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PRIOR TO OBTAINING THE DEGREE OF GRADUATE
IN SCIENCES OF EDUCATION
MENTION: ENGLISH LANGUAGE AND LINGUISTICS

TOPIC

THE INFLUENCE OF BASIC VOCABULARY TO REINFORCE
READING COMPREHENSION OF THE EFL

PROPOSAL

DESIGN OF A GUIDE WITH CHART PAPERS BASED ON BASIC
VOCABULARY TO PROMOTE THE READING COMPREHENSION

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ESPECIALIZACIÓN: LENGUAS Y LINGÜÍSTICA

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Que las egresadas JACQUELINE AREVALO ARÉVALO Y KARINA YAGUAL MORÁN, diseñaron y ejecutaron el proyecto con el tema THE INFLUENCE OF BASIC VOCABULARY TO REINFORCE READING COMPREHENSION OF THE EFL; PROPOSAL DESIGN OF A GUIDE WITH CHART PAPERS BASED ON BASIC VOCABULARY TO PROMOTE THE READING COMPREHENSION”, el mismo que ha cumplido con las directrices y recomendaciones dadas por el suscrito.

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Muy atentamente,

[Signature]

Lcdo. Larry Torres Vivar.
PROFESOR -ASESOR
DEDICATION

First and foremost, I dedicate this project first to God, Jesus and the Holy Spirit, for always being there for me. They give me wisdom and strength to successfully complete the present project. Second, to my husband, children and all my family because they helped me with their unconditional support helping me in my study period. Third, I want either to acknowledgment to the principle, teachers, and students of Unidad Educativa Nueve de Octubre because they gave us the opportunity to work with them. To my classmates in the University, they always being together in good and bad situations, giving us the courage to fight for our goal.

Karina Dolores Yagual Morán
DEDICATION

There are a number of people without whom this project might not have been written, and to whom I am greatly indebted. First, the most of all thanks to God the Divine who continues to make the impossible possible. To my mother, who has been a source of encouragement and inspiration to me throughout my life, a very special thanks her. And also for my complete family of ways in which, throughout my life, they have actively supported me in my determination to find and realize my potential, and to make this contribution to our educative environment.

Jacqueline de los Ángeles Arévalo Arévalo
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Karina Dolores Yagual Morán
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Jacqueline de los Ángeles Arévalo Arévalo
Influence of Basic Vocabulary to Reinforce Reading Comprehension of the EFL: Proposal Design of a Guide with Chart Papers Based on Basic Vocabulary to Promote the Reading Comprehension.

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INSTITUCIÓN: Universidad de Guayaquil  
FACULTAD: Filosofía

CARRERA: Lenguas y Lingüística

FECHA DE PUBLICACIÓN: 2016  
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TÍTULO OBTENIDO: Licenciatura en Lenguas y Lingüísticas con mención en Inglés

ÁREAS TEMÁTICAS: Inglés, habilidad de la lectura comprensiva

PALABRAS CLAVE: Basic vocabulary, Phonology, phonics, reading, comprehension, components

RESUMEN: El problema de esta preocupación, se encontró en los estudiantes de décimo año en la Unidad Educativa “Nueve octubre donde los estudiantes no han aprendido inglés primero al séptimo grado, agregando los malos métodos de enseñanza, incluyendo el apoyo a la alfabetización, materiales que no dan la oportunidad de que los alumnos aprendan el EFL correctamente. Por lo que es muy importante que el tutor se familiarice con rangos, estrategias y métodos más efectivos para influir en el vocabulario básico para reforzar la comprensión lectora del EFL. La propuesta que por la que se hace hincapié en este resumen, se orienta a diseñar una guía con papeles gráficos basados en el vocabulario básico, el cual tiene como objetivo, promover la comprensión lectora con mayor motivación. El conocimiento del vocabulario es un componente clave de la comprensión lectora y está fuertemente relacionado con el rendimiento académico general. Los estudiantes necesitan entender el vocabulario académico como clave primordial que involucre todas las áreas de contenido para desarrollar completamente la comprensión conceptual.(Dugan, 2011, p. 4). Para aprender el EFL, es importante reconocerlo al escuchar, hablar, leer y escribir. Por lo tanto, es necesario manejar el vocabulario en las cuatro habilidades, por lo que es necesario dar el mérito al conocimiento de las palabras. Por otro lado, se afirma que la comprensión está habilitada cuando los lectores construyen modelos de circunstancias mentales que integran la información elaborada basada en el texto con el conocimiento previo obtenible del lector. Los modelos de situaciones son representaciones mentales flexibles que se actualizan continuamente para revelar las conceptualizaciones más recientes de la información de contenido leído.(Woolley, 2011, p. xiii). Como consecuencia del vocabulario y de la comprensión, la lectura es algo más que decodificar las palabras, va más allá de la interpretación.
### Ficha de Registro de Tesis

**THEME:** INFLUENCE OF BASIC VOCABULARY TO REINFORCE READING COMPREHENSION OF THE EFL; PROPOSAL DESIGN OF A GUIDE WITH CHART PAPERS BASED ON BASIC VOCABULARY TO PROMOTE THE READING COMPREHENSION.

**AUTOR/ES:** JACKELINE AREVALO AREVALO Y KARINA YAGUAL MORÁN.  
**TUTOR:** MASTER LARRY TORRES VIVAR

**INSTITUCIÓN:** Universidad de Guayaquil  
**FACULTAD:** Filosofía

**CARRERA:** Lenguas y Lingüística

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**ÁREAS TEMÁTICAS:** Reading Comprehension/Basic Vocabulary.

**SUMMARY:** The problem of this concern was found in tenth grade students in the Ninth Elementary Education Unit where students have not learned English first through the seventh grade, adding poor teaching methods, including support for literacy, materials which do not give the opportunity for students to learn EFL correctly. Therefore it is very important that the tutor becomes familiar with more effective ranges, strategies and methods for influencing the basic vocabulary to reinforce reading comprehension of EFL. which emphasizes this summary, is aimed at designing a guide with graphic papers based on the basic vocabulary, which aims to promote reading comprehension with greater motivation. Vocabulary knowledge is a key component of reading comprehension and is strongly related to overall academic performance. Students need to understand and I Academic vocabulary as a primary key that involves all content areas to fully develop conceptual understanding (Dugan, 2011, p. 4). To learn EFL, it is important to recognize it by listening, speaking, reading and writing. Therefore, it is necessary to manage the vocabulary in the four skills, so it is necessary to give credit to the knowledge of words. On the other hand, it is affirmed that the understanding is enabled when the readers construct models of mental circumstances that integrate the elaborated information based on the text with the previous knowledge obtainable of the reader. Situational models are flexible mental representations that are continually updated to reveal the most recent conceptualizations of content information read (Woolley, 2011, p. Xiii). As a consequence of vocabulary and understanding, reading is more than decoding words, it goes beyond interpretation.

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AUTHORS: JACKELINE AREVALO AREVALO Y KARINA YAGUAL MORÁN.

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ABSTRACT

The problem of this concern was found in tenth grade students in the Ninth Elementary Education Unit where students have not learned English first through the seventh grade, adding poor teaching methods, including support for literacy, materials which do not give the opportunity for students to learn EFL correctly. Therefore it is very important that the tutor becomes familiar with more effective ranges, strategies and methods for influencing the basic vocabulary to reinforce reading comprehension of EFL. which emphasizes this summary, is aimed at designing a guide with graphic papers based on the basic vocabulary, which aims to promote reading comprehension with greater motivation. Vocabulary knowledge is a key component of reading comprehension and is strongly related to overall academic performance. Students need to understand and I Academic vocabulary as a primary key that involves all content areas to fully develop conceptual understanding (Dugan, 2011, p. 4). To learn EFL, it is important to recognize it by listening, speaking, reading and writing. Therefore, it is necessary to manage the vocabulary in the four skills, so it is necessary to give credit to the knowledge of words. On the other hand, it is affirmed that the understanding is enabled when the readers construct models of mental circumstances that integrate the elaborated information based on the text with the previous knowledge obtainable of the reader. Situational models are flexible mental representations that are continually updated to reveal the most recent conceptualizations of content information read (Woolley, 2011, p. Xiii). As a consequence of vocabulary and understanding, reading is more than decoding words, it goes beyond interpretation.

KEYWORDS: Reinforcement, Writing, Students, Teachers, Vocabulary, Strategies.
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INTRODUCTION

Considering the high objectives of the Constitution of the Republic of Ecuador, which is envisaged to strengthen the capacities and potential of citizens, this project defines its guidelines to strengthen the level of learners of the 10th Middle School at Unidad Educativa 9 de Octubre, with a target, for improving their cognitive abilities in function to obtain an excellent uptake and mastery of lessons learned, which will result a greater interest in applying what they learned.

The principal objective of this investigation is putting in functioning, strategies that will bring to the teacher and student the opportunity for finding a common objective, motivate and be motivated, by a scientifically proven methodology, that will give us results in short, middle and long time, we have directed this project, in the study of the implementation of a guide, simple method but also successful for interacting with pupils. And based in an analysis of surveys first, and after through visible results, that could be applied later in other Educative Institutions.

The deficiencies found in the 10th Middle School at Unidad Educativa 9 de Octubre, motivated the investigation of other methods that will be applied like an extra material for helping to develop a more interactive class, with the final purpose to improve the reading comprehension of the EFL.

For this investigation the Inductive and deductive method applied has helped to find, revise and compare the particular samples for deducting the general aspects of the problem, at Unidad Educativa 9 de Octubre. Former authors took an exam to pupils, and found that the most of them have reading problems in the ESL. So then it is necessary to reinforce the
vocabulary, by a change of the design or by using extra material for the English teachers.

This paper is divided in four chapters where necessary information has enriched with theories and quotes permitting an extensive compilation of data. Also the annex section includes material such as documents, interviews, photos, proving the originality of this project.

The four chapters are detailed as follows:

**CHAPTER ONE;** Context of the problem, conflict situation, scientific fact, causes, formulation of the problem, Variables, objectives, questions of the research, justification. **CHAPTER TWO;** The theoretical framework, theoretical foundation, influence of Vocabulary, basic vocabulary, types of vocabulary, set phrases, variable phrases, phrasal verbs, idioms. Reading comprehension, characteristics, analysis, coherence, creativity, synthesis concentration, clarity, incidence, identify words, understanding, constructing, components, decoding, comprehension, retention, Importance, elements, reader, text, activity, strategies, activity prior knowledge, pre- reading, previewing and predicting, mental imaging, self questioning, summarizing, semantic mapping, Epistemological Foundation, pedagogical, sociological, psychological and legal foundation. **CHAPTER THREE;** Design of the Investigation, Types, Descriptive, Explanatory, Qualitative and Quantitative research. Population and sample, variable matrix, methods of investigation, the scientific, statistical, observation, techniques and instruments, surveys and interviews, questionnaire, interview to director and teacher, survey to students, analysis and interpretation of the results, conclusions and recommendations. **CHAPTER FOUR;** The Proposal, justification, objectives, theoretical aspects, feasibility, description, importance, conclusions. Annexes, Documents, Interviews and Surveys, Photos, and the Proposal.

**CHAPTER I**
THE PROBLEM

CONTEXT OF THE RESEARCH

The problem of this concern was found in the students of tenth year at Unidad Educativa "Nueve octubre", Zone 8, district 3, circuit 3 Parroquia Olmedo, year 2016-2017.

Nueve Octubre public high school is located in the center-south of Guayaquil city, on Eloy Alfaro and Calicuchima streets, in a neighborhood called “El Astillero” in Olmedo Parish. It is named in the honor of the independence of Guayaquil that took place on October 9 in 1820 with the “First Cry of Independence” from the Spaniard people.

This institution started in 1992 with children from different parts of the growing city with primary instruction. The institution was created by the resolution No. 083 of February 24 in 1992 under the name Escuela de Educación Básica Fiscal Nueve de Octubre.

It is important to mention that in 2015 of June by the Resolution No. MINEDUC-SEDG-2015-00013-R Ministry of Education in Ecuador changed the initial name of Escuela de Educación Básica Fiscal Nueve de Octubre by Unidad Educativa Nueve de Octubre. Nowadays, this institution has 989 students in both morning and afternoon shift, the Principal Director is Msc. Daniel Briones Guerrero and he did the permission to work for this research. The establishment is located in front of Mi Comisariato. It is a big corner building, and it is painted with the colors of Guayaquil flag. It is a two steps
building, downstairs function the Main desk, and in the first and second floor are the classrooms. There are not any green areas, and play yard, only a big area where children play during the break.

CONFLICT SITUATION

In the first research of this work, in Unidad Educativa Nueve de Octubre there are some pedagogical situations that it has to endure for obtaining a top education as the government currently requests. Adding to it, the students have not learnt English from the first to the seventh grade, adding the poor teaching methods, including literacy support, material which do not give the opportunity to the pupils to learn the English language.

The government demands excellence in the ESL teachers consequently it is essential to show that the tutors do not know how to improve the reading comprehension at this school. Indeed, they will need to get good support for working on it. Subsequently, the scholars are not motivated to work with this skill because they do not understand the basic vocabulary, and they do not have any basic strategy to be encouraged. The students also show insufficiency in basic vocabulary, which produces unsatisfactory understandings in reading exercises which is one of the problems learners must deal with.

Subsequently, since there is not a good class environment, it has been affecting to the students negatively to acquire the <AEFL, because there is only one teacher for the forty students in class too. Plus, the lack of didactic material like pictures, flash cards, photos, clippings from magazines, billboards, didactic games show that it has not been giving the right support so it is necessary to enhance the relationship among the all group in order to compensate the existing gaps.
Regarding to the reading skill, it is very important for the educator to get acquainted with more effective ranges, strategies and methods to influence the basic vocabulary to reinforce reading comprehension of the EFL in students of tenth grade, which as a consequence will be obtained with the proposal of the present project, which is oriented to design a guide with chart papers based on basic vocabulary to promote the reading comprehension.

**SCIENTIFIC FACT**

Deficiency in the English basic vocabulary in the reading comprehension of the students of the 10th Middle School of The Unidad Educativa Nueve de Octubre, Zona 8, Distrit 3, Guayas Province, Canton Guayaquil, Parroquia Olmedo, Astillero area. School Year 2016 – 2017.

According to the British Counsil, (2015) the 63 percent possibly learn EFL at secondary school, undergraduate study (61%), or primary school 43 percent, much learners inform that they study English for being necessary for secondary school (52%), and 42 percent have been prepared in this subject because they assume that it is important for the university. Taking the group of scholars of the tenth Course at Unidad Educativa Nueve de Octubre, it was observed that they do not have enough language proficiency, but many of them have much interest in learning EFL.

**CAUSES**

- Poor effective methodology for teaching English basic vocabulary.
- Minor utilization of didactic materials for teaching EFL.
- Lack of an elementary guide for strengthening the lessons imparted to students.
FORMULATION OF THE PROBLEM

What would it be the impact of a guide with chart papers based on basic vocabulary to promote the reading comprehension in students of tenth grade at Unidad Educativa 9 de Octubre, Zone 8, District 3, Guayas Province, Canton Guayaquil, Astillero area, and School year 2016 – 2017?

OBJECTIVES

General Objectives

To examine the influence of the basic vocabulary development in order to reinforce the reading comprehension of the EFL, through the study of bibliographical studies, statistical and field.

Specific Objectives

- To determine the importance of basic vocabulary through a literary research.
- To explain the characteristics of the reading comprehension of the EFL by field analysis and bibliographical study.
- To design a guide with chart papers based on basic vocabulary to promote reading comprehension through bibliographical examination.

QUESTIONS OF THE RESEARCH
• What are the advantages of having appropriate material for imparting a foreign language at Unidad Educativa 9 de Octubre?
• How does the absence of didactical methodologies and materials affect in the level of understanding the ESL?
• How does the basic vocabulary influence in the catch of an efficient learning of the meanings of the texts?
• What are the advantages to promote more active teachers that can handle with more creative lessons?
• What recommendations can the authors make to English teachers based on the project?
• How would the reading comprehension be reinforced in the students of Tenth course at Unidad Educativa 9 de Octubre?

JUSTIFICATION

The development of this research project is justified, because it allows checking the application of an active teaching pedagogy, for a greater student participation in the construction of their knowledge, achieving a better quality of school life, at Unidad Educativa Nueve de Octubre.

The purpose of this pedagogical proposal is likewise provide solutions to the different situations that frequently generate students and has had incidence in recent years with increased coverage in our social environment.

The Constitution is a major milestone by viewing education and training as holistic improvement of the people’s capacities, increasing their opportunities for social mobility: “Education is people’s lifelong right and an unavoidable, inexcusable duty of the State. It is a priority area for public policy and for public investment,
to guarantee equality and social inclusion, as a prerequisite for Good Living. People, families and society have the right and the responsibility to participate in the educational process”. (The good living plan, 2013, p.61)

Conflicts of fault of school life, influence the progress of teaching and learning activities, hindering the comprehensive social and emotional of children development. As a result, the teacher may be prepared to include with love and respect by ethnicity, language, traditions and other cultural aspects that would break certain paradigms. Then, as it is mentioned equally emphasized that the project is justified in the supply and demand of the Ecuadorian Nation, in the law when, makes specific mention of educational inclusion, according to the Organic Law of Intercultural Education and General Regulations. For the Good living plan in its (Article 26), education is not an end in itself, but an ongoing process in the public interest, integrating all levels of learning. The Higher Education System (Article 350) – are called upon to consolidate the people’s capabilities and opportunities and to train people academically and professionally, under a scientific, humanistic that includes our people’s traditional knowledge and cultures. These two systems are complemented by ongoing training and vocational education. (p.61)


Burkill and Eaton, (2010) explains that in the learning process using active motivation strategies that can be employed by a tutorial, which considers the student as capable and valuable, which permanently contribute to their comprehensive training.
Considering that traditional education is ineffective, and should be reviewed and changed to a more active teaching, this project implementation will improve the school life of students focusing their attention, motivating them to perform new activities so they can pay more interest in their classes. It will give them a sense of friendship, respect, tolerance, responsibility and curiosity, developing their personality and creating a harmonious environment in their midst. Some specific methods that help students develop their skills and work necessary habits to function successfully in their studies are also highlighted.
CHAPTER II

THEORETICAL FRAMEWORK

BACKGROUND

This paper is a necessary requirement to acquire the bachelor degree in linguistics of the English Language. It is stated under the parameters of the Faculty of Philosophy, which states that in order to present this project developed, the postulants should aim in the realization of a project that promotes learning and teaching problems of the EFL. Besides at this, the present research is aimed to motivate the students of tenth year at Unidad Educativa "Nueve octubre", Zone 8, district 3, circuit 3 Parroquia Olmedo, year 2016-2017 in the correct use of vocabulary for increasing the reading comprehension. Developing reading skill is a broad topic; however, this is going to reinforce this ability and their English communication as a result.

The intention of this work is to get information from specific sources especially from the library of the school of languages in order to compare and contrast, the necessary support that can help the English learning problem. In fact, important information has been found for consulting and guidance to support this paper. It is worth mentioning that the focal points are different but variables can give and sustain this research with valuable information. For the veracity of information collected, this work can be submitted to confidence proofs with the anti-plagiarism control of the faculty of Philosophy.

THEORETICAL FOUNDATION
The importance of the theory is essential for this kind of paper research. Literature here, will permit to expose formal and accurate information about what it is intended to contrast from former theories taken from books, magazines and other sources.

The theoretical frame should provide a specific and accurate synopsis of the overall purpose of the study (Locke et.al 1987, p. 5). The writer’s purpose in a research, must be clear if not, not even a reader can find it appropriate for his purpose.

For LoBiondo-Wood & Haber, (1998) the theoretical framework is the basis for definitions from other researchers, it should provide organization for a good comprehension of information that will be compared in specific purpose.

The theoretical foundation support is considered one of the most important basis point for developing a research; it permits the assistance with guides provided by other researches alike to be a starting point to achieve successfully this goal. A stronger theoretical foundation for the Strategy would have provided a more solid basis for considered dialogue and exploration of ideas, and might have improved some of its content. (Fleming, 2012, p. 13)

For Fleming, (2012) it is essential to set emphasis on everything which has been studied. To maximize the research trying to be carefully and not to ignore any detail to obtain the teachers and pupils success at Unidad Educativa Nueve de Octubre.

THE INFLUENCE OF BASIC VOCABULARY

INFLUENCE
The influence exists as the center of any pedagogic life including all aspects and circumstances whatever in class, at home and the outside environment. Indeed, the principal focus about this theme is the classroom and the house because there are teachers who collect evidence from different sources to determine the degree in all aspects. To get effectively result, the tutor in class needs to know the capacity and the ability to persuade students in the EFL for having better methods for teaching. Finally, it is important to do students assessments as Law indicates in the following comment referring to influence as the

The process whereby is when one person modifies their behavior in response to or as a result of, the behavior of another person, persons or situation. Everyone has the capacity to influence others. In fact, no one has any choice about the matter. We all influence each other all the time. (Law, 2006, p. 151)

Assuming the comment of Law, every person influences another all the time in any place and any situation. It is important to understand that this can contribute in the academic process through programs, methodologies, which will support the present project in the teachers and students of tenth grade in Nueve de Octubre School. If the English tutor wants to obtain excellent results in the present reading skill, the tutor will need to inject the best in their relation with the second learned language of the pupils in the class environment.

Influence is simply that results when power is (successfully) exercised or, more generally, that power is something one 'has', and influence is something that 'happens' when power is somehow used. (Zimmerling, 2006, p. 105)
According to Zimmerling, there is an internal power in each student which should need to be getting for exploiting it because it will be a positive influence for anyone who wants to apply this technique as an essential motivation. The present work is pretended to influence the students in the EFL with chart papers based on basic vocabulary to promote the reading comprehension. Then, this project is through working in groups where the pupils will influence their knowledge acquired.

**BASIC VOCABULARY**

There is a variety of concerns associated with the basic vocabulary learned by the students of tenth grade at “Unidad Educativa Nueve de Octubre”. It is because the school has not had enough pedagogical tools for teaching this important area. Other point is that there is not enough time for planning because there has existed only one English teacher. Then, the functions of the effective teacher are to effort and encourage the pupils for learning better the basic vocabulary through reading comprehension.

As Dugan comments that vocabulary knowledge is a key component of reading comprehension and is strongly related to general academic achievement. Students need to understand key academic vocabulary that crosses all content areas to fully develop conceptual understanding. (Dugan, 2011, p. 4)

Assuming Dugan,(2011) vocabulary is the key to knowledge when reading. With it, the learner is confronted to face the challenge of a new world through words. It is fair to mention that not only words but its conceptions, its sounds and the way they are pronounced for a better assimilation of the content.
Vocabulary is the name for the words that we must know in order to listen, speak, read, and write effectively. Time and again researchers have found strong connections between the sizes of one’s vocabulary, how well one can comprehend what he reads, and how successful is he. So, vocabulary and knowledge of words are, of course, very closely tied together. (Thorpe, 2010, pág. 1)

As Thorpe posits about knowing vocabulary in order to learn the EFL, is important to recognize it when listening, speaking, reading, and writing. Therefore, if any teacher wants to obtain excellent results, the instructor should never forget how important vocabulary is in all the four skills. Then, to reach greater heights in reading comprehension for understanding, it is necessary to give the building constructing words.

TYPES OF BASIC VOCABULARY

Single words

Cramer in his next comment is assertive with his comment about how important vocabulary is in all its extension. Preliminary words learned by any student for being better reader, reading comprehension receiver are constituted the base of scholars. The foregoing words provides the support for the present English project which is developed for the schoolmates of tenth grade at Unidad Educativa Nueve de Octubre. Those school children need to be trained to learn new words and the ones that are already learned will be reinforcing by feedback in different strategies.

Because vocabulary is a comprehension tool, the knowledgeable students better able to discriminate among the fine meaning of
words. The experts read faster and more efficiently because perception of word meaning is accomplished with split-second accuracy. Words meaning is intrinsic to overall comprehension. If students want to become more competent reader and increase their overall speed, then they must become masters of words. (Cramer, 1998, p. 25)

“Analyzing a single word through diverse vocabulary categories makes it potential for students to be familiar with and decode a greater number of unknown words during reading and promotes better long-term retention of vocabulary words”. (Dugan, 2011, p. 24)

Observe the exposition of Cramer and Dugan who explain in order to the academic vocabulary and in special about the importance of analyzing a single word through miscellaneous vocabulary, provides mentally direction to the reading comprehension of the students to obtain the better results. Once the skill proposal is applied by training in class through the chart papers following the instructions indicated, then it is important to check the students until they work on it. In addition, being prepared motivates to enhance their intuition in any meaning of each word that was studied. Another important point is decoding which is another component of reading.

**Set phrases**

In light of the extraordinary reading comprehension, it is important to develop and achieve the basic words which they were and they are learning in class. That, at least, is one of the important of set phrase. The procedure is to read each word and set phrases by repeating and looking at the meanings. “In the early stages, the children learn to read individual words and set phrases. They then move on to reading short sentences where a
new word is substituted into the language structure.” (Cowdray, 2012, p. 163). This procedure is well to consider at the teaching moment because the scholars will not be boring, but on the contrary will be enthusiastic. They will join to identify words and they will be concentrated.

Cowdray indicates in few words the steps which have to be done by learners who lack any word terminology and fluency in English. This procedure is considered in the developing of this project because it is important to practice with the students the reading phrased chunks, word by word, to obtain better learning reading comprehension results. In addition, the teacher of tenth grade of Unidad Educativa Nueve de Octubre needs to build the phrases after the speech practiced with the student, for then build the chart paper. It is important to remember that each practitioner already has learned the vocabulary when they were studying the lesson of their book.

It is important to involve students into the whole practice of recognizing words. By learning words by words, is not the total learning, in it, linking and other short phrases are essential for the fully understanding of new words. That is if a student translates word by word, then it would be difficult to give meaning to the whole idea, total reason for learning vocabulary fully.

Learners who lack phrasing and fluency will be “word reading” rather than reading for meaning. These students require many opportunities to listen to phrasing, practice reading phrased chunks of three to four words, and transfer this practice into ongoing text. By reading phrases and then building on the phrases, the students practices fluency. (Hults, 2003, p. 80)

Variable phrases
There is an important and enthusiasm strategy for teaching, one of the types of basic vocabulary is variable phrase when the writer uses a kind of inductive and deductive method through braking words for analyzing them. Also it needs to be a widely used today in all the schools where any language is taught as Carter posits: One process of teaching lexical phrases is to get pupils to make use of them the equivalent or matching way that first-language learners do, that is, by opening with a few basic fixed phrases, which they then examine as smaller, increasingly variable pieces. (Carte, 2014, p. 78)

Phrasal verbs

Phrasal verbs are divided in separable and inseparable. The teacher might be able to teach to the student about it. Explanatory reading on how it is used in the sentence or paragraph step by step make the learners clear their mind. The tutor needs to guide the scholars by the understanding of each one and in that moment the planning will be success for the comprehension in any skill. If it is not doing, the pupils will be limited in the learning process of reading comprehension.

Lems clarification shows about the importance of this type of basic vocabulary

Because phrasal verbs are so common in spoken English, many ELLs will acquire them all the way through their social language growth. However, when ELLs read phrasal verbs with meanings that are not obvious, comprehension can be affected. Anyone could have difficulty understanding the importance of the phrasal verb because
it has diverse meaning from that of the base verb and the preposition alone and it also has multiple meanings, like other phrasal verbs. (Lems, 2010, p. 128)

Sometimes, when the students read a paragraph, those readers probably will do some fragments by mistake. When they do it over their reading activity, seek the vocabulary including phrasal verbs which are the action heart of each sentence. If any of them find some words or phrases, they must find the meaning and classify which is such. In that way, they need special information tools for practicing as Thorpe indicates:

Research suggests that a regular reader of newspapers and magazines generally has a more developed vocabulary than those who are occasional readers. The characteristic feature here is the cohesiveness of the text having chains or threads of words that relate to same topic or news. (Thorpe S., 2010, p. 6)

**Idioms**

The study has indicated that each type of basic vocabulary is important and even takes to think howt specific they are. Idioms express an idea based on metaphors, clichés, slangs, and folk words that are created in specific situations for a purpose and then become funny according to the utilization and moment to be used. Despite it is part of vocabulary and new words, idioms will not be totally applied in the present project because as they are valued as informal, they are far from good English learning as well, besides, it is not going to be used in the guide of this paper. Then, it is important for the teacher to know about it, but in consequent readers of tenth grade at Unidad Educativa Nueve de Octubre ought not to be necessarily taught. However, if there is one that needs to be cleared, the tutor must clarify its meaning.
“Many idioms are based on metaphors. However, idioms are terms that are used so regularly and are so fixed in the speech that persons often do not think about the metaphors behind them.” (O'Dell, 2010, p. 12)

Idioms are traditionally described as “dead” metaphors, the idea being that they have become so conventionalized that few persons are in general aware of their figurative personality. Cognitive linguists, however, have shown that the imagery behind an idiom can easily be resuscitated either by enhancing the awareness of people of the underlying by tracing the idiom back to its original, literal context. (Boers, 2008, p. 33)

An idiom is a part idea which is described as “dead” according to Boers in the above comment. One important reason in this project is a way of keeping a basic vocabulary in the students, but it is not to do their reading comprehension learning process difficult. In some cases it is better to focus in the simple descriptive types because it will be easy for understanding at the moment of the chart paper applying.

DEPENDENT VARIABLE

READING COMPREHENSION

The implications and advantages of reading comprehension consist of the rebuilding or upgrading of the meaning. It carries out the reader based on the information to be got from any reading, as well as the prior information it has on the subject. But that is almost a little significance compared to Klingner who helps to clarify a better conception to students for being better readers.
Knowing how to read words has at first little significance if the student is not capable to put up meaning from any text. Ultimately, reading comprehension is the process method of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. (Klingner, 2015, p. 2)

Comprehension and basic language skills to reading comprehension has to do about teaching children since their childhood as it is better and important because it helps to raise their interest and create an autonomous motivation. To work with chart papers mixing all the present researches is important. In view of all this evidence, there is a successful combination as McNamara, (2012) quotes;

The new view emphasizes that both comprehension and basic language skills contribute to reading comprehension. Although the bulk of attention in recent years has been on fostering basic language skills and vocabulary, comprehension skills are equally important for the development of reading comprehension. Thus, it may be beneficial to foster comprehension skills early on in children’s lives. (McNamara, 2012, p. 35)

CHARACTERISTICS OF READING COMPREHENSION

It is important to emphasize the importance of the relation between the readers and the reading. The closer this relationship is, the better reading comprehension will have the well desired accomplishment. It is obtained by following the steps mentioned in order to have a very clear memory of the meaning of the words and phrases, too. Other important point is that there are two characteristics that will help in this skill at the
moment of apply it. They are silence and oral, but now it is not relevant to talk specific about them because are secondary ones Then, Santi is clear about it,

Referring to features of reading comprehension quotes that process models of comprehension consider how text structure and characteristics of the text affect how text is processed as well as how these text characteristics interact with reader characteristics. Most of the research that has been done on knowledge and use of text structure is a significant unique predictor of Reading comprehension in longitudinal studies of younger children. (Santi, 2015, p. 13)

**Analysis**

To become connected between the reader and the text, it is very important in the moment that they are joining each other. Consequently, to hook the reading is significant to do by analyzing because it is well for getting better understanding. To such an extent, the connection obtained by this comprehension characteristic is to become so great. In general, when the students analyze, they need to pause in the lecture and comment about the topic and content which is read.

Kusiak, describes more punctually that:

To explore the interaction between the reader and the text, a concept of reading as a problem-solving activity was accepted. The aim of the analysis was to see what the subjects identified as difficult in their reading and how they coped in such situations, what solutions they applied. Reading problems were defining as places in students
reports in which students paused in the text and commented on those moments by analysis. (Kusiak, 2013, p. 145)

Then, it is vital to consider the pause as an important moment because it is the instant where the students of tenth grade can separate the words which they do not know by decoding. After, they will look for the meaning of them while even the most outstanding comprehension will be clarified. Naturally, everyone assumed that after following this tips, including the teacher and the pupils, the reading comprehension is achieved. Only, be sure that the implications and advantages of the analysis in the process are helping the scholars.

Coherence

Not surprisingly, the efficient utilization of coherence by the teacher and the students contribute in the reading comprehension. Probably the most interesting aspect about this is not considered at all in the classes of Unidad Educativa Nueve de Octubre. Having it right in the brain of the promises of the pupils to develop a coherent mental representation of the text as Kusiak indicates:

The psycholinguistic approach emphasizes the role of two factors that contribute to coherence development: the text itself and the reader. The text offers cues that help the reader to develop a coherent mental representation of the text; the reader attempts to understand what the writer of the text tries to convey following the text cues and drawing on his/her background knowledge. (Kusiak, 2013, p. 35)

Creativity
Going over ancient accounts, humans has been used the creativity and it is demonstrated in everything around us. As a result, no wonder persons are so impressed with this marked characteristic of reading comprehension in the human life. We can see it when the scholars appreciate important words wrote on rocks, papyrus, rolls, books and others. In the classrooms through the history creativeness become the base of the past, present and future, too. It is permitting to use the imagination in any mind as flying to other planet by the reading understanding if the pupils comprehend the totally lecture. And it could be success in tenth class applying the present project. Time, in his appointment below demonstrates how important is:

Creativity is very much involved in constructing a hypothesis especially in reading. If there is no creativity, then we can only use standard concepts. Science had been held back considerably by the notion that readers simply have to be good analysts; this notion ignores the need to be creative about the anything which is written and read. (Time, 2010, p. 8)

**Synthesis**

Synthesizing requires that readers determine main ideas from multiple sources, summarize information, and add their own interpretations. This type of research is indicating behind how important this characteristic in few words is. In general, when the students of tenth grade are in the reading activity they must also be applying synthesis without any exception. (Moreillon, 2007, p. 134)

Synthesis is as a summary, abstract or resume that the teacher needs to apply for helping students to do it by learning process in few expressions. The guider and the learners need a guide where this
characteristic is because any reader needs to determine the principal ideas and classify the words which they do not know the meaning. It is considered an essential process for understanding, too.

**Concentration**

The pedagogical English problem is recognized, with regard to the development of reading comprehension in basic vocabulary to be caused by no concentration. The teachers need to guide their pupils in the environment classroom about this important characteristic, they must lead them and push a bit to the front when they feel discourage. This is called motivation, a part of learning that is so necessary in the institution 9 de Octubre Education Unit. “Use classroom time to put into practice concentration in advance. Explain to them the purpose of this practice and the reason why this is so essential. Reward the students for maintaining concentration.” (Moreillon, 2007, p. 134)

**Clarity**

It turns out to be that clarity is a kind of “worldwide resource”. Even as there is an understandable head, we have everything we need for the job at hand. This is the case in every field of high performance, from the classroom to the playing field. (Smart, 2015, p. 2)

As Smart mentions in the previous lines, clarity is one of the most important characteristic because it is necessary in both internal and external situations. If the teacher or students do not have clarity, they will not understand and no comprehension will exist too. The communicator in class needs to have the enough knowledge to apply the activity of reading
comprehension and the students need to be with an open mind to understand all the process.

INCIDENCE

According to Anderson in the next comment, the incidence is central because it needs to be applied in the complete process project by collecting in detail each description of every incident and event:

Incidence involves collecting relatively detailed descriptions of specific incidents, and then analyzing the crucial/common elements in the descriptions. Incidents are events that may be ordinary or commonplace, but they stand out for some reason. They may be problems, great successes, huge failures, or simply complex, confusing events. (Anderson, 2011, p. 14)

According to the former lines, reading comprehension of the students of tenth grade needs to be analyzed consciously by the authors; it is because the causes and among other effects the need to affect positive in the application of the guide of chart papers. But, if the research is focusing incorrect, the goal will be with confusing application of the proposal as Anderson presents.

Identify words

The only reliable way that false readers can begin to identify new words is to acquire useful phonic knowledge to help them decode a word letter by letter. This is why systematic instruction in phonic skill is required very early in a child’s journey toward literacy, and why mastery of phonic should not be left to incidental learning. (Westwood, 2008, p. 18)
The present incidence approach, which has already identified by Westwood, is one of the most important one in the project because it is joined with the independent variable, the Influence of Basic Vocabulary. Surely, it will produce positive results in the class environment when the teacher and the students are connected and identify the words which are in their book and are able to be understood but when they get the terminology and understand them each, if so, the pupils are beginning to grow in reading comprehension.

**Understanding**

There are several meanings about understanding in different areas, but according to the theory of Newton described below, it is one of the appropriate for the present incidence which is used in the complete reading comprehension process. Developing readers with the misunderstanding of the words in any lecture is a constantly English deficient of this language knowledge. Students need to receive strategies when they are learning in this class for knowing the meaning of each foreign word. If they learn them, they will not have any deep rationed with their chart paper exposition.

Conceptions of learning and of understanding in meticulous and particular help to shape learning behaviors. If, for instance and occurrence, kids think that understanding means only knowing what the each words mean, their learning approach could be inappropriate. (Newton, 2011, p. 106)

Contemporary methods for teaching reading comprehension words are excellent for the lecture intellect by the teacher and students of tenth grade. Then, the objective language vocabulary needs to be link with the appropriate means by the learners and the chart paper which will be developed. Those are only few successful comments about one of the most
important incidences. Newton behind, indirectly shows the importance of getting right in the concepts to have a clear and precise understanding of what you want to receive and transmit at the same time.

**Constructing**

“Be able to help students construct meaning while reading. If teachers are to provide assistance to learners in this essential phase, they have to first understand what it means to comprehend in reading.” (Richardson, 2008, p. 99)

For Richardson, (2008), it is imperative to help students in the words that they do not know while they are reading to understand. This point is equally significant as an important tool to develop this project in every sense of the word. Each student must decode each word to then re-build or construct the structure again, but with a clearer sense of the whole idea. Richardson in his book mentions about it with his own terms because he understood how essential reading comprehension is.

**COMPONENTS OF READING**

Grabe, (2009) examines in detail the major components of reading that combine to build reading comprehension abilities. These components include (a) syntactic knowledge and processing skills; (b) reading strategies that support comprehension; (c) the integration of reading strategies and higher-level processing to develop the strategic reader; (d) the role of discourse knowledge; and (e) the centrality of vocabulary knowledge. (Grabe, 2009, p. 195)

Most of the English teachers do not have any extra information attached to the main government text. They must combine almost all the
reading components when they are teaching about it. The students need to know the processing skills with the respective strategies to develop their knowledge through the vocabulary acquired. Within the students of tenth grade at 9 de Octubre educational Unit, the guider needs to apply the guide with chart papers based on basic vocabulary to promote the reading comprehension, reason of this research paper.

The foundation for a broader approach to reading instruction that builds on both content and reading instruction. Reading instruction occurs every day and reading skill such as decoding, word recognition, vocabulary, and fluency are given appropriate emphasis, depending on the needs of the students. (Grabe, 2009, p. 342)

For Grabe, (2009) instructions are essential for getting along with students. In reading lessons, the student is submitted to get acquainted with commands that are different to interpret; this can be object of indifference or the reluctance to the exercise. He posits that instructions should be the appropriate and with respective emphasis for eliciting students’ interests.

**Decoding**

The real moment is existed when the reading starts in the classroom. It is important to consider the different strategies in class for applying them at the moment of this skill use. The teacher needs to involve and keep the students mind in this environment. At the same time the learners should decode the lecture and it could be by circle or highlight the specific names of persons, animals, places or things. However, they can underline the words those are not understandable, too. Then, this component will be used in class at the beginning of reading comprehension practiced by the readers.
Cain, (2010) coins that the importance of reading has to do with decoding or making immediate translation for a better understanding, he indicates:

As we have seen, word reading involves decoding or translating the printed word to enable access to its meaning comprehension involves constructing sentence and discourse-level meaning from the individual words. (Cain, 2010, p. 214)

It is important to determine which students are growing in the decoding process. It is because there are other strategies which could help them too. If students have low decoding skills, pair them with a more capable reader who can make available kind, rightly support to assist them with decoding of word problems." (Lougy, 2007, p. 73)

**Comprehension**

In the subsequent comment by Woolley, (2011) comprehension is a mental situation which is based in the information of the most recent conceptualization of any reader. It is the moment that describes things adding specific details in the mind of any person who is reading, too:

It is asserted that comprehension is enabled when readers construct mental circumstances models that integrate elaborated Text-based information with reader´s obtainable prior knowledge. Situations models are flexible mental representations that are continuously updated to reveal the most recent conceptualizations of read content information. (Woolley, 2011, p. xiii)

Other important dimensioning is the one mentioned by Cripe, (2011) comprehension is a skill and it could match all the activities which could help
the students in the present proposal that will be developed. At the moment that the reader is exercising reading in class, the teacher needs to apply all the strategies, techniques, incidences and components of reading, but in correct order but should be this activity as any other with enthusiasm so as not to fall into the boredom; an example: take turns reading sentences and lighting the words that they do not know and clarify them:

Comprehension is a skill that is required to create a love of reading, something that all teachers want for students. This book, reading comprehension activities, provides teachers with engaging actions to instruct the elementary strategies. (Cripe, 2011, p. 3)

Retention

Completing the reading process is to make a feedback to assess if each student has retained the vocabulary and therefore understood the message correctly. The teacher requires to work with the student memory, but not by repeating words until they fit in their mind. They need to understand each vocabulary in all the extension, meaning, spelling, noun, adjective, adverb and one of the best way is when they will work using the chart paper.

Then applying the retention, the teachers are achieving the process component in their memory because they are planting in them seed words which will be developing in their thought when they will be structuring sentences. It is why it is considered the next comment:

The retention is remembering the words. One is a retention component, similar to the simple span measures, in which someone retains a set of data for a period of time. The other part is an active
processing component depending on the working memory process of interest. (Radvansky, 2015, p. 101)

**IMPORTANCE OF READING COMPREHENSION**

Reading is important to success in school. Reading is a big part of learning in the content areas science, social studies, and others – is required by a host of standardized test, and is the coin of the realm in postsecondary education. (Stead, 2006, p. ix)

It is of primary importance to become familiar with the prior knowledge and experiences that a child brings to the subject. You cannot expect a child who has had no experience to understand or make any meaning of the sentence. (Lougy, 2007, p. 73)

The comments of Stead and Lougy are important about reading comprehension because it is based on concerning the same principle. Although it is widely used nowadays, it is a skill with relatively many techniques, and many content areas sciences feel that the teachers and students need to be linked each other. Once the skill is learned and applied, they do not longer need to know exactly all the incidences, components and characteristics because they will appear by themselves in their memory and many ideas will appear which have begun to realize their full potential in the correct order and to understand or make any meaning of the reading done.

**Elements**

No teacher and students can demonstrate that the elements do not exist in the reading skill from the beginning of the human life. All of them
were existed at step by step since the men started to think. “Everything we see and use is made up of basic ingredients called elements” as Housel indicates in his book. The first tools used for the famous readers were by graphing in each mind each thing in its place. Then, this is important to consider in the project because the students will need to select pictures or drawings or anything to work for the chart paper. One of the most important is the vocabulary as basic ingredients that are indicated by Housel:

**Reader**

Other important involved for injecting this skill is the person who is reading. Then, one of the most vital programs over the world is to teach how to read to any person because it is part of the culture and way to communicate. “Require the schoolchildren to make inferences from the information presented. The process names on the reader to use not only the information offered in the textbook but also private knowledge, connections, and experiences to make meaning.” (Stead, 2006, p. 7)

Citing the fact according with all theories, the key to longer life is the art to teach to the student for being an excellent reader, but this needs to be with excellence. The teacher needs to process and connect all the information which is getting from the text with all the possible strategies and techniques. If the kids learn to read correct, they will enjoy it forever.

Put simply, one cannot read in a language that one does not know, even if the reader is an expert on the content of the text – even, hypothetically, if the text is a transliteration of a text (…) We have observed that beginning readers have the advantage of years of exposure to the oral language which they are learning to read. (Hedgcock, 2009, p. 59)
For Hedgcock, (2009) it is important to understand that the students of tenth grade know how to read, but in Spanish. They already understand any simple lecture because they recognize and comprehend must part of this native language vocabulary, but English is little different. This is a proven fact, they do not know must part of the vocabulary and they do not have the advantage of years doing this in the foreign language. The teacher needs to observe and identify the beginning reader and teach how to apply the reading comprehension to learn how to do it in the best way.

Text

Other element which is used and it is important too is the text. “Textbooks consist of both external and interior text structures. Reading comprehension strategy instruction ought to assist students in identifying and utilizing equally external and internal structures.” (Macceca, 2008, p. 180). The teacher of tenth grade will decode each part of the lecture text and this will help to identify the best strategy to do it. The teacher needs to remember that this important element must be utilized in all the process, but in this case the worksheet is the one that is going to be use. The readers are going to use them and respond each exercise for developing after in chart papers.

“I choose my text and a skill to focus on based on what my students need. At first children need my support to read the selection independently. But as they become familiar with the text, my role diminishes, and they can read it on their own”. (Franzese, 2002, p. 16)
Franzese, (2002) points that the teacher requires choosing the text based on the necessity of the students. This procedure is important to understand because in their scholar book there are readings with new vocabulary and the need to work on it. If they work with them, they will comprehend the lecture in all the extension based on comprehension.

**Activity**

Any kind of action will help to obtain better results in class. This procedure needs to be applied by repeating, once for each horizontal line, teacher with students and learners among learners, but all of them must be connected with the text. To use a simple act will help to obtain an excellent class environment. “Activity can provide a significant resource of stimulation for phonological skills, through nursery rhymes, reading, poetry and songs.” (Cain, 2010, p. 187). This is important to consider for applying the different strategies to get better result in teaching and reading, too.

The research made by Cripe in the next research is important for the present project. He is clear about the importance of activity in class. Both teacher and students must be engaged with the book and procedures at the same time that are connected with all the strategies that have been implemented.

Activities are designed to provide meaningful practice with the essential skills needed to succeed in reading. While students are actively engaged in these literacy activities, they will be challenged and will develop skills to apply to any independent reading section. (Cripe, 2011, p. 3)
READING COMPREHENSION STRATEGIES

Strategies are important in all the teaching languages skills; in other words, they must simply be used. Visualize that is now possible to teach English because there are specifics reading comprehendions ones for each of them: listening, speaking, reading and writing. If so, the teachers need to know more about variety of this important item by training themselves, the most they can. But one thing is convinced: applying them well is definitely an excellent achievement. Bone steel is successful in his study:

An important part of Strategic is reading comprehension strategy development. Teachers and students are introduced to a variety of strategies, such as making inferences, recognizing purpose, and paraphrasing. Practicing the strategies they will need to employ when they read on their own outside of the classroom. The section opens with a brief explanation of the reading strategy and why it is important. (Bonesteel, 2012, p. vi)

It is important to consider the key word in any reading comprehension because it is the most important one for any educator and reader. Then, any person could manifest that without words anyone could not talk so does not read. The tutor and the learner will be used the vocabulary knowledge from the beginning to the end of the learning reading process in class because the teacher and the students of tenth grade of Unidad Educativa 9 de Octubre will use them as one of first strategies.

It is an essential component the language vocabulary because it is used in each second of any life and it is the component of the communication. It is knowledge of words which drives the acquisition of grammar. It is also one of the main prerequisites for academic achievement.
of monolingual and bilingual children and it has been shown to be an important factor in, for example, reading ability in any student. (Jarvis, 2013, p. 80)

**Activating prior knowledge**

The logical place to activate prior knowledge is at the first part of any lesson, although activating prior knowledge may be used whenever a new topic or concept is introduced. (...) Another advantage of activating prior knowledge is that by assessing what students already know, teachers are able to modify or quickly adjust what they need to teach. (Parry, 2006, p. 42)

For Parry, (2006) the teachers, learners and readings are involved because they are activating into a prior knowledge in the class environment and they must be engaging one another. Then, the teacher of tenth grade needs to work with the vocabulary which already knows by the English book that they use. Finally, the assessing of the students will determine how success is the work class obtained by the reading comprehension skill.

**Pre-reading**

The activities and information at the beginning of any reading from the teacher will promote a genuine activity interaction in the students. Topics must be interesting and up to the learner readers because they will explore ideas and participate in discussions about the theme of the lecture and the tutor should bring the outside humanity into the classroom of the tenth grade, too. “Previewing or pre-reading helps to get a sense of what's to come in a text. When the reader anticipate the topics that a text may cover, as well as the way in which the
information is organized, that person could use the best reading strategies for the type of text." (Dugan, 2006, p.44)

Dugan indicates that the students need to receive a personalized instruction from the teacher before beginning.

**Previewing and predicting**

For Staff comments that the predicting is made through questions which are connected with the text and it is focus on the topic. If the readers want to know each detail about the reading, they will answer the interrogative sentences done by the person who is teaching to the English students. In this previewing and predicting strategies, the information asked needs to be clear because it is the way which will connect to all the ones who are in the environment classroom of tenth grade at Nueve de Octubre School. Plus, the teacher ought to help students developing connection to it. At the same time, the activities with interrogative sentences or other kind of strategies provide students to understand the first reading selection.

Begin by asking students structures questions about their experiences related to the topic of the text. Then, have students preview the text and predict the information that they will learn about it, as well as how it will connect with the list they generated. You can use the Previewing and predicting. (Staff, 2007, p. 64)

**Mental imaging**

Teaching visual representations of text can be accomplished by direct instruction of how to construct mental images during reading.
Teaching students to create pictures in their minds as they read improves their reading comprehension. Another aspect involves teaching students how to read, evaluate and construct visual material that accompanies informational text. In addition, visual representations of text can take the form of flow charts, mind maps, concept maps, Venn diagrams, etc. (Maccecà, 2008, p. 162)

Maccecà presents how important is to construct or create pictures in the mind of the students through visual representations of the text which is being read. Readers will learn useful strategies for reading, that offers a concise presentation and practicing. If the tutor does mental imaging, the readers will be creative and the will apply creativity, too. There is important to indicate that each person born with it, but they have to develop it.

**Self-questioning**

A self-questioning strategy is a set of steps that a student follows to generate, think about, predict, investigate, and answer questions that satisfy curiosity about what is being read. Struggling readers may need instruction and practice in surveying text and generating questions before they read; other students may need instruction and practice in using self-questioning as they read; others might use self-questioning as a way of summarizing or studying. (Obiakor, 2009, p. 134)

To develop interrogative sentences is central because they permit to understand the main ideas, details, and the students could express their opinions by discussing with their classmates. They should look at the illustration and the title, and talk about or argue the questions because they need to share the information. At the end the teacher and the readers will
match all the ideas generated from the reading and the tutor could be evaluating if they understand.

**Summarizing**

Summarizing is a special strategy which will show to the reader to organize better their new ideas acquired. One of the key thoughts in a short description could be using any organizer graphic to construct or create a sequence detailed planner, to summarize the event that the teacher wants the student to develop or vice versa. Rightly in the following comment, there is one which is to clarify detail of a piece of writing and it is made by Dugan: It is short and concise description of the main ideas of a piece of writing. It is the key idea and the main points that are worth noting and remembering. A summary is not necessarily presented in the same order as it was in the original text. Dugan, 2006, p, 44)

Summarizing is both a reading and writing skill. Where reading is concerned, effective summarizing requires an understanding of the key ideas in a text and an ability to distinguish among main points (which belong in a summary) and supporting details (which typically do not) (Hedgcock, 2009, p. 185)

Hedgcock,(2009) makes a narrow comment in few words behind. He joins the reading and writing in the present summarizing strategy and his observation is well. If there is not an excellent and clear message in the writing skill, it will not be understandable by the reader moment. Then, the teacher and the students need to work together for learning in all the methods applied as decoding, comprehension, retention, pre-reading and the others. That is when all the steps process will become a successfully project.
**Semantic mapping**

They can map out words or full quotations. Semantics is the study of the meaning of language. It involves the analysis of words, phrases, sentences, discourse, and whole texts. Semantic mapping includes the graphic displaying or “mapping out” of words phrases, sentences, discourse, or text in a meaningful way. Semantic mapping has long been recognized as one of the most effective tools for expanding student’s vocabulary. It is one of the most valuable strategies to help ESL students and at-risk students to understand vocabulary and learn to read and write. (Buis, 2004, p. 20)

After analyzing other narrow concept about Semantic mapping mentioned by Buis which is talking by itself, there is an important dimension to implement in this project because there are many different types of maps to use. An example: They could make any map to follow the action with the key words and after they need to correct word to complete sentences according to the map which is made.

**EPISTEMOLOGICAL FOUNDATION**

Any researcher could not do any project if this does not consider the epistemological foundation. The idea behind have been designed because that person must develop the investigation with the knowledge of others to use their studies, observation, techniques. Once the reading skill is learned and applied by the students and teacher the reading comprehension theme will obtain the final result: a guide with chart papers based on basic vocabulary. As an added advantage to this view, the following Shenefelt comment helps to understand better the research:
An epistemological foundation is a premise, idea for which the pupils offer no further premises, thoughts or ideas; it is something felt and can safely get for granted. The right epistemological foundations, if any, will come after this word “because.” (Shenefelt, 2013, p. 146)

It is important to indicate in the writing of epistemological foundation that the authors of this project used it in all the field chapters. It is the support for developing the present ideas taken from researches. Many explanations had been offered in the process, but only few of them were obtained and used.

**PEDAGOGICAL FOUNDATION**

The framework that the present project has is the teacher, students and each one that are involved in the process. It is easy to implement the methods or strategies without any pedagogical foundation, but the results will be negative at all. The project needs an excellent support and this must be with the complete environment in special the pupils of tenth grade. The guider must analyze the cultural values, attention, expressions, communication, sources used and others as indicated in the following comment: “Pedagogy began as the study of the kid, and the word morphed to mean the learning of teaching and learning. It is a talent and science of teaching; all that knows and believes about teaching.” (Koch, 2007, p. 93) The teacher requires knowing the disciple because that is what helps him pedagogically to develop strategies of reading comprehension with excellence.

**SOCIOLOGICAL FOUNDATION**

Sociology is the survey of educational phases that are connotation for educative processes, principally the study of persons which point
to important programmers of studying and its controls of learning process. It includes the relation of education to various community forces, predominantly culture, how society is handed on through agencies as any school, family, the religious group, etc. (Dhiman, 2008, pág. 106)

Dhiman comment behind the meaning of sociological foundation and it is a science, too and it studies the human life in its environment. In Nueve de Octubre School, there are children with different ages, they come from various or contrary households. Other important point is that the scholars do not know English and they are learning it for just three years ago. They did not study this language when they were from the first grade to seventh and according with it, Spanish is their native language. Then, the pupils are studying other culture.

PSYCHOLOGICAL FOUNDATION

Psychological Foundations of Education refers and suggests an alternate respond to any difficulty situation of the bifurcation of general and educational psychology in the curriculum of tutor groundwork. The solution is or could be provisional, but it could have understandable imperfections. There is someone offering it, however, in the fact that the person may stimulate discussion of the trouble and other an extraordinary solutions and/or explicit justifications for past perform. (Mathis, 2013, pág. 16)

It is imperative to indicate based on the information of Mathis that each student is with different thought and behavior because they come from different household cultures, parents, brothers, sisters. Then, if the teacher will apply any strategy as mental imagine, the tutor must need to be careful
when the scholars will discuss about the reading. The principal must change the strategy or method, but does not alter the skill

LEGAL FOUNDATION

The commandments are very important in any nation around the world. That is the reason why this legal foundation is taken in the project. This one needs to support the project which will be implemented in Nueve de Octubre School and the students of tenth grade.

“The official law of education aims to deliberate the major legal pertaining to this ground of concern as fraction of the learning process of a person. The future of the learner will be secure if he undergoes schooling in a learning school, where procedure is legally mandated, qualified and authorized.” (Recto, 2005, p. 52)

Supporting Recto comment, there is considered and based this on the Constitution of Ecuador and on the Law of Education and its regulation and respective on this academic complex ruling.

Although, it is important to mention the linguistic Intercultural Bilingual Education laws about the objectives which are helping to grow strengthen and linking education as is indicated in the second chapter article 81 and the third chapters, article 82, 88:

CAPÍTULO SEGUNDO

DE LOS FUNDAMENTOS, OBJETIVOS Y FINES DEL SISTEMA DE EDUCACIÓN INTERCULTURAL BILINGÜE

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

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

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

CAPÍTULO TERCERO

DE LAS OBLIGACIONES DEL ESTADO Y LA AUTORIDAD EDUCATIVA NACIONAL CON LA EDUCACIÓN INTERCULTURAL BILINGÜE

Art. 82.- Obligaciones.- Son obligaciones del Estado y de la Autoridad Educativa Nacional con la Educación Intercultural Bilingüe, las siguientes:

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

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

c) Garantizar el fortalecimiento institucional y el desarrollo del Sistema de Educación Intercultural Bilingüe; d) Procurar la creación
de instituciones educativas interculturales bilingües, garantizando funcionamiento de acuerdo con las necesidades específicas y técnicas;

e) Promover la formación de profesionales interculturales bilingües y plurilingües, en las especialidades requeridas por las comunas, comunidades, pueblos y nacionalidades del País; y, f) Cumplir los tratados e instrumentos internacionales para la ejecución de programas educativos interculturales bilingües.

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

La Subsecretaría se encargará de transversalizar la interculturalidad en el Sistema y asegurar la pertinencia cultural y lingüística de los servicios y de la oferta educativa en los ámbitos de su competencia. La estructura orgánica funcional de la Subsecretaría de Educación Intercultural Bilingüe responderá a las particularidades requeridas por el Sistema de Educación Intercultural Bilingüe. The notion acquired about the linguistic process by the teacher is essential in all the school periods, but appears stronger at the decisive time when the scholars have being chosen their career. The Regulation of Academic Board controls the titles and degrees, time duration, number of credits of each option and other aspects degrees and titles,
seeking harmonization and promotion of student mobility, teachers or researchers. On the other hand, the government indicates that it will provide students all the facilities for helping them to study. Those conveniences are civil rights and socio-economic, cultural and ecological reality of the country: the mastery of a foreign language as the English one and effective management tools. This is why it has taken Chapter 2 of the first section of training and types of institutions:

CAPÍTULO 2

DE LA TIPOLOGÍA DE INSTITUCIONES, Y RÉGIMEN ACADÉMICO
SECCIÓN PRIMERA
De la formación y tipos de Instituciones, Sección Segunda Régimen Académico

Art. 123.- Reglamento sobre el Régimen Académico.- El Consejo de Educación Superior aprobará el Reglamento de Régimen Académico que regule los títulos y grados académicos, el tiempo de duración, número de créditos de cada opción.

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

METHODOLOGY

DESIGN OF THE INVESTIGATION

This research has the predominant profile of following the principal steps of a research where all the steps and basic procedures are adapted for keeping concordance among the chapters that are part of this paper. Kothary, quotes:

Research in common parlance refers to a search for knowledge, a scientific and systematic search for pertinent information on a specific topic, a careful investigation or inquiry specially through search for new facts in any branch of knowledge, it is actually a voyage of discovery. (Kothary, 2004,p1)

TYPES OF RESEARCH

This research seeks to solve the problems in the reading skills with the students of the tenth year of Basic Education at Unidad Educativa Nueve de Octubre.

This paper research is descriptive because it provides a diagnostic of the process as well as the problem per-se and the reasons why they are affecting the reading skill.
Descriptive

Descriptive includes surveys and fact-finding enquiries of different kinds and it is the reason why there is the comment of Kothari in this research: “The major purpose of descriptive research is description of the state of affairs as it exists at present.” (Kothari, 2004, p.2)

Explanatory

In approach to the same objective, the explanatory research exposes the reasons for an insufficiency in the reading skill. And because of it, it is being taken into consideration the design of a booklet with motivational techniques that will help to solve the deficit in reading skill. For Hussey (2005) “The aim of explanatory research is to look for patterns, hypotheses or ideas that can be tested and will form the basis for further research” (Hussey, 2005, p.45). Then, it is the necessary reasons are exposed and are familiar to a typical situation that many public institutions have. The findings, the observations and the problems themselves were taken as for giving a real vision of what problems are taking place at Unidad Educativa Nueve de Octubre.

Qualitative and Quantitative Research

This project has the characteristics of being a mixture of two of the most important aspects of the research, which means there is a dialectical relationship, which offers a great advantage for the research practice. Consequently, these researches must be applied to the survey and assuming Kothari. (2004), this work has as an essential characteristic the
quail-quantitative. With this approach, the researcher is trying to involve the best material and gathering of information

The quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity. Qualitative research, on the other hand, is concerned with qualitative phenomenon, i.e., phenomena relating to or involving quality or kind. (Kothari, 2004, p.3)

**POPULATION AND SAMPLE**

For Arias, (2006), population is a global set of elements with ordinary characteristics, that permit analyze with only a part of it to get the same information of a massive survey. For this research, the population is the totality of students of tenth grade at Unidad Educativa Nueve de Octubre. In the other hand, Balestrini,(2006) posits that the sample is a representative part of a population whose characteristics must be identical of the universe. Finally, in the next table is the information:

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<th>STAFF</th>
<th>UNIVERSE</th>
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<td>Authorities</td>
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<td>TOTAL</td>
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<td>• Improve the capacity for understanding a text and new phrases.</td>
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<td>• Permit to obtain a special goal.</td>
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<td>IMPORTANCE OF BASIC VOCABULARY</td>
<td>• Give to the reader a tool for having a comprehension of readings.</td>
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<td>• Help to understand the meaning of new words or phrases.</td>
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<td>• Permit to create images using simple definitions that will be kept in our minds.</td>
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<td>FIVE TYPES OF BASIC VOCABULARY</td>
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<td>• Give to the reader a capacity for the understanding by the analysis.</td>
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<td>• Facilitates reading coherence.</td>
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<td>• The reader is able to concentrate and apply what has been learned.</td>
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<td>• Provides clarity and facilitates the development of images of what has been read.</td>
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<td>• Help to construct the ideas in our mind.</td>
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<td>• Bring to the reader to know the principal message of the text.</td>
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<td>COMPONENTS OF READING</td>
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<td>IMPORTANCE</td>
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<td>STRATEGIES</td>
<td>• Vocabulary knowledge</td>
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<td>EFL</td>
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METHODS OF THE INVESTIGATION

The Scientific Method

The description of the scientific method as a way of learning or a process of using comparative critical thinking is important. Things that are not testable or falsifiable in some scientific or mathematical way, now or in the future, are not considered science. (Mc Lelland, 2000, p1)

This work does not permit to stay out of the right trends and criticism of former researchers that made of the investigation a lifestyle, permitting the analysis and control of phenomena that has always existed and researched for a common benefit, the scientific peace.

Assuming the scientific method, the problem can be solved and also feasible for being applicable for the students. By the use of the scientific method, the researchers are intended to approach to the most realistic appreciation and information collected from books and other means.

Empirical Method

The empirical method is what sustains the pillars of this work as (Moody,2002) indicates that the empirical research methods are a class of research methods in which empirical observations or data are collected in order to answer particular research questions. (p1)
Assuming Moody, (2002) the empirical method permits to establish previous knowledge to be put in contact with what it is known according to the experience of the researcher. For this can take shape, it is important to know the facility to get closer to the place where happenings are taking place and so make use of the observation.

The Statistical Method

For the real analysis of the research and compiled information, it has been important to make use of the statistics. This has enabled to make relations and acquire other positions about the data collected. Within the statistics, this work has been focused on the serious analysis of its components, permitting contrast and making suggestions and comments that corresponds to the real conception of the work itself: Fischer,(1934) described the importance of statistics, and mentioned that science of statistics is essentially a branch of applied mathematics, and may be regarded as mathematics applied to observational data.

Observation Method

From the beginning, the target of this research has been Unidad Educativa Nueve de Octubre where large and perseverant observations were held in order to get the first impression of the real happenings. (Kothary, 2004) points out that this method implies the collection of information by way of investigator’s own observation, without interviewing the respondents. The information obtained relates to what is currently happening and is not complicated by either the past behavior or future intentions or attitudes of respondents. (p.17)

TECHNIQUES AND INSTRUMENTS
SURVEY

The survey is a research conducted to a sample taken from a whole (population or universe), as it is hard to do this kind of information acquisition from many people. The survey is just done to a sample or representative of a large group with the same characteristics. (Ferrando, 2005, p.56)

The meaning of survey made by Ferrando permit to take and held to the 40 students at Unidad Educativa Nueve de Octubre. It will enable to gather necessary information for then being analyzed and commented to get to conclusions and recommendations.

INTERVIEW

The interview as prime technique is held to the representative of the institution and people that are close to the problem per-se. An interview requires careful preparation, much patience, and considerable practice as it constitutes a type of fishing to enter the interviewee’s world or understand their construction of reality, which cannot be observed. (Kwan, 2015, p.30)

In accordance to Kwan, (2015) the interview deserves another level of interrogation. Here the interviewee such as the authorities, parents and teachers will be the ones that will be submitted to a well-prepared questionnaire for getting more information and to support what has already asked. They will be let known about this interview properly for the meeting,
and the sheet with the interview will have as headline the main words of the Faculty of Philosophy.

**QUESTIONNAIRE**

A questionnaire is a process that requires attention to many details. Designing the questionnaire is complicated because surveys can ask about topics in varying degrees of detail. (...) Accurate random sampling and high response rates will be wasted if the information gathered is built on a shaky foundation of ambiguous or biased questions. (Taken from http://www.pewresearch.org/methodology/u-s-survey-research/questionnaire-design/)

The questionnaire for both the survey and interviews, will be elaborated with the respective care to the students and the authorities as well as the teacher. The interview will be analyzed and executed by adopting the Licker-type scale for the students. The questions to the authorities will have other analysis for the concern of the project and the proposal. Other important point is that they were supervised and acceptable by the tutor of the university. Finally with the result was possible to obtain the result for developing this project with the proposal.

Finally, it is important to indicate that while more good interrogative sentences there is used in the research applying to student, they will be better because they will show how do they need the guide.

**INTERVIEW TO THE DIRECTOR**

1. Reading helps students develop their memory and concentration.
Of course, because this way the memory of students develops more and its concentration is put into practice by helping students to memorize better.

2. – Do you have any knowledge about reading comprehension?

If I have knowledge of reading comprehension but I have not much knowledge of the techniques used to develop them.

3. - As an authority in the school, would you like English teachers receive a guide to innovate graphic papers to motivate the English vocabulary?

Of course yes, that would be something that would help us to improve teaching in this language so that students have less trouble learning and teachers can take a fun class and updated.

4. – Do English teachers have enough resources to develop visual classes?

No, teachers do not have sufficient resources to develop their classes. This leads to repetitive vocabulary in students creating a rush that does not encourage them to learn the EFL.

5.-The classrooms of the institution have an appropriate environment for learning in reading development.

Classrooms lacks neither resources, nor a good environment for the development of the classes, having as a result, an unfavorable student learning.

INTERVIEW TO THE TEACHERS
1. Do you think it is important to improve the knowledge of new words for the students?

Yes, it is important for having a better reading comprehension.

2. Do you agree the docents should have an English word-stock for increasing the comprehension in the communication?

Of course, the communication in every language is important, in the meantime the students know more vocabulary, with it, it betters their writing, reading and understanding.

3. Why do you think that the practice of the students of the learned words, is related to a better reading reasoning in students?

Of course, by observing the learned words the pupils will have an excellent reasoning of the readings of any books that might be presented for the purpose.

4. In what way would the English vocabulary influence in the reading reasoning and verbal skills?

Without an increasing word-stock, the students would not be able to get and understand when reading a book, a story, or dialogue. It is essential that the teacher prepare material for increasing and boosting the use of vocabulary through visual activities.

5. What is your opinion about the implementation of a guide for using chart papers and others visual tools at Unidad Educativa 9 de Octubre?

Considering the absence of tools for teaching the English language, the implementation of a guide for applying visual resources, is convenient for the good achievement of the students at Unidad Educativa 9 de Octubre.

SURVEY TO STUDENTS
AT UNIDAD EDUCATIVA NUEVE DE OCTUBRE

58
The intention of this survey is to infer the current state of Reading comprehension in relation to the use of basic vocabulary. For the acquisition of the data, the students will be submitted to answer their agreement with an (X) under the Likert type scale. (A) ALWAYS - (F) FREQUENTLY – (S) SOMETIMES – (R) RARELY – (N) NEVER.

<table>
<thead>
<tr>
<th>#</th>
<th>STATMENTS</th>
<th>A</th>
<th>F</th>
<th>S</th>
<th>R</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Vocabulary is important for developing the Communication in the EFL in the students.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>A basic vocabulary influences the interest of learning the EFL.</td>
<td></td>
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<tr>
<td>3</td>
<td>It is helpful to have a basic vocabulary for managing a conversation</td>
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<tr>
<td>4</td>
<td>In class the students can freely choose the text they want to read.</td>
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<tr>
<td>5</td>
<td>Motivation permits to achieve the reading exercise with attitude.</td>
<td></td>
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<tr>
<td>6</td>
<td>The students comprehend a textbook when they read in class.</td>
<td></td>
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</tr>
<tr>
<td>7</td>
<td>Concentration helps for a better comprehension of a text.</td>
<td></td>
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<tr>
<td>8</td>
<td>Reading enables to acquire more knowledge</td>
<td></td>
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</tr>
<tr>
<td>9</td>
<td>Using chart papers, or other visual resource leads to have a new experience in each English class.</td>
<td></td>
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<tr>
<td>10</td>
<td>A Guide with visual resources improves the performance of reading comprehension of EFL.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

TOTAL RESULT OF THE SURVEY TO STUDENTS AT UNIDAD EDUCATIVA NUEVE DE OCTUBRE

The intention of this survey is to infer the current state of Reading comprehension in relation to the use of basic vocabulary. For the acquisition
of the data, the students will be submitted to answer their agreement with an (X) under the Likert type scale. (A) ALWAYS- (F) FREQUENTLY – (S) SOMETIMES – (R) RARELY – (N) NEVER.

<table>
<thead>
<tr>
<th>#</th>
<th>STATMENTS</th>
<th>A</th>
<th>F</th>
<th>S</th>
<th>R</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Vocabulary is important for developing the Communication in the EFL in the students.</td>
<td>14</td>
<td>12</td>
<td>7</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>A basic vocabulary influences the interest of learning the EFL.</td>
<td>18</td>
<td>8</td>
<td>9</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>It is helpful to have a basic vocabulary for managing a conversation</td>
<td>13</td>
<td>9</td>
<td>9</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>In class the students can freely choose the text they want to read.</td>
<td>15</td>
<td>10</td>
<td>5</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Motivation permits to achieve the reading exercise with attitude.</td>
<td>10</td>
<td>5</td>
<td>10</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>6</td>
<td>The students comprehend a textbook when they read in class.</td>
<td>25</td>
<td>4</td>
<td>7</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>Concentration helps for a better comprehension of a text.</td>
<td>29</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>Reading enables to acquire more knowledge</td>
<td>13</td>
<td>4</td>
<td>8</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>9</td>
<td>Using chart papers, or other visual resource leads to have a new experience in each English class.</td>
<td>26</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>A Guide with visual resources improves the performance of reading comprehension of EFL.</td>
<td>30</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

ANALYSIS AND INTERPRETATION OF THE RESULTS

QUESTION Nº 1: Vocabulary is important for developing the Communication in the EFL in the students.

Table # 2

<table>
<thead>
<tr>
<th>ALTERNATIVE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALWAYS</td>
<td>14</td>
<td>35</td>
</tr>
</tbody>
</table>
The students indicate that vocabulary does matter in communication of the EFL. It means, students have a good disposition for reading, which is positive for this research since it shows that students have their own interest in reading.

**ANALYSIS AND INTERPRETATION OF THE RESULTS**

**QUESTION Nº 2:** A basic vocabulary influences in the interest of learning the EFL

<table>
<thead>
<tr>
<th>ALTERNATIVE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALWAYS</td>
<td>18</td>
<td>45</td>
</tr>
</tbody>
</table>
It can be observed that 45% of students indicate that vocabulary is essential for learning a new language. It is a great advantage because with new words, and other techniques for improving the reading, the students will feel more motivated.

**ANALYSIS AND INTERPRETATION OF THE RESULTS**

**QUESTION Nº 3**: it is helpful to have a basic vocabulary guide managing conversation in class.
It can be observed that the students do not totally agree with this question, this shows that there does not exist enough motivational techniques to...
encourage students to read. However, with a good motivation, the students will feel more enthusiastic.

**ANALYSIS AND INTERPRETATION OF THE RESULTS**

**QUESTION Nº 4** In class the students can freely choose the text they want to read.

<table>
<thead>
<tr>
<th>ALTERNATIVE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALWAYS</td>
<td>15</td>
<td>37.5</td>
</tr>
<tr>
<td>FREQUENTLY</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>SOMETIMES</td>
<td>5</td>
<td>12.5</td>
</tr>
<tr>
<td>SELDOM</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>NEVER</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Nueve de Octubre
Elaborated by: Jacqueline Arevalo and Karina Yagual

**COMMENT**

It can be observed that students freely choose the book they want to read. This represents that as motivation, the teacher have them select the book they would like to read or work with. In fact this strategy would work if it is programmed in advance with the corresponding organization, taking into account a good selection of books for the students.
QUESTION Nº 5 Motivation permits to achieve the reading exercise with attitude.

Table # 6

<table>
<thead>
<tr>
<th>ALTERNATIVE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALWAYS</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>FREQUENTLY</td>
<td>5</td>
<td>12.5</td>
</tr>
<tr>
<td>SOMETIMES</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>SELDOM</td>
<td>7</td>
<td>17.5</td>
</tr>
<tr>
<td>NEVER</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Nueve de Octubre
Elaborated by: Jacqueline Arevalo and Karina Yagual

COMMENT

It can be observed that students mostly feel satisfaction when they are motivated. This means that there is disposition to encourage motivation and create a habit toward reading and so permit them feel satisfaction when reading a book.

ANALYSIS AND INTERPRETATION OF RESULTS
QUESTION Nº 6 It is difficult for the student to comprehend a textbook when they read in class.

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALWAYS</td>
<td>25</td>
<td>62,5</td>
</tr>
<tr>
<td>FREQUENTLY</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>SOMETIMES</td>
<td>7</td>
<td>17,5</td>
</tr>
<tr>
<td>Seldom</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>NEVER</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Nueve de Octubre
Elaborated by: Jacqueline Arevalo and Karina Yagual

COMMENT
It can be observed that there is not influence on students when dealing with reading and comprehending. Despite the students are desired to read, they need to understand and decode what they are reading, which means that they do not only need to read but apply other techniques that fulfill with the whole practice.

ANALYSIS AND INTERPRETATION OF RESULTS

QUESTION Nº 7 Concentration helps for a better comprehension of a text.
**COMMENT**

This shows that it is important to have a place where to practice the reading with total understanding, this will help to achieve a better reader habit since, with this, they acquire attitude for understanding and read respecting spelling and other situations that are commonly found in it.

**ANALYSIS AND INTERPRETATION OF RESULTS**

**QUESTION Nº 8** Reading enables to acquire more knowledge

<table>
<thead>
<tr>
<th>ALTERNATIVE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALWAYS</td>
<td>13</td>
<td>32,5</td>
</tr>
</tbody>
</table>

Table # 9
It can be observed that students when reading a book lose interest in leisure time and learn and acquire more knowledge and create fantasies and develop imagination. Students know that they learn when reading, programs and other types of strategies there should be in a school planning.

**ANALYSIS AND INTERPRETATION OF RESULTS**

**QUESTION Nº 9** Using chart papers, or other visual resource leads to have a new experience in each English class.

<table>
<thead>
<tr>
<th>ALTERNATIVE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALWAYS</td>
<td>26</td>
<td>65</td>
</tr>
<tr>
<td>FREQUENTLY</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>SOMETIMES</td>
<td>5</td>
<td>12,5</td>
</tr>
<tr>
<td>SELDOM</td>
<td>3</td>
<td>7,5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>
COMMENT

According to the analysis, the students agree that it is essential to use extra activities that motivate them with EFL learning. Visual resources are aimed to facilitate learning, especially when it is in group and if the teacher has taken advantage of it for the student’s benefits.

ANALYSIS AND INTERPRETATION OF RESULTS

QUESTION Nº 10 A Guide with visual resources improves the performance of reading comprehension of EFL.

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALWAYS</td>
<td>30</td>
<td>75</td>
</tr>
<tr>
<td>FREQUENTLY</td>
<td>3</td>
<td>7,5</td>
</tr>
<tr>
<td>SOMETIMES</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>SELDOM</td>
<td>1</td>
<td>2,5</td>
</tr>
<tr>
<td>NEVER</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Nueve de Octubre
COMMENT

The students obtain more knowledge easily with extra learning resources. This permits that they are close to new activities that permit to accelerate the learning, especially the reading performance. By presenting new words and vocabulary, the students make relations especially when they see information more expanded with visual projections.

PRUEBA DE CHI CUADRADO

<table>
<thead>
<tr>
<th>Estadístico</th>
<th>Valor</th>
<th>df</th>
<th>Sig. Asint. (2-colas)</th>
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<tr>
<td>Chi-cuadrado de Pearson</td>
<td>36,79</td>
<td>12</td>
<td>.000</td>
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<td>Razón de Semejanza</td>
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<td>.013</td>
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<td>N de casos válidos</td>
<td>20</td>
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</table>

Pruebas Chi-cuadrado.
CONCLUSION AND RECOMMENDATIONS

The analysis and interpretations of information were realized at Unidad Educativa “Nieve de Octubre” in Guayaquil within the students of 10th grade in order to find the problem to verify the former information obtained through the empirical method.

The possibility of creating a bond between basic vocabulary and the assimilation of reading comprehension, have been put into consideration through the chi square analysis where has determined the possibility in incrementing new activities for a good promotion of the vocabulary through the reading comprehension.
The students and the teacher were observed in a normal English class, and surveyed appropriately for the contrast of the information obtained. On the other hand, within the information got from the surveys and interviews, it is clear that there is existing a problem that can be overcome with the application of formal activities as the proposed here in this paper.

The students consider that it is necessary to motivate them with other kind of material, that they fell reluctant to the typical be teaching that is what every new teacher assumes. This is a typical reason why classes are not organized and the poor techniques that are applied for conceiving the attention of the students. Reading comprehension is not a sole topic that has to be paid attention, it needs of an amount of resources that have to be first found, got and then applied. This proposal requires the formal approval from authorities and other obligations that are part of the consideration of being keen to work properly in the teaching of the EFL.
CHAPTER IV

THE PROPOSAL

CHART PAPERS TO REINFORCE THE READING COMPREHENSION

JUSTIFICATION

Based on the research made at Unidad Educativa “Nueve de Octubre”, and the observation focused on the students of tenth grade, it was clear that existed a problem that has to do with the deficiency of the oral production of the English subject, reason for what the difficulty in reading comprehension does not fulfill the parameters of dealing with the reading skills, it was necessary to think of the realization of a didactic guide through chart papers to reinforce the reading comprehension.

Considering that the learning of new words, new terms, and its application, are important to improve the reading skills, the students must be also motivated to deal with this idea of creating patterns of valuable innovative resources, also the teachers should contribute to the optimal development in the classroom. The design of a guide with chart papers, will be very useful for enhancing the lessons given with the assistance of official book, and so promote a good reading comprehension class. Finally, it is necessary that the teacher can improve the most strategies, methods and techniques of writing using the knowledge that they acquired previously the classes which will be imparting because it is going to be the best for the students.
OBJECTIVES

GENERAL OBJECTIVES

To develop the reading understanding of students through the design of a guide with chart papers for scholars of Décimo de Básica at Unidad Educativa 9 de Octubre in Guayaquil.

SPECIFIC OBJECTIVES

• To implement visual resources to assist the proposal to be well induced.
• To engage the teachers and authorities to make use of a guide with chart papers.
• To strengthen the influence of using basic vocabulary to engage the students, by the use of visual resources.

THEORETICAL ASPECTS

LINGUISTIC ASPECT

From The Linguistic Foundation, some theorists like Stephen Krashen, made a distinction between acquisition and learning, where the former is subconscious and anxiety free, learning is a conscious process where separate items from the language are studied and practiced in turn as Krashen says: “teachers should concentrate on acquisition rather than learning and that the role of the language teacher should be to provide the right kind of language exposure, namely comprehensible input.” (Krashen, 1980, pág. 29).
PEDAGOGICAL ASPECT

The Proposal takes the Pedagogical Theory of the Meaningful learning from (David Ausubel, 1983): “Only will be a meaningful learning when what we are trying to learn it is related substantively and not arbitrary with what is already known by who learns, with relevant and preexisting aspects of their cognitive structure”.

LEGAL ASPECT

The legal side is underlined in The Constitution of The Republic of Ecuador, 2008, in according to the Art. 343 about inclusion and equity,

The National System of Education has as the principal purpose the developing of the capacities and potentialities of each citizen and also in collective way of the population that help the apprenticeship, the generation and usage of the knowledge, arts and culture. In this education the learner always will be the principal, with an efficient, flexible and inclusive manner. (art.343)

FEASIBILITY OF ITS APPLICATION

HUMAN

The staff of the institution, parents and the students supported with disinterest and full attention. As they will be the first beneficiaries, they were aware of benefits this project will offer to the students. The Director Manager Msc. Daniel Briones Guerrero, of Unidad Educativa Nueve de Octubre totally agree with the present project, specially based on the
experience and observation made during the teaching practices developed in campus. In the same way, taking in consideration the necessities of the teachers, this scheme will be successful for being applied for the English teachers, for this reason they also recognize the valuable of this proposal.

On the other hand, as (Bob Burkill & Pay Eaton, 2011) argues: “The most people find it difficulties to use their imagination and creativity “from cold”. They need some friendly stimulation, some input to “latch onto” again some scaffolding”. They need some friendly strategy to enjoy in the English class learning.

FINANCIAL

The didactical guide with chart papers will be provided by the authors of this project, with a low cost, and visual material to be used as flash cards and other visual resources, which does not represent a cost for the Educational Unit. Besides, this proposal is sustainable since with the support of authorities, and other human considerations, it is itself affordable. In fact, expenses were not a problem not even from the very beginning and transportation. Fortunately, the city of Guayaquil counts with a good Wifi system that makes research easy and reliable.

TECHNICAL

The technical application is either important and it has been essential part of this research. It has permitted for the record, to have contact with theories from other researchers to obtain relevant ideas to be the core of the solution of the problem of the reading comprehension at Unidad Educativa Nueve de Octubre. Subsequently, the students will be feeling better with their English class environment special reading.
POLITICAL

The 4th objective of the Good living National Plan mentions that the teacher has to harmonize the educational process, taking into account the proficiency that the student should have at the end of the school year; abilities, competences and learning goals are necessary to be promoted to the next level of their studies. For that reason, this project has basis on this article, because it wants that all students finish their school year with plenty of information about the EFL to increase their knowledge in high percentage.

DESCRIPTION OF THE PROPOSAL:

The design of a guide with chart papers to reinforce the reading comprehension will be used at “Unidad Educativa 9 de Octubre”. These tools will be implemented with the students of the tenth year of the morning shift, during the School Year 2016 – 2017. The School is located in Eloy Alfaro, between Calicuchima y Letamendi of Guayaquil city. Also The Educative Institution is in the Zone 8, District 3, and Circuit 8. This school has 40 students in this classroom.

This Project will be executed during the School Year 2016-2017, from Monday to Friday during 15 minutes class.

That Book Level 3 of the Ministry of Education contains the following lessons: Personal information, relationships (family – French), classroom commands, everyday activities, nouns, adjectives, pronouns, verbs, preposition of location, this /that / those/ these, communication, say go by, reading, comprehension, vocabulary, useful expressions, pronunciation, vocabulary: foods for various meals, vocabulary foods at the supermarket, how much and how many, communication: make an
offer. Within the activities, it will also contain Word search, Describing a room, Board Games, Describing a room, Miming, Group Discussion, Running reading, Class Survey, Ordering a jumbled text, Asking for and filling in missing information, Giving Directions.

- In respect with resources, resource activation texts, peers, teachers, drawings and other resources are used to obtain a free environment so that students can express the previous and academic knowledge with the purpose that can link the lesson.

- In the connection students can approve or contradict on the subject being analyzed as a resource using the vocabulary and concepts.

- In the resource affirmation knowledge tests used to verify that the previously taught knowledge, the student has reached properly and thus confirm what has been achieved at the end of each lesson.

Finally, the Ecuadorian Schools need to implement the best strategies for having a successful teaching level, in other time only had access to these tools the particulars colleges, for their high costs. However, a teaching guide, which elements are available to teachers and students, will be very useful, and may be renewed according to the needs of the Institution.

**Language Art Applied**

**Lesson 1** Lou loves football
**Lesson 2** Picking apples
**Lesson 3** I see a seal
**Lesson 4** The water cycle
**Lesson 5** Fluffy the cat

**Lesson 6** Pop Corn
**Lesson 7** The sun
**Lesson 8** I see three little bugs
**Lesson 9** The ladybug
**Lesson 10** Fall season
IMPORTANCE OF THE PROPOSAL

Taking into consideration the different sources used for finding the deficiencies in reading comprehension in the EFL with students of Tenth Basic at Unidad educativa Nueve de Octubre, the main beneficiary in this proposal are the students, at this point the innovation of resources will always be very useful for teaching a second language.

Nonetheless, the teacher of this Education Institution, will also be benefitted of this project, whose main objective is to provide support for the educational development of their English classes, with the vision of providing a better source implementation of knowledge.

CONCLUSIONS

Having exposed necessary information about the use of charts to engage the students into a new English learning approach, it is also necessary that the students overall, need to be motivated all the time. It does not only have to be rigid with the use of new alternatives but it is up to the teacher to consider the application and constant use of formal and informal motivation whatever for increasing the intrinsic and autonomous stimuli so that they themselves can afford the EFL as an essential duty to fulfill.

This work shows many well supported ideas for the inclusion of students into modern education but it needs from other characters to engage together with this program. Parents, authorities, teachers are members of this engagement, that together with innovation and creative
programs will lead students into the keen of a new language very necessary nowadays for competition with modernity.

BIBLIOGRAPHY


Time. (2010). *Verbal Ability And Reading Comprehension For The Cat And Other Mba Entrance Examinations (With Cd).* (P. E. India, Ed.) Delhi, India.


BIBLIOGRAPHIC


Time. (2010). *Verbal Ability And Reading Comprehension For The Cat And Other Mba Entrance Examinations (With Cd)*. (P. E. India, Ed.) Delhi, India.


APPENDIX

ONE

DOCUMENTS
Guayaquil, Febrero del 2016

Adm. Ed.
MSc. Daniel Briones Guerrero
Rector de la Unidad Educativa 9 de Octubre
Ciudad.-

De nuestras consideraciones:

Yo, Jacqueline de los Ángeles Arévalo Arévalo con C.C. No 0910828946 y Karina Dolores Yagual Morán con C.C. No., egresadas de la carrera de Lenguas y Lingüística, modalidad Semipresencial. Solicitamos a Usted muy respetuosamente nos permita realizar nuestro proyecto previo a la obtención del título de Licenciado(a) en Ciencias de la Educación Mención Lenguas y Lingüística en la prestigiosa unidad Educativa que usted a bien dirige en los estudiantes del Décimo Año “B”.

Puesto que la facultad de filosofía nos solicita este documento, para avanzar con los trámites respectivos.

De antemano agradecemos por la atención prestada a la misma,

Atentamente,

Jacqueline Arévalo Arévalo
C.C. No. 0910828946

Karina Yagual Morán
C.C. No. 0916599871
Enero 13 de 2016

Señoritas
JACQUELINE AREVALO AREVALO
KARINA YAGUAL MORAN
Estudiantes Universidad de Guayaquil
Presente.

De mi consideración:

Este Rectorado, vista su petición, concede la autorización para que realicen el Proyecto, previo a la obtención del Título de Licenciadas en Ciencias de la Educación Mención Lengua y Lingüística, en décimo año.

Particular que comunicó para los fines consiguientes.

Atentamente,

[Signature]

M.S.R. Luis Flores Roja, Lcdo.
RECTOR (e)

Al contestar sírvase mencionar el No. y fecha de este oficio

Dirección: Eloy Alfaro 1304 entre Calicuchima y Francisco de Marcos
email: escuelabahiaarevalo@octubrehotmail.com
Tel: 043410205
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN CARRERA: LENGUAS Y LINGÜÍSTICA.

CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado Lcdo. LARRY TORRES VIVAR MSc tutor del trabajo de titulación certifico que el presente trabajo de titulación, ha sido elaborado por KARINA DOLORES YAGUAL MORAN C.C: 0916599871 y JACQUELINE DE LOS ANGELES AREVALO AREVALO C.C: 0910828946, con mi respectiva supervisión como requerimiento parcial para la obtención del título de LICENCIADA EN CIENCIAS DE LA EDUCACION en la carrera de LENGUAS Y LINGUISTICA.

Se informa que el trabajo de titulación THE INFLUENCE OF BASIC VOCABULARY TO REINFORCE READING COMPREHENSION OF THE EFL PROPOSAL: THE INFLUENCE OF BASIC VOCABULARY TO REINFORCE READING COMPREHENSION OF THE EF, ha sido orientado durante todo el periodo de ejecución en el programa antiplagio URKUND, quedando el 1% de coincidencia.

Lcdo. LARRY TORRES VIVAR MSc
Consultor Académico
Urkund Analysis Result

Analysed Document: KARINA Y JACKIE COMPLETO urkud.docx (D30250017)
Submitted: 2017-08-26 02:06:00
Submitted By: karidolores-74@hotmail.com
Significance: 1 %

Sources included in the report:

TESIS YINYER y MONICA.docx (D14364824)

Instances where selected sources appear:

2
employed by a business, which considers the student as capable and valuable, which tremendously contributes to their comprehensive training.

Considering that traditional education is ineffective, and should be revisited and changed to remove active teaching. This project implementation will improve the school life of students focusing their attention, motivating them to perform new activities so they can pay more interest in their classes. It will give them a sense of friendship, respect, tolerance, responsibility, and curiosity, developing their personality and creating a harmonious environment in their minds. Some specific methods that help students develop their skills and work necessary habits to function successfully in their studies are also highlighted.

CHAPTER II

THEORETICAL FRAMEWORK

BACKGROUND This paper is a necessary requirement to acquire the bachelor degree in linguistics of the English Language. It is stated under the regulations of the Faculty of Philosophy, which states that in order to get the pre-grade, the positions should aim in the realization of a project that contributes learning and teaching problems of the EFL.

This research aimed to motivate the students of eighth year at Unidad Educativa “Ninos Octobreros”, Zone 9, district 3, circuit 3 Pampaquita Ohareto, year 2016-2017 in the coverage of vocabulary for increasing the reading comprehension.
Guayaquil, 12 de septiembre del 2017

Msc.
SILVIA MOY-SANG CASTRO, Arq.
DECANO DE LA FACULTAD DE
FILOSOFÍA, LETRAS Y CIENCIAS DE
LA EDUCACIÓN.
Ciudad.-

De nuestras consideraciones:

Por medio de la presente, le informamos que debido a que el Dr. Eduardo Torres Vivar, quien inicialmente fue nombrado nuestro Tutor del Proyecto Educativo, ya no forma parte del plantel de profesores de la Universidad de Guayaquil, Facultad de Filosofía, Letras y Ciencias de la Educación, Escuela de Lenguas y Lingüística, nuestro nuevo Tutor del Proyecto Educativo es el Lcdo. Larry Torres Vivar.

Nos suscribimos de Ud.

Atentamente,

Karina Yagual Morán  
C.I. 0916599871

Jacqueline Arevalo Arevalo  
C.I. 0910828946
Msc.
Silvia Moy-Sang Castro
Decana de la Facultad de Filosofía
Ciudad.-

Distinguida Decana:
Por medio de la presente informamos a usted que nuestra propuesta ha tenido modificaciones: De A Guide with Chart Papers Based on Basic Vocabulary to Promote The Reading Comprehension; a: A Guide with Chart Papers Based on Basic Vocabulary to Reinforce the Reading Comprehension of the EFL.

Por lo anteriormente manifestado, solicitamos su aprobación a dicha modificación en la propuesta de nuestro Proyecto.

Nos suscribimos de Ud.

Karina Yagual Morán
C.I. 0916599871

Jacqueline Arévalo Arévalo
C.I. 0910828946

Guayaquil, Septiembre 12 del 2017
APPENDIX

TWO

SURVEYS

&

INTERVIEWS
SURVEY TO THE STUDENT

<table>
<thead>
<tr>
<th>#</th>
<th>STATMENTS</th>
<th>A</th>
<th>F</th>
<th>S</th>
<th>R</th>
<th>N</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Vocabulary is important for developing the Communication in the EFL in the students.</td>
<td></td>
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<td>A basic vocabulary influences the interest of learning the EFL.</td>
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</tr>
<tr>
<td>3</td>
<td>It is helpful to have a basic vocabulary for managing a conversation</td>
<td></td>
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<tr>
<td>4</td>
<td>In class the students can freely choose the text they want to read.</td>
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</tr>
<tr>
<td>5</td>
<td>Motivation permits to achieve the reading exercise with attitude.</td>
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</tr>
<tr>
<td>6</td>
<td>The student comprehend a textbook when they read in class.</td>
<td></td>
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</tr>
<tr>
<td>7</td>
<td>Concentration helps for a better comprehension of a text.</td>
<td></td>
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</tr>
<tr>
<td>8</td>
<td>Reading enables to acquire more knowledge</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>9</td>
<td>Using chart papers, or other visual resource leads to have a new experience in each English class.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10</td>
<td>A guide with visual resources improve the performance of reading comprehension of EFL.</td>
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</table>
### ENCUESTA AL ESTUDIANTE

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<tr>
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<th>STATEMENTS</th>
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<th>F</th>
<th>S</th>
<th>R</th>
<th>N</th>
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<tbody>
<tr>
<td>1</td>
<td>El vocabulario es importante para desarrollar la comunicación en los estudiantes de EFL.</td>
<td></td>
<td></td>
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<td>2</td>
<td>Un vocabulario básico influye en el interés de aprender el inglés como lengua extranjera.</td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td>Es útil disponer de un vocabulario básico para la gestión de una conversación</td>
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<tr>
<td>4</td>
<td>En clase los estudiantes pueden elegir libremente el texto que desean leer.</td>
<td></td>
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<tr>
<td>5</td>
<td>La motivación permite realizar el ejercicio de lectura con actitud.</td>
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</tr>
<tr>
<td>6</td>
<td>El estudiante comprende un texto cuando lo hace en el aula.</td>
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<tr>
<td>7</td>
<td>La concentración permite una mejor comprensión de un texto</td>
<td></td>
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</tr>
<tr>
<td>8</td>
<td>La lectura permite para adquirir más conocimiento</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>El utilizar papelógrafos, u otro recurso visual conduce a tener una nueva experiencia en cada clase de inglés.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Una guía con recursos visuales mejora el rendimiento de lectura comprensiva del idioma Inglés como lengua extranjera.</td>
<td></td>
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</tr>
</tbody>
</table>
ENTREVISTA CON EL DIRECTOR

1.-La lectura ayuda a los estudiantes a desarrollar su memoria y la concentración

Claro que sí, porque de esta manera la memoria de los estudiantes se desarrolla más y su concentración se pone en práctica ayudando a los estudiantes a memorizar mejor.

2. - Tiene conocimiento acerca de la comprensión de la lectura?.

Si tengo conocimiento de la comprensión de la lectura pero no tengo mucho conocimiento de las técnicas que se aplican para poder desarrollarlas.

3. - Como una autoridad en el colegio le gustaría que los profesores de inglés reciben una guía para innovar papeles gráfico para motivar el vocabulario básico Inglés.

Por supuesto que sí, eso sería algo que nos ayudaría a mejorar la enseñanza en este idioma para que los alumnos tengan menos problemas para el aprendizaje y los maestros puedan llevar una clase divertida y actualizada.

4. - Los profesores de inglés tienen suficientes recursos para desarrollar clases visuales.

No, los profesores no cuentan con suficientes recursos para poder desarrollar sus clases y esto lleva a un repetitivo vocabulario creando en los alumnos una monotonía que no los incentiva a aprender un nuevo idioma que en este caso es el inglés.
5. - Las aulas de la institución que dirige tienen un ambiente adecuado para el aprendizaje en el desarrollo de la lectura.

Las aulas le hace falta muchos recursos por lo tanto no tienen un buen ambiente para el desarrollo de las clases dando como resultado un aprendizaje poco favorable en los estudiantes.

6. - El uso de papeles gráfico como herramienta metodológica podría ayudar a los profesores de Inglés en el desarrollo del aprendizaje.

Si podrían ayudar porque al visualizar los alumnos pueden desarrollar y activar su memoria a base de las imágenes relacionando actividades comúnmente efectuadas por ellos y de esta forma pueden relacionarse mejor con el aprendizaje.

7. - Estás de acuerdo que su personal de enseñanza reciben entrenamiento en el manejo de herramientas metodológicas.

Si porque los maestros tienen que actualizarse día a día y mantenerse con un conocimiento modernizado para que puedan desarrollar sus clases sin ningún problema.
APPENDIX

THREE

PHOTOS
DURING THE INTERVIEW TO THE PRINCIPAL OF THE INSTITUTION

Source: Unidad Educativa Nueve de Octubre
Elaborated by: Jacqueline Arevalo and Karina Yagual.

TALKING TO THE DIRECTOR

Source: Unidad Educativa Nueve de Octubre
Elaborated by: Jacqueline Arevalo and Karina Yagual.
WITH THE ENGLISH TEACHER

Source: Unidad Educativa Nueve de Octubre
Elaborated by: Jacqueline Arevalo and Karina Yagual

COORDINATING CLASSES

Source: Unidad Educativa Nueve de Octubre
Elaborated by: Jacqueline Arevalo and Karina Yagual
DURING THE SURVEY TO THE STUDENTS OF 10TH GRADE

Source: Unidad Educativa Nueve de Octubre
Elaborated by: Jacqueline Arevalo and Karina Yagual

During English Classes

Source: Unidad Educativa Nueve de Octubre
Elaborated by: Jacqueline Arevalo and Karina Yagual
EXPLAINING HOW TO DO THE ACTIVITIES IN CLASSES

Source: Unidad Educativa Nueve de Octubre
Elaborated by: Jacqueline Arevalo and Karina Yagual
APPENDIX

FOUR

THE GUIDE
Our desire for you as a teacher is to use the present guide made about: Creative Stories to Reinforce the Writing Skills. This point of departure has been revisited multiple times during the research process for getting best results with your students in English writing.

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

DIDACTIC GUIDE:
FACTOR INFLUENCING ACQUISITION OF READING ABILITY

1. Vocabulary
2. Comprehension
3. Literacy
4. Appreciation
5. Study Skill

Motivation
Home Background
Teaching Strategies

- Interest
- Intelligence
- Language Facility
- Auditory Discrimination
- Visual Discrimination
- Motor-Ocular Discrimination
- Attitude of/toward
  1. Parents
  2. Siblings
  3. Teachers
  4. Peers
Teachers shape the minds of the students and their future. There really are no words to express gratitude for all they do. Many of them are role models and make a huge difference in the lives of learners.

When thinking about the best way to thank teachers, think about what they did that was exceptional or above the call of duty. Also think about how they changed the personally; the way they thought about things, they way students saw themselves and the world in general.

*Jaqueline Arevalo and Karina Yagual*

*It is the supreme art of the teacher to awaken joy in creative expression and knowledge.* - *Albert Einstein*
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Dear Teacher  
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Coherence  
Creativity  
Synthesis  
Concentration

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Factors that affects reading Facts  
Decoding Difficulties  
Signs of decoding difficulties  
Comprehension Difficulties  
Signs of comprehension difficulty  
Retention Difficulties  
Signs of retention difficulty

## READING STRATEGIES

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Connecting  
Questioning  
Predicting  
Monitoring comprehension Stop!
Visualizing Picture 7
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READING COMPREHENSION

Reading comprehension refers to the ability of a reader to construct meaning from text.

The implications and advantages of reading comprehension consist of the rebuilding or upgrading of the meaning. It carries out the reader based on the information to be got from any reading, as well as the prior information it has on the subject. But, that is almost a little significance compared to who helps to clarify a better conception to students for being better readers. Then, the aim of the teachers is that the students can understand their reading and they can obtain comprehension in their skill which is applied.
Comprehension and basic language skills to reading comprehension has to do about teaching children since their childhood as it is better and important because it helps to raise their interest and create an autonomous motivation. To work with chart papers mixing all the present researches is important. In view of all this evidence,

CHARACTERISTICS OF READING COMPREHENSION

It is important to emphasize the importance of the relation between the reader and the reading. The closer this relationship is, the better reading comprehension will have the well desired accomplishment. It is obtained by following the steps mentioned in order to have a very clear memory of the meaning of the words and phrases, too.

Analysis

To become connected between the reader and the text, it is very important in the moment that they are joining each other. Consequently, to hook the reading is significant to do by analyzing because it is well for getting better understanding.

Coherence

Not surprisingly, the efficient utilization of coherence by the teacher and the students contribute in the reading comprehension. Probably the most interesting aspect about this is not considered at all in the classes. Having it right in the brain of the promises of the pupils to develop a coherent mental representation
Creativity

Going over ancient accounts, humans has been used the creativity and it is demonstrated in everything around us. As a result, no wonder persons are so impressed with this marked characteristic of reading comprehension in the human life. When children’s reading problems are identified early, they are more likely to learn strategies that will raise their reading to grade level. Then, is the moment to apply teaching creativity.

Synthesis

Synthesis is as a summary, abstract or resume that the teacher needs to apply for helping students to do it by learning process in few expressions. The guider and the learners need a guide where this characteristic is because any reader needs to determine the principal ideas and classify the words which they do not know the meaning.

Concentration

The pedagogical English problem is recognized, with regard to the development of reading comprehension in basic vocabulary to be caused by not concentration. The teachers need to guide their pupils in the environment classroom about this important characteristic, they must lead them and push a bit to the front when they feel discourage.
1. Factors that affects reading Facts

Roughly a big number of students diagnosed with learning difficulties have a primary problem with reading and related language skills and they are because:

- Reading difficulties are neurodevelopmental in nature.
- Neurodevelopmental problems don't go away, but they do not mean that a student (or an adult) cannot learn or progress in school and life.

Most students with reading difficulties can be taught reading and strategies for success in school. When children's reading problems are identified early, they are more likely to learn strategies that will raise their reading to grade level.
2. Decoding Difficulties

Decoding refers to the reader’s ability to make sense of letter-sound relationship, in order to quickly recognize familiar words. Readers who experience difficulty with decoding and recognizing words read at a much slower pace and find it more difficult to comprehend the meaning of reading passages than their peers without decoding difficulties.

3. Signs of decoding difficulties

- Trouble sounding out words and recognizing.
- Words out of context confusion between letters and the sounds they represent slow oral reading rate (reading word-by-word) reading without expression ignoring punctuation while reading.

4. Comprehension Difficulties

Comprehension relies on mastery of decoding; students who struggle to decode find it difficult to understand and remember what has been read. Because their efforts to grasp individual words are so exhausting, they have no resources left for understanding.

5. Signs of comprehension difficulty:

- Confusion about the meaning of words and
- Sentences inability to connect ideas in a passage omission of details difficulty distinguishing significant information from minor details lack of concentration during reading
6. Retention Difficulties

Retention requires both decoding and comprehending what is written. This task relies on high level cognitive skills, including memory and the ability to group and retrieve related ideas.

7. Signs of retention difficulty

- Trouble remembering or summarizing what is read.
- Difficulty connecting what is read to prior knowledge.
- Difficulty applying content of a text to personal experiences.

READING STRATEGIES

Key Reading Strategies Skilled readers do these things—that's why they're skilled!

1. **Making good choices**; know your strengths and weaknesses and choose your teaching materials accordingly. In this case the chart paper.

2. **Connecting**, link to things you already know about this topic; connect to similar things in your experience. In this case the chart paper with extra related material.
3. **Questioning**, ask questions to give your reading purpose and direction.

4. **Predicting**, make some quick guesses about what you will be reading.

5. **Monitoring comprehension**
   
   **Stop!** Pay attention! Do you understand what they are reading?

6. **Visualizing**
   
   Picture the scene in your mind.
It is important to mention that in the process of teaching how to develop the chart papers can be done in their notebooks, but they need to work in groups, too. As the following examples:

1. - They work in group and the teacher is helping in the process to obtain excellent results.

7. Building vocabulary, the more words students know, the more they will understand of what the teacher and readers read.
READING STRATEGIES

Reading Strategies help the teacher and students to monitor understanding of what they read and how they read it!

Consequently, before Reading Strategies! Pre-reading strategies guide the reader to make important decisions before reading takes place. Then, the teacher needs to practice by:

Play word games
Read aloud every day
Model reading as an enjoyable activity
Put learning to use
Engage the senses children while learning
School: “Nueve de Octubre”

**PLANNING OF STUDY SESSONS**

**TITLE OF THE GUIDE: CHART PAPERS BASED ON BASIC VOCABULARY**

**Name of the teachers:** Jacqueline Arévalo and Karina Yagual

**Subject:** English  
**Language work:** Infinitive verb: play

**Language Art:** Sports  
**Day:** 1  
**Lesson:** 1

**Group:** 10th grade  
**N° of students:** 40

**Time:** 15 minutes

### Assessments

The intonation is based in pitch-Range: comprehend how to pronounce until they read.

### Language Art

Plays, loves, can run

### Reading Stage

Comprehension

### Skills

Reading

### Transversal Axis:

Lou loves football.

### Abilities With performance criteria

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Students Activity (Group Work)</th>
<th>Resources Evaluation Activity</th>
<th>Technique / Instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To listen</strong> the reading of the teacher until students read the sheet of papers with their respective understanding.</td>
<td><strong>T</strong> helps the students with interrogative sentences to develop brainstorming and has the pupils answering the question.</td>
<td><strong>Ss</strong> listen to the intonation of the fluency reading of the teacher and students need to repeat at the same time.</td>
<td><strong>Technique:</strong> Reading test, Oral, and Writing</td>
</tr>
<tr>
<td><strong>To identify</strong> the intonation and the meaning of the words by decoding</td>
<td><strong>T</strong> has students focus on the lesson about the sheet of paper exercise and ask: What do you love? What does your mother love?</td>
<td><strong>Ss</strong> observe the picture of the sheet of paper from the worksheet and point where the intonation is.</td>
<td><strong>Technique:</strong> Reading Comprehension &amp; Oral</td>
</tr>
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<td><strong>To understand and comprehend</strong> mentally the context identification of each intonation and the useful words</td>
<td><strong>T</strong> asks a specific question about the picture relation with the vocabulary which is going to be used.</td>
<td><strong>Ss</strong> respond each question by analyzing them.</td>
<td>Directions to each student. Group work</td>
</tr>
</tbody>
</table>
Lou loves football

Lou plays football. He loves football. Lou can run fast and throw far. He will ask John to play with him.

What does Lou love?
- Games
- Football
- Tennis

What can Lou do?
- Run fast
- Jump high
- Score

What will he do?
- Wear a hat
- Run fast
- Ask Jon to play

What do you read about?
- Basketball
- Soccer
- Football
### School: “Nueve de Octubre”

**PLANNING OF STUDY SESSIONS**

**TITLE OF THE GUIDE: CHART PAPERS BASED ON BASIC VOCABULARY**

**Name of the teachers:** Jacqueline Arévalo and Karina Yagual

**Subject:** English  
**Language work:** Infinitive verb: pick, going to

**Language Art:** with  
**Day:** 2  
**Lesson:** 2  
**Group:** 10th grade  
**N° of students:** 40  
**Time:** 15 minutes

#### Assessments

The intonation is based in pitch-Range: comprehend how to pronounce until they read.

#### Language Art

Going to

#### Reading Stage

Comprehension

#### Skills

Reading

#### Transversal Axis:

Picking apples

### Abilities With performance criteria

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Students Activity (Group Work)</th>
<th>Resources Evaluation Activity</th>
<th>Technique / Instrument</th>
</tr>
</thead>
</table>
| **To listen** the reading of the teacher until students read the sheet of papers with their respective understanding.  
**To identify** the intonation and the meaning of the words by decoding  
**To understand and comprehend** mentally the context identification of each intonation and the useful words  
T helps the students with interrogative sentences to develop brainstorming and has the pupils answering the question.  
T has students focus on the lesson about the sheet of paper exercise and ask: What are you going to pick? What do they pick?  
T asks a specific question about the picture relation with the vocabulary which is going to be used.  
Ss listen to the intonation of the fluency reading of the teacher and students need to repeat at the same time.  
Ss observe the picture of the sheet of paper from the worksheet and point where the intonation is.  
Ss respond each question by analyzing them. | Students’ Worksheet  
Students’ notebook  
Pencil  
Markers  
Colors | Technique: Reading test, Oral, and Writing  
Technique: Reading Comprehension & Oral  
Directions to each student.  
Group work |
NAME: __________________________________

Reading Comprehension

Directions: Read the short passage, answer the questions and underline going to

Name: __________________________________

Jonas is going to pick apple with his sister, Mary. They are going to the apple tree near their house. They need to pick twelve apples. Their mom is going to use the apple to make a big apple pie. At the tree Jonas picked nine apples and Mary picked three. They had a great day together. Now they cannot wait to enjoy their pie!

Where is Jonas going?

a. - on a vacation
b. – to school
c. – to the apple tree

Who is he going with?

a. – Mary
b. – Sue
c. - Karina

How many apples do they need?

a. - five
b. - six
c. - twelve

What is the mom going to do with the apples?

a. – give them away
b. – make a pie
c. - make a bread
### School: “Nueve de Octubre”

**PLANNING OF STUDY SESSIONS**

**TITLE OF THE GUIDE: CHART PAPERS BASED ON BASIC VOCABULARY**

- **Name of the teachers:** Jacqueline Arévalo and Karina Yagual
- **Subject:** English
- **Language work:** Infinitive verb: play
- **Language Art:** Future will
- **Day:** 3
- **Lesson:** 3
- **Group:** 10th grade
- **N° of students:** 40
- **Time:** 15 minutes

### Assessments

- The intonation is based in pitch-Range: comprehend how to pronounce until they read.

### Language Art

- Preposition and color brown

### Reading Stage

- Comprehension

### Skills

- Reading

### Transversal Axis:

- I see a seal.

<table>
<thead>
<tr>
<th>Abilities With performance criteria</th>
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<td><strong>T</strong> helps the students with interrogative sentences to develop brainstorming and has the pupils answering the question. <strong>T</strong> has students focus on the lesson about the sheet of paper exercise and ask: Where is the seal? What color is it?</td>
<td><strong>Ss</strong> respond each question by analyzing them. <strong>Ss</strong> listen to the intonation of the fluency reading of the teacher and students need to repeat at the same time. <strong>Ss</strong> observe the picture of the sheet of paper from the worksheet and point where the intonation is.</td>
<td>Students’ Worksheet Students’ notebook Pencil Markers Colors</td>
<td><strong>Technique:</strong> Reading test, Oral, and Writing <strong>Technique:</strong> Reading Comprehension &amp; Oral Directions to each student. Group work</td>
</tr>
</tbody>
</table>
Language ART: I see a seal

Reading Comprehension

Name: ________________________________

Directions: Read the text 5 times for fluency, color the stars, and answer the questions

I see a seal.
The seal is at the beach.
The seal is big and brown.

1. - What do you see? ________________________________.
2. - The seal is at the ________________.
3. - The seal is _________ and ________.

Where is the seal?
- o at the zoo
- o at the hospital
- o at the beach
**School:** “Nueve de Octubre”  
**Planning of Study Sessions**  
**Title of the Guide:** Chart Papers Based on Basic Vocabulary  

**Name of the teachers:** Jacqueline Arévalo and Karina Yagual  
**Subject:** English  
**Language work:** Infinitive verbs: happen and is/are  
**Language Art:** are  
**Day:** 4  
**Lesson:** 4  
**Group:** 10th grade  
**N° of students:** 40  
**Time:** 15 minutes  

**Assessments**  
The intonation is based in pitch-Range: comprehend how to pronounce until they read.  

**Language Art**  
What, Where information questions  

**Reading Stage**  
Comprehension  

**Skills**  
Reading  

**Transversal Axis:**  
The water cycle  

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Students’ notebook  
Pencil  
Markers  
Colors | **Technique:** Reading test, Oral, and Writing  
**Technique:** Reading Comprehension & Oral  
Directions to each student.  
Group work |
| **To identify** the intonation and the meaning of the words by decoding | T has students focus on the lesson about the sheet of paper exercise and ask: Where is the class learning? What is? What are? What happen? | Ss listen to the intonation of the fluency reading of the teacher and students need to repeat at the same time. | | |
| **To understand and comprehend** mentally the context identification of each intonation and the useful words | | Ss observe the picture of the sheet of paper from the worksheet and point where the intonation is. | | |
The class of Brad is learning about the water cycle. First, they learn that the sun evaporates water from the oceans; the water condenses and forms clouds. Precipitation falls from the clouds in the form of rain or snow. The water from the rain or snow flows back to the ocean.

Where is the class of Brad learning about?
_____________________________________________________

What is the first thing the class learns?
_____________________________________________________

What are the two forms of precipitation?
_____________________________________________________

What happens to the rain or snow water?
_____________________________________________________

Directions: Read the short passage and answer the questions.
**School:** “Nueve de Octubre”  
**PLANNING OF STUDY SESSIONS**  
**TITLE OF THE GUIDE:** CHART PAPERS BASED ON BASIC VOCABULARY  
**Name of the teachers:** Jacqueline Arévalo and Karina Yagual  
**Subject:** English  
**Language work:** Infinitive verb as auxiliar: does and the ability can.  
**Language Art:** like, because  
**Day:** 5  
**Lesson:** 5  
**Group:** 10 th grade  
**N° of students:** 40  
**Time:** 15 minutes

### Assessments
The intonation is based in pitch-Range: comprehend how to pronounce until they read.

### Language Art
Get ready

### Reading Stage
Comprehension

### Skills
Reading

### Transversal Axis:
Fluffy the cat

<table>
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<th>Abilities With performance criteria</th>
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**Technique:** Reading Comprehension & Oral  
Directions to each student.  
Group work |
| **To identify** the intonation and the meaning of the words by decoding. | T has students focus on the lesson about the sheet of paper exercise and ask: What kind___? What does___? | Ss listen to the intonation of the fluency reading of the teacher and students need to repeat at the same time. | | |
| **To understand and comprehend** mentally the context identification of each intonation and the useful words | | Ss observe the picture of the sheet of paper from the worksheet and point where the intonation is. | | |
Reading Comprehension

Name: ________________________________

 Directions: Read the short passage, answer the questions, and color the picture.

FLUFFY THE CAT

Fluffy is a cat. It likes to play. Fluffy can jump very high. My family likes Fluffy and my friends, too because it watches Television.

Fluffy likes to eat fish and it can drink milk.

What kind of animal is Fluffy?
• Dog
• Cat

What does it like to do?
• Run
• Jump

What can Fluffy do?
• Jump high
• Walk

What does Fluffy eat?
• Chicken
• Fish

What can Fluffy drink?
• Orange juice
• Milk

What does it watch?
• Television
• Radio

Key words: kind, run, jump, walk, watch, drink, can.
**UNIVERSIDAD DE GUAYAQUIL**
Facultad de Filosofía, Letras y Ciencias de la Educación

**School:** “Nueve de Octubre”

**PLANNING OF STUDY SESSIONS**
**TITLE OF THE GUIDE: CHART PAPERS BASED ON BASIC VOCABULARY**

- **Name of the teachers:** Jacqueline Arévalo and Karina Yagual
- **Subject:** English  
  **Language work:** Infinitive verb: play
- **Language Art:** and  
  **Day:** 6  
  **Lesson:** 6
- **Group:** 10th grade  
  **N° of students:** 40
- **Time:** 15 minutes

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<tbody>
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<td><strong>Language Art</strong></td>
<td>Like, watch and eat</td>
</tr>
<tr>
<td><strong>Reading Stage</strong></td>
<td>Comprehension</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td>Reading</td>
</tr>
<tr>
<td><strong>Transversal Axis:</strong></td>
<td>Pop corn</td>
</tr>
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<th>Abilities With performance criteria</th>
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Students’ notebook  
Pencil  
Markers  
Colors | **Technique:** Reading test, Oral, and Writing  
**Technique:** Reading Comprehension & Oral  
Directions to each student.  
Group work |
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| **To understand and comprehend** mentally the context identification of each intonation and the useful words | | Ss observe the picture of the sheet of paper from the worksheet and point where the intonation is. | | |
Reading Comprehension

Name: ____________________________________

Directions: Read the short passage, answer the questions, and color the picture.

Popcorn

The boy and girl like popcorn. They eat popcorn at the movies. When the movie plays they watch and eat. Do you like popcorn?

What do the boy and girl like?
  o  Candy
  o  Soda
  o  Popcorn

Where do they eat popcorn?
  o  At the hospital
  o  At the movies
  o  At school

What do they do when the movie plays?
  o  Watch and eat
  o  Eat fish
  o  Run and play
UNIVERSIDAD DE GUAYAQUIL  
Facultad de Filosofía, Letras y Ciencias de la Educación

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<td>Name of the teachers: Jacqueline Arévalo and Karina Yagual</td>
</tr>
<tr>
<td>Subject: English Language work: true, false</td>
</tr>
<tr>
<td>Language Art: energy Day: 7 Lesson: 7</td>
</tr>
<tr>
<td>Group: 10th grade Nº of students: 40</td>
</tr>
<tr>
<td>Time: 15 minutes</td>
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</table>

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<td>Language Art</td>
<td>Energy</td>
</tr>
<tr>
<td>Reading Stage</td>
<td>Comprehension</td>
</tr>
<tr>
<td>Skills</td>
<td>Reading</td>
</tr>
<tr>
<td>Transversal Axis:</td>
<td>The sun</td>
</tr>
</tbody>
</table>

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<td>Technique: Reading test, Oral, and Writing</td>
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<td></td>
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</tbody>
</table>
The Sun

Our earth moves around the Sun. The sun is a yellow star. It is made up of hot gas. The sun gives us light and heat. It also gives off energy.

Answer the questions and color the evidence in the text.

1. - What is the Sun?
   - A big rock
   - A big star

2. - What does the sun give us?
   - Light, heat, and energy
   - Water and light

Cut, sort, and paste the sentences in the correct box.

<table>
<thead>
<tr>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paste</td>
<td>Paste</td>
</tr>
</tbody>
</table>
School: “Nueve de Octubre”  
TITLE OF THE GUIDE: CHART PAPERS BASED ON BASIC VOCABULARY  
Name of the teachers: Jacqueline Arévalo and Karina Yagual  
Subject: English  
Language work: Infinitive verb: play  
Language Art: away  
Day: 8  
Lesson: 8  
Group: 10th grade  
N° of students: 40  
Time: 15 minutes

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<td>Language Art</td>
<td>Can fly</td>
</tr>
<tr>
<td>Reading Stage</td>
<td>Comprehension</td>
</tr>
<tr>
<td>Skills</td>
<td>Reading</td>
</tr>
<tr>
<td>Transversal Axis:</td>
<td>I see three little bugs.</td>
</tr>
</tbody>
</table>

### Abilities With performance criteria

**To listen** the reading of the teacher until students read the sheet of papers with their respective understanding.

**To identify** the intonation and the meaning of the words by decoding

**To understand and comprehend** mentally the context identification of each intonation and the useful words

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<tr>
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<td>Ss listen to the intonation of the fluency reading of the teacher and students need to repeat at the same time.</td>
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<tr>
<td></td>
<td></td>
<td>Markers</td>
<td>Group work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Colors</td>
<td></td>
</tr>
</tbody>
</table>

**Technique:** Reading test, Oral, and Writing  
**Technique:** Reading Comprehension & Oral  
Directions to each student.  
Group work
Reading Comprehension

Name: __________________________________

Directions: Read the text 3 times. Color the star after each time you read.

I see three little bugs. I see a red bug.

I see a yellow bug. I see a green bug.

The little bugs can fly.

Check the picture that matches the story

What color are the bugs?
1. - ________________
2. - ________________
3. - ________________

The Little bugs can ______

a. - run
b. - swim
c. - fly
**School:** “Nueve de Octubre”

**TITLE OF THE GUIDE:** CHART PAPERS BASED ON BASIC VOCABULARY

**Name of the teachers:** Jacqueline Arévalo and Karina Yagual

**Subject:** English  
**Language work:** Infinitive verb: see and have

**Language Art:** on  
**Day:** 9  
**Lesson:** 9

**Group:** 10th grade  
**N° of students:** 40

**Time:** 15 minutes

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<td>Verbs: see and have</td>
</tr>
<tr>
<td>Reading Stage</td>
<td>Comprehension</td>
</tr>
<tr>
<td>Skills</td>
<td>Reading</td>
</tr>
<tr>
<td>Transversal Axis:</td>
<td>The Ladybug.</td>
</tr>
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</table>

### Abilities With performance criteria

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Colors | **Technique:** Reading Comprehension & Oral |
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Group work | |
WORSHEET: Lesson 9 Day 9         WRITING STAGE: Reading

LANGUAGE ART: A for Statement

Reading Comprehension

Name: ________________________________

Directions: Read the texts 3 times. Color the star after each time you read.

The Ladybug
I see a little bug.
It is a Ladybug.
The ladybug is red and black.
The ladybug is on the flower.

1. - I see a _____.
   a. - frog
   b. - bug
   c. - bird

2. - The ladybug is _____.
   a. - red and white
   b. - black and blue
   c. - red and black

3. - The ladybug is on _____.
   a. - the flower
   b. - the mat
   c. - the grass

BUGS IN THE JAR
I see a jar.
The jar has a lid.
The bugs are in the jar.
I see three bugs in the jar.

The bugs are in the _____.
1. - House
2. - Book
3. - Jar
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<tr>
<td>Subject: English</td>
</tr>
<tr>
<td>Language Art: like jumping</td>
</tr>
<tr>
<td>Group: 10 th grade</td>
</tr>
<tr>
<td>Nº of students: 40</td>
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### Assessments
The intonation is based in pitch-Range: comprehend how to pronounce until they read.

### Language Art
Like jumping

### Reading Stage
Comprehension

### Skills
Reading

### Transversal Axis:
Fall season

<table>
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<td>Technique: Reading Comprehension &amp; Oral</td>
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<td>Directions to each student.</td>
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<td>Group work</td>
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### To identify the intonation and the meaning of the words by decoding
T has students focus on the lesson about the sheet of paper exercise and ask: What season? Who likes? What does? What color? Who loves?

### To understand and comprehend mentally the context identification of each intonation and the useful words
Ss listen to the intonation of the fluency reading of the teacher and students need to repeat at the same time.

Ss observe the picture of the sheet of paper from the worksheet and point where the intonation is.

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Reading Comprehension

Name: __________________________________

Directions: Read the story 3 times. Answer the questions.

Fall Season

Jane, Billy and Max love the fall season. They like jumping into the pile of leaves. Jane likes the pretty colors. Billy likes to make a big pile with the leaves. Max likes to hide in the leaves.

1.- What season is it?
__________________________________________________________________________________________________________

2.- Who likes to hide in the leaves?
__________________________________________________________________________________________________________

3.- What does Billy like to do?
__________________________________________________________________________________________________________

4.- What color do you think the leaves are?
__________________________________________________________________________________________________________

5.- Who loves the fall season?
__________________________________________________________________________________________________________