement “.

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INTRODUCTION

English is now the official language of the most of countries in the world where there is demand for students and more competent professionals, not only in the development of competences of their educational field or profession, but those that are tools for a bilingual professional performance of higher quality. Globalization and the rapid development of science, technology and communications impact inevitably in the process of training from a requirement of strategies that promote integration within the teaching-learning process, hence the importance of training is evident in the language of our students.

In our country the language in the education system is provided, however, it is worrying that at the end of high school students do not have enough knowledge to engage in a simple conversation in a second language was learned, these learning disabilities are dragging from primary education. All this does not allow a student properly motivated to continue their studies at the higher education level. There are various views regarding the possible causes of this reality, but almost all agree on the importance of motivating students to implement the teaching-learning process. There are numerous research, which determine the fundamental and vital motivational aspect for implementation in English classes.

Everything points to the responsibility of the teacher, is he who has the task of finding the means, methods and techniques to make your daily motivation instrument that attracts the interest of each student in the English class. There are several factors that have affected the teaching-learning process, including the ignorance of the importance of mastering English as a second language, lack of motivation in the student, applying traditional strategies and methods that do not call the student's attention, the idea of obtaining the diploma only language proficiency as a graduation requirement, all this added to the non application of motivational updated strategies that invite students to enter the classroom as a positive experience and not as a punishment.

With the application of motivational strategies in the teaching-learning English language, is really trying to reach with a clear message to the authorities, teachers and students, the aim is to awaken in the student interest in learning a second language. Guide Motivational Strategies is a didactic proposal that aims to give a positive response to a real problem that exists in Leonidas Ortega High School, the proposal contains a guide of motivational strategies in language teaching, aimed at educators of this school.

This work has been allowed by this memorable institution to be applied following the parameters established by curriculum guidelines, thinking of the student welfare and the environment they are placed to have excellent results and at the end they would be able of promote the continuity of the same way.

CHAPTER I

THE PROBLEM

1.1 CONTEXT OF INVESTIGATION

This educative project is an attempt to integrate findings from research about comprehension processes, comprehension strategies, and teaching strategies in order to inform instructional practice in reading comprehension. The article begins with a discussion of traditional views about reading and how those views have shaped the current comprehension curriculum in Ecuadorian high schools. A view of comprehension based on recent models of the reading process is presented next as a basis for conceptualizing the reading comprehension.

From research on teaching comes a foundation for establishing a new view of instruction, one that focuses on the negotiation of meaning among students and teachers through teachers' instructional actions. Instructional recommendations, based on the research synthesized of this project, and questions for future research bring it to a close.

Learning is a very important process in which each person of our life, it tries to understand and make sense of the world we live. Learning happens every day, constantly, either voluntarily so it success in groups or individually. Teachers through the years have played an important role, they are guiding to the students, the path of success so they could learn effectively enriching the process with new methodologies and approaches paper.

Sometimes there are mistakes like a natural result in the learning process, but the students prefer to correct these errors to time and the teachers help us for advice and improve performance, it's not about the perfection, so they want to improve it with their educational support because they are key in our process and each step in our life.

Guayaquil High School on the city (Guayaquil), on April 23th, 1996, the Minister of Education at that time, Ab. P. Roberto Passailaigue Baquerizo, the post-baccalaureate opens and elevates it to the category of Higher Technical Institute, with specializations: Systems Programming, Graphic Design and Conservation and Industrialization Food in evening and night work, and grant the title of Technician in specializations that are approved. This was achieved with the Ministerial Agreement No. 4727 which increased to such school category Higher Technical Institute with the Post-baccalaureate agreement signed by the Minister of Education on August 2, 1996.

CONESUP (National Council of Higher Education) with No. 208 Agreement of June 25, 2004, grants the Technical Institute SUPERIOR GUAYAQUIL, the category of Institute of Technology and grants operating license for racing: Computers with the mention of Analysis Systems, Graphic Design at the technological level and marketing career in Technical Sales Management level in the technological level, all in the form of classroom study in night shift.

From 2014 it remains only the career and Analysis System from 2015 again will accompany the Marketing and iconic as the Offset Printing and Finishing. Later it will increase the academic offer six new technology careers: Technology Software Development, Networking Technology and Telecommunications Technology in Biotechnology, Chemistry, Technology and Technology Photography Sound.

The High School Guayaquil is the Institute of girls on the city. It was created in 1937; a long time ago it helps to Ecuadorian women. What makes the Guayaquil High School in the most traditional and representative campus of the city, and one of the most important in the country. Although still works in the place where was founded (Gómez Rendón avenue, between Quito and José de Antepara street), and preserves the sailor uniform (white and blue) which symbolizes the city Guayaquil has changed considerably. Carlos Veintimilla, the principal (the owner is Carmelina Villegas, Director of Education), highlights the conversion of Guayaquil National Higher Technical Institute in 1996 but nowadays the principal is Ketty Flores 2016. Carmen Endara, a former student and teacher from 44 years of English ago, believes the Guayaquil owes much of its prestige to Angel Andres Garcia, founder and first principal.

But Angel Garcia also adds that each president has contributed to consolidating the campus as an institution of education and training has contributed with distinguished professionals and women for the country.

It's the first female campus and pride for the city and perhaps the country because students always have excelled in everything. For all that represents this campus, the dream of Jessica Espinoza the first student who belongs to the student council, 15 years studying at the Guayaquil High School give us information about the teaching and learning of the foreign language here, and the lack of resources to do it. "The students receive a comprehensive education based on ethical values," says this student of 5th year, 1st section of the Chemical-Biological specialization and president of the Student Council.

1.2 CONFLICT SITUATION

The students of the "Guayaquil" High School have difficulties to express their ideas, feelings and needs in the English language, for this reason they think to maintain an efficient communicative competence of foreign language to lack of empty knowledge in the Reading comprehension.

In this high school it can be observed the existence of deficiencies in certain classrooms where do not have necessary resources and it has few technological tools, to enrich the hindering teaching and to practice to improve in the Reading process.

The big problem is that the teachers and the students cannot really understand a text, tales or other kind of reading because they just get some words to translate and they underline the mean or principal idea about what they read, so if is not necessary they like it or they know the contents or the meaningful of each line or paragraph of the reading.

Then in this work it wanted to determine, what is the incidence of the bottom up model of reading in the development of reading comprehension in the students of 8th year of basic education.

1.3 SCIENTIFIC FACT

Insufficiency in reading comprehension of texts in English in students of 8th grade at “Guayaquil” High School, Zone 8, 24 District, Province of Guayas, Guayaquil Canton, Tarqui II, in the academic year 2016-2017.

1.4 CAUSES

According to the research the following causes were noticed:

- Insufficiencies of resources to develop reading skills
- Insufficiency of appropriate methodology to encourage reading skills
- Insufficiency of appropriate strategies for teaching English language
- Limited use of reading activities in the classroom.
- Poor management of previous activities, during and after reading

1.5 FORMULATION OF PROBLEM

What is the incidence of the bottom up model of reading in the development of reading comprehension with students of 8th grade, basic level at “Guayaquil” High School, Zone 8, 24 District (09024), Provincia Del Guayas, Canton Guayaquil, Parroquia Tarqui, in the academic year 2016-2017.

1.6 GENERAL OBJETIVE

- To determine the incidence of the bottom up model of reading to develop reading comprehension through a field, bibliographical and statistical analysis to design a booklet with activities focused on bottom up model of reading to develop reading comprehension for students of 8th grade students.

1.7 SPECIFIC OBJECTIVES

- To establish that the bottom up model of reading is an important support to the EFL learning through a field, bibliographical and statistical research.
- To state that the reading comprehension can be improved through a field study, bibliographical and statistical research.
- To prove that the design of a booklet with motivational activities for 8th grade students to develop reading comprehension and to enrich English language based on the information collected.

1.8 QUESTIONS OF THE RESEARCH

- ✓ What are the techniques that should be used in class for improving the reading skill?
- ✓ Which are the theoretical bases that will be necessary to develop the reading comprehension from the use of the bottom up model of reading?
- ✓ In what way would the proposal of this project work benefit the improvement of the reading comprehension of the EFL learning?
- ✓ How would teachers take advantages of the booklet with activities focused on bottom up model of reading to develop reading comprehension?
- ✓ What advantages would the high school get from this project?

1.9 JUSTIFICATION

This project is aimed to give teachers, various strategies that help to increase the development reading comprehension in students. It is important the use of playful activities and current strategies to improve the reading comprehension to fill the emptiness of students and to improve the reading skill.

EFL Curriculum, (2017) expresses “The Ecuadorian High School Exit Profile aims to prepare Ecuadorian high school students for successful participation in a globalized, democratic society in the 21st century by focusing on the development of life skills, work skills, and entrepreneur-ship skills.” (p.7)

Quality education provides students a great opportunity for professional development at the end of Bachillerato, and through EFL curriculum gives students the opportunity to participate more actively in a globalized society.

It is very important to consider the Good living plan, (2013) which expresses. "It is essential assure in educative programmes the insertion of contents and didactic activities, information activities so that it encourages student interest by science, technology and the investigation for construction of knowledge society." (p.491)

Then, according to the foreign texts the following work will benefit the educative community, especially to teachers in the field of English language teaching which provides constant and ongoing training to update the teaching language and reading comprehension. As much teachers and students will be leaders of a radical change applying the kinesthetic strategies with games and many activities that facilitate learning and reading foreign language. It is expected also change the perspective of learning a language that is not native but equally can be helpful for communication and performance of students and teachers in this area and not only for educational purposes.

The reading comprehension problem can be solved with the help of playful strategies that give excellent results improvement and fill in the blanks in reading comprehension in English.

Once the results are obtained, it will serve for future generations to learn the English language and they will support theories of learning and to improve reading comprehension in students of the 8th EGB at "Guayaquil" High School, also to develop the ability skill reading in this foreign language.

CHAPTER II

THEORICAL FRAMEWORK

In this chapter it can be observed different items about the investigation include the aspects, functions, foundations and principal characteristics, as well as it exposes the perspective in the classroom and the labored relation between the students and the teacher with his activities of the reading comprehension and the facts based in the skill (reading): Pansza, (1993) and Posner, (1998) mentioned many theories where they founded each type of teaching and learning of the sciences, the education of children principally, it has developed discussions about the contents, strategies and skills so important to engagement the interested to read and improve the reading comprehension.

2.1 THE LEARNING OF ENGLISH LANGUAGE

According to (Gordin, 2015 and EFL Curriculum, 2017, p.7) English is considered the lingua franca of the science and technology community (2015), and being able to communicate in English opens up access to not only current and relevant information and primary sources, but also communication with people from around the world. The Oral Communication, Reading, and Writing curricular threads comprise specific skills that relate to the use of ICT to support and enhance the capacity for oral and written expression, facilitating organization, autonomy, and independence, along with other 21st century skills. Consequently, learners will be equipped with learning strategies that will help them to become independent, self-motivated, lifelong learners (Medel et al., 2001).

Following the foregoing text, the educational campus has to offer the best conditions so that the students strengthen in his learning of the English language, since this is a universal language then, is widely used in different fields example: educational and tourist fields among others; the learning of this language is important and indispensable in a 21st. century society. The task of the professor is to strengthen and to enrich it, with new experiences applying suitable strategies to the current educational system and equipping students with learning strategies that will help them to become independent, self-motivated, lifelong learners.

The three main goals of the EFL curriculum are:

- To develop learners' understanding, understanding from other cultures and their own and to communicate their understanding through English.
- To develop the personal, social, and intellectual skills needed to achieve their know-how about English and participate productively in their own societies.
- To create interest for learning languages starting at a young age and motivate continuous learning of English up to BGU, as well as work, university and beyond.

2.2 READING

Look at a serial of written symbols and getting meaning from them is known as reading. When learners read, they use the eyes to receive written symbols (letters, punctuation marks and spaces) and he uses his brain to convert them into words, sentences and paragraphs that communicate something to another. (Solé, 1987) mentions that "reading is the process where people understand the written language, being the comprehension the main objective in the act of reading." (p.124) whereas for Carrell et al., (as they are

cited in McRae, 2012), “Reading is by far the most important of the four skills in a second language, particularly in English as a second or foreign language” (p.1)

Following to the foregoing texts, Reading is a complex interaction between the text, the reader and the purposes for reading, which are shaped by the reader’s prior knowledge and experiences. Reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation for discovering or deciphering the meaning from texts.

Reading is a means of language acquisition, communication, and of sharing information and ideas as well as this process requires continuous practice, development, and refinement. In addition, reading requires creativity and critical analysis.

2.3 THE IMPORTANCE OF READING

The Report of the Expert Panel on Literacy in Grades 4 to 6, (as it is cited in Hughes, 2007, p.61) defines that Reading is an interactive process of giving or making meaning from texts, in the same way the National Capital Language Resource Center, (2004) mentions “Reading is an essential part of language instruction at every level because it supports learning in multiple ways.” (p.1)

Reading is a language component which is immerse in (EFL curriculum, 2017) as a curricular thread. The principal goal of the Reading curricular thread is to develop learners who are willing and able to interact autonomously with written texts in order to do a variety of tasks, such as extract information, learn about the world around them, and communicate. In this curricular thread, four sub-threads are considered: 1) Literacy-rich Environment, 2) Reading Comprehension, 3) Use of Resources and Study Skills, and 4) Cross-curricular Content. (EFL curriculum, 2017, p.20)

Reading is seen as a complex cognitive process in which many mental operations are involved and by which each reader constructs meaning and gives meaning to the text. As well as it is very important to say that purpose of education is to teach people so that themselves can to self-regulate their reading through a range of reading strategies.

2.3.1 READING TO LEARN THE LANGUAGE

Reading material is language input. By giving students a variety of materials to read, teachers should give multiple opportunities to students can learn vocabulary, grammar, sentence structure, and discourse structure as they occur in authentic contexts. (EFL Curriculum, 2017, p.128)

2.3.2 READING FOR CONTENT INFORMATION

Students' purpose for reading in their native language is often to obtain information about a subject they are studying, and this purpose can be useful in the language learning classroom as well as, reading for content information in the language classroom gives students both authentic reading material and an authentic purpose for reading. (EFL Curriculum, 2017, p.130)

2.3.3 READING FOR CULTURAL KNOWLEDGE AND AWARENESS

To read serves people by providing one medium through which individuals can learn about the world, different cultures and different societies with the aim of enjoying the richness of language, understand their cultural heritages and the heritages so that what student or reader reads get be used and shared with others. (EFL curriculum, 2017, p.130)

2.4 TYPES OF READING TECHNIQUES

2.4.1 EXTENSIVE READING

Waring, (2016) “Extensive reading or reading for pleasure is a way of language learning, including foreign language learning, through large amounts of reading. As well as, facilitating acquisition and learning of vocabulary. (...) Extensive Reading is only one of many things a learner needs to do in a second language.” (p.6)

It can be said that extensive reading involves reading for pleasure; because there is an element of enjoyment, Waring also requires a fluid decoding and assimilation of the text and content. If the text is difficult and reader stops every few minutes to figure out what is being said or to look up new words in the dictionary, reader is breaking his concentration and diverting his thoughts.

Waring, (2016) “There are several ways that teachers from many different types of schools (both public and private) can add Extensive Reading to their curriculum. It is important to remember that Extensive Reading is mainly an out-of-class activity, and the only class time it really requires is the management of the library.”(p.14)

This means that Extensive Reading can become part of any curriculum. Explaining the need for Extensive Reading and setting up the program should take about 30 minutes of one class, and about 5 minutes each week. Other way to apply extensive reading would be to manage the library in the Homeroom class or start a Reading Club at school. Other teachers ask their students to read books as preparation for their Oral Communication or writing classes, where the students describe their books and tell the stories. Most Extensive Reading teachers make it a part of their normal reading classes.

2.4.2 INTENSIVE READING

It is called Intensive Reading because the learner is intensively involved in looking inside the text at the vocabulary and grammar, and is concentrating on a 'careful reading' of the text

Warning, (2014) expresses “It is important to note that the main aim of this type of reading is not to practice the reading skills, but to practice and learn the language (i.e. grammar and vocabulary) through reading.” (p.4)

According to foregoing text Intensive reading involves learners reading in detail with specific learning aims and tasks. Intensive Reading aims to build more language knowledge, rather than practice the skill of reading. This type of reading has indeed beneficial to language learners as it helps students understand vocabulary by deducing the meaning of words in context.

Intensive reading has several techniques or sub-types

1. Scanning
2. Skimming
3. Exploratory reading
4. Study reading
5. Critical reading

2.4.2.1 SCANNING

This type of technique is very useful for finding a specific name, date, statistic, or fact without reading the entire article.

Anne Arundel community, (2015) notes “scanning rapidly covers a great deal of material in order to locate a specific fact or piece of information.” (p.2)

In Scanning reader needs to understand how material is structured, as well as comprehend what is being read so it can locate the specific information.

Scanning also allows to find details and other information. Scanning involves getting your eyes to quickly across sentence to get just a simple piece of information. In this reading technique material scanned is arranged in the following ways: alphabetically, chronologically, non-alphabetically, by category, or textually.

2.4.2.2 SKIMMING

Skimming is one of the tools used to read more in less time. Abby Marks Beele says skimming refers to looking only for the general or main ideas, and works best with non-fiction (or factual) material such as: Newspapers, Adverts and brochures, Reference books, History books and biographies, with skimming, the overall understanding is reduced because reader does not read everything. Student reads only what is important to your purpose.

Skimming takes place while reading and allows looking for details in addition to the main ideas. "It is a method of rapidly moving the eyes over text with the purpose of getting only the main ideas and general overview of Anne Arundel, (2015, p.1) ". Skimming may help in order to know what the text is about in its most basic level.

EXPLORATORY READING

In this reading students select their own novels to read within specified limits and are asked to set reading goals for themselves. While students read novels which meet their individual interests and needs, each is expected to focus on the literary elements of plot and fiction.

STUDY READING

This reading technique pretends that the reader gets a maximum understanding of the main ideas and their relationship, preparing surveys for reading take note of the titles, headings and subheadings, words in italics or bold print, intro summaries, pictures, caption, questions at the end of the chapter or section.

CRITICAL READING

This reading technique the reader examines the evidence or arguments presented, checks out any influences on the evidence or arguments, checks out the limitations of study design or focus, examine the interpretations made; and accept or not the authors' arguments, opinions, or conclusions.

2.5 READING COMPREHENSION

Understanding is the process of elaborating meaning by way of learning the relevant ideas of the text and relating them to the ideas that already have: it is the process through which the reader interacts with the text. Regardless of the length or brevity of the paragraph, the process is always the same. In this process learners apply different reading strategies such as: interpret, integrate, critique, infer, analyze, connect and evaluate ideas in texts (...) "when comprehension is successful; learners are left with a sense of satisfaction from having understood the meaning of a text" (NSW Department of Education and Training, 2010, p.10)

Reading comprehension is one of the pillars of the act of reading. Following the foregoing text reading comprehension is the act of understanding what one is reading. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a

particular piece of writing. There are two elements that make up the process of reading comprehension: vocabulary knowledge and text comprehension. In order to understand a text the reader must be able to comprehend the vocabulary used in the piece of writing.

2.5.1 READING COMPREHENSION IMPORTANCE

There are many reasons for developing reading skills in the classroom. “Through reading, learners will improve their critical thinking skills, learn to communicate more effectively, develop coding and decoding skills, improve study skills, and use reading texts as sources of information. Reading for pleasure is promoted essentially through the Language through the Arts thread.” (EFL Curriculum, 2017, p.20)

Reading promotes learning across subjects. Students who read show improvement not only in language use but also in all other subjects - math, science, arts. In terms of its importance to the EFL curriculum, Harmer (as it is cited in EFL curriculum, 2017) notes that “reading is useful for acquisition of English.”(p.22), thinking in the same way, Cassarini, (1999) mentions “Without comprehension, reading is nothing more than tracking symbols on a page with your eyes and sounding them out. People read for many reasons but understanding is always a part of their purpose. Reading comprehension is important because without it reading does not provide the reader with any information.” (p.7)

Following the foregoing texts, Reading comprehension involves noticing how texts are organized, understanding discourse, activating schema, and recognizing connectors and linking words that help with the organization of texts. Learners should be able to identify and understand simple informational texts such as emails, magazines, newspaper articles, labels, messages, advertisements, etc. Skimming for gist, scanning for specific information, reading for detail, and making inferences, drawing conclusions and making

assumptions, using schema to activate prior knowledge, and focusing on what is known in order to help inform what is not known.

Beyond this, reading comprehension is essential to life. Much has been written about the importance of functional literacy. In order to survive and thrive in today's world individuals must be able to comprehend basic texts such as bills, housing agreements (leases, purchase contracts), and directions on packaging and transportation documents (bus and train schedules, maps, travel directions).

2.6 PHASES OF READING

One of the things to bear in mind when lesson planning is to aim reading for helping students develop the skills they need to read more effectively in a variety of ways (the same variety of ways as they can employ in their own languages, of course). To enable this teacher should plan 'pre-reading', 'while-reading', and 'post-reading' stages.

These stages can help students make reading more communicative. For Avery and Graves (as they are cited in Duplass, 2008) "Reading should be planned as part of a lesson, these three phases would be integrated into your instructional sequence and may include passages from the textbook, handouts of Internet materials, primary documents, charts, etc." (p.1)

According to Barnett, (as it is cited in Rosas, 2012) "Phases of reading are: pre-reading, while reading and post – reading" (p.231)

2.6.1 PRE-READING STAGE

One of the main goals of pre-reading is to prepare students for the reading material you have assigned. The "OK opens your books to page 73 and start reading" approach is not an acceptable strategy.

According to Rosas, (2012) it has found that Pre-reading is a way to prepare a reader prior to a reading assignment by asking them to react to a series of statement, questions, or words related to the content the material. For Barnett (as it is cited in Rosas, 2012) some activities in this phase are: Prediction, Recognize the text structure, Transference, Skimming and Scanning.”(p.232)

Pre-reading tasks often help to the readers' knowledge (their schematic knowledge), this knowledge will help them to understand the text. Teacher should motivate their students with an attention-getter, preview the reading to entice students, and then use one of the following four strategies: Pre-teach Vocabulary, Pre-teach Concepts, promote objectives, Promote Reading Strategies

2.6.2 WHILE-READING STAGE

While-reading activities are taught students to obtain specific information. Students should scan the text to extract the information which the tasks demand. They do not have to pay attention to the parts of the text they do not understand. Some activities in this phase are: Inference, prior knowledge, consolidation, prediction of content and use of dictionary.(Barnett, as it is cited in Rosas, 2012, p.232)

During the while reading stage, the teachers job is to help students to understand the specific content and to perceive the structure of the text because the aims of this stage are to help students to understand the specific content and to perceive the rhetorical structure of the text. With these tasks teachers take the learners through the reading and they interact in the texting tasks.

2.6.3 POST-READING STAGE

For Barnett, (as it is cited in Rosas, 2012) “post reading activities concerned with summing up the content of the text, investigation into the writer’s opinion and may entail some kind of follow-up-task related to the text. Activities in this phase are: scanning, skimming, use of textual structure, use of prior knowledge, Prediction, and Inference” (p.232)

Post-reading tasks are intended to verify and expand the knowledge acquired in the reading. These last tasks also lead the learners to discuss and analyze issues presented in the reading. “A great way to build student comprehension of a text is to provide students with pre-, during, and post-reading strategies.” (Cox, 2014, p.3)

Considering the foregoing text to active and engage students in their text, it is need to provide students with an array of teaching strategies, as well as remind them that reading requires them to think with their minds before, during, and after reading. “After every reading, it is necessary to do a post-reading activity in which the teacher further develops some of the ideas to reinforce the reading.” (Duplass, 2009, p. 6)

Post-reading activities provide students a way to summarize, reflect, and question what they have just read. They are an important component of the pre-, during, and post-reading strategy and is the core of good comprehension. Post-activities are tasks in which learners, after interacting with the reading, reflect, argue and give their points of view.

2.7 MODELS OF READING

Before speaking about reading models it is necessary define what a model is. Oxford dictionary, (2016) defines “the model is something that has to serve as an imitation object, whereas, De la Torre, (2014) notes that in sciences

“an abstract, conceptual, graphic or visual representation (see, for example, conceptual map), physical phenomena, systems or processes is called model in order to analyze, describe, Explain, simulate (in general, explore, control and predict) those phenomena or processes” (p.1)

According to the foreign text and relate it to the education a model is Theoretical research instrument created to ideally reproduce the teaching - learning as well as it is a process aim to conceive the practice of the formative processes in an institution of higher education. It includes processes related to pedagogical issues of how to learn, how to teach, the most appropriate methodologies for meaningful assimilation of knowledge, skills and values, epistemological considerations around pedagogy, didactic applications, curriculum and Appraisal of learning

In the teaching and learning of English language four skill are taught, teachers need to put in practice different teaching models to work with students in classroom, especially when they practice reading comprehension.

It is necessary to explain reading models that teacher should know before applying reading skill. There are three different model of reading comprehension according to Ramos, (2008) who describes them as Cognitive models: top –down model; bottom-up model and interactive models.

2.7.1 BOTTOM UP MODEL

An ascending model is the process of reading begins with a visual stimulus and passes through an iconic representation that, decoded, allows a phonemic record; subsequently the set of letters is associated with meanings. For Navalón et al, (2009) “The reading process is a fundamental guide by the hypothesis that reader gives about possible meaning of the text”. (p.16)

Following to Navalón et al, (2009) this model is important to the reader, in this one reader should use cognitive strategies as predict or infer the ideas

on the text, it is equal to say that the meaning is not in the text but in the head because it is the head who reads. This model explains that student or reader can analyze the overall idea and divide it in smaller parts.

These models are characterized by sequential processes that, from simple linguistic units (letters, syllables), proceed in an upward direction towards more complex linguistic units (words, phrases, texts): this unidirectional sense does not imply the opposite process.

Teachers who believe that bottom-up theories explain students to begin instruction by introducing letter names and letter sounds, progress to pronouncing whole words, then show students ways of connecting word meanings to comprehend texts.

In bottom-up model students must compare their knowledge and background experiences to the text in order to understand the author's message. Truly, the whole purpose of reading is comprehension.

Therefore, Bottom-up theory argues that the readers construct the texts from the smallest units (letters to words to phrases to sentences, etc.) and that the process of constructing the text from those smallest units becomes so automatic that readers are not aware of the process.

A bottom-up approach is the piecing together of systems to give rise to more complex systems, thus making the original systems sub-systems of the emergent system. Bottom-up processing is a type of information processing based on incoming data from the environment to form a perception. From a cognitive psychology perspective, information enters the eyes in one direction (sensory input, or the "bottom"), and is then turned into an image by the brain that can be interpreted and recognized as a perception (output that is "built up" from processing to final cognition). In a bottom-up approach the individual base elements of the system are first specified in great detail. These

elements are then linked together to form larger subsystems, which then in turn are linked, sometimes in many levels, until a complete top-level system is formed. This strategy often resembles a "seed" model, by which the beginnings are small but eventually grow in complexity and completeness. However, "organic strategies" may result in a tangle of elements and subsystems, developed in isolation and subject to local optimization as opposed to meeting a global purpose.

2.7.2 TOP DOWN MODEL

This model emphasizes the importance of the information that the subject contributes to the fact of the comprehension of a text.

For Gough, (as it is cited in Ramos, 2008) mentions that "in the top-down model reader starts reading letters and the whole of these, this process is going to increase up to reader gets understand the rest of unit, words and the overall context." (paragraph. 24)

According to Ramos, (2008) in this model there is a relationship between reader and text but it gives importance to the text, however, there is a disadvantage with this model, after the reading, teacher does specific questions about the text but in this way it is not achieving the critical thinking of students.

The model explains that student analyzes text from the simplest element (letters) up to get to the most complex elements as phrases or the whole text. For example; the text offers visual information and on the other hand, the reader adds non-visual information to the fact of reading. This information is crucial to understanding. Good readers do not read word after word, in a linear process, but read meanings. According to the reader's use of his "non-visual information" the reading will be more or less effective.

For Person, (2016) “Top-down reading models teach students to read by introducing them to literature as a whole. Instead of teaching students to read by sounding out each word in a sentence, teachers read whole passages of a text. Students begin to begin using context clues to decipher unfamiliar words” (p.1)

The learners are expected to give the meaning of the text they read or listen based on their background knowledge. In contrast, Bottom-Down gives emphasis for the smallest block of the language. In other word, it goes from “parts to whole”. The question is, how these two strategies help L2 speakers to acquire the language.

Top-Down helps the L2 learners to understand the reading or listening text without worrying about the smaller components of the language. The learners are expecting to comprehend the main idea of the reading or the listening activities based on their prior knowledge. For example, when the L2 speakers know some words and phrases from the newspaper they read, they predict what the whole news talking about. So, for L2 speakers, giving the text which is familiar with their experiences are helpful for acquisition of languages by implementing Top-Down strategy.

Other example how top down model work is to guess unfamiliar words or phrases contextually. For instance, when L2 learners whether they read or listen a story which is related with their background knowledge, they will understand what the message convey by the author using their prior knowledge about the topic.

To summarize, Top-down theory argues that readers bring a great deal of knowledge, expectations, assumptions, and questions to the text and given a basic understanding of the vocabulary, they continue to read as long as the text confirms their expectations. The top-down school of reading theory argues that readers fit the text into knowledge (cultural, syntactic, linguistic, and historical)

they already possess, then check back when new or unexpected information appears.

2.7.3 INTERACTIVE MODEL

For Solé, (1987) “the interactive method is no other thing that uses both methods. They can be used join to get a complete understanding about the text. It would be the best method because the reading skill working better when both text and reader achieve the objective of give sense to the written ideas.”(p.125)

Following the foregoing text and making a recap it can be said that interactive model argues that both top-down and bottom-up processes are occurring at the same time while reader is reading. These theorists describe a process that moves between both bottom-up and top-down, depending on the type of text. Interactive models see reading as the result of several factors, including prior knowledge and schemas, and information from the text.

Both Top-Down and Bottom Up models are playing significant role in acquisition of language. As it was mentioned on the above paragraphs, Top – Down helps the L2 students’ knowledge such as guessing or predicting the gist of text. This model is helpful if the students have background knowledge about the text or know some of the meanings of the words which are appear in the text.

2.8 PEDAGOGICAL FOUNDATION

2.8.1 MOTIVATION

Students, who are motivated to learn something, use higher cognitive processes in learning about it. Motivation to do something can come about in many ways. For Cherry , (2016) “Motivation is defined as the process that initiates, guides, and maintains goal-oriented behaviors. Motivation is what

causes us to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge.” (p.1)

The term motivation is derived from the Latin “movere”, meaning “to move”, and is commonly defined as a cluster of factors that energizes behavior and gives it direction. Motivation is immersed in the biological, emotional, social and cognitive aspects that activate a behavior, or the reason which people do something, others authors also mention that motivation refers to the needs or wants that drive behavior and explain what we do based on the observable behaviors

Motivation is an important component of learning. Motivation is important in getting students to engage in academic activities. It is also important in determining how much students will learn from the activities they perform or the information to which they will be exposed to.

For Baublitz, (2010) “It has always been a major goal in education to encourage motivation and try to make learning interesting for students.” (p.2)

Other theories prefer to think of motivation as a way to satisfy certain needs. Some basic needs people must satisfy are food, shelter, love and positive self-esteem. Therefore, motivation to do something may be based on the achievement of these needs.

Yet another theory (the attribution theory) seeks to understand people’s explanations and excuses when it comes to their successes and failures. When people feel that they have control over their success in something, then they are more motivated to achieve in it. If they feel that they will not have any control in their success they might not be as motivated to achieve.

The expectancy theory of motivation is based on the belief that people’s efforts to achieve depends on their expectations of rewards. People will be

motivated to do something based on whether they think that they will be successful and be rewarded.

2.8.2 TYPES OF MOTIVATION

Psychologists have proposed different theories of motivation, including drive theory, instinct theory, and humanistic theory. The reality is that there are many different forces that guide and direct our motivations.

There are two different types of motivation as it is cited by (Baublitz, 2010, p.4) “there are basically two motivational types, one motivational type can be described as external or extrinsic motivation and the other can be described as internal or intrinsic motivation.”

Extrinsic motivations are those that arise from outside of the individual and often involve rewards such as trophies, money, social recognition or praise, and on the other hand intrinsic motivations are those that arise from within the individual, such as doing a complicated crossword puzzle purely for the personal gratification of solving a problem. (Cherry, 2016, p.2)

The difference in achievement something, is in the way how someone is motivated. Some people are motivated to learn, while others are motivated to perform well and get a good grade. It is important that teachers should try to convince their students that learning rather than grades are the purpose of academic work. This can be done by emphasizing the interest value and give importance of the material that the students are studying and by de-emphasizing grades and other rewards.

2.8.2.1 EXTRINSIC MOTIVATION

Those who believe that motivation to learn is prompted by external rewards believe that people are basically passive. Behaviorist philosopher

Barry Schwartz (as it is cited in Baublitz, 2010) notes that “students will usually respond only when the environment tempts them with the opportunity to get rewards or avoid punishments.” (p.5)

For Bainbridge, (2014) “Extrinsic motivation refers to motivation that comes from outside an individual. The motivating factors are external, or outside, rewards such as money or grades. These rewards provide satisfaction and pleasure that the task itself may not provide.” (p.2)

Following the foregoing text it can be said that when a learner receives an incentive or tangible reward to participate or to complete an activity, this is referred to as extrinsic motivation. When someone is extrinsically motivated, the individual spends time to complete an activity as a means to an end or to receive a reward of some type.

An extrinsically motivated person will work on a task even when they have little interest in it because of the anticipated satisfaction they will get from some reward. The rewards can be something as minor as a smiley face to something major like fame or fortune. For example, an extrinsically motivated person who dislikes math may work hard on a math equation because wants the reward for completing it. In the case of a student, the reward would be a good grade on an assignment or in the class.

2.8.2.2 INTRINSIC MOTIVATION

Intrinsic motivation refers when learners take responsibility for their own learning and have more of a sense of control. (Baublitz, 2010, p. 7), whereas, Coon and Mitterer, (as they are cited in Cherry, 2016) mention that "Intrinsic motivation occurs when we act without any obvious external rewards. We simply enjoy an activity or see it as an opportunity to explore, learn, and actualize our potentials." (p.1)

It can be said that an intrinsically motivated students become more inclined to set their own goals and monitor their own progress which benefits not only themselves, but the other language learners in the class with whom they interact in small group and paired work. Therefore intrinsic motivation refers to behavior that is driven by internal rewards. When someone pursues an activity simply for enjoyment, he or she is doing so because he or she is intrinsically motivated.

The human being has gotten all his proposes through the motivation. While many people do it for extrinsic reasons there are other people who do it with intrinsic motivation. Intrinsic is from certain point of view the best way to people get his proposes, Alexander Fleming, Nicola tesla, Einstein and other scientific worked using this type of motivation.

It is important encourage to the children in class, the motivation is an essential part of constructivism model of education, Especially intrinsic motivation, Motivation is a necessity so that learning becomes a continuing, improving, interesting and hopefully enjoyable process. Teacher must develop and encourage classroom motivation and think of and find ways to motivate students to reach their potential, their goals and their dreams.

2.9 PHILOSOPHICAL FOUNDATION

2.9 LEARNING PHILOSOPHY

Philosophy refers to study of all problems and methods in education although some authors called it like; "The philosophy of education", or also named "the philosophy of the process of education or the philosophy of the discipline of education."

To ensure that real learning takes place, it is necessary to apply and practice it on the job and in real life situations. For Kaechele, (2011) “philosophy of learning is social and should happen in community through investigations, experiments, questions, and conversations.” (p.1)

Our learning and development philosophy is built upon how individuals internalize and apply what they learn based on how they acquire the knowledge. The learner should have an active role in choosing both the content and the method of their learning.

Learning should be holistic, not compartmentalized into artificial subjects. Every learner is an individual human being with her own feelings, emotions, strengths, weaknesses, passions, and dreams to explore.

Learners should be connected to the world through on-line tools to share and expand their learning. Learning should be “real world” of preparation for later careers. Students can and should make meaningful contributions to all fields of study. Learning should be assessed informally and formally with formative assessments not just high stakes tests at the end.

2.10 PSYCHOLOGICAL FOUNDATION

2.10 COGNITION

For Piaget (as it is cited in McLeod, (2015) “cognitive development was a progressive reorganization of mental processes as a result of biological maturation and environmental experience” (p.1)

The first psychologist to make a systematic study of cognitive development was Piaget, (1936). His contributions include a theory of child cognitive development, detailed observational studies of cognition in children, and a series of simple but ingenious tests to reveal different cognitive abilities.

Before Piaget's work, the common assumption in psychology was that children are merely less competent thinkers than adults. Piaget showed that young children think in strikingly different ways compared to adults.

Today other author as Cherry, (2016) defines Cognition "as a term referring to the mental processes involved in gaining knowledge and comprehension. These processes include thinking, knowing, remembering, judging and solving. These are higher-level functions of the brain and encompass language, imagination, perception, and planning." (p.2)

Following the foregoing text it can be said in conclusion that Cognition is the mental action or process of acquiring knowledge and understanding through thought, experience, and the senses. Piaget also mentioned something important about young learner who can learn easier than an adult because Children take learning as a part of daily life, while adults see learning as a textbook in a classroom. Children see learning as a playground, a sandbox where they can create whatever they want.

2.11 LEGAL FOUNDATION

2.11.1 NATIONAL CONSTITUTION

Art. 26.- The education is a right of the people along his life and it is ineludible and inexcusable of the State. It constitutes a very important area of the public politics and of the state investment, guarantee of the equality and social inclusion and indispensable condition for the good live.

Art. 27.- The education centered in the human being and guaranteed his holistic development, in the frame of the respect to the human rights, to the sustainable environment and to the democracy, will be participatory,

compulsory, intercultural, democratic and diverse, of quality, will promote the equity of gender, the justice, the solidarity and the peace, stimulated the critical sense, the art and the physical culture, the individual and community initiative, and the development of competitions and capacities to create and Works.

Art. 28. -The education will answer to the public interest and will not be to the service of individual and corporate interests. It guaranteed to the universal access, permanence, mobility, and egress without discrimination some and the forcing in the initial level, basic and bachelorette or his equivalent.

Art. 29. -The State guarantees the freedom of education, the freedom of chair in the upper education, and the right of the people to learn in his own tongue and cultural field.

Guarantee the active participation of students, families, and educational in the educational processes.

Guarantee under the principles of social equity, territorial and regional that all the people have access to the public education.

Art. 348.- The public education will be free and the state funded of timely way, regulate and sufficient. The distribution of the destined resources to the education will govern by criteria of social equity, population and territorial, among others.

The state funded the special education and will be able to support financially to the physical education missioner, artisanal and community, whenever they fulfill with the principles of gratuitousness, forcing and equality of opportunities surrender accounts of his educational results and of the handle of the public resources, and are properly described, in accordance with the law.

Art. 350.- The system of upper education has like purpose the academic and professional training with scientific vision and humanist; the scientific and technological investigation; the innovation, promotion, development and diffusion knowledge's and the cultures; the construction of solutions for the problems of the country, in relation with the aims of the diet of development.

Art. 352.- The system of upper education will be integrated by universities and polytechnic schools; upper institute technicians, technological and pedagogical; and conservatoires of music and arts, properly accredited and evaluated. These institutions are public or particular, will not have ends of lucre.

2.11.2 THE ORGANIC LAW OF INTERCULTURAL EDUCATION

Official register 417 of 31 March of the 2011

Art. 2.- The education governs by the following principles: All the Ecuadorian has the right of the integral education and the obligation to participate actively in the process educational national.

All the people without distinction of class have right to be educated. It is to have to and primary right of the parents or those who represent it give to his children the education that estimate convenient. The State will watch the fulfillment of this duty and will facilitate the exercise of this right. All people that have to his careful, it has the obligation to give them education because it is right of all.

The State guarantees the freedom of education of compliance with the law.

The education is free. The official education is secular and free in all the levels; the State guarantees the particular education.

Art 3.-They are ends of the Ecuadorian education: to) Develop the physical capacity, intellectual, creator and criticism of the student respecting his personal

identity so that it contribute to the political moral transformation, social, cultural, and economics of the country. (p.51)

2.11.3 CODE OF CHILDHOOD AND ADOLESCENCE

Art. 37.- Right to the education.-The boys, girls and teenagers have right to an education of quality. This right sues of an educational system that:

1. It guarantee the access and permanence of all boy and girl to the basic education, as well as of the teenage until the bachelorette or his equivalent;
2. It contemplate proposed educationalist flexible and alternative to attend the needs of all the boys, girls and teenage, with priority of those who have disability, work or live a situation that require greater opportunities to learn.

CHAPTER THREE

1. METHODOLOGY

2. PROCESS

3. ANALYSIS AND RESULTS

1. METHODOLOGY

It applies a participatory active methodology in that they realize diverse activities, games and workshops of analysis and reflection directly related with the contents that they learn day by day out. The participants of individual way as group, experiencing diverse strategies to comprise each content, what facilitates his applicability in the classroom. Like final product considers the design of at least a booklet whose specific content will be used to develop the skill of understanding reader in that it exerts the student.

The research approach is qualitative type, because by applying surveys with expert judgment after validation were presented; the same as we experienced the possibility of collecting information through questionnaires to teachers and students Guayaquil High School, National Educative Center of Guayaquil and is quantitative because collects and analyzes ,quantitative data on surveys conducted based on the criteria of the study group.

About using flash cards as a method to develop the lexicon of English, taking into account these two factors can say that research is quantitative composition.

This project is Socio educative chosen mode, as the entities that make up the institution or inclines; they are students and teachers to whom it is all beneficial impact as a contribution for the campus also allowing them to grow in their intelligence, skills, knowledge, abilities, etc. Proposed for an end capabilities

The level of research used in this project is descriptive, because this technique in processing results using data previously obtained

according to the present yields results that collects research depth is expected then reach comprehensive analysis by factual diagnosis in charge collecting the scientific problem and valuation of objects of study and field.

This project was a feasible project because an investigation was carried out and worked up and developed a viable proposal to solve the problem of requirement of training materials for teaching English in the Basic at College Dolores de Sucre to improve the process teaching and learning.

It learned against a field investigation by which could diagnose the problem, make a proposal and develop the necessary teaching resource. It analyzed and concluded on the feasibility and implementation of this project and evaluate processes and results giving an alternative proposal for solving the problem of lack of teaching materials.

Based on many definitions above about action research; the researcher can conclude that action research is one of form of research that trying out an idea in practice of a social situation with a view to improving or changing something, trying have a real effect on the situation.

TYPES OF INVESTIGATION

The proposal will develop in context of the no experimental investigation, since it does not build any situation, on the contrary the group researcher observes some situations that we have find actually in which prevue the following type of investigation.

Bibliographic: This type of investigation resorted to the review of archives that will allow to have sufficient information which will attain to offer a panoramic vision of the investigative problem based in a bibliography select, reliable and precise that back the case.

According to the different knowledge levels:

Descriptive: Because it will allow to describe the current reality regarding the results obtained in the skill of oral expression in English of the students of the eighth year of the High School “Guayaquil”

The project was based on descriptive research because it served to describe the background to the problem by giving a documented vision of it. The findings, the result of this investigation, provided a more concrete vision of the problem the same that led to the approach of possible solutions by examining the characteristics of the problem chosen, the definition and formulation of hypotheses, selection of techniques for data collection the establishment of precise categories that were adapted to the purpose of the study and helped to highlight the similarities, differences and meaningful relationships, verification of the validity of the techniques used for data collection, conducting objective and accurate observations and description, analysis and interpretation of data obtained in clear and precise terms.

Explanative: It uses the method inductive-deductive, with which treats to answer and give the important reason of an object of investigation, it determines the causes that originate the presence of the problem, in this case analyze us the causes of the students who present difficulties or little interest in the reading comprehension.

Social Interest: Because the result of the investigation will use to define or declare the existence of the problem posed for knowledge of parents of family, professors, students and community.

Collective: Because the study and development of the problem of investigation realized it two researchers. Which develop a conjoint work of analysis, editorial, costs and other appearances that comport to the preparation and culmination of the investigation with the

support and collaboration of students and professors of the educational community.

Theoretical: In the investigation there were two forms of inference which reached the same purpose even if the starting point was different because it was simultaneously used methods of inductive and deductive inference to find the solution to the problem of lack of teaching materials English for what we say we use the inductive-deductive method.

POPULATION AND SAMPLE

For our investigation will take in account the group of individuals, elements, people where both, teachers/authorities and students and material that find in the area that go to investigate. It was distributed on different blocks of data which no matter which portion was investigated, the outcome calculated the whole population the same way.

SAMPLE

The sample in this investigation did not need to be put into the whole process nor any formula had to be performed due to the fact that this investigation is only being conducted on a total of 72 students and the minimum requirement of sample. These will be 2 educational and 72 students of eighth year of basic education of the High School “Guayaquil” of the city of Guayaquil.

$$n = \frac{P Q * N}{(N - 1) \frac{E^2}{K^2}} + PQ$$

Chart 1:

No.	CLASSROOMS	STUDENTS
1	A	37
2	B	35
TOTAL		72

SAMPLE AND REPRESENTATION

PREPARATION, KNOWLEDGE AND CERTIFICATED

According with this graphic the teacher of 8th grade in the High School Guayaquil have the same level of the knowledge and professionalism.

In other words we can express the teachers in our country and the number of prepared and professional is very acceptable and we can see other tools to realize the investigation about their strategies.

Chart 2:

No.	INSTITUTION	POPULATION TEACHERS
1	HIGH SCHOOL "GUAYAQUIL"	2

NOTE: As the number of the teacher is not bigger, we cannot do a representation or to design the sample.

Chart 3:

STYLE OF MANAGERS

No.	STYLES	CLASSIFICATION
THE PRINCIPAL	FEMALE	2
DIRECTION BY EXCEPTION	MALE	1
DIRECTION BY RESPONSABILITIES	BOTH	5
	TOTAL	8

OPERATIONALIZATION OF THE VARIABLES.

It can be relevant that most of the problems students are facing are related to the lack of grammar exercises and correct usage of sentences used in the classroom. Wall charts are a must and so are flashcards and all other grammar visuals. Teachers have to reach ways to get their students to super star status in the English field. To have them take control of the language and master it, it depends all in the material, class participation, motivation and how well students are encouraged to improve their writing skills.

Describing pictures to each other, using visual aids, motivating students mind, activating their prior knowledge are only the tip of the pyramid when it deals with topdown activities to encourage such successful activities in the classroom.

Variables CONCEPTS	DIMENSION	INDICATORS
<p>Independent: Reading comprehension</p> <p>-----</p> <p>Dependent: Reading skills.</p>	<p>Styles of reading Techniques Deficiencies Characteristics Motivation Types of reading Ludical activities Methodology Environment -----</p> <p>-reading comprehension -skimming -intensive reading -extensive reading -steps for summarizing -ludic activities -motivation -scholar environment -teaching ways: videos, games, real objects</p>	<p>Performance in reading. Accuracy Objectivity Fluency</p> <p>-correct wording, sentence structure, penmanship</p> <p>-----</p> <p>-Read document twice- once for grammar, and once for word meanings, comprehension, and flow. -verified structure sentence, picture description correctly Separate paragraphs review the text verified structure sentences keywords</p>

	<ul style="list-style-type: none"> - methodological studio - evaluation assessment - problematic learning <p>Types of text General structure of text Didactical approach to teaching reading skills</p>	
Incidence	<ul style="list-style-type: none"> - Application of new methods - Development of strategies to improve skills - Write according to specifically situations 	
Advantages	<ul style="list-style-type: none"> - Application of new technique which students like the most. - Feeling motivated for using motivational techniques as a way to learn to read in English. - New technology is applied into the classroom. 	
Disadvantage	<ul style="list-style-type: none"> - Expensive - Read Taoism - Useless for illiterate person - Difficult to maintain secrecy - Lack of flexibility 	

Conclusion	As a general conclusion we have that teachers are the only and the one who have the power to made classrooms the ideal environment to improve English skill applying motivation and techniques which have students feel comfortable in a foreign class.	
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Authors: Juan Pablo Alvarez and J. Elizabeth Sornoza Tituaña

2. METHODS OF THE INVESTIGATION

For 8th graders the appropriate method talking about teaching reading would be the bottom-up, described by Brinton et al (2014) as building meaning beginning from the smallest units and moving up to larger units, from letters, sound correspondences, syllables, words, multiword expressions, phrases, sentences, paragraphs to the entire texts. Teachers need to know the mechanics of the language in order to be prepared to explain each feature to the students. Teaching the language involves structure, patterns, meanings and functions. Some structures address the same meaning, like simple present to mean routine or future intentions.

Deductive Method

This is the main method that uses for the education, had to that when the subject studied proceed from generals to specifics, especially with the vocalization and pronunciation of the words.

Inductive Method

This is another method used by the educational of English, especially when it initiates subjects like the dialogues, the roots of the

word, and the pronunciation of the words, begin by particular cases, suggesting that discover the general principle that governs them.

Reading Interact

When selecting the fairy tale, teachers should consider a text that is according to the level of the students, and that is familiar to them, so the delivery of the lesson is not complicated to learners. The objective is to motivate students not to frustrate them with unknown tales.

Nuttall (2005) suggests the following procedures to promote learning using readings:

- Using the next- step level, this means one step ahead of the initial level. This can be divided into the three stages of the lesson: pre-reading exercises, while activities and post-text tasks. According to research the time when students pay attention is at the beginning and ending of the lesson. Teachers should consider this information to exploit that time. Pre- activities can be:
 - Talking about the topic.
 - Write true/false information with facts taken from the story.
 - Teaching vocabulary from the story, so when students start reading they can guess other words according to the context.
 - Have students predict the story using the vocabulary that the teacher is introducing.
 - Do repetition exercises to practice the pronunciation of the words.
- During the process, teachers need to scaffold students to support them until they can do it alone. This process focuses on enabling learners to develop, and never doing anything for them but encouraging, prompting, probing, modelling, clarifying. This can be achieved by:

- Asking concept and content questions, but giving time for most of students can provide their answers. Teachers can apply a cooperative learning technique by just asking students to compare their responses with their classmates. Again teachers have to explain the reasoning behind that technique so students work accordingly.
- Telling students to read out loud, to reinforce pronunciation. To help them with the correct sounds and intonation of the words.
- Asking the students to find parts of speech, classify them and/or use them in other sentences.
- Underlining key words.
- Scanning: looking specific details like names, protagonist, antagonist, message, setting, dates, places, names, words that show order, etc.
- Skimming: looking for the general idea of the reading.
- Change the ending, characters, message, places, events, etc. Students need to say why they are making those changes.
- Adapt the content to students' context.
- Make a promotional brochure for the reading.
- Promote oral classroom interactions, following a step by step model, this is teachers-students then move to group participation and finally pairs.
- Tell students to make the question to the teacher (teacher-students interaction). Switch roles.
- Divide the class into two groups and assign questions to one group and answers to the other. Then, change roles.
- There are different kinds of questions: yes/no, information questions, open/close, factual, critical thinking, research, inferring, among others. This is a good activity for students to focus also on how to write questions.

Teach students to text talk, this is to question or interrogate the text. This is one difficult strategy but worth trying.

- The characters, situations, events, the order of the events, the place, the ending, etc.

- Teachers need to start using positive reinforcement to engage and keep students motivated to participate in the classroom.
- Training the learner with the reading strategies.
- Teachers need to create spaces where learners can apply the strategies until they become a part of their learning skills and they can use them as if it was part of their routine.

Brinton et al (2014) reinforces the uses of graphic organizers because they:

- Allow students to develop a holistic understanding that some words cannot convey. In this regards, some activities that teachers can implement are: expositions using collages, change words into visuals and retell the story, preparing a slide presentation in front of the class.
- Promote to remember and retain learning through synthesis and analysis.
- Use visual aids and knowledge of familiar words to guess meanings of unknown terms.
- Teachers can train students to do this in pairs.
- Understand adapted and authentic texts which are simple but longer than those in 8th grade. The fairy tales fully meet this requirement. Teachers can also ask students to follow the model and create their own stories.
- Extract the gist and key information items from simple, longer informational, transactional, and expository texts, especially if there is visual support and with the aid of a dictionary.
- These activities are included in the skimming and scanning skills.

3. ANALYSIS AND INTERPRETATION OF THE INFORMATION

PROCEDURES OF INVESTIGATION

APPLICATION OF THE INVESTIGATION INSTRUMENTS

SURVEY TO THE STUDENTS

SPECIFIC INSTRUCTION:

Place a “check mark” on the answer you consider the most appropriate on each one of the questions.

- 1- Never 2- Hardly ever 3- Sometimes 4- Usually
5- Always

CHART N° 6

	1	2	3	4	5
1. You practice Foreign Languages					
2. You practice to speak English Language					
3. You like to read in Spanish					
4. You like to read in English					
5. The English class implemented by your teacher are effective for your understanding.					
6. It uses of implementation of methods for the development of reading comprehension.					
7. It would be satisfactory and interesting if you practice reading activities with playful exercises.					
8. Teachers use the best strategies to engage your abilities to read.					
9. The techniques of your teacher to apply the reading comprehension are appropriate.					
10. You practice listening and reading with other students helps you improve these skills in the language.					

INTERVIEW TO THE DIRECTOR

Specific instruction:

Interview the Director and file it.

CHART N° 7

1. Is the English learning-teaching process in your school appropriate?
2. How would it be if students receive English classes using reader books about topics like National and International Fairy Tales?
3. Do you think students can have fun while having playful activities to reading comprehension?
4. Does the school have extra reading resources to improve reading comprehension and the pronunciation of each paragraph?
5. Do students support material to read in class and at home?

CHART N° 8

INTERVIEW TO THE ENGLISH TEACHER

SPECIFIC INSTRUCTION:

1. How is the English teaching in the school?
2. How would it be for you if your English classes had reading activities with funny games to improve skills?
3. Would you like to have extra resources in your English classes and using technology?
4. How agreeable could it be for you if students increase their vocabulary with visual aids when practice reading?
5. How would it be for you if students receive reading practice classes in more conditioned classrooms with a booklet to guide each class to develop reading comprehension?

APPLICATION OF THE INVESTIGATION INSTRUMENTS
SURVEY TO THE STUDENTS
ANALYSIS OF RESULTS

Sample: 37 students

Course: 8th course

Question 1: you like to read in English.

Chart No. 9

INTERVIEW TO THE STUDENTS
1. How is the English teaching in the school?
2. How would it be for you if your English classes had reading exercises to improve skill of reading comprehension?
3. Would you like to have writing, reading resources in your English classes and using technology?
4. How satisfactory could it be for you if students increase their vocabulary with visual aids when reading?
5. How would it be for you if students receive reading practice classes more often?

Title: You like to read in English.

Source: Students of 8th grade of Guayaquil High School.

Authors: J. Elizabeth Sornoza Tituaña and J. Pablo Alva

APPLICATION OF THE INVESTIGATION INSTRUMENTS
SURVEY TO THE STUDENTS
ANALYSIS OF RESULTS

Sample: 72 students

Course: 8th course

Question 1: You practice foreign language

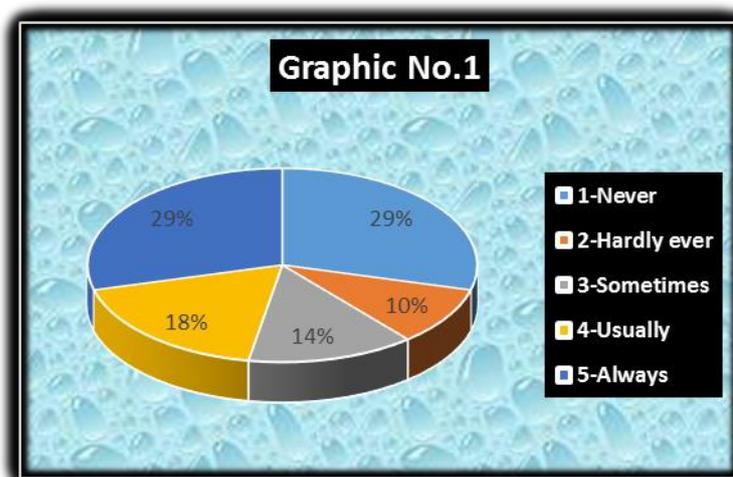
CHART OF FREQUENCY N°1

ALTERNATIVES	FREQUENCY	PERCENTAGE
1-Never	21	29%
2-Hardly ever	7	10%
3-Sometimes	10	14%
4-Usually	13	18%
5-Always	21	29%
TOTAL	72	100%

Title: You practice Foreign Language

Source: Students of 8th grade of High School Guayaquil.

Authors: Janina Elizabeth Sornoza Tituaña and Juan Pablo Alvarez



ANALYSIS:

According to the results we can see on graphic number 1, students express they are interested to practice English because of they like to improve their pronunciation and to grow their knowledge so analyzing the opposite opinion of the others, who have said that they don't agree its use because of lack of vocabulary and teachers don't use any motivational strategy to engage their knowledge with the situation.

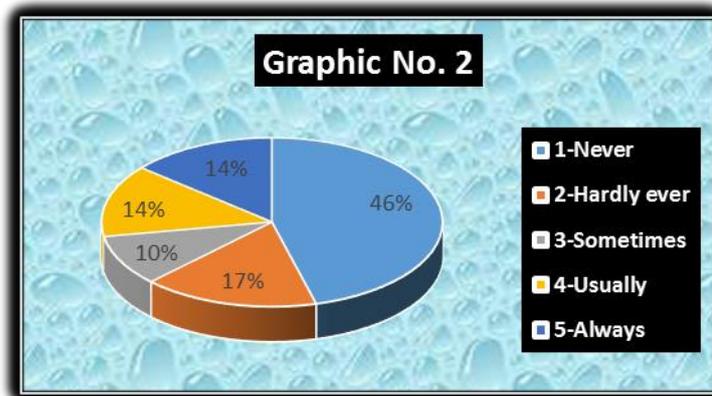
Sample: 72 students

Course: 8th course

Question 2: You practice to speak English

CHART OF FREQUENCY N°2

ALTERNATIVES	FREQUENCY	PERCENTAGE
1-Never	33	46%
2-Hardly ever	12	17%
3-Sometimes	7	10%
4-Usually	10	14%
5-Always	10	14%
TOTAL	72	100%



Title: You practice to speak English

Source: Students of 8th grade of High School Guayaquil.

Authors: Janina Elizabeth Sornoza Tituaña and Juan Pablo Alvarez Caballero

ANALYSIS:

In the graphic number 2 the students are really appreciating the implementation of reading activities into the class to practice daily the use of English in written context. However the add teachers don't give them an exact, specifically and essay way to apply this strategies into the class.

In fact, they need to be motivated to continue doing it applying narrative, persuasive and biographical context. They need the motivation frequently because they don't take the initiative to practice to speak English.

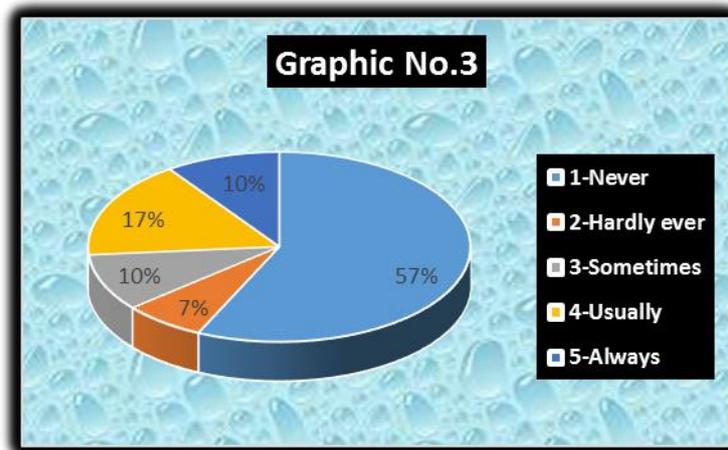
Sample: 72 students

Course: 8th course

Question 3: You practice to read in Spanish

CHART OF FREQUENCY N°3

ALTERNATIVES	FREQUENCY	PERCENTAGE
1-Never	41	57%
2-Hardly ever	5	7%
3-Sometimes	7	10%
4-Usually	12	17%
5-Always	7	10%
TOTAL	72	100%



Title: You like to read Spanish

Source: Students of 8th grade of High School Guayaquil.

Authors: Janina Elizabeth Sornoza Tituaña and Juan Pablo Alvarez Caballero

ANALYSIS:

Students indicate on answer of question number 3 that they are encouraged by teachers every day in class to read in Spanish, but 57 % of them are not interesting to do that and they do not work this method into the class, the other group accept their lack of vocabulary and grammar structure which cause their lack of motivation.

In general teachers agree they have to start working this part to help students feel sure themselves but not stopping 100% method which is the only way to improve skill into the class.

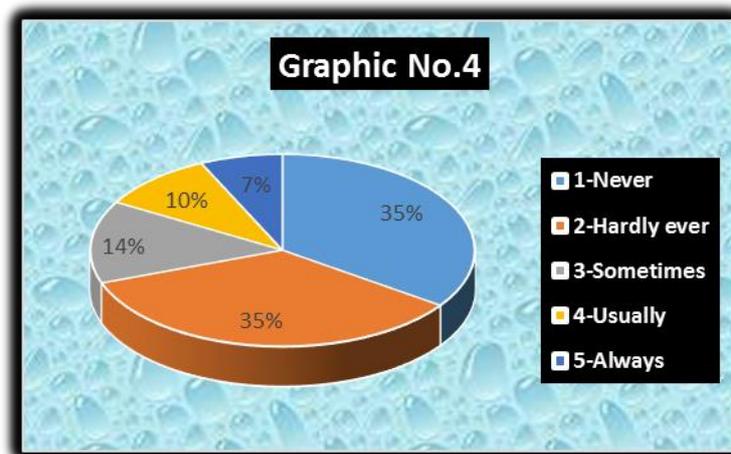
Sample: 72 students

Course: 8th course

Question 4: You like to read in English

CHART OF FREQUENCY N°4

ALTERNATIVES	FREQUENCY	PERCENTAGE
1-Never	25	35%
2-Hardly ever	25	35%
3-Sometimes	10	14%
4-Usually	7	10%
5-Always	5	7%
TOTAL	72	100%



Title: You like to read in English

Source: Students of 8th grade of High School Guayaquil.

Authors: Janina Elizabeth Sornoza Tituaña and Juan Pablo Alvarez Caballero

ANALYSIS:

Students indicate on answer of question number 4 that they are encouraged by teachers every day in class to read in English after they use their resource like audio, CDs and others, but 35 % of them are not interesting to do that and other 35% of them read in English but do not work this method all the time, the other group accept their lack of vocabulary and grammar structure which cause their lack of motivation.

In general teachers agree they have to start working this part to help students feel sure themselves.

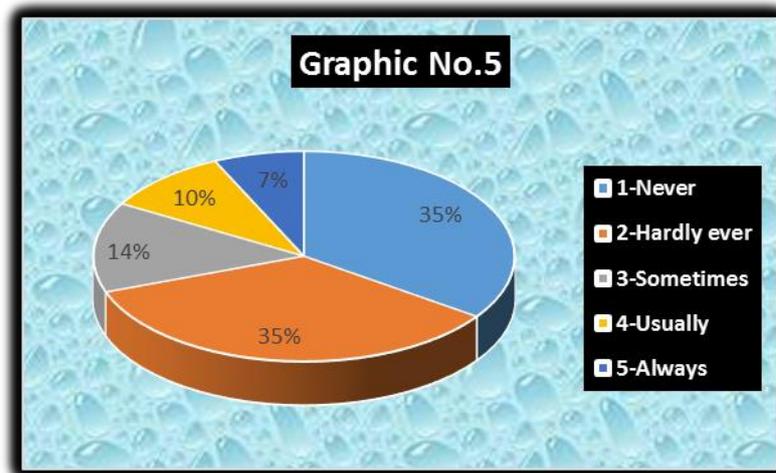
Sample: 72 students

Course: 8th course

Question 5: The English class implemented by your teacher are effective for your understanding.

CHART OF FREQUENCY N°5

ALTERNATIVES	FREQUENCY	PERCENTAGE
1-Never	25	35%
2-Hardly ever	25	35%
3-Sometimes	10	14%
4-Usually	7	10%
5-Always	5	7%
TOTAL	72	100%



Title: You like to read in English

Source: Students of 8th grade of High School Guayaquil.

Authors: Janina Elizabeth Sornoza Tituaña and Juan Pablo Alvarez Caballero

ANALYSIS:

Students are not motivated because there is no the implementation of adequate resources to the English class to practice daily the use of English in reading context. However the add teachers do not give them an exact, specifically and essay way to apply this strategies into the class.

In fact, they need to be motivated to continue doing it applying narrative, persuasive and biographical context given them the correct structure of each of them.

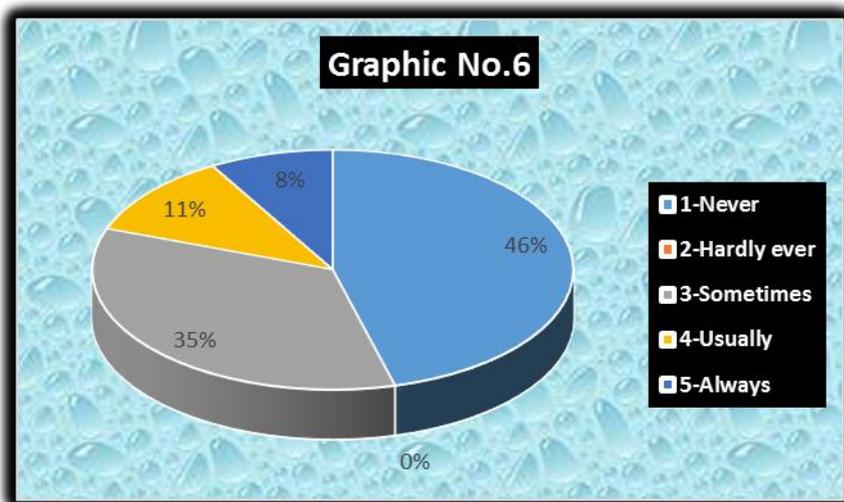
Sample: 72 students

Course: 8th course

Question 6: You think that using the implementation of methods for the development of reading comprehension.

CHART OF FREQUENCY N°6

ALTERNATIVES	FREQUENCY	PERCENTAGE
1-Never	33	46%
2-Hardly ever	0	0%
3-Sometimes	25	35%
4-Usually	8	11%
5-Always	6	8%
TOTAL	72	100%



Title: You think that using the implementation of methods for the development of reading comprehension.

Source: Students of 8th grade of High School Guayaquil.

Authors: Janina Elizabeth Sornoza Tituaña and Juan Pablo Alvarez Caballero

ANALYSIS:

Students are not motivated because there is no the implementation of adequate resources to the reading of tales or other kind of text with awesome content and pictures about it. In fact, they need to be motivated to read and to understand the content of a text totally to talk about it or to write what they read in class.

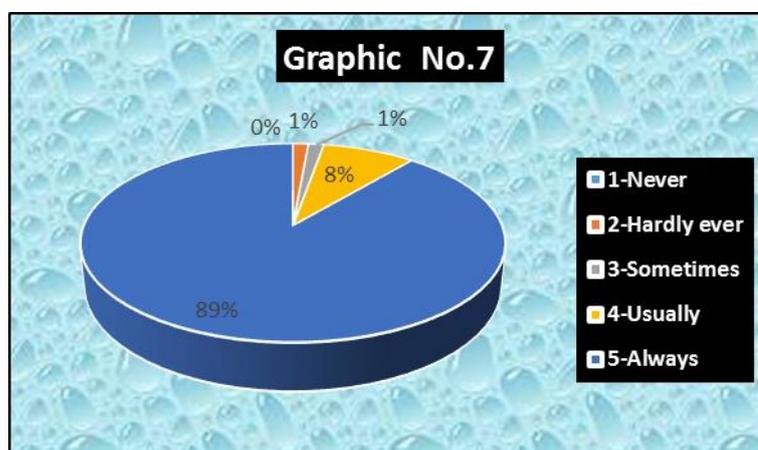
Sample: 72 students

Course: 8th course

Question 7: It would be satisfactory and interesting if you practice reading activities in class with playful exercises.

CHART OF FREQUENCY N°7

ALTERNATIVES	FREQUENCY	PERCENTAGE
1-Never	0	0%
2-Hardly ever	1	1%
3-Sometimes	1	1%
4-Usually	6	8%
5-Always	64	89%
TOTAL	72	100%



Title: It would be satisfactory and interesting if you practice reading activities in class with playful exercises.

Source: Students of 8th grade of High School Guayaquil.

Authors: Janina Elizabeth Sornoza Tituaña and Juan Pablo Alvarez Caballero

ANALYSIS:

In the graphic number 7, students say it will be satisfactory and interesting to develop a lot of activities of reading comprehension using playful exercises to do a relation between the skills that they use in class to read a text and games to learn with a great motivation and apply in each case by day. In fact, they feel so happy to know that the teachers use all the ways to have fun, to read and to learn about what they read.

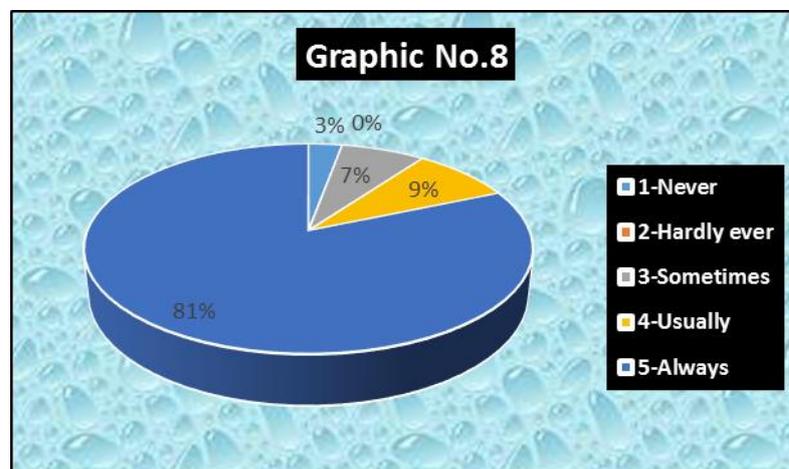
Sample: 72 students

Course: 8th course

Question 8: Your teacher use the best strategies to engage your abilities to read.

CHART OF FREQUENCY N°8

ALTERNATIVES	FREQUENCY	PERCENTAGE
1-Never	2	3%
2-Hardly ever	0	0%
3-Sometimes	5	7%
4-Usually	6	9%
5-Always	57	81%
TOTAL	70	100%



Title: Your teacher use the best strategies to engage your abilities to read.

Source: Students of 8th grade of High School Guayaquil.

Authors: Janina Elizabeth Sornoza Tituaña and Juan Pablo Alvarez Caballero

ANALYSIS:

In the graphic number 8 the students say that their teacher use all the ways to engage their abilities to read, they us the dictionary to work with synonymous and images to do the relation between the keywords and the meaning to develop the skills of reading and to have a better comprehension about the text. Teachers bring their own strategies to the classroom to work the different kind of reading and ask the questions with the best exactitude possible.

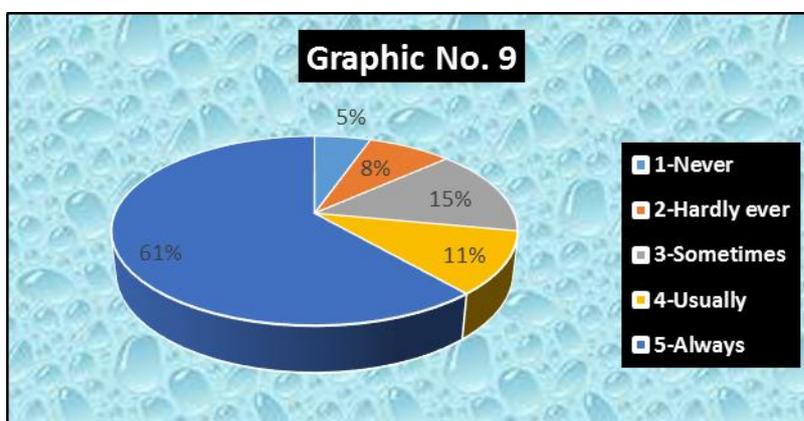
Sample: 72 students

Course: 8th course

Question 9: The techniques of your teacher to apply the reading comprehension are appropriate.

CHART OF FREQUENCY N°9

ALTERNATIVES	FREQUENCY	PERCENTAGE
1-Never	4	5%
2-Hardly ever	6	8%
3-Sometimes	11	15%
4-Usually	8	11%
5-Always	46	61%
TOTAL	75	100%



Title: The techniques of your teacher to apply the reading comprehension are appropriate.

Source: Students of 8th grade of High School Guayaquil.

Authors: Janina Elizabeth Sornoza Tituaña and Juan Pablo Alvarez Caballero

ANALYSIS:

According to the graph number 9 we notice that they are motivated when we express the phrase "motivational techniques", and 61% have said that they like this way of working into the class to improve their reading comprehension. The other group of student expressed other perception because they do not have immediately access to research information about motivation of techniques into the class.

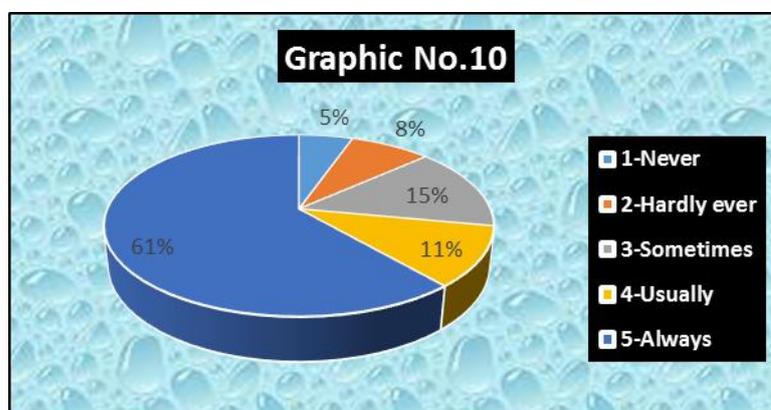
Sample: 72 students

Course: 8th course

Question 10: Practicing listening and reading with other students helps you improve these skills in the language.

CHART OF FREQUENCY N°10

ALTERNATIVES	FREQUENCY	PERCENTAGE
1-Never	4	5%
2-Hardly ever	6	8%
3-Sometimes	11	15%
4-Usually	8	11%
5-Always	46	61%
TOTAL	75	100%



Title: Practicing listening and reading with other students helps you improve these skills in the language.

Source: Students of 8th grade of High School Guayaquil.

Authors: Janina Elizabeth Sornoza Tituaña and Juan Pablo Alvarez Caballero

ANALYSIS:

Mostly students to help and they need help of other students because they are the people who they trust, they can change ideas, tips or tricks to engage the reading and that it appears fun, it is not an obligation or the typical activity that they should to do in class, they look for students who talk about their knowledge about the foreign language and the techniques that they use effectively to apply on the next time in class without fear. In fact, the students try to improve their scholar life and the participation when the teachers call to volunteers to read some paragraphs or texts.

CONCLUSION

The primary focus of chapter has been to investigate the validity of the use of Māori cultural identity initiatives in special institutions by drawing upon the collective voices of the kaikōrero that took part in the research project. At times their voices reflected an accord, both with the literature and amongst themselves. For instance, no-one started that, in and of itself, Māori cultural identity was a negative. On the contrary, in line with the literature that emerges from Māori circles, Māori cultural identity is seen as a positive contribution to Māori personal wellbeing.

It can be concluded that students are in a need of reading development skills due to the lack of proper training from the teacher and the English department.

One should not forget that motivation varies from one area of knowledge to another, since the skills, knowledge and meta-knowledge are acquired in meaningful contexts. According to Hartman (2011), it seems necessary to increase the specific motivation for reading to improve the reading comprehension by encouraging all its determinants, especially the perceived self-efficacy, since writing is a highly complex process where you must implement many mechanisms that we can only handle correctly with a clear motivation.

The academic implications of enhancing their motivation for writing are huge, since we must not forget that writing is not only involved in the area of language, it is necessary to teach throughout the curriculum. This need to increase motivation towards reading to improve overall academic performance is not only important in the case of students with difficulties, but also in those without learning disabilities and / or underperforming.

RECOMMENDATION

It is recommended for students to be engaged in own stories with a fantastic content that interests them like fiction characters who we can find in National and International fairy tales.

It is recommended for the study guide to be established with playful exercises and used as a reinforcement tool in the classroom and at home.

Students are to participate constantly with the use of the guide and have different topics involved with the writings. The observation used to know situation in the teaching learning process when the method is applied. It is also very important to know how far their interest to learning English and how they think about their teacher.

CHAPTER IV

THE PROPOSAL

JUSTIFICATION

The present research will focus on the use of reading activities using the ascending method and develop the reading ability, since due to the observed data and the insufficiency of didactic resources destined to develop the reading of texts and English in public schools the teacher has a limited repertoire of tools to improve students' methodology and progress towards different levels of proficiency as indicated by the National Curriculum according to international standards such as the Common European Framework, so this work would help the teacher in the area of English so that you can make use of an additional instrument to the text with which you work in class, in addition to being able to contribute with the education of our young people and can have this type of aid to increase their proficiency in English and may in the future have better job opportunities

OBJECTIVES OF THE PROPOSAL

GENERAL OBJECTIVE

- To develop a didactic material (booklet with reading activities using bottom up reading model) to increase the reading skill performance in the students of 8th grade at "Guayaquil" public school.

SPECIFIC OBJECTIVES

- To carry out strategies that help teachers to develop reading comprehension and improve English language proficiency.

- To motivate students with reading activities
- To give teacher and students an instrument to develop reading skill
- To promote the teaching and learning of English language in public schools
- To use other didactic resource apart of those used in class normally

FEASIBILITY OF THE APPLICATION

It is considered feasible because of It will be done with the help of parents, managers and teachers of the institution with the aim of strengthening skills in the use of a foreign language

Feasibility studies allow to the researchers to determine and organize all of the necessary details to make a good project. A feasibility study helps identify logistical problems, and nearly all school-related problems, along with the solutions to alleviate them. Feasibility studies can also lead to the development of educative strategies.

We believes that the project, in one form or another, is feasible because it is legally, pedagogically, technically and economically stated.

Different types of feasibilities are shown here:

TECHNICAL FEASIBILITY

Technical feasibility refers to how a good or educative resource will be delivered, which includes transportation, school location, technology needed, materials, equipment and facilities. .

For developing this project, it was necessary to use following the next technical feasibility:

MATERIALS

- ✓ Markers
- ✓ Papers
- ✓ Checking list

EQUIPMENT

- ✓ Computer
- ✓ Camera
- ✓ Flash drives

FACILITIES

- ✓ Schedule
- ✓ Classroom
- ✓ internet access

FINANCIAL FEASIBILITY

For doing this Project possible, it was necessary to have economic resources and in spite of not being a project in great scale the resources are very important. What was needed were four reams of paper, transport, markers, print service

RESOURCE	QUANTITY	PRICE	COST
Reams of paper	4	\$ 5	\$20
Transport	40	\$ 0.30	\$12
Markers	6	\$ 0.8	\$4.8
Print service.	64	\$ 1 per hour	\$ 64
SOURCE ELABORATED BY			CHART No.

LEGAL FEASIBILITY

The legal feasibility for this project is based on national curriculum, (2017) established by Minister of Education through which it has taken international standards to regulate teaching and learning process in all National schools and high schools.

It is important to mention that it was taken in mind different National constitution articles that have to do with quality of education. University of Guayaquil carries out through student's different project to help to communities and produce changes and give solutions to different public school problems.

DESCRIPTION

This guide is useful for teacher and students, who want to improve reading skill, provide teachers with motivational activities using the bottom up model of reading because of this model can be used as additional strategy for teacher can develop reading abilities faster and get advanced into the English proficiency levels

Teachers in this project will find the necessary reading information about how to apply them in class. The purpose of this proposal is to achieve an effective reading resource that motive, encourage and improve a language necessity in the foreign language through the use of didactic resources at "Guayaquil" public school in students of 8th grade, academic year 2017–2018.

READING ACTIVITIES USING BOTTOM UP READING MODEL

Some bottom up activities are:

- Collocations of classification of words
- Classify Sounding out words
- Pronunciation skills
- Read aloud text
- Understanding punctuation marks
- Word recognition
- Spelling
- Basic math skills
- Put illustrations of the text in the correct order
- Put cut-up paragraphs back in the correct order
- Find words in the text that mean the same as a list of words
- Read text and find the mistakes in illustration
- Read text and make a list of particular items; job, animals, environments, advantages etc.
- Give the title to each section of the article or match given titles with the sections
- Find appropriate places in the text to reinsert some sentences that have previously been separated from the text.

A. FACILITATING READING ACTIVITIES

1. HELP LEARNERS FOCUS THEIR ATTENTION

- a. Introduce the content of the task.
- b. Tap learners' background knowledge

2. SET UP THE ACTIVITY

- a. Explain the purpose of the activity
- b. Explain the process for completing the task
- c. Model the task for the class

3. LET THE LEARNERS DO THE ACTIVITY (WHOLE CLASS, PAIRS, GROUPS)

- a. Observe their progress
- b. Note their successes and challenges
- c. Repeat the activity (with additional readings.)

4. EVALUATE THE ACTIVITY

- a. Provide a questionnaire
- b. Elicit learner feedback
- c. Provide feedback on learner performance

5. PROVIDE FOLLOW UP

- a. Use the reading activity as a lead-in to the next classroom activity, as the basis for a homework assignment, and as the next day's warm-up.

PEDAGOGICAL ASPECT

CONNECTING READING, WRITING, TALKING, LISTENING, AND THINKING

National curriculum, (2017) mentions “critical thinking serves as the mechanism for implementing the 4Cs framework (content, culture, communication, and cognition). Curriculum conceives of the 4Cs through the integration of five curricular threads: Oral Communication (includes

speaking and listening), Reading, Writing, Language through the Arts, and Communication and Cultural Awareness.” (p. 3-4)

Through literacy learning, students become increasingly aware of the ways in which reading, writing, talking, listening, and thinking work together to make meaning .They experience how strengths in one language area (such as talking)provide a foundation for other areas (such as writing and reading). They learn to construct meaning from their reading and to create meaning in their writing.

Texts helps students extend their knowledge of themselves and the world, make new connections, and acquire insights that will deepen their reading comprehension and enrich their written work. Through reading instruction, students learn how form follows function in effective writing

SOCIAL ASPECT

EDUCATION AND PUBLIC SCHOOLS

Public Schools helps young people become literate, numerate and well-educated citizens while giving them the capabilities and confidence to make a positive contribution to our society.

Latin America has made great progress in educational coverage; almost all children attend primary school and access to secondary education has increased considerably. Most educational systems in the region have implemented various types of administrative and institutional reforms that have enabled reach for places and communities that had no access to education services in the early 90s.

Education in Ecuador is regulated by the Ministry of Education, divided into public or fiscal education, fisco-mitonal, municipal, and private or private; Secular or religious; Hispanic or bilingual intercultural

education, in addition Public education is secular at all levels, compulsory and free until the baccalaureate or its equivalent

Regarding the teaching of English in schools and public schools in 2014, the Ministry of Education of Ecuador has generated agreement N.052 that establishes the obligation of teaching English from second grade of Basic General Education (EGB) to Third year of Bachillerato in all the public institutions, fisc-mitionals and particular of the country.

PSYCHOLOGICAL ASPECT

BOTTOM-UP DECODING

Bartram, M, (2014) mentions, People use a combination of the two approaches (top-down and bottom-up) when they are processing a text. People tend to switch from one to another as is needed. But whereas it used to be thought that people revert to bottom-up processing when they are unable to use top-down (for example, If someone is in a noisy café, and can't "decode" what his or her friend is saying (bottom-up), s/he tend to fill in the gaps with knowledge of the world, or friend's usual speech habits.

According to the foregoing cite it mentions that common sense tell that often in situations where it is not possible to use top-down skill, it is necessary to use bottom up model for example, in exams, or simply when we turn on the radio at random. At this point, the ability to decode becomes key, as well as the wider vocabulary has, the more fluent the reading is. However, bottom-up skills remain important because they work on aspects of the text that are useful even when the learner's vocabulary level is high. Therefore reading activities need to include work on decoding text easily into lessons, practice these activities in class to motivate, fun,

and enhance the overall experience for the learner. But it is fundamental remember that we should not discount top-down activities entirely.

LEGAL ASPECT

NATIONAL CONSTITUTION

Constitución Política de la República del Ecuador, Art. 28

Education responds to the public interest and is not a service of individual and corporate interests. Universal access, permanence, mobility and discharge will be guaranteed without any discrimination and the obligation at the initial, basic and baccalaureate level or its equivalent. It is the right of every person and community to interact between cultures and participate in a learning society. The State promotes intercultural dialogue in its multiple dimensions. The learning was developed in a school and non-school. Public education will be universal and secular at all levels and up to the third level of inclusive education

INTERNATIONAL STANDARDS ACCORDING TO COMMON EUROPEAN FRAMEWORK

Minister of education and many other educational institutions around the world use the Common European Framework of Reference for Languages (CEFR). It is an international standard for describing language ability. It is used around the world to describe learners' language skills

The CEFR is a planning tool that offers guidance for teachers, examiners, textbook writers, teacher trainers, and educational administrators. It also plays a paramount role in language and education policy worldwide because it comprehensively describes

(1) what language learners should be able to do at different stages of the learning process and (2) what knowledge and skills they need to develop to communicate effectively in the target language (Council of Europe, 2003).

BENEFICIARIES

The beneficiaries of this proposal are the students from the 8th grade, teachers and parents, who are also members of the educational community established in the Guayaquil Public High School.

SOCIAL IMPACT

The sole purpose of this investigation is to provide the best outcome possible out of the problems that were so obvious in the students whom are now productive members of their communities in where they can be a major assess to their whole communities. This project can facilitate the amplification of their competences such as reading comprehension in the language and the productivity of the competences mentioned previously. The effect that students can make in their communities, areas, schools and neighborhoods can be the most valuable accomplishment in their own societies. Students who are enthusiastic and motivated and have been nourished with accomplishments will also have the same effect on others in their surroundings.

CONCLUSIONS

The proposal's objectives are to comply with the solution of the dependent variable which is the development of the writing comprehension aspect. Students are to be in full accordance with this

proposal due to the fact that the activities address such deficiencies that have been in the students difficulties archives since the start. The proposal will also be in full acceptance to be designed accordingly to the needs of students and the topic of discussion to be altered for the best of the students' welfare in the education field involved in the classroom, making such topic one that will remain for further assessment and as a valid source of information to address such problems in the students learning curriculum.

The educational performance, writing structure in this case, has the best types of qualifications to demonstrate the academic deficiencies too. This academic evaluation about this autoconcept in return gives the outcome whether students are learning or not. This project is explanatory due to the main reasons it shows the problems of the dependent variable and the at the same time one of the best solutions for such reasons or causes.

As mentioned before, a student that has had failure understanding something puts his or her psychological mechanisms at work, (Kirk and Gallagher, 1986). This is mentioned as another type of cause that can have another type of effect on students. Thus, conclusions such as the ones mentioned came about during the investigation's process, giving the research another factor to consider in the way students reach understanding or not, specially with reading comprehension, a concept that even learners of higher level of the language have deficiencies with unintentionally about the language.

The guide covers all the aspects and defficiencies that were found in students throughout the matrix of the variables and the observations that were done in class and the aspects demonstrated in students performance when reading comprehension is involved.

GLOSSARY

Such: adj (so extreme) tanto/a adj It's such a long time since we've seen you. No te hemos visto durante tanto tiempo.

Skimming: past and past participle skimmed) (intransitive) To pass lightly; to glide along in an even, smooth course; to glide along near the surface. (transitive) To pass near the surface of; to brush the surface of; to glide swiftly along the surface of. To hasten along with superficial attention. To put on a finishing coat of plaster. (transitive) to throw an object so it bounces on water (skimming stones) (intransitive) to ricochet (transitive) to read quickly, skipping some detail I skimmed the newspaper over breakfast. (transitive) to scrape off; to remove (something) from a surface (transitive) to clear (a liquid) from scum or substance floating or lying on it, by means of a utensil that passes just beneath the surface. to skim milk; to skim broth (transitive) to clear a liquid from (scum or substance floating or lying on it), especially the cream that floats on top of fresh milk to skim cream.

Might: Power, strength, force or influence held by a person or group. (uncountable) Physical strength. He pushed with all his might, but still it would not move. (uncountable) The ability to do something.

Gain: Influenced by Old Norse nær, both originating from gem-pro *nēhwiz, comparative of the adverb *nēhw. The left side of a horse or of a team of horses pulling a carriage etc. synonyms near side antonyms off side adjective (comparative nearer, superlative nearest) Physically close. Closely connected or related. Close to one's interests, affection, etc.; intimate; dear. a near friend Close to anything followed or imitated; not free, loose, or rambling. a version near to the original So as barely to avoid or pass injury or loss; close; narrow. a near escape (of an event) Approaching. The end is near. Approximate, almost. The two words are near synonyms. (dated) Next to the driver, when he is on

foot; (US) on the left of an animal or a team. the near ox; the near leg (obsolete)
Immediate; direct; close; short. (obsolete) Stingy; parsimonious. antonyms
remote

Taught: show verb (taughtens, taughtening; past and past participle
taughtened) (chiefly) To tighten; increase in intensity; to become taught. verb
(nonstandard) Past participle of teach

Indeed: show adverb (legal) Resulting from the actions of parties. (idiomatic)
Actually, in truth. People think tomatoes are vegetables, but, in fact, they are
fruits. synonyms (in truth) as a matter of fact

Barrier: show pronunciation (British) (IPA): /'bæɪə(j)/ noun (plural barriers) A
structure that bars passage. An obstacle or impediment. A boundary or limit.
(grammar) A node (in government and binding theory) said to intervene
between other nodes A and B if it is a potential governor for B, c-commands B,
and does not c-command A. (physiology) A separation between two areas of
the body where specialized cells allow the entry of certain substances but
prevent other substances to enter.

Outweigh: verb (outweighs, outweighing; past and past participle outweighed)
To exceed in weight or mass. To exceed in importance or value.

Performed: To do an action or activity that usually requires training or
skill.

Struggle: noun (plural struggles) Strife, contention, great effort. translations
(strife, effort) French: lutte German: Kampf Italian: lotta Portuguese: luta
Russian; Spanish: lucha verb (struggles, struggling; past and past participle
struggled) To strive, to labour in difficulty, to fight (for or against), to contend.
During the centuries, the people of Ireland struggled constantly to assert their

right to govern themselves. To strive, or to make efforts, with a twisting, or with contortions of the body. She struggled to escape from her assailant's grasp.

Roughly: pronunciation (British, America) (IPA): /'ʒʌf.li/ adverb (comparative roughlier, superlative roughliest) In a rough manner. Unevenly; harshly; rudely; severely; austerely. Imprecise but close to in quantity or amount; approximately. synonyms approximately, around, near, nearly, almost, about, loosely, circa

Provide:) To make a living; earn money for necessities. It is difficult to provide for my family working on minimum wage. To act to prepare for something. To establish as a previous condition; to stipulate. The contract provides that the work be well done. I'll lend you the money, provided that you pay it back by Monday. To give what is needed or desired, especially basic needs. Don't bother bringing equipment, as we will provide it. We aim to provide the local community with more green spaces. To furnish (with), cause to be present. To make possible or attainable. He provides us with an alternative option. Milton Bring me berries, or such cooling fruit / As the kind, hospitable woods provide. (obsolete) To foresee. To appoint to an ecclesiastical benefice before it is vacant. See provisor.

Ludic: Of, relating to, or characterized by play.

Strengthen: verb (strengthens, strengthening; past and past participle strengthened) (transitive) To make strong or stronger; to add strength to; to increase the strength of; to fortify; to reinforce. to strengthen a limb, a bridge, an army; to strengthen an obligation; to strengthen authority (transitive) To animate; to give moral strength to; to encourage; to fix in resolution; to hearten. (transitive) To augment; to improve; to intensify. (intransitive) To grow strong or stronger.

Task: A piece of work done as part of one's duties. A difficult or tedious undertaking. An objective. (computing) A process or execution of a program. synonyms (piece of work) chore (difficult undertaking) undertaking (objective) objective, goal (process) process.

Widely: adverb (comparative wider, superlative widest) commonly; generally; to a great degree.

Provide: pronunciation (IPA): /pɹə'vaɪd/ verb (provides, providing; past and past participle provided) To make a living; earn money for necessities. It is difficult to provide for my family working on minimum wage. To act to prepare for something.

Mediation: Intervention between conflicting parties to promote reconciliation, settlement, or compromise.

Motivation: The act or process of giving someone a reason for doing something.

Process: A series of actions that produce something or that lead to a particular result.

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BOOKLET WITH READING ACTIVITIES USING BOTTOM –UP READING MODEL

Community Helpers

themeasuredmom.com



The Baker



The Firefighter



The Police Officer



The Construction
Worker

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READING GUIDE

Reading guides can assist with developing students' comprehension. They help students navigate reading material- Reading Guides help students to understand the text with activities focus on increase the vocabulary so that after that they can comprehend the main points of the reading

WHY USE A READING GUIDE?

- It can be developed for a variety of reading material and reading levels.
- It helps guide students through what they are about to read, and helps students monitor their comprehension while reading.

GENERAL OBJECTIVES

- Recognize linguistic elements for the construction of meaning
- Understand individual part of the text before understanding the meaning
- Develop student's prior knowledge for effective reading comprehension
- Encourage to use bottom-up strategies

SPECIFIC OBJECTIVES

- Identify letter features
- Link these features to recognize letters
- Combine letter to recognize spelling patterns
- Link spelling patterns to recognize words
- Then proceed to sentence, paragraph, and text- level processing

READING ACTIVITIES USING BOTTOM UP READING MODEL

Some Bottom-Up activities for Reading skill are:

- Collocations of classification of words
- Read aloud text
- Understanding punctuation marks
- Word recognition
- Spelling
- Put illustrations of the text in the correct order
- Put cut-up paragraphs back in the correct order
- Find words in the text that mean the same as a list of words
- Read text and find the mistakes in illustration
- Read text and make a list of particular items; job, animals, environments, advantages etc.
- Give the title to each section of the article or match given titles with the sections
- Find appropriate places in the text to reinsert some sentences that have previously been separated from the text.

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READ TEXT AND FIND THE MISTAKES IN ILLUSTRATION

UNIT 2

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UNIT 3

WORD RECOGNITION

UNIT 4

SCRAMBLE

UNIT 5

PUT THE TEXT IN THE CORRECT ORDER

UNIT 6

GIVE THE TITLE TO EACH SECTION

MATCH TITLES WITH THE SECTIONS

UNIT 7

REINSERT SENTENCES

UNIT 1

READ TEXT AND FIND THE MISTAKES IN ILLUSTRATION

EXERCISE 1

Find 14 mistakes in this text.

Yesterday, I gone to a party with my friend David. He study english with me at university. He wanted to be introduced to Lucy wo he fancied. David and I satt in the corner of the room. He didn' t making the first move to go and see her. He waited for so long to tell her that he had a crush on her. He taked a drink to get some energy and after a few minutes of endless hesitation, he walked to her. David remained mute. She gave a hint of a smile, noticing David blushing. She asked him if he enjoyed the party. He whispered ' Yes ' and had a glance at me. I wincked at him. That was it. Feeling reassured and confident, he told her which feelings he was experiencing. She suddenly looked sullen. She looked embarased. She could hardly say a word but after a little seconds, she said : ' I ' m sorry to deceive you but actually I fancy Sebastian ' . David fainted : ' a friend in need is a friend inded '

Write the incorrect sentences and rewrite the same sentences correctly		
1	INCORRECT	
	CORRECT	
2	INCORRECT	
	CORRECT	

3	INCORRECT	
	CORRECT	
4	INCORRECT	
	CORRECT	
5	INCORRECT	
	CORRECT	
6	INCORRECT	
	CORRECT	
7	INCORRECT	
	CORRECT	
8	INCORRECT	
	CORRECT	
9	INCORRECT	
	CORRECT	
10	INCORRECT	

	CORRECT	
--	----------------	--

EXERCISE 2

Find 10 mistakes in this text.

I like my cousin Betty very much. She ' s clever like me ! We are born in Aberdeen, in the North of scotland. She ' s a prety little girl. She isn ' t verry tall. She has got short and red hair and green eyes. She always smile and she usually wear longs skirts and pullovers or blouses. She says she is too big ! But I don ' t think soo. She doesn ' t speak much, she is shy but in his school everybody thinks she ' s a very bautiful girl.

Write the incorrect sentences and rewrite the same sentences correctly		
1	INCORRECT	
	CORRECT	
2	INCORRECT	
	CORRECT	
3	INCORRECT	
	CORRECT	
4	INCORRECT	
	CORRECT	
5	INCORRECT	

	CORRECT	
6	INCORRECT	
	CORRECT	
7	INCORRECT	
	CORRECT	
8	INCORRECT	
	CORRECT	
9	INCORRECT	
	CORRECT	
10	INCORRECT	
	CORRECT	

UNIT 2

SPELLINGS

Spelling improves reading and writing fluency and improves vocabulary and comprehension.

EXERCISE 2

CHOOSE THE CORRECT ANSWER AND SPELL THE WORD

1. Which one is correct?

- neccessary
- necessary
- necesary

2. Which one is correct?

- acomodation
- accammadation
- accommodation

3. Which one is correct?

- bussiness
- buseness
- business

4. Which is used for pens, papers, envelopes etc?

- stationery
- stationary
- stationerry

5. Which is correct?

- asistant
- assistant
- assisstant

EXERCISE 2

WRITE THE CORRECT WORD IN THE BOX AND SPELL THE WORD

- My father works as an (*electr_ _ _ _ n*).
- I like to ride my (*b_ _ _ cle*) in the evenings.
- Daniel had an (*a_ _ _ _ ent*) last Friday. He broke his left leg.
- Could you give me Peggy's (*a_ _ _ _ _ _*)? I only know her phone number.
- In 1906 there was a terrible (*ear_ _ _ _ ake*) in San Francisco.
- Don't forget the (*e_ _ _ _ mation*) mark!
- Gary likes English, biology and (*geo_ _ _ _ _ _*).
- Amy often borrows books and CDs from the local (*li_ _ _ _ _*).
- Do yo like to watch (*s_ _ _ _ _ _*) fiction films on TV?
- (*M_ _ _ _ _ _ _ _*), Brooklyn, The Bronx, Queens and Staten Island are the five (*bo_ _ _ _ _ s*) of New York City.

UNIT 3

WORD RECOGNITION

Word recognition is an important part of reading this worksheet will help students practice recognizing basic words.

EXERCISE 1

LOOK AT THE WORDS AND THE PICTURE BELOW. DRAW A LINE TO MATCH EACH WORD WITH its picture.

EXERCISE 2

hat



box



lamp



fan



LETTER D WORDS- WORDS SEARCH

All of the words in the box below start with the letter D search for them and circle them

drink doll down duck
drip dark drop drum

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

EXERCISE 3

SIGHT WORDS- WORDS SEARCH

Look at the list of sight words at the bottom of the page and then find and circle them

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

DID
GO
IT
PRETTY

RUN
SAID
TO
TOO

UNIT 4

SCRAMBLE

EXERCISE 1

FAMILY MEMBERS WORD SCRAMBLE EXERCISE

To complete the exercise un-scramble the words and write the family member in the blank spaces

1. ehfrta_____
2. mehtor_____
3. hobrrte_____
4. ons_____
5. tuhgdaer_____
6. rseits_____
7. nuecl_____
8. tuan_____
9. gandetohrrm_____
10. scunoi_____
11. maeirdr_____
12. fiew_____
13. dsbahun_____
14. dntgarfehra_____
15. famiyl_____

UNIT 5

PUT THE TEXT IN THE CORRECT ORDER

EXERCISE 1

Paragraphs can show us the order of events. The first paragraph tells us what happened first. The last paragraph tells us what happened more recently. Put the paragraph for each topic in the right order.

 <p>Happy Birthday</p>	<p>What is a paragraph?</p> 	 <p>Nelson Mandela</p>
<p>The song was registered in 1935. This meant no-one could use it for profit without paying royalties.</p>	<p>Now we use computers, we usually break text into paragraphs by using a whole line space.</p>	<p>He went on to be elected South Africa's first black president in 1994.</p>
<p>'Happy Birthday to You' was written in 1893. It was a nursery song called 'Good Morning to All'.</p>	<p>People using typewriters in the twentieth century used spaces to indent the start of a paragraph.</p>	<p>He was released from prison in 1990. He received the Nobel Peace Prize in 1993.</p>
<p>These days, films tend to use 'For He's a Jolly Good Fellow' so they don't have to pay for the song.</p>	<p>In the Middle Ages, printers used a symbol called a pilcrow to show where a new paragraph would start.</p>	<p>In 1962, Nelson Mandela was arrested and given a life sentence. He served 27 years in prison.</p>

_____, _____, _____

_____, _____, _____

_____, _____, _____

UNIT 6

GIVE THE TITLE TO EACH SECTION
MATCH TITLES WITH THE SECTIONS

EXERCISE 1

PREPARATION

Do these exercises, Draw a line to match the pictures with the words below.

Windy	sunny	dry	rainy	cloudy	thunderstorm
--------------	--------------	------------	--------------	---------------	---------------------

EXERCISE 2

Check your understanding: Matching

Match the two halves of the sentence and write a – d next to the number 1 – 4.

- | | | | |
|--------|------------------------------------|----|-------------------|
| 1..... | The weather in the north is mostly | a. | rainy. |
| 2..... | The weather in the east is mostly | b. | cloudy and sunny. |
| 3..... | The weather in the west is mostly | c. | dry and cloudy. |
| 4..... | The weather in the south is mostly | d. | windy. |

UNIT 7

REINSERT SENTENCES

Read the tips for keeping your desk tidy and then do the exercises to practice and improve your reading skills.

EXERCISE 1

Complete the sentences with a word from the box.

desk	smartphone	folders	tray
space	noticeboard	bin	scanner

1. Put your rubbish in the _____.
2. Put things you want to read in a _____.
3. Keep information on your computer in _____.
4. Make digital versions of text with a _____.
5. Take a photo of important things with a _____ or camera.
6. Put important notes on a _____.
7. Clean your _____ every day.
Start each day with a tidy _____

TRUE OR FALSE

EXERCISE 2

1. CHECK YOUR UNDERSTANDING: true or false

Circle True or False for these sentences.

1. You should put everything you will possibly need on your desk.

A. true B. false

2. You should only have one pen or pencil.

A. true B. false

3. it's a good idea to have a bin close to your desk.

A. true B. false

4. it's better to keep information on your computer than on paper if possible.

A. true B. false

5. If you have written notes on paper you should type them into the computer.

A. true B. false

6. The camera in your phone can help you remember things.

A. true B. false

7. A noticeboard is a good way to organize bits of paper.

A. true B. false

8. You should clean your desk once a week.

A. true B. false

REFERENCES

British Council, (2017) Reading exercises level A2

APPENDIXES

Interview with the tutor: Msc. Carlos Valle Lituma



Source: Interview

Elaboration: authors

Interview with the English Teacher at Guayaquil High School



Source: Interview

Elaboration: authors

Interview with the tutor: Msc. Carlos Valle Lituma



Source: Interview

Elaboration: authors

Students of Guayaquil High School



Source: survey

Elaboration: authors

Students of Guayaquil High School



Source: survey

Elaboration: authors

Students of Guayaquil High School



Source: survey

Elaboration: authors



Oficio No.33

Guayaquil, 23 de Enero del 2017

Máster

Alexandra Labanda Casquete

RECTORA DE LA UNIDAD EDUCATIVA FISCAL "GUAYAQUIL"

Ciudad.-

De mis consideraciones:

Me dirijo a Ud. con el fin de solicitarle, se sirva otorgar la autorización pertinente, para que los estudiantes: **ALVÁREZ CABALLERO JUAN PABLO Y SORNOZA TITUAÑA ELIZABETH JANINA**, de la Escuela de Lenguas y Lingüística pueda aplicar el proyecto de investigación, para la elaboración del trabajo de titulación, previo a la obtención del título de Licenciado(a) en Ciencias de la Educación, mención Lengua Inglesa y Lingüística.

TOPIC: Incidence of dow-top in the development of the reading comprehension.

PROPOSAL: Design a booklet dow-top top activities.

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

Le anticipo mis reconocimientos.

Atentamente,

MSc. Alfonso Sánchez Ávila

DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
Elaborado por:	Ing. Alexander Delgado	SECRETARIA I	
Aprobado por:	MSc. Alfonso Sánchez Ávila	DIRECTOR	

...invenimos juntos a la...



UNIVERSIDAD DE GUAYAQUIL

ESPECIE UNVERSTARIA- NIVEL PREGRADO

Guayaquil, 23 Enero 2017

Arq.
Silvia Moy Sang Castro, MSc.
Decana de la Facultad de Filosofia
Ciudad.



Elizabeth Janina Sornoza Tituaña con C.I.0927645895 y Juan Pablo Alvarez Caballero, egresados de la Escuela de Lenguas y Linguística, solicitamos muy respetuosamente se sirva enviar un oficio a la Máster Mariana Avilés M. , quien es la Rectora del Instituto Tecnológico Superior "Guayaquil" , para realizar nuestro Proyecto Educativo con el TEMA:

"Incidence of dow-top in the development of the reading comprehension.
Design a booklet down-top top activities.

Agradecemos la atencion brindada.

Atentamente,

Elizabeth J. Sornoza Tituaña

Juan Pablo Alvarez Caballero

*Redactado por
23/1/2017*

*Guayaquil, 23/01/17
Los Srs. Sornoza Tituaña y Alvarez
Caballero, realizaron el Seminario
de Titulación #3. año 2016.
Fecha Juicio: Mayo/23/2016
Fecha Finalización: Septiembre/23/2016
CST
Mariana Avilés*



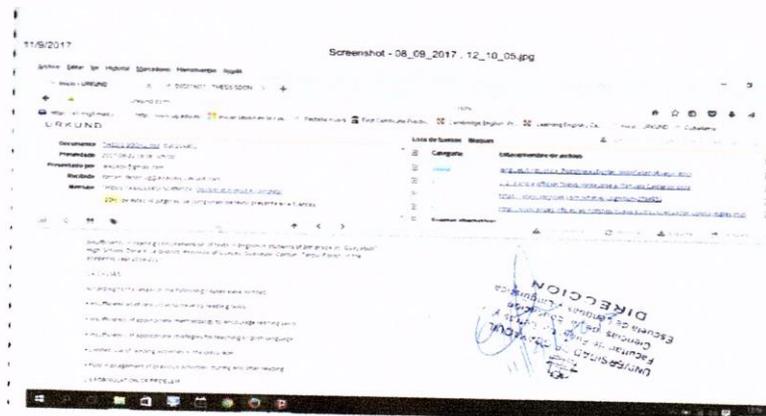


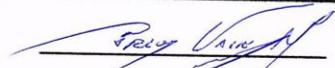
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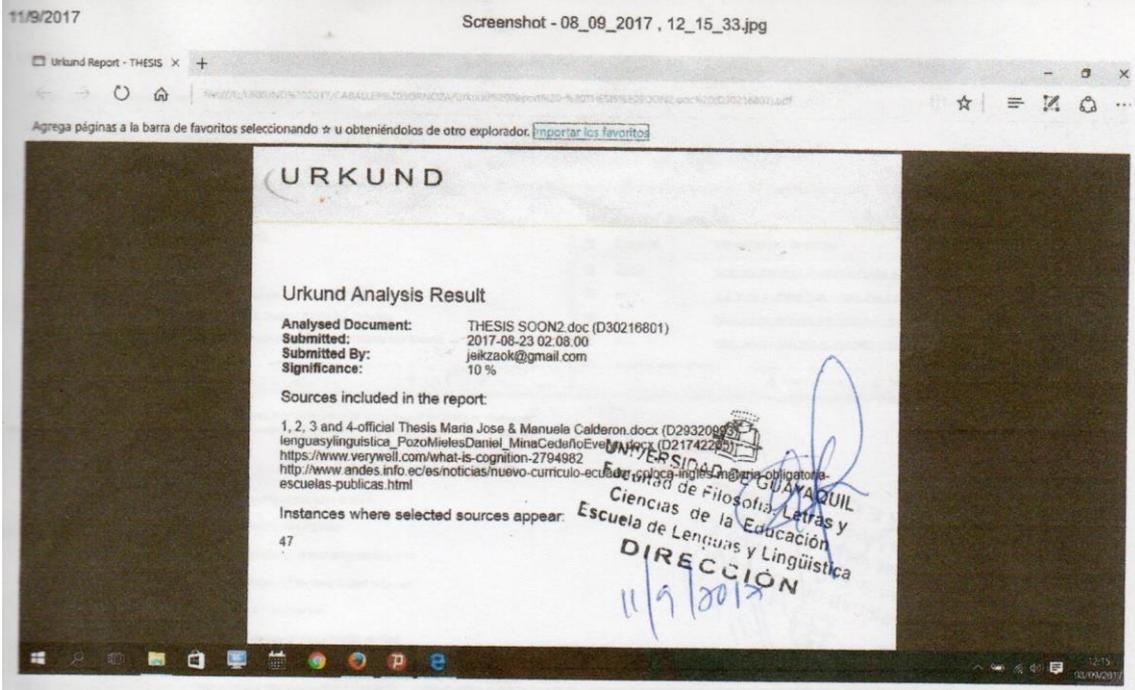
CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado **CARLOS VALLE NAVARRO**, tutor de trabajo de titulación certifico que el presente trabajo de titulación, ha sido elaborado por **SORNOZA TITUAÑA JANINA ELIZABETH** con C.C: **0927645895** y **ALVAREZ CABALLERO JUAN PABLO** con C.C: **0925622953** con mi respectiva supervisión como requerimiento parcial para la obtención del título **LICENCIATURA EN CIENCIAS DE LA EDUCACIÓN** en la carrera de **LENGUAS Y LINGÜÍSTICA**.

Se informa que el trabajo de titulación **INCIDENCE OF THE BOTTOM UP MODEL OF READING IN THE DEVELOPMENT OF READING COMPREHENSION, PROPUESTA: DESIGN A BOOKLET WITH READING ACTIVITIES USING BOTTOM UP READING MODEL.SKILLS IN ENGLISH**, ha sido orientado durante todo el período de ejecución en el programa antiplagio, **URKUND**, quedando el **10%** coincidencia.




CARLOS VALLE NAVARRO
C.C. **0912219771**



11/9/2017

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Mensaje: THESIS CABALLERO-SORNOZA [Mostrar el mensaje completo](#)

10% de estas 36 páginas, se componen de texto presente en 4 fuentes.

Categoria	Enlace/nombre de archivo
	http://www.ug.edu.ec/

Insufficiency in reading comprehension of texts in English in students of 8th grade at "Guayaquil" High School, Zone 8, 24 District, Province of Guayas, Guayaquil Canton, Tarcui Parish, in the academic year 2016-2017.

1.4 CAUSES

According to the research the following causes were noticed:

- Insufficiencies of resources to develop reading skills
- Insufficiency of appropriate methodology to encourage reading skills
- Insufficiency of appropriate strategies for teaching English language
- Limited use of reading activities in the classroom.
- Poor management of previous activities, during and after reading

1.5 FORMULATION OF PROBLEM

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