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MENCIÓN: LENGUAS Y LINGÜÍSTICA INGLESA**

TEMA

**INFLUENCE OF THE EXTENSIVE READING IN READING
COMPREHENSION**

**DESIGN OF AN ACTIVITY GUIDE TO DEVELOP THE EXTENSIVE READING
IN THE STUDENTS**

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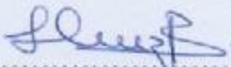
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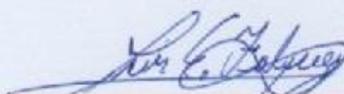
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PROPUESTA: DESIGN OF AN ACTIVITY GUIDE TO
DEVELOP THE EXTENSIVE READING IN THE STUDENTS.

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DEDICATION

I dedicate this thesis to God, my mother and my grandpa.

“In the end, it doesn’t even matter...”

Luis Enrique Falquez Rabasco

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RESUMEN: Esta tesis trabaja con la técnica de la lectura extensiva en la comprensión lectora en inglés como segundo idioma en los estudiantes del Primer Año de Bachillerato de la "Unidad Educativa Assad Bucaram Elmhalim", año lectivo 2016-2017 en Guayaquil, Ecuador. Esta tesis argumenta que una forma para mejorar la comprensión lectora en los estudiantes es motivarlos a leer por su propia voluntad, lo que los ayudará a incrementar su vocabulario y crear en ellos un hábito de lectura. Este estudio utiliza una observación para evaluar cómo los estudiantes leen en clase; entrevistas y encuestas para reunir información acerca de la situación actual de la escuela y propone una guía de actividades para ayudar con el problema. Finalmente, este tesis argumenta que la lectura extensiva es importante para mejora la comprensión lectora en los estudiantes porque crea un hábito de lectura.	
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ABSTRACT

This thesis works with the extensive reading technique in reading comprehension in English as a foreign language in the students of 1st year Bachillerato of “Unidad Educativa Assad Bucaram Elmhalm” term 2016-2017 in Guayaquil, Ecuador. This thesis argues that one way to improve the reading comprehension in the students is to motivate them to read of their own accord, which will help them to increase their vocabulary and creates a reading habit. This study used an observation to assess how the students read in class; interviews and surveys to gather information about the current situation of the school and proposes an activity guide to help with the problem. Finally, this thesis argues that the extensive reading is important to improve reading comprehension in the students because it creates the habit of reading.

Keywords: *reading comprehension, extensive reading, English as a foreign language*

RESUMEN

Esta tesis trabaja con la técnica de la lectura extensiva en la comprensión lectora en inglés como segundo idioma en los estudiantes del Primer Año de Bachillerato de la “Unidad Educativa Assad Bucaram Elmhalm”, año lectivo 2016-2017 en Guayaquil, Ecuador. Esta tesis argumenta que una forma para mejorar la comprensión lectora en los estudiantes es motivarlos a leer por su propia voluntad, lo que los ayudará a incrementar su vocabulario y crear en ellos un hábito de lectura. Este estudio utiliza una observación para evaluar cómo los estudiantes leen en clase; entrevistas y encuestas para reunir información acerca de la situación actual de la escuela y propone una guía de actividades para ayudar con el problema. Finalmente, esta tesis argumenta que la lectura extensiva es importante para mejorar la comprensión lectora en los estudiantes porque crea un hábito de lectura.

Palabras claves: *comprensión lectura, lectura extensiva, inglés como idioma extranjero*

INTRODUCTION

This investigation is a study of the extensive reading in reading comprehension in the students of 1st year Bachillerato of “Unidad Educativa Assad Bucaram Elmhalm” term 2016-2017. After field, bibliographic and statistical researches, this thesis came up with the idea for a proposal which is an activity guide to develop the extensive reading and improve the situation at hand. It is also established in the “Well-living National Plan” (2013) in its chapter six “National objectives of well-living” objective number four “Strengthen the capacities and potentialities of the citizenship”. The final goal of this research is to improve the reading comprehension skill of the students so they can have a better proficiency level overall and fulfill the objectives established by the Ministry of Education.

The Chapter I has the context of the investigation, investigation problem, causes, general objective and specific objectives and justification.

The Chapter II has the background of the thesis and the Philosophical, Pedagogical-Didactical, Psychological, Sociological, Linguistic and Legal foundations.

The Chapter III has the methodological design, types of investigation, techniques and instruments of the investigation. The results then are explained and at the end there are conclusions and recommendations.

The Chapter IV has the proposal and its objectives, its theoretical bases and the description of the proposal. Also gives closure to this project.

CHAPTER I

THE PROBLEM

1.1 CONTEXT OF THE INVESTIGATION

The goal of this project was to analyze the influence of the extensive reading in reading comprehension to design an activity guide to develop the extensive reading in the students of 1st year Bachillerato of “Unidad Educativa Assad Bucaram Elmhalim” term 2016-2017.

The “Unidad Educativa Fiscal Assad Bucaram Elmhalim” was founded on October 19th, 1994 in the term of the president Sixto Durán Ballén. It was named after Assad Bucaram Elmhalim who was a very important citizen of the city of Ambato.

It is located in the South-West of the city of Guayaquil, parish Letamendi, in the well-known “Cristo del Consuelo” neighborhood. Its exact current location is in Calle Octava and Claro José Blacio Potes.

Throughout the time, the high school has been gaining status. As a result, the community has become fond of it. Nowadays, the high school has more than 972 students between the morning schedule and the afternoon schedule. There are eight sections in the afternoon schedule.

This educative center has students from the neighborhood which makes it a place with people from low social status, in other words with high risk or vulnerabilities.

1.2 INVESTIGATION PROBLEM

1.2.1 CONFLICT SITUATION

The inadequate use of the reading comprehension in the students of 1st year Bachillerato does not allow them to reach the level that the

Ministry of Education has established for their school year. This problem is born from the lack of motivation to read on General Basic Education (GBE) courses, because there is not a system to motivate the students towards reading. For the students of 1st year Bachillerato this lack of motivation is crucial in their classroom because they do not have the interest on the reading activities that the teachers have prepared for them. Outside the classroom the students do not engage in reading for the same reason.

1.2.2 SCIENTIFIC FACT

This project was aimed to the students of 1st year Bachillerato from “Unidad Educativa Assad Bucaram Elmhalim”, term 2016 – 2017.

This scientific fact has been researched theoretically by Al-Jawi (2010) who suggests that extensive reading is a good way to improve the reading skill in the students and is a must in any curriculum for English learning as a foreign language.

1.3 CAUSES

The causes in this research are:

- Deficiency in reading comprehension techniques.
- Lack of didactic resources for extra reading activities.
- Misuse of extensive reading in the reading comprehension process.

1.4 FORMULATION OF THE PROBLEM

How does the extensive reading process influence reading comprehension in the students of 1st year of Bachillerato of “Unidad Educativa Assad Bucaram Elmhalim”, term 2016 – 2017?

1.5 OBJECTIVES

1.5.1 GENERAL OBJECTIVE

Analyze the influence of the extensive reading in reading comprehension through a field, bibliographic and statistic study to design an activity guide to develop extensive reading.

1.5.2 SPECIFIC OBJECTIVES

- Value the extensive reading through a field, bibliographic and statistic study.
- Characterize reading comprehension through a field, bibliographic and statistic study.
- Design the activity guide to develop the extensive reading through the interpretation of the main data obtained.

1.6 QUESTIONS OF THE INVESTIGATION

What is the current situation in the development of the reading comprehension in the students of the 1st year Bachillerato of “Unidad Educativa Assad Bucaram Elmhalim”, term 2016 – 2017?

Which theoretical bases support the incidence of the extensive reading in the reading comprehension learning process?

Which are the pertinent empirical and theoretical methods and techniques to be used in this research?

Will the creation of an activity guide for extensive reading improve the development of reading comprehension?

1.7 JUSTIFICATION

Nowadays, reading is a habit that most of the students do not have in our society. What is more, it affects their development of reading comprehension. Teachers, in most cases, do not effectively apply the suitable reading techniques in classroom, such as extensive reading. As a

result, the students do not have enough motivation or the appropriate techniques to develop a good reading habit that influences students in their ability to reach the adequate proficiency level of English established by Ministry of Education.

According to the National Curriculum Guidelines (2014), in its Student's Exit Profile Level A2, in Specific objectives per school year:

Understand and identify longer, more complex transactional, expository and informational texts than those presented in 9th year EGB texts as well as simple procedural and narrative texts (e.g. traveling forms, recipes, short personal stories etc.). The texts should all contain the highest frequency vocabulary, including a proportion of shared international vocabulary items (e.g. television, sandwich, football, etc.). (Ecuadorian Ministry of Education, p. 18)

The students of the 1st year Bachillerato must have, according to the National Curriculum Guidelines, the level A2 according to the European Framework of Reference for Languages Levels. It is also established in the "Well-living National Plan" (2013) in its chapter six "National objectives of well-living" objective number four "Strengthen the capacities and potentialities of the citizenship".

This objective is also endorsed by the art. 26 of the Ecuadorian Constitution (2008).

This research will contribute to improve the English learning process in the reading comprehension area using the extensive reading technique. To accomplish this, an activity guide to develop the extensive reading in the students of 1st year Bachillerato of "Unidad Educativa Assad Bucaram Elmhalm" term 2016-2017 will be implemented.

The theories of Donoghue (2009) and Al-Jawi (2010) are the theoretical supports for this thesis. Donoghue for example states that the literature-based approach or top-down approach goal is to understand the

reading meanwhile Al-Jawi says that extensive reading is when a reading is not forced on the students. The literature based approach give students choices to read. That is one of the same principles of the extensive reading. Developing a habit of reading will help improve the problems found on the school.

The direct beneficiaries will be the students and teachers. The indirect beneficiaries will be the parents and society in general.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 BACKGROUND

Throughout the time, teachers all over the world have used several teaching-learning methods. There are teaching-learning methods with traditional formats and others which even try to get together the technology and traditional resources within them.

Experts on education still keep finding the best way to teach, but it does not exist. It will always depend on the atmosphere, culture, teacher, and students that you have.

The following analysis of the evolution of the teaching methods is based on Zainuddin (2011).

The **Grammar-Translation Method**, also named classical method, is about the idea that every person has different kinds of knowledge or intelligence in separate sections of the brain. This method points out to the acquiring or development of the translation, as its name. Being able to read and interpret what the information says.

The **Direct Method** is a type of variation of the Grammar-Translation Method; or rather it comes from that method. With the difference that in this method is not allowed to use the native language. Teachers should implement pictures; make gestures or another type of realia to make students understand without leaving the language studied.

The **Natural Approach** aims the following:

Its main goal is to develop immediate communicative competency. For this reason, most, if not all, classroom activities are designed to encourage communication. Terrell (1977) suggested that the entire class period be devoted to communication activities rather than to explanation of grammatical aspects of language. This method is based on Krashen's monitor model, so it should be easy to understand why the emphasis would be on providing the students with the opportunity to acquire language rather than forcing them to learn it, by emphasizing language form. (Zainuddin, 2011, p. 71)

The important part in the **Audio-Lingual Method** which has been studied by different authors for example Brooks, N., Pacific Northwest Conference on Foreign Languages, Portland, & Or. (1975) in their work *The Meaning of Audiolingual*. This method is to be able to speak. This method uses the memorization as the main fort. Students are asked to memorize some dialogues and they must be ready to perform a short conversation using them.

The **suggestopedia** method is about eliminating every trail of stress or fatigue which students could have during the teaching-learning process. Teachers can reach this goal using some non-conventional didactic resources like drama, physical exercise, art, etc. There must be all the didactic resources within easy reach, and also the atmosphere in the classroom must be appropriated to use them.

The **Silent Way method**, as its name shows, it is a teaching-learning process in which the teachers remain silent most of the time. Teachers make an introduction to the topic, and students ought to learn by themselves, but always guiding by teachers.

The **Total Physical Response** method is based on the principle that when students are involved physically as well as mentally with the

introduced topic, they get much better the information and learn the same way. There are countless activities teachers can use in this method.

Nevertheless, this thesis finds that the indicated approach to use for its variables is the communicative approach.

The **Communicative Approach** to language teaching is based on several theoretical premises:

1. The communication principle: activities that involve communication promote the acquisition of language.
2. The task-principle: activities that engage students in the completion of real-world tasks promote language acquisition.
3. The meaningfulness principle: learners are engaged in activities that promote authentic and meaningful use of language. (Zainuddin, 2011, p. 71)

There have been done lots of researches about extensive reading to demonstrate if it is an adequate way to teach English as a foreign language. For example, in the study of Nagy, Herman and Anderson that was done to provide unequivocal support of the hypothesis that school children appear to increase their vocabularies by thousands of words per year, it could be seen that the “results of within-subject, hierarchical regression analyses showed small but statistically reliable gains in word knowledge from context” (Nagy, Herman and Anderson, 1985, p. 233).

To conclude, this thesis is focused on following that line of the reading process. Its main goal is to prove that the extensive reading (read as much as possible using many unknown words in usual contexts) is very helpful for the students to develop their reading comprehension.

2.2 THEORETICAL GROUNDS

2.2.1 LINGUISTIC FOUNDATION

This thesis is also supported by theories that are related to Linguistics, such as the one that states:

Plurilingual and pluricultural competence refers to the ability to use languages for the purposes of communication and to take part in intercultural interaction, where a person, viewed as a social agent has proficiency, of varying degrees, in several languages and experience of several cultures. (Common European Framework of Reference for Languages: Learning, Teaching, Assessment, 2007, p. 177)

The article above concerns this thesis due to the fact that the extensive reading technique uses information from various topics that include culture from the native country and from others.

Linguistics as an educational field has several subfields that are immersed in the reading comprehension learning process, such as applied linguistics, phonetics, semantics, pragmatics and sociolinguistics.

However, the linguistic subfields that are going to be applied in this thesis are only pragmatics and sociolinguistics.

Pragmatics is “how the meaning conveyed by a word or sentence depends on aspects of the context in which it is used (such as time, place, social relationship between speaker and hearer, and speaker’s assumptions about the hearer’s beliefs)” (Valli, Lucas, 2000, p. 2).

This thesis suggests the use of the extensive reading technique to develop the reading comprehension, in which it is recommended to use books from everywhere and of every topic. Students will face countless stories with different times, places, characters, etc.; that is why pragmatic will be used.

The effect of the culture, norms, and expectations of the society is studied in sociolinguistics. This branch of Linguistics is closely related to pragmatics as a sub-field of the main linguistic science. Both can be read or interpreted in different forms depending on where the reader or the characters live, how the speaker reads aloud (ironically, sarcastically, metaphorically, literally), how is the receiver's culture, etc.

2.2.1.1 COMPETENCES

Like in the National Curriculum Guidelines, English as a Foreign Language (2014), this thesis works with competences. In the Common European Framework of Reference for Languages: Learning, Teaching, Assessment or CEFR (2002) a competence is everything that a language user needs to know to fulfill a task, in language learning this is everything a person has to know when they want to communicate something. There are general and communicative language competences. General competences are important information to do things in general, nothing specific. Communicative language competence, on the other hand, is more important for this thesis because it is the necessary information to understand a language.

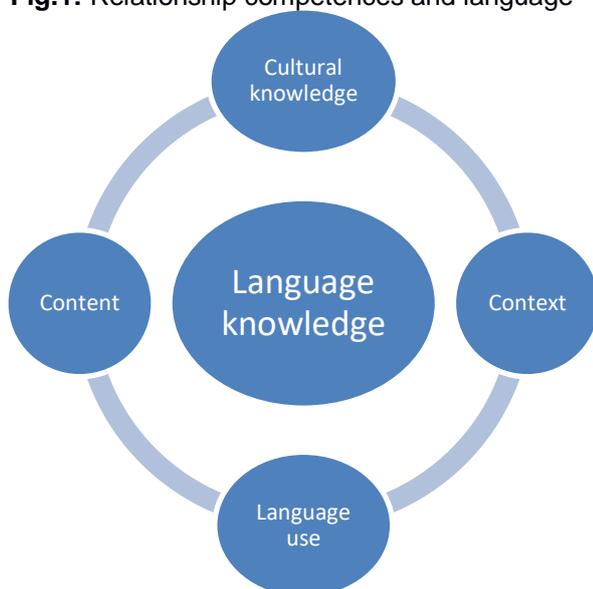
This competence has three main parts: linguistic competences, sociolinguistic competences and pragmatic competences. Two of these three competences coincide with the two subfields of linguistics that were stated previously. For that reason, those same competences are more important for this project. Still, it is important to mention that inside the linguistic competence there are lexical, grammatical, semantic, phonological, orthographic and orthoepic competences. These are necessary for language learning but not particularly for this thesis, except for the lexical competence (CEFR, 2002).

Vocabulary is one of the most important parts of the linguistics to learn a new language and extensive reading is an excellent way to acquire new vocabulary to improve English proficiency. There are even function

words which only have grammatical uses that are required for communication. These words can be acquired through the extensive reading, thus lexicology and semantics are also supporting this research.

Extensive reading will also help the students develop the necessary competences to participate in social task and activities. This is where students will increase their sociolinguistic competences which are necessary for language learning.

Fig.1: Relationship competences and language



Source: Introducing Second Language Acquisition, p. 134
Author: Falquez (2016)

competence (schemas).

The readings will help the student understand how the discourse does work, how different characters in different environments use the language and creating new schemas to better understanding of the language (CEFR, 2002).

In the National Curriculum Guidelines there are indicators of what is expected from the students of 1st Year Bachillerato in regards to the competences.

From the pragmatic perspective, the competences students will develop through extensive reading will be the following: discourse competence (part of the speech), functional competence (functions and uses) and design

Table 1: Communicative competence

COMMUNICATIVE COMPETENCE	PROFICIENCY LEVEL
LINGUISTIC COMPONENT	Have a repertoire of basic language which enables them to deal with everyday situations with predictable content in the public and vocational domain—complementary to the personal and educational background with which they are already familiar—though they will generally have to compromise the message and search for words.
	Use simple basic sentence patterns and communicate with formulaic phrases and groups of few words about themselves and other people, what they do, places, possessions, etc., in the public and vocational areas—complementary to the personal and educational background with which they are already familiar.
SOCIOLINGUISTIC COMPONENT	Socialize in basic yet effective terms by expressing opinions and attitudes in a simple way.
PRAGMATIC COMPONENT	Expand learned and built phrases through simple recombination of their elements.

Source: National Curriculum Guidelines, English as a Foreign Language, p. 17

Author: Ministry of Education, 2014

The extensive reading technique will help the students improve language on their everyday and familiar situations giving them a broad repertoire of choices and vocabulary. Also, they will improve their ability to fulfil basic social tasks and expand the possibilities of communication making use of their knowledge.

To conclude, the extensive reading allows the students to improve their vocabulary and grammar, to expand their competences like the communicative language competence with its three components: linguistic with vocabulary, social with knowledge for social events and pragmatic with the use of phrases in specific context and for specific uses.

2.2.2 PSYCHOLOGICAL FOUNDATION

As it can be seen throughout this thesis, every educative science is needed or useful to fulfil its purpose. Psychology is not the exception. As it can be found in the book *Psychology and Life*, Psychology is “the scientific

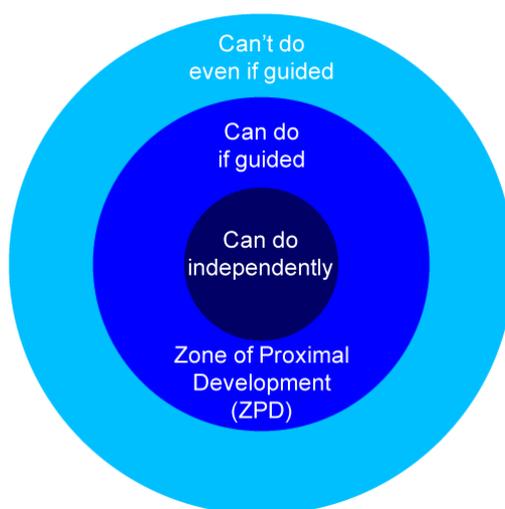
study of the behavior of individuals and their mental processes” (Gerrig, Zimbardo, 1937, p. 2).

The quote above is pertinent to this thesis because studying, talking, even reading imply student-student interaction and student-teacher interaction. In those interactions the students’ behavior can be measured. They should be studied to improve, for example, their reading comprehension. Behavior plays an important role in the mental processes. Said processes will be applied by the students in this thesis before, while and after the extensive reading technique.

One of the most important issues in educative psychology is the motivation. That is why the Zone of Proximal Development is integrated within it. The Zone of Proximal Development is "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 1978, p.86).

The following graphic clarifies how the Zone of Proximal Development works.

Fig.2: Zones of proximal development functioning



Source: Adapted from Vygotsky, 1982, p. 117.
Author: Falquez (2016)

The way this thesis will work with students can be explained using the graphic above. When students choose their favorite text for extensive reading, when they read it at home, they will be in the *can do independently zone*. In the next activity, after reading the texts without any help, they will be in the *can do if guided zone*. Because the teacher will be helping them if they do not know any word, or do not

understand what a word means in that context, etc. And finally, all this work will take them to the *can't do even if guided zone*.

In other words, the students go from the individual and independent task, reading by themselves (extensive reading) and doing the reading activities. Only when they find themselves in trouble they will reach for the teacher to fulfil the tasks and advance further.

Why is the Zone of the Proximal Development so important? One of arguments is that it closes the relationship that exists between learning and the development of the students. Language learning is important but sometimes the lack of development of the individual, which can be translated as the lack of some competences, can hinder the possibility of the students to exploit their full potential. During this development, the students will learn cognitive processes which will enable them to do more difficult tasks, eventually. In the meantime, the teacher is the one who helps the student to reach its true potential assisting them after the readings.

2.2.2.1 THEORY OF THE SCHEMA

Another theory that is pertinent to this thesis is the theory of the schema. In Schema Theory in Reading, An (2013) lists several definitions for the Schema theory. All in all, a schema should be considered as a structure unit of knowledge. These units are used to understand messages, in the case of reading comprehension, to understand a text.

This last idea is very important since the Schema Theory makes the assumption that the reader is the one in charge of the meaning of what they read, in other words a text does not have meaning by itself. The text's job is to give directions to the reader where to go for the meaning. Therefore there is an interactive process between the reader and the text during a reading comprehension task.

Anderson (1977) (cited by An, 2013) said: "... every act of comprehension involves one's knowledge of the world as well" (p.369). This is especially important for this thesis because in extensive reading the students pick their own adventure, they choose the reading they want to read, so their own knowledge will play an important role.

Schemas that have the background knowledge for a reading are called content schemas. For example, the schema of fire has all the necessary information a person has from previous experiences with the idea or the word. Usually, this also has to do with the cultural background of the subject. Therefore, a cultural schema is also known as **content schemas**. This is important for this thesis because the students will pick readings according to their taste which usually goes hand to hand with the background knowledge that they possess.

The last topic about schema, that this thesis will present, is about schema activation, which is related to the previous topic. When the student is reading, the reading will give textual stimuli with the words it possesses to activate the necessary schemas, so the reader can make an interpretation of the text. A text can give strong stimuli giving all the pertinent information or weak stimuli which not always activate the right schema. An example of the former stimuli is the phrase *car accident* which directs the meaning of the text towards a crash between vehicles. An example of the latter is the word "classic" which can activate ideas about music and movies, but in reality the text is about a match where Barcelona defeats Emelec, both being Ecuadorian soccer teams.

Finally, there is a positive intercommunication between the student who is reading the text and the person who wrote it. If a student has the chance to choose a book they like because of its author (extensive reading) the knowledge the student possesses will help to have a better chance reading and comprehending it.

To conclude this foundation, the theory of Zone of the Proximal Development is important for this thesis because it will help the students to read by themselves and, eventually, when they have problems on the reading, they can go to their teacher to ask for help. But the reading is controlled by the student, from the process of choosing it to the process of reading speed and personalized interpretation. The theory of the schema, on the other hand, is important since the schemata that the students possess can help them read and improve their comprehension, so the extensive reading is very important to accomplish this because the students read of their own accord and the books that they want.

2.2.3 SOCIOLOGICAL FOUNDATION

Inside of a classroom there will always be student-student interaction, and student-teacher interaction. No one will ever be free to avoid interaction with other people, either inside or outside of the classroom.

If we are to escape from cognitive infirmity we must try to have knowledge of key problems of the world, key information about the world, no matter how difficult and hazardous the task may be. And all the more so today, when the context of all ecological, anthropological, economic, and political knowledge is-the world itself. In this planetary era we have to situate everything in the planetary complex and context. (Morin & UNESCO, 2001, p. 13)

The extract above is a part of Seven Complex Lessons in Education for the Future. It is relevant to this thesis because of the extensive reading technique which will be applied by this thesis. With this technique, complex and context will be used along the texts that students will read. And it is necessary to analyze the complex and context one by one, and together to get the whole information and all the meanings that the information could have.

In the investigation *Social relationships and motivation in middle school: The role of parents, teachers, and peers* (Wentzel, 1998); students' behavior and grade were improving while their supportive relationship with parents and teachers was increasing. This thesis will be very helpful as that investigation because of the interaction in which students will be involved. In the extensive reading technique there are not only lonely activities. Students also have to interact with each other, share ideas, feelings, and thoughts about the texts they are working at. Also if they at any point of the reading feel the need to ask for help the interaction between the student and the teacher will enrich the reading.

There is also one more theory to check before finishing this foundation. It is called Cultural Historical Activity Theory of Vygotsky (CHAT) which tries to establish the connection between the individual and its mind with activity. This is important for this thesis because it allows to understand the relationship between the student and the reading comprehension to improve the learning process ability in extensive reading (Yamagata-Lynch, 2010).

The interactions between the students with the readings are not constant and change every time the student interacts with the reading. This means that the individual is not passively waiting for the concepts and definition about the world to be given to them but it is actively transforming its reality. The environment is not directly responsible for the meaning then. The interaction between the person and the language in reading (artifact) is what allows the student to develop its cognitive abilities (Yamagata-Lynch, 2010).

The next step in Vygotsky theory is the internalization. This is the explanation of how the person processes the results from the interaction between their minds and the artifacts they encounter, which in extensive reading is the text (Yamagata-Lynch, 2010).

“Every function in a child’s cultural development appears twice: first, on the social level, and later, on the individual level; first between people (interpsychological), and then inside the child (intrapsychological)” (Vygotsky 1978, p. 57). This quote explains the importance of the internalization in the process of learning a new language. A child in their mother tongue learns about words, then those words are eventually internalized, this is where those words become part of the individual. The same happens when learning a language in a student in social tasks. First the students learn the phrases and words from their teacher and eventually these are internalized by the students. This happens in extensive reading when the students use the new information in the books in social context.

To conclude this sociological foundation, the interactions between students and teachers and students among themselves are unavoidable. But this is good, since learning a language has very important social implications. With the extensive reading the students can acquire new information about their favorite topics and share it with the class and if they have any problem can ask a teacher for help. The Cultural-historical Activity Theory of Vygotsky (CHAT) establishes that there is a connection between the individual’s mind and the activity in progress, from this new information is stored in the brain. This process explains how the acquisition of vocabulary through reading is made and also the step before the internalization. The internalization is the final step in language learning where the students make the artifact (the English language) their own and uses it in the correct manner.

2.2.4 PHILOSOPHICAL FOUNDATION

Carr (2001) “Indeed...adapting from Plato on a different but not unrelated matter, one might say that there may be no good educational practice until all professional teachers become—rather than school effectiveness, action researchers or other empirical researchers—educational philosophers” (p. 475).

It is very appropriate to start this foundation with the quote written above because it is a must to know that education does not only imply the act of acquiring knowledge or preparing to be a professional, but it is an holistic formation of an individual, in which axiology (values) is very immersed.

It must be a request that in all schools every teacher has the knowledge about axiology to pass it to the students. Not only focusing on teaching information about topics without telling them how to use it in real life, or how the same words or situations in texts could be different if we apply philosophy to them. Students need and deserve to have an entire education. Remember what Greene, Ayers & Miller (1998) said: “the problems we face are not really technical—they are moral, they are ethical. A reliance on technical solutions leaves us still gasping, still empty” (p. 6).

This can be seen in today’s school environment where the students are always facing difficult choices from violence on the streets to drugs. The values that a teacher can give inside a classroom can become a powerful weapon, a shield to protect the students who not always have somebody at home to guide them. This is related to extensive reading because reading is an amazing tool to teach anything and values are not the exception.

With the extensive reading technique, the teacher has the opportunity to motivate the student with multiple choices of reading which can be carefully chosen to fit the need not only to increase vocabulary or improve the reading comprehension skill, or develop a reading habit, but to teach values with stories that will give the students situations where they can learn about it (Bloome, 1985).

If the teacher wants to go one step further, he can work in the post-reading process and ask questions about the values learn in the book or in specific situations. Why the main character did that? What would you have

done instead? Is that good or bad? Following questions after the reading will make the students think about the text in depth, this will prevent that the values are overlooked after the reading. The student's classmate also can help with the process of teaching values, expressing their opinions and suggest different choices coming from their own experiences (Bloome, 1985).

As a part of the philosophical foundation related to axiology and human values of this thesis is the Actualización y Fortalecimiento Curricular which states: "Los ejes transversales constituyen grandes temáticas que deben ser atendidas en toda la proyección curricular, con actividades concretas integradas al desarrollo de las destrezas con criterios de desempeño de cada área de estudio" (Ministry of Education, 2010, p. 16).

This stresses the importance of the values for the Ecuadorian Ministry of Education and said values are topics which must be attended. It is not something that can be overlooked and must be part of every part of the teaching process and that includes teaching English.

This thesis is concerned about the holistic development of students, so every text given to them will have in mind and as a goal to promote their English abilities along values such as respect, responsibility, commitment, etc.

The values that the Ministry of Education has in the Actualización y Fortalecimiento Curricular come from the ancestral knowledge of the Sumak Kawsay or Well-living and has as ultimate goal to prepare the citizenship to the future. That is the reason why the Ministry of Education is not only concerned about the topics that are taught in classes but also the values. Some of the values that are mentioned are: interculturality, democracy, health and sexuality.

The first one, interculturality, is very well known nowadays. The globalization has connected this world and the students face new cultures every day. Extensive reading is one of the ways they face other cultures and it is well known that learning another language has some exchange of cultural knowledge which are necessary. The interaction the students have with books in foreign language through extensive reading can enrich the interculturality value.

Reading can also help develop universal human values and show the students a growth in their democracy value, the protection to our planet, our home, the environment today more than ever needs our help. Also to have a healthy life not only physically but psychologically is important for the well-being of the citizenship. Finally, the proper and very much necessary sexual education is important in today's education, for youngster and young adults, so they can be responsible with their sexuality and to others.

All of these values mentioned before can be taught and enriched by readings. A text can give a student the perspective of a different person in different situation in a controlled and safe environment, where they can learn multiple and valuable lessons. All in all, the well-being can be accomplished if the values are taught properly.

To close this foundation, it is important to say that, values are mandatory in today's education. Values must be integrated with the student's classes to create a holistic education. The well-being project from the government cares about this holistic education and asks teachers to have values in their classes.

Reading is an amazing tool to accomplish this and extensive reading can be very effective because the student is engaged in the reading while they learn valuable lessons.

2.2.5 PEDAGOGICAL-DIDACTIC FOUNDATION

To teach reading to the students of 1st Year Bachillerato, the teacher has to follow the goals of the National Curriculum Guidelines (2014) which can be seen in the next chart:

Table 2: Reading goals

LANGUAGE SKILLS	PROFICIENCY LEVEL	
	A2.1: By the end of the 10th year EGB, students will be able to:	A2.2: Besides what was learned in the 10th year EGB, by the end of the 1st year Bachillerato, students will be able to:
Reading	Understand and identify longer, more complex transactional and expository texts (e.g. formal letters, biographies, etc.) than those presented in 9 th year EGB. The texts should contain the highest frequency vocabulary and include a proportion of shared international vocabulary items (e.g. hamburger, restaurant, hospital, etc.).	Understand and identify longer, more complex transactional, expository and informational texts than those presented in 9th year EGB texts as well as simple procedural and narrative texts (e.g. traveling forms, recipes, short personal stories etc.). The texts should all contain the highest frequency vocabulary, including a proportion of shared international vocabulary items (e.g. television, sandwich, football, etc.).

Source: National Curriculum Guidelines

Author: Ecuadorian Ministry of Education (2014)

It is important to notice that for students of 1st Year Bachillerato the goals include the one from the previous year. This shows that students are required to understand simple texts in general and high frequency vocabulary. To know if these goals have been achieved the National Curriculum guidelines have the following assessment indicator:

Table 3: Assessment indicators

LANGUAGE	Assessment indicators	
SKILLS	A2.1: 10th year EGB	A2.2: 1st year Bachillerato
Reading	Deduce the meaning of complex words composed of elements (bases and affixes) which are familiar to the learners in transactional and expository texts.	Deduce the meaning of complex words composed of elements (bases and affixes) which are familiar to the learners in transactional, expository, informational, procedural, and narrative texts.
	Correctly interpret the meanings of international words (e.g. DVD, phone, hotel, taxi, etc.) familiar from the learner's native language and whose equivalent meaning is fully transparent in the text types used for this level.	Correctly interpret the meanings of international words (e.g. TV, sandwich, football, etc.) familiar from the learner's native language and whose equivalent meaning is fully transparent in the text types used for this level.
	Find specific predictable information in longer transactional and expository material (e.g. formal letters, biographies, etc.) than those presented in the 9th year EGB.	Find specific predictable information in longer transactional, expository and informational material (e.g. traveling forms, brochures, etc.) than those presented in previous years as well as in short procedural and narrative texts (e.g. recipes and adventure stories).
	Make use of clues such as titles, illustrations, paragraphing, etc., to identify and understand relevant information in written texts types that correspond to the level.	Make use of clues such as titles, illustrations, paragraphing, etc. to identify and understand relevant information in written texts types that correspond to the level.
	Understand short descriptions and media articles when expressed in simple language.	Understand simple instructions from recipes or equipment encountered in everyday life (e.g. public telephone) as well as more complex media articles.

Source: National Curriculum Guidelines

Author: Ecuadorian Ministry of Education (2014)

From these indicators, it is safe to assume that it is required from the student to have a broad vocabulary, to be able to find key information and to make use of the surroundings of the text as clues to understand the meaning. Later on this foundation, it will be explained how extensive reading can help accomplish these goals.

Before jumping into the theory of reading and extensive reading there are a couple of theories that should be mentioned first, the famous constructivism and the meaningful learning.

2.2.5.1 CONSTRUCTIVISM

Constructivism is basically a theory about how people learn. It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. “Constructivist theories are about knowledge and how we come to know” (Begg, 2015, p. 70).

Table 4: EFFICIENCY LEARNING VS. CONSTRUCTIVIST LEARNING

Efficiency Learning	Constructivist Learning
Teachers present; students listen.	Teachers facilitate; students do, present, think, construct.
Working together is cheating.	Working together facilitates learning and problem solving.
Subjects are presented separately.	Subjects are integrated into a learning whole.
Learning is fact-centered.	Learning is problem centered.
The teacher is the source of all knowledge.	There are many rich resources for learning.
Print is the primary source of information.	Concepts are explored using a variety of communication tools.
Assessment is based on how much is memorized and can be given back to the teacher.	Assessment is based on each student's developing abilities to solve problems, communicate ideas, present information, and learn how to learn.
Schools are isolated and separated from the rest of the community.	Technology connects the world to the classroom and the classroom to the world.

Source: Teaching with technology: Designing opportunities to learn. (Norton & Wiburg, 2003)
Author: Falquez (2016)

The chart above can explain in a simple way how the constructivism works. This project will apply the constructivism learning due to the type of technique that extensive reading is. Beginning with the fact that students

will choose what text they should read. Every text studied has information which can be used inside and outside the classroom. After reading, it is a must for the students to understand and explain what the text was about. In that moment teachers will be the listeners and will guide students while they are doing their presentation. Not as the usual method or class when the teacher is the only who can speak, comment, and think.

To close constructivism in the work of Begg (2015) there are some implications of constructivism in teaching. From those the ones that affect extensive reading are:

Personal construction: this is because extensive reading is an individual technique. The construction therefore comes from the student choosing a text they want to work with.

Prior learning: for the same exact reason, the knowledge the students have before has major influence in the text they choose to read in extensive reading.

Participation: the students learn when they are engaged in the process. They choose to participate and in extensive reading, they are not forced to read but they choose to read.

2.2.5.2 MEANINGFUL LEARNING

Ausubel's famous theory which establishes that is easier for students to integrate new information during the learning process with topics that they are already familiar with. Therefore, when the students read a text of their choosing in extensive reading, the process of learning is easier to assimilate than when they read any other texts. This also encourages them to read more since they have chosen to read and that choice wasn't made by the teacher. This can improve the habit of reading on the students in the end (Novak, 2011).

Meaningful learning also states that feelings are involved in the process of learning. In other words, if the students like what they are learning, the process of reading is more enjoyable instead of being a task imposed as a punishment. For them, the reading makes more sense and they will want to read more after they finished reading because the text is something that they want more of (Novak, 2011).

Now that these pedagogical theories are explained, it is time to start defining what reading is and what are its uses.

2.2.5.3 READING AND ITS USES

One of the four skills in the English learning process is reading. For Woolley (2011) “reading comprehension is the process of making meaning from text” (p. 15). The goal for reading then is to decode the words and sentences of the text to create a meaning that makes sense to the reader.

Reading is an important ability, not only because is one of the four pillars to learn a language, but also because of its uses inside and outside the classroom. It is considered by some by the most important ability to learn a new language and with the invention of the Internet and globalization, it is a necessary tool to access to update information.

In non-academic situations, the uses of reading vary. For example: to read warnings on labels, signs on the street, ordering in a restaurant, transportation and to move around the city, to read forums, e-mails, news, etc.

For Grabe (1991) (as seen in *Introducing second language acquisition*, Saville-Troike, 2006) reading can help the students academically developing vocabulary and grammar structure, formal discourse, background or world knowledge and development cognitive abilities. But the academic uses of the reading are as follow:

- To find information
- For general understanding of a text
- To learn
- To criticize and evaluate

This four uses are critical in the academic development of any student from high school and even more at university. Reading is a very flexible and useful tool that should never be disregard in the process of language learning.

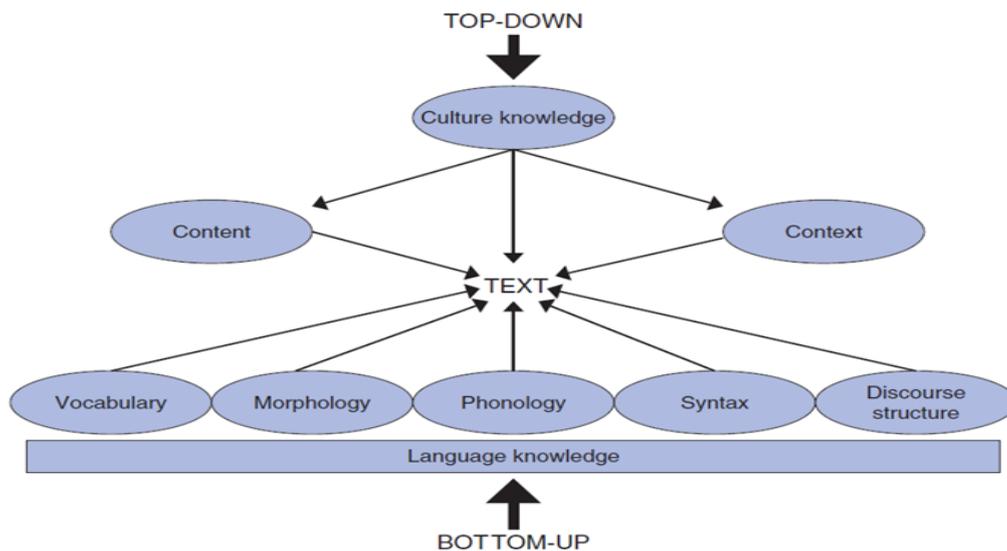
Extensive reading gives the students the chance to practice reading in an enjoyable way and with time, being able to do these activities. The goal of teaching reading for the teacher must be to help the students become avid readers, to enjoy the activity of reading. The uses and abilities that come from reading will develop as they read.

2.2.5.3 READING APPROACHES

Before entering this topic, it is important to state that there is not one right and perfect form to teach students anything, and that includes reading. There is not one-size-fits-all way of teaching reading at any level. The following approaches are possibilities in an endless sea of approaches to teach (Donoghue, 2009).

The first approach is the basal reader approach (also known as bottom-up or skill-based approach) goes from parts of the reading to the whole text, so in order to learn the students first need to understand smaller parts of the text, like sentences, words, to learn and understand the whole text.

Fig.3: Top-down and bottom-up approaches



Source: Introducing Second Language Acquisition, p. 155
Author: Muriel Saville-Troike 2006

The second approach is the language experience approach which states that reading is linked to speaking and listening. Therefore, on this approach the readings must be relevant and meaningful since the development of their language is linked to what they learn in reading.

The balanced approach is the combination of the bottom-up and top down techniques, in other words is the combination of a skill-based approach and a literature-based approach. On this approach the teacher helps with directions for the students but the activities are student-centric.

Finally, the approach that is more relevant for this thesis is the literature-based approach which is also known as the top-down approach, from whole to part. On this approach, the skills and strategies should be instructed to the students when they need them in real readings, no pre-reading vocabulary, the whole point of this approach is to understand the reading. This approach works the best with extensive reading because the approach offers choices to the students for literature which covers vary genres to satisfy their taste and also it motivates the students to give their interpretation of what they read to their peers or their teacher.

To apply this approach to the classroom the teacher must have a broad library or books for the students to read. Also the teachers must have read the books so they can understand what the students are reading. Groups of students with similar books or taste can be created in other for the students to share their experiences (Donoghue, 2009).

Before reviewing some models of reading, it is important to give a definition to the bottom-up and top-down processes. The bottom-up requires the knowledge of vocabulary, morphology, phonology, syntax and sentence structure to decode the meaning of a reading. Meanwhile the top-down can compensate any of those linguistic limitations to certain extent by making the students guess the meaning of certain words if they can understand the text as a whole. This process uses primarily prior knowledge like content (background information), context (information in a specific situation) and culture (social settings) (Saville-Troike, 2006).

2.2.5.4 MODELS OF READING

The following models of reading has something in common, all of them view the reading process as an active and constructive process. Meaning that the text will not give the information to the reader but it is the reader who is going to construct the meaning from what the text gives to him.

The top-down model is like previously stated from the whole to the part. In this model the students use graphophonic, semantic, and syntactic clues to decode the meaning of the text as a whole.

The interactive model is a combination of the bottom-up and top-down models. This model assumes that the reader is processing each piece of information and at the same time using their background knowledge to create a meaning.

The transactional model uses the intention of the students for the reading and this affects the understanding of the reading. The balance

approach, which is the best model for the purposes of extensive reading, sees the literature as the core of the process. The students will be able to develop their ability to read for pleasure while learning vocabulary and information overall (Donoghue, 2009).

2.2.5.4 READING STRATEGIES

Before starting with some strategies for reading, first it is important to know that there are three phases of reading: pre-reading, reading and post-reading. This division of the process of reading allows the teachers to establish different task so the students have an easier time with reading comprehension (Al-Jawi, 2010).

On the pre-reading phase of the reading, one of the options is to make the students use their previous knowledge and activate the schemas necessary for the reading. It can also be an opportunity for the teachers to introduce some vocabulary necessary to have a successful reading. Here the teacher can also spark the interest of the students about the topic that they are about to read.

The reading activities usually involve questioning the students about the reading. It can also involve some strategies like scanning for information or skimming.

The post-reading activities usually try to make the students look for other activities outside the reading that are related which the students find relatable.

The importance of the strategies in reading comprehension lies in that it gives the student the recipe which they could use to fulfil a task. Instead of trying to figure out how to complete a task the student can use a strategy to improve their reading comprehension. Therefore, strategies are beneficial for the learning process of the students allowing them to fulfil more tasks more efficiently.

Some comprehension strategies (Donoghue, 2009) are:

1. Self-monitoring: on this strategy the students ask themselves if they have understood the text before continuing with other tasks. If they didn't then they can ask for help.
2. Cooperative learning: this involves working in groups where they can help each other to understand the text and control the learning process.
3. Story structure: on this strategy the students try to understand the story from the plot to the characters, this will help them to know what parts of the text they understand and which parts they do not.
4. Summarizing: similar to the previous strategy, the students make a summary of the story. The student needs to know the key ideas of the story to be able to summarize it and revisit the text as many times they need in order to fully understand it.
5. Graphic organizers: the students make graphic organizers and in doing so, they organize the information. In the process of doing this the students end up understanding better the reading than before.
6. Prior knowledge: this is one of the pre-reading activities in which the teacher tries to activate the correct schemas from the students so they can have an easier time digesting the reading.
7. Questions and answers: as the name states the teacher uses questions about the reading to make the students understand the key ideas from the text.

For Al-Jawi (2010) there are a few more strategies to learn reading. The first one is the skimming technique which is the process where the students read the material "between lines" to get a grasp or general idea of what is the reading about. This is known as a rapid reading technique

which only wants, as soon as possible, get a general understanding of the information in a text. Skimming also allows the student to make a judgement about a text.

The polar opposite of skimming is scanning. This technique requires that the students focus on specific information. The purpose of scanning is to find a name, date, or figure, specific piece of information to answer a question or fulfil a task. The students ignore the rest of the text.

Richards and Renandya (2002) stated that intensive reading a “short texts with close guidance from the teacher” (p. 296). Goals for this strategy are to enhance the vocabulary and to explain the reading content before reading. The teacher works as a guide for the students because most of the readings are done in the classroom and short texts are mostly used in it.

The last strategy is the extensive reading, which is core for this thesis (independent variable). The first and more important characteristic of the extensive reading is that reading is not forced on the students. There is not sense of obligation for them to read. The activity is done by the students because they want to read and is something that they find enjoyable (Al-Jawi, 2010).

A huge difference between intensive and extensive reading is that while intensive reading use short texts, extensive reading use usually longer texts, like books or stories.

The students will acquire and learn grammar and vocabulary. It is important in the sense that the books should not have complicated or specific vocabulary. The goal is to make the students better readers and to accomplish this, the teacher has a huge role motivating the students and also making the students understanding that they have the control over the reading and it is completely up to them what to read.

Extensive reading usually happens outside the classroom. It could be in their houses, in a park, in the bus while traveling, anywhere. This power to choose where and what to read is huge in motivating the students. This information can be very positive for the students, so the teacher should always use it to motivate, because to just tell the students to read a lot it is not enough. It is important to give the students the resources necessary for them to engage in reading, building a library is always a good choice (Al-Jawi, 2010).

The proposal of this thesis wants to help the teacher in having choices for the students. Using extensive reading the proposal will try to satisfy the necessities required to be successful, from the readings to the activities. The material will have easy grammar and vocabulary to prevent problems for the students when reading as the extensive reading suggest. This will help encourage the students to engage in more reading activities and acquire a reading habit.

The proposal will have several types of books available so the students have an easier time choosing what they want to read. Also the teacher should also review the books to motivate the students to read them and even read some extracts out load in class to spark the interest in the students. Another way is to ask the students to share a chapter of a book after a week or two of reading, although this could be bad because not everybody reads at the same speed and it will be too slow for some or too fast for others (Al-Jawi, 2010).

The activities that the extensive reading could have include:

- a) Open-ended questions
- b) Multiple-choice questions (MCQ)
- c) True-False questions

To conclude the pedagogical-didactic foundation, it is important to know the objectives in the National Curriculum Guidelines and the

assessment indicators. Two important theories on this foundation are the constructivism and meaningful learning which works fine with extensive reading. There are many academic and non-academic uses for reading which should motivate teachers to improve their students reading comprehension. Among all the techniques, the extensive reading wants to help the students raise their proficiency level through readings that they enjoy in their personal time, using a literature-based approach or top-down approach.

2.2.6 LEGAL FOUNDATION

This thesis is based on written laws thinking about the education of children. In this case, it is based on Ecuadorian laws:

Art. 2.

- a. Universalidad.- La educación es un derecho humano fundamental y es deber ineludible e inexcusable del Estado garantizar el acceso, permanencia y calidad de la educación para toda la población sin ningún tipo de discriminación. Está articulada a los instrumentos internacionales de derechos humanos;
- f. Desarrollo de procesos.- Los niveles educativos deben adecuarse a ciclos de vida de las personas, a su desarrollo cognitivo, afectivo y psicomotriz, capacidades, ámbito cultural y lingüístico, sus necesidades y las del país, atendiendo de manera particular la igualdad real de grupos poblacionales históricamente excluidos o cuyas desventajas se mantienen vigentes, como son las personas y grupos de atención prioritaria previstos en la Constitución de la República. (LOEI, 2011, p. 8, 9)

Those articles from the Ley Orgánica de Educación Intercultural are related to this thesis due to the technique which will be applied in this thesis uses texts from several cultures including the Ecuadorian culture. It

also considers the cognitive development, capacities and necessities by using texts according to the student's English level.

Finally there is also a law from the Constitución de la República del Ecuador which says in its article 27:

La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar.

La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional. (Republic of Ecuador, 2011)

This thesis works with readings which will help the citizenship to grow as people with values as stated on this law. Holistic education can be achieved through extensive reading and the proposal will work to help achieve this goal.

CHAPTER III

METHODOLOGY, PROCESS, ANALYSIS AND DISCUSSION OF RESULTS

3.1 METHODOLOGICAL DESIGN

This investigation has a mixed methodological approach because the quantitative and qualitative information work together; there is no dichotomy between them.

It is quantitative due to the use of instruments such as interview, survey and classroom observation, also because of the use of statistical methods, and it is qualitative due to the fact that the results of the processes done will be analyzed and synthesized.

3.2 TYPES OF RESEARCH

Within this project there are three types of investigation: descriptive, explanatory and proactive.

It is a descriptive investigation because it will describe how the extensive reading works in the reading comprehension in the students of 1st Year Bachillerato of “Unidad Educativa Assad Bucaram Elmhalim” term 2016-2017.

It is an explanatory research because it will search the cause behind the problem that is affecting the student’s reading comprehension.

It is also proactive because it proposes an activity guide to develop the extensive reading in the students, as a contribution to the solution of the problem diagnosed.

3.3 POPULATION AND SAMPLE

In statistics, a population is a set of similar items or events which is of interest for the research.

The population of this research consists of 40 students who belong to the 1st Year Bachillerato of “Unidad Educativa Assad Bucaram Elmhalm” and their English teacher. In total: 41 people.

The sample taken is the total amount of the population, as it is smaller than one hundred individuals, it is not necessary to apply any formula. The following table details the distribution of the population and the sample.

Table 5: Distribution of the population and the sample

Number	Detail	Population	Sample
1	Students	40	40
2	Teacher	1	1
Total		41	41

Source: Data gathered at “Unidad Educativa Assad Bucaram Elmhalm”.

Author: Luis Enrique Falquez.

3.4 VARIABLES OPERATIONALIZATION MATRIX

Table 6: Variables operationalization matrix

VARIABLES	DIMENSIONS	INDICATORS
INDEPENDENT: EXTENSIVE READING	Definition	Donoghue, 2009
		Al-Jawi, 2010
	Characteristics	Not force
		Long texts
		Vocabulary and grammar
		Develop reading habit
	Reading activities	Open-ended questions
		Multiple-choice questions
		True-False questions
DEPENDENT: READING COMPREHENSION	Parts of Linguistics	Pragmatics
		Sociolinguistics
	Approaches	Basal reader approach
		Language experience
		Balanced approach
		Literature-based approach
	Learning theories	Constructivism
		Zone of Proximal
		Meaningful Learning
		Schemata
	Processes	bottom-up
		top-down
	Models	top-down model
		interactive model
		transactional model
	Strategies	Self-monitoring
		Cooperative learning
		Story structure
		Summarizing
		Graphic organizers
Prior knowledge		
Questions and answers		
Skimming		
Scanning		
Intensive reading		
Extensive reading		

Source: Interpretative Analysis of the variables

Author: Luis Enrique Falquez.

3.5 RESEARCH METHODS

This research used the followings theoretical methods:

Analysis-Synthesis

This research analyzed the results of the processes using instruments such as surveys. Also, this research synthesized various works from other researchers selecting only the appropriate and relevant information for this project. At the end of these analyses processes a generalization was built as a concluding idea. That synthesized all the analyses done.

Historical-Logical

This research was supported under the historical-logical method because many theories and approaches were used throughout the investigation according to their evolution in time, to select the main ideas for the background and the theoretical foundations.

Inductive-Deductive

This method was used due to the fact that the research found a specific problem, and went to a more general theory to solve said problem, through a practical proposal.

Systemic-structured-functional

This research used this method to elaborate, in an adequate way, the proposal. It must have concordance between the variables of this thesis as well the necessities that exist in the students of “Unidad Educativa Assad Bucaram Elmhalim”. Then, the proposal will be structured in hierarchical stages, each one having its own function and contributing to the function of the whole system.

Empirical methods were not applied on this research, but empirical techniques were used such as surveys, interviews and classroom observations.

3.6 RESEARCH INSTRUMENTS AND TECHNIQUES

3.6.1 TECHNIQUES

The following empirical techniques and instruments were used in this research:

Statistical techniques were used to prove the relation between the variables, like chi-square.

Survey: this technique was applied to the students of “Unidad Educativa Assad Bucaram Elmhalm” to examine their reading comprehension. The questionnaire as the instrument applied was based in the Likert scale, with a total amount of fifteen questions and five alternatives to answer each.

Classroom observation: the researcher went to “Unidad Educativa Assad Bucaram Elmhalm” and made a classroom observation. To apply this technique, the instrument was an observation guide, to see how the reading comprehension and motivation is encouraged in the classroom, and if students are able or allowed to read in class, while notes were taken.

Interview: this technique was applied to the English teacher of the students of “Unidad Educativa Assad Bucaram Elmhalm”. The instrument was an interview questionnaire based on open-ended questions. This interview was done in order to know or look from other point of view, how English classes work. The teacher was interviewed to know if she had applied the extensive reading technique before and if the students’ reading comprehension was adequate for that school year. The objective was to

clarify the relationship and/or the deficiencies between the variables of this research.

3.6.2 INSTRUMENTS

3.6.2.1 INTERVIEW

Questions:

- 1) Do your students have the appropriate reading comprehension level?
- 2) How do you encourage your students to read outside the class?
- 3) Do your students have the habit of reading for pleasure independently?
- 4) Do you have a bank of texts which you can use to apply the extensive reading technique?
- 5) Do you know any source from where you can get some readings according to your students' reading comprehension level?
- 6) Would you like to have an activity guide based on the extensive reading technique?
- 7) Do you consider that the extensive reading technique will be useful to develop the reading comprehension in your students?
- 8) Out of the following genres: fairytale, fantasy, gothic horror, biography, detective, love story, adventure, thriller, horror, disaster, mystery, fiction, novel, crime, science fiction, comedy and drama, which are the three most popular among your students?

3.6.2.2 SURVEY

The objective of the survey was to compile information about reading comprehension and its relation with extensive reading. Information to the students surveyed was provided as an introduction, for them to know what extensive reading refers to.

UNIVERSITY OF GUAYAQUIL

FACULTY OF PHILOSOPHY, LETTERS AND SCIENCES OF EDUCATION

SCHOOL OF LANGUAGES AND LINGUISTICS

Survey directed to the students in eighth basic year "B"

Objective: To determine the current situation related to the influence of extensive reading in the development of reading comprehension. Information for the surveyed: Extensive reading is when you read for pleasure in a place different from the classroom. Please, mark with an X the option that best fits your answer for each item.

The code labels are as follows: (1) Strongly agree. (2) Agree. (3) Neither agree or disagree. (4) Disagree. (5) Strongly disagree.

Number	Items	1	2	3	4	5
1	I use the extensive reading technique correctly.					
2	I improve my vocabulary by using the extensive reading technique.					
3	I think that the use of the extensive reading technique is adequate to learn the language.					
4	I apply the extensive reading technique like a support for the learning of English.					
5	I know some techniques to develop the reading comprehension.					
6	I understand the importance of the reading comprehension in the English learning process.					
7	I understand what I read.					
8	I like to read texts.					
9	The reading comprehension is useful in my life.					
10	I still have difficulties to understand reading texts.					
11	I read texts without the teacher asking me to do it.					
12	The teacher encourages me to read texts outside the class.					
13	The implementation of the extensive reading technique will help me to increase my English level.					
14	The implementation of an activity guide will help me to develop the reading comprehension.					
15	I have resources and/or sources from where I can get some texts to read outside the class.					

3.6.2.3 OBSERVATION GUIDE

Objective: To compile field information about the development of reading comprehension classes and its relation to extensive reading.

Statement	Yes	no	Partially
The classroom suits the needs to read without distractions.			
Statement	Percentage		
Every student has opportunities to read in the classroom.			
Statement	Once	Occasionally	Never
The teacher motivates the students to read extensively outside the class.			
Statement	Yes		No
The teacher provides the students sources for extra reading.			
Statement	Yes		No
The students answer comprehension questions correctly.			

3.7 ANALYSIS AND DATA INTERPRETATION

3.7.1 INTERVIEW ANALYSIS

Questions:

- 1) Do your students have the appropriate reading comprehension level?

No, because the school changes teachers every year.

- 2) How do you encourage your students to read outside the class?

I do not do it.

- 3) Do your students have the habit of reading for pleasure independently?

Some of them have, at least one per course.

- 4) Do you have a bank of texts which you can use to apply the extensive reading technique?

There is not enough money to buy books to have extensive reading.

- 5) Do you know any source from where you can get some readings according to your students' reading comprehension level?

On the Internet.

- 6) Would you like to have an activity guide based on the extensive reading technique?

Yes, there should be more ludic texts.

- 7) Do you consider that the extensive reading technique will be useful to develop the reading comprehension in your students?

Yes.

- 8) Out of the following genres: fairytale, fantasy, gothic horror, biography, detective, love story, adventure, thriller, horror, disaster, mystery, fiction, novel, crime, science fiction, comedy and drama, which are the three most popular among your students?

The three most popular genres are science fiction, crime and comedy.

There are a couple of interesting points to outline from this interview. First, there is a lack of motivation from the students to read outside the classroom. According to the teacher, this happens because

the students do not have the level required to read which makes the students dependent of the help of the teacher to read and she does not have the time to fulfil that role of tutor.

This creates a bad cycle in which the students do not improve their level of proficiency on reading because they do not read and they do not read because they do not have the required level of proficiency. One way to break this vicious cycle is extensive reading. The proposal of this investigation wants to give the students options to read outside their classroom with readings that they choose and according to their proficiency level, making it interesting for them instead of a hassle. Otherwise this vicious cycle will not change.

The extensive reading also needs a bank of books which will give the students a possibility to improve their English proficiency. The teacher explained that there is not such bank because of the lack of money.

The proposal will give free online choices for the students to meet this requirement, since the teacher is already aware that this can be done through the internet. She also said that she is interested on a guide to help the students improve their proficiency level and she is also aware of the advantages of extensive reading to do so.

To conclude, it is important to highlight that the students do not have a good level of English to read books by themselves and the teacher does not have the time to tutor them since.

This is where the activity guide can fulfil the role of the book bank (suggesting online options to the students to read) and teacher (giving them task to do before, during and post reading), solving the lack of time of the teacher, resources and money.

3.7.2 SURVEY ANALYSIS

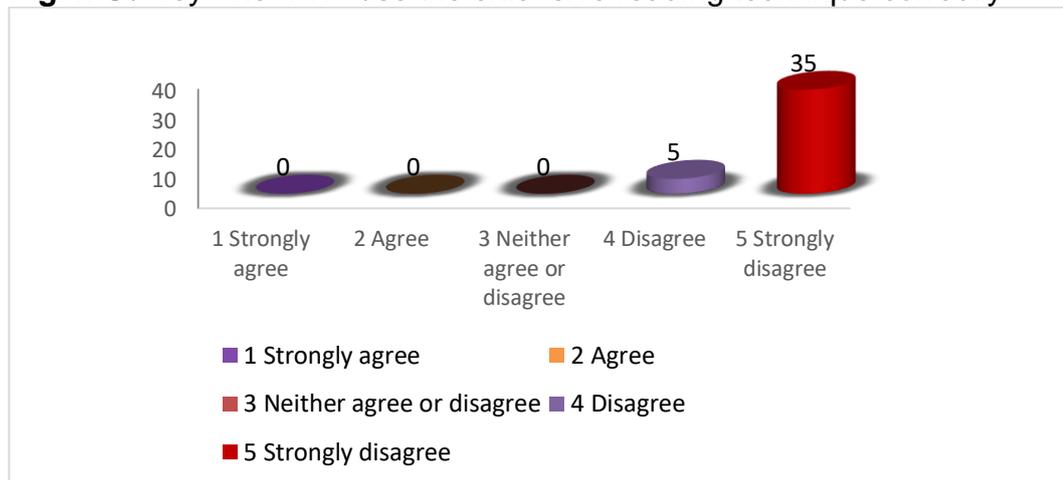
Table 7: Survey - Item 1: I use the extensive reading technique correctly

Item 1: I use the extensive reading technique correctly		
Answer	Students	Percentage
1 Strongly agree	0	0%
2 Agree	0	0%
3 Neither agree or disagree	0	0%
4 Disagree	5	12,5%
5 Strongly disagree	35	87,5%
Total	40	100%

Source: Survey taken to the students of 1st year Bachillerato of “Unidad Educativa Assad Bucaram Elmhalm” term 2016-2017

Author: Falquez (2016)

Fig.4: Survey - Item 1: I use the extensive reading technique correctly



Source: Survey taken to the students of 1st year Bachillerato of “Unidad Educativa Assad Bucaram Elmhalm” term 2016-2017

Author: Falquez (2016)

From the results of the first item of the survey it is very clear that all the students agree that they do not know how to use the extensive reading correctly. This hinders their chances to have the opportunity to develop their reading comprehension skill outside the classroom or motivate the students to read according to their own preferences.

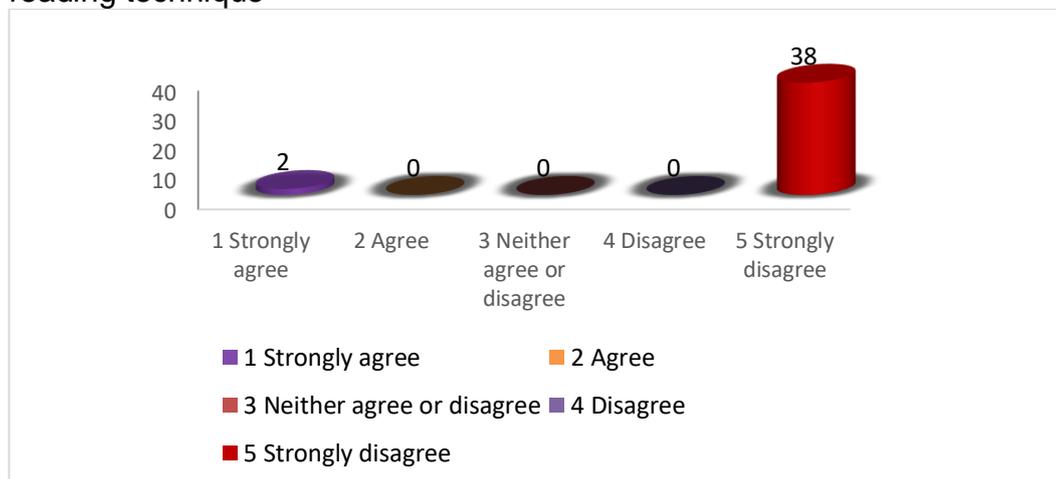
Table 8: Survey - Item 2: I improve my vocabulary by using the extensive reading technique

Item 2: I improve my vocabulary by using the extensive reading technique		
Answer	Students	Percentage
1 Strongly agree	2	5%
2 Agree	0	0%
3 Neither agree or disagree	0	0%
4 Disagree	0	0%
5 Strongly disagree	38	95%
Total	40	100%

Source: Survey taken to the students of 1st year Bachillerato of “Unidad Educativa Assad Bucaram Elmhalm” term 2016-2017

Author: Falquez (2016)

Fig.5: Survey - Item 2: I improve my vocabulary by using the extensive reading technique



Source: Survey taken to the students of 1st year Bachillerato of “Unidad Educativa Assad Bucaram Elmhalm” term 2016-2017

Author: Falquez (2016)

Almost every student sides with the idea that extensive reading does not help them improve their vocabulary. This answer may look like they believe that this technique does not work but in fact what they mean is that they have not improved their vocabulary because they do not use the extensive reading. The next item gives proof to this interpretation.

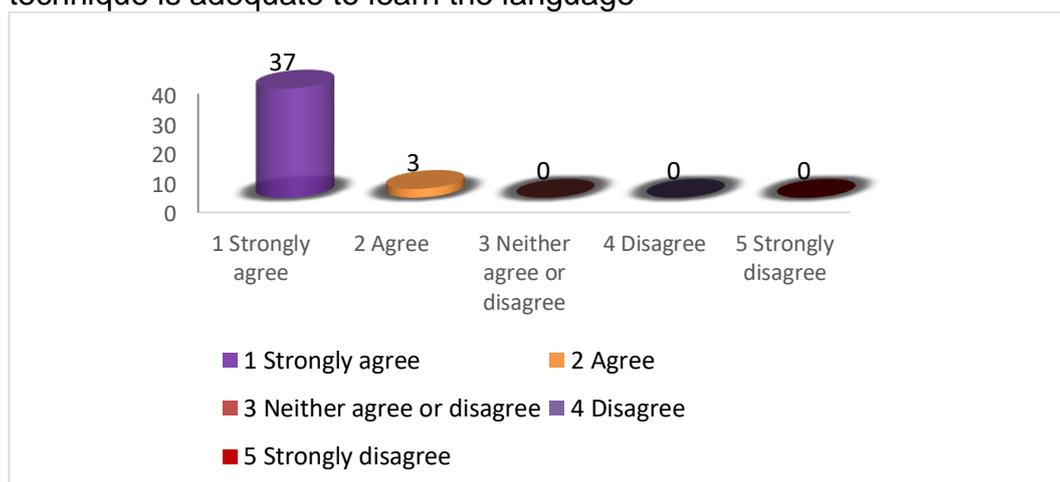
Table 9: Survey - Item 3: I think that the use of the extensive reading technique is adequate to learn the language

Item 3: I think that the use of the extensive reading technique is adequate to learn the language		
Answer	Students	Percentage
1 Strongly agree	37	92,5%
2 Agree	3	7,5%
3 Neither agree or disagree	0	0%
4 Disagree	0	0%
5 Strongly disagree	0	0%
Total	40	100%

Source: Survey taken to the students of 1st year Bachillerato of “Unidad Educativa Assad Bucaram Elmhalim” term 2016-2017

Author: Falquez (2016)

Fig.6: Survey - Item 3: I think that the use of the extensive reading technique is adequate to learn the language



Source: Survey taken to the students of 1st year Bachillerato of “Unidad Educativa Assad Bucaram Elmhalim” term 2016-2017

Author: Falquez (2016)

This item backs up the interpretation on the previous item. Here they strongly agree that the extensive reading technique will help them learn the English language giving one more reason for a proposal with extensive reading for them to learn and use.

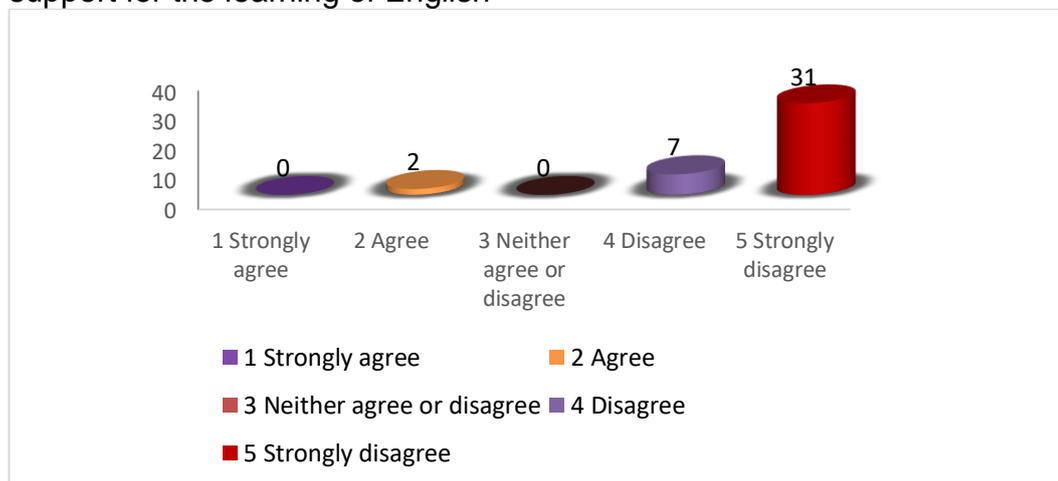
Table 10: Survey - Item 4: I apply the extensive reading technique like a support for the learning of English

Item 4: I apply the extensive reading technique like a support for the learning of English		
Answer	Students	Percentage
1 Strongly agree	0	0%
2 Agree	2	5%
3 Neither agree or disagree	0	0%
4 Disagree	7	17,5%
5 Strongly disagree	31	77,5%
Total	40	100%

Source: Survey taken to the students of 1st year Bachillerato of “Unidad Educativa Assad Bucaram Elmhalm” term 2016-2017

Author: Falquez (2016)

Fig.7: Survey - Item 4: I apply the extensive reading technique like a support for the learning of English



Source: Survey taken to the students of 1st year Bachillerato of “Unidad Educativa Assad Bucaram Elmhalm” term 2016-2017

Author: Falquez (2016)

The results from this item show that most of the students do not use the extensive reading technique on their academic life. This can be connected to the other items because they all go on the direction that extensive reading can help the students but they just do not have a tool to guide them.

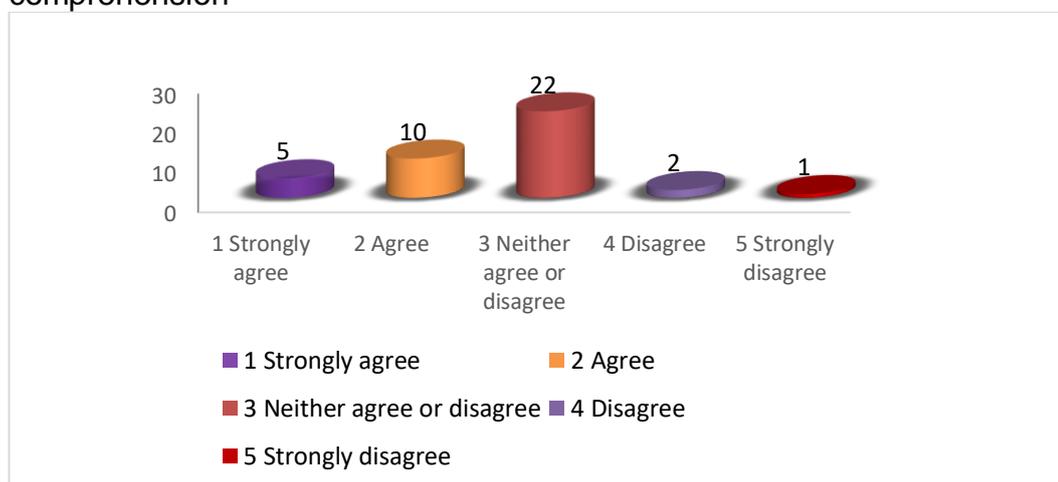
Table 11: Survey - Item 5: I know some techniques to develop the reading comprehension

Item 5: I know some techniques to develop the reading comprehension		
Answer	Students	Percentage
1 Strongly agree	5	12,5%
2 Agree	10	25%
3 Neither agree or disagree	22	55%
4 Disagree	2	5%
5 Strongly disagree	1	2,5%
Total	40	100%

Source: Survey taken to the students of 1st year Bachillerato of “Unidad Educativa Assad Bucaram Elmhalm” term 2016-2017

Author: Falquez (2016)

Fig.8: Survey - Item 5: I know some techniques to develop the reading comprehension



Source: Survey taken to the students of 1st year Bachillerato of “Unidad Educativa Assad Bucaram Elmhalm” term 2016-2017

Author: Falquez (2016)

On this item, it is very clear that most of the student have no idea if they use or not reading techniques on their reading comprehension. Even when there are students that affirm they use reading techniques, more than half of the population would benefit from extra material with a technique on reading comprehension to improve their academic level.

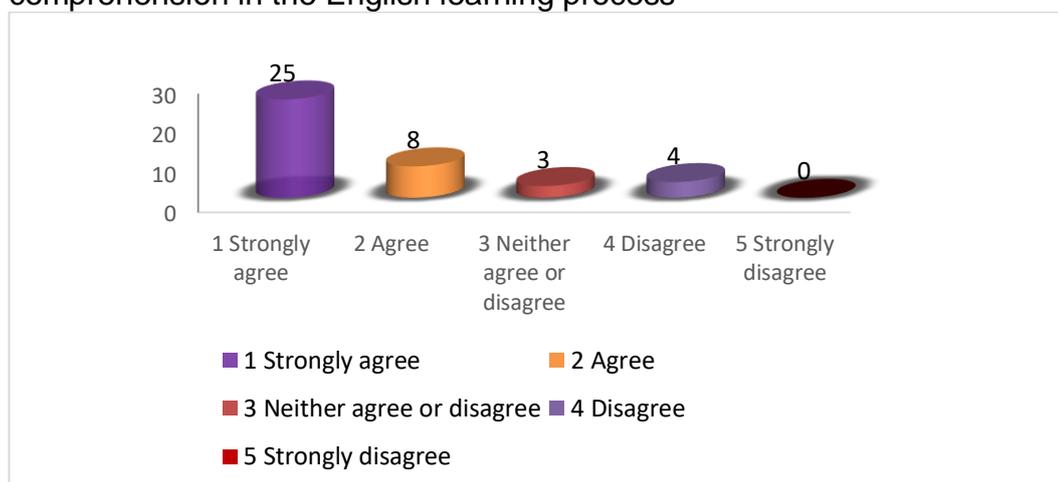
Table 12: Survey - Item 6: I understand the importance of the reading comprehension in the English learning process

Item 6: I understand the importance of the reading comprehension in the English learning process		
Answer	Students	Percentage
1 Strongly agree	25	62,5%
2 Agree	8	20%
3 Neither agree or disagree	3	7,5%
4 Disagree	4	10%
5 Strongly disagree	0	0%
Total	40	100%

Source: Survey taken to the students of 1st year Bachillerato of “Unidad Educativa Assad Bucaram Elmhalim” term 2016-2017

Author: Falquez (2016)

Fig.9: Survey - Item 6: I understand the importance of the reading comprehension in the English learning process



Source: Survey taken to the students of 1st year Bachillerato of “Unidad Educativa Assad Bucaram Elmhalim” term 2016-2017

Author: Falquez (2016)

On this item, the students clearly show that they believe reading comprehension is a “must” on the process on learning a language. Still, even when they know the importance of reading, the lack of strategies or material for them to improve their comprehension gives one more reason to create a tool for them.

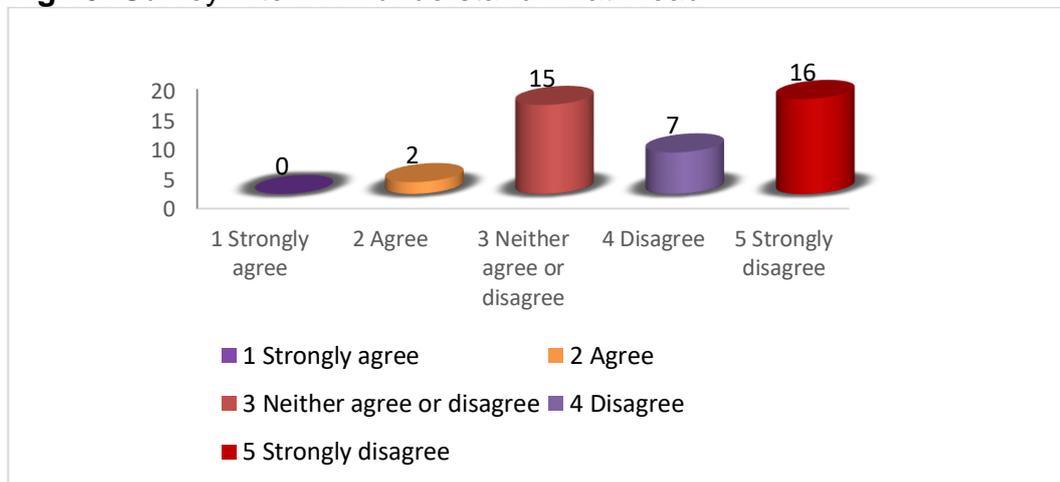
Table 13: Survey - Item 7: I understand what I read

Item 7: I understand what I read		
Answer	Students	Percentage
1 Strongly agree	0	0%
2 Agree	2	5%
3 Neither agree or disagree	15	37,5%
4 Disagree	7	17,5%
5 Strongly disagree	16	40%
Total	40	100%

Source: Survey taken to the students of 1st year Bachillerato of “Unidad Educativa Assad Bucaram Elmhalim” term 2016-2017

Author: Falquez (2016)

Fig.10: Survey - Item 7: I understand what I read



Source: Survey taken to the students of 1st year Bachillerato of “Unidad Educativa Assad Bucaram Elmhalim” term 2016-2017

Author: Falquez (2016)

This is a very alarming result. From this it is plausible to say that the student do not have the English proficiency level for their school year. A good way to tackle this issue is to motivate them to read outside the classroom to improve their English vocabulary and reading comprehension to catch up to the level intended for them.

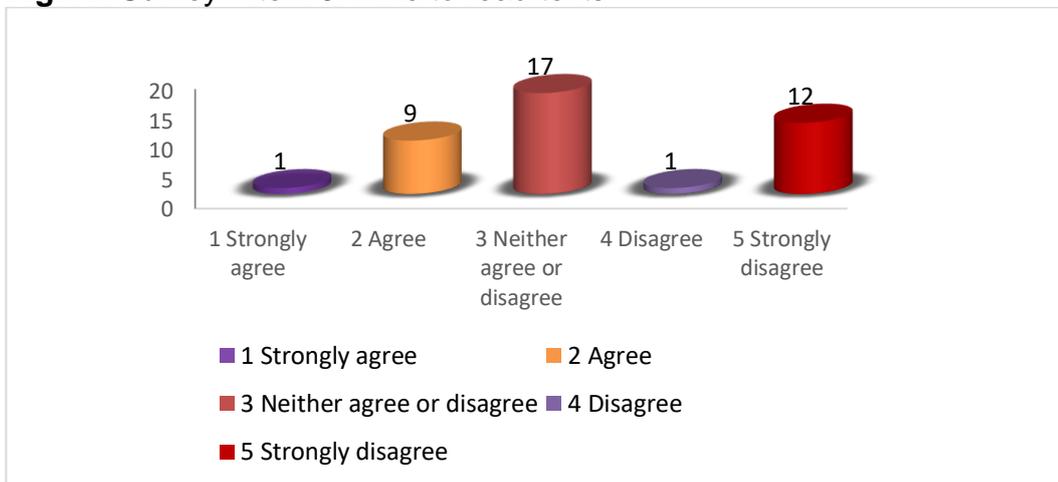
Table 14: Survey - Item 8: I like to read texts

Item 8: I like to read texts		
Answer	Students	Percentage
1 Strongly agree	1	2,5%
2 Agree	9	22,5%
3 Neither agree or disagree	17	42,5%
4 Disagree	1	2,5%
5 Strongly disagree	12	30%
Total	40	100%

Source: Survey taken to the students of 1st year Bachillerato of “Unidad Educativa Assad Bucaram Elmhalim” term 2016-2017

Author: Falquez (2016)

Fig.11: Survey - Item 8: I like to read texts



Source: Survey taken to the students of 1st year Bachillerato of “Unidad Educativa Assad Bucaram Elmhalim” term 2016-2017

Author: Falquez (2016)

Barely 25% of the students like to read. This is when the students need motivation to read. Reading is very important in some aspects of their lives including the acquisition of a foreign language. One way to improve their motivation is giving them the opportunity to read texts that they find interesting. This is where extensive reading can play a critical role for them.

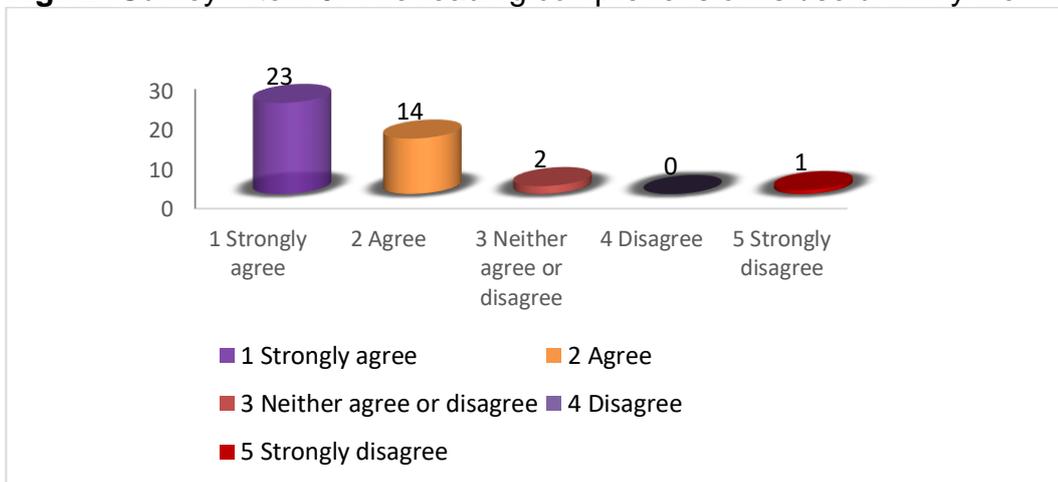
Table 15: Survey - Item 9: The reading comprehension is useful in my life

Item 9: The reading comprehension is useful in my life		
Answer	Students	Percentage
1 Strongly agree	23	57,5%
2 Agree	14	35%
3 Neither agree or disagree	2	5%
4 Disagree	0	0%
5 Strongly disagree	1	2,5%
Total	40	100%

Source: Survey taken to the students of 1st year Bachillerato of “Unidad Educativa Assad Bucaram Elmhalim” term 2016-2017

Author: Falquez (2016)

Fig.12: Survey - Item 9: The reading comprehension is useful in my life



Source: Survey taken to the students of 1st year Bachillerato of “Unidad Educativa Assad Bucaram Elmhalim” term 2016-2017

Author: Falquez (2016)

Another reason to motivate the students to read is because it is very useful not only inside their classroom but in their lives and on this item the students show that they are aware of this importance. This foretells that the students will happily welcome extra material with reading comprehension activities with extensive reading techniques.

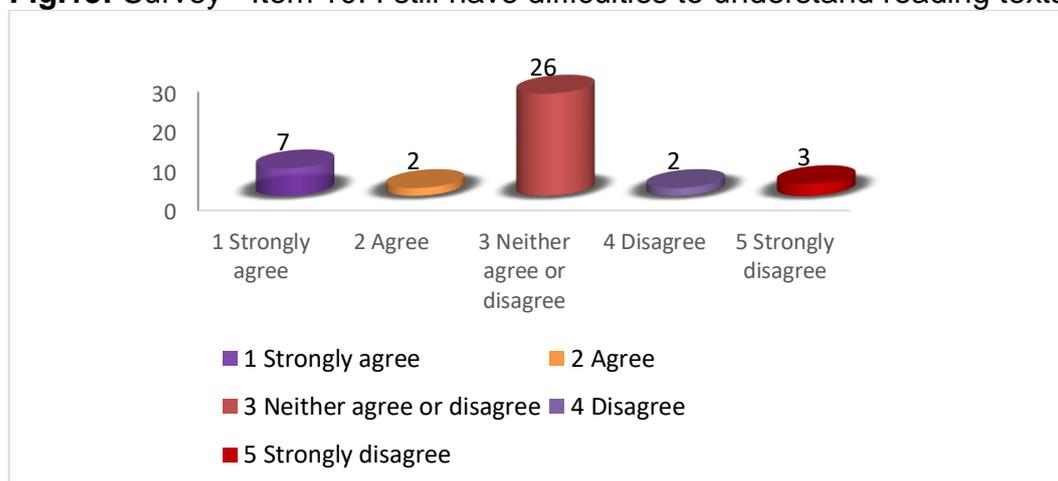
Table 16: Survey - Item 10: I still have difficulties to understand reading texts

Item 10: I still have difficulties to understand reading texts		
Answer	Students	Percentage
1 Strongly agree	7	17,5%
2 Agree	2	5%
3 Neither agree or disagree	26	65%
4 Disagree	2	5%
5 Strongly disagree	3	7,5%
Total	40	100%

Source: Survey taken to the students of 1st year Bachillerato of “Unidad Educativa Assad Bucaram Elmhalim” term 2016-2017

Author: Falquez (2016)

Fig.13: Survey - Item 10: I still have difficulties to understand reading texts



Source: Survey taken to the students of 1st year Bachillerato of “Unidad Educativa Assad Bucaram Elmhalim” term 2016-2017

Author: Falquez (2016)

On this item, it can be clearly seen that barely 10% of the students can say that they do not have problems reading texts in English. This self-evaluation from the student shows the urgency to improve their reading comprehension skill because if they continue to advance without improving, their proficiency problem will only get worse.

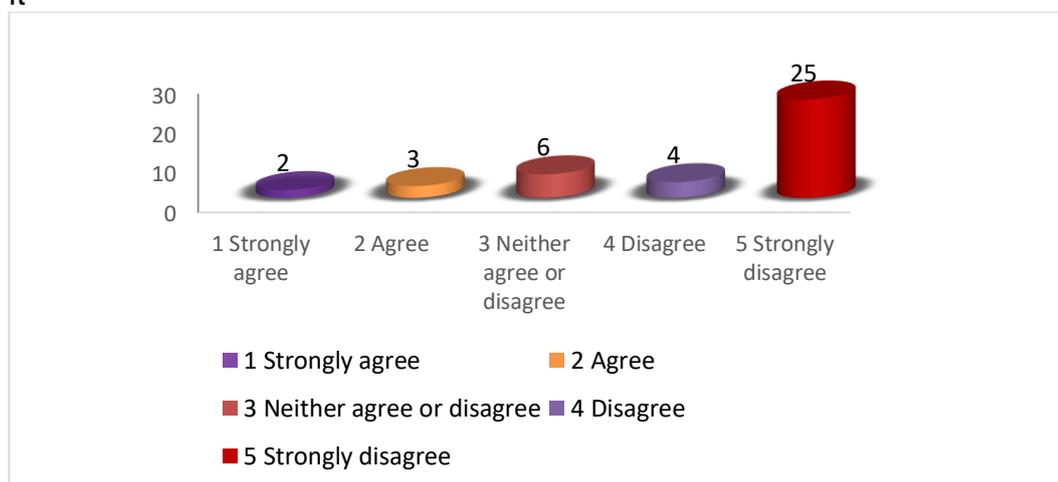
Table 17: Survey - Item 11: I read texts without the teacher asking me to do it

Item 11: I read texts without the teacher asking me to do it		
Answer	Students	Percentage
1 Strongly agree	2	5%
2 Agree	3	7,5%
3 Neither agree or disagree	6	15%
4 Disagree	4	10%
5 Strongly disagree	25	62,5%
Total	40	100%

Source: Survey taken to the students of 1st year Bachillerato of “Unidad Educativa Assad Bucaram Elmhalm” term 2016-2017

Author: Falquez (2016)

Fig.14: Survey - Item 11: I read texts without the teacher asking me to do it



Source: Survey taken to the students of 1st year Bachillerato of “Unidad Educativa Assad Bucaram Elmhalm” term 2016-2017

Author: Falquez (2016)

One out of every four student read outside their classroom. This may not sound bad but with their low proficiency level reading should be encouraged. Even the other items show that the students know that reading is important. From this, it is very clear that what they lack is motivation to read. Once again, a proposal with extensive reading will help improve this problem.

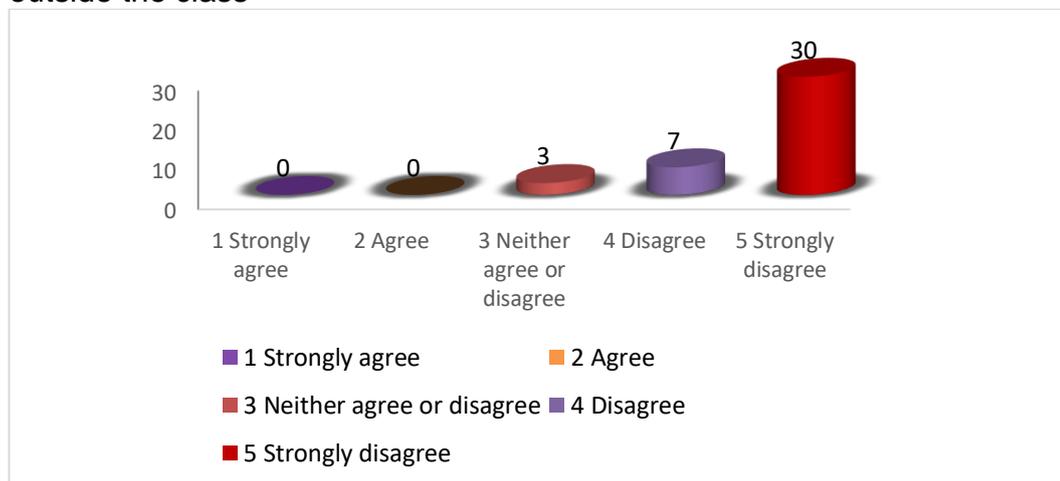
Table 18: Survey - Item 12: The teacher encourages me to read texts outside the class

Item 12: The teacher encourages me to read texts outside the class		
Answer	Students	Percentage
1 Strongly agree	0	0%
2 Agree	0	0%
3 Neither agree or disagree	3	7,5%
4 Disagree	7	17,5%
5 Strongly disagree	30	75%
Total	40	100%

Source: Survey taken to the students of 1st year Bachillerato of “Unidad Educativa Assad Bucaram Elmhalm” term 2016-2017

Author: Falquez (2016)

Fig.15: Survey - Item 12: The teacher encourages me to read texts outside the class



Source: Survey taken to the students of 1st year Bachillerato of “Unidad Educativa Assad Bucaram Elmhalm” term 2016-2017

Author: Falquez (2016)

On this item, not even one student can say that their teacher motivates them to read. This may be because the teacher sees a low proficiency level on the students and that they would need her help to read in English and she does not have the time to do so. The proposal can help alleviate this problem with activities and reading recommendations for the students to work alongside the teacher.

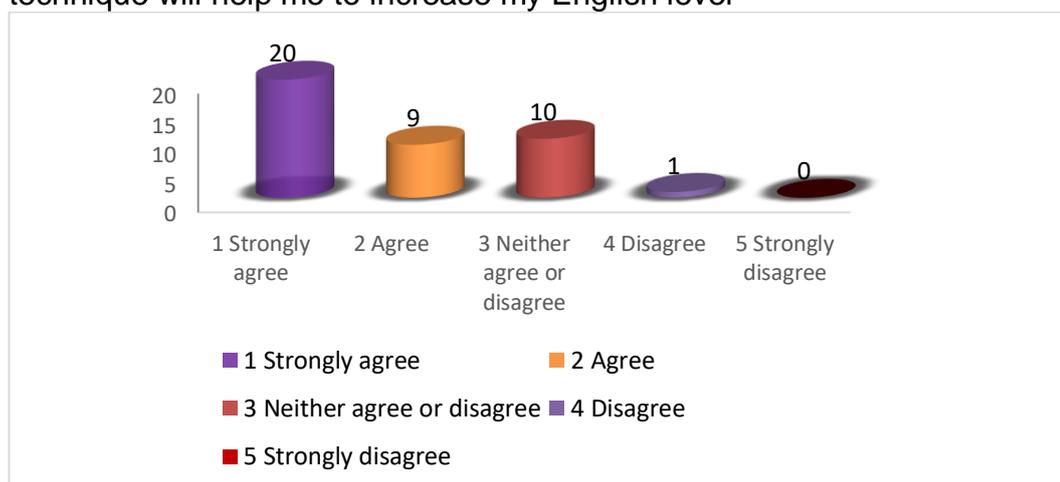
Table 19: Survey - Item 13: The implementation of the extensive reading technique will help me to increase my English level

Item 13: The implementation of the extensive reading technique will help me to increase my English level		
Answer	Students	Percentage
1 Strongly agree	20	50%
2 Agree	9	22,5%
3 Neither agree or disagree	10	25%
4 Disagree	1	2,5%
5 Strongly disagree	0	0%
Total	40	100%

Source: Survey taken to the students of 1st year Bachillerato of “Unidad Educativa Assad Bucaram Elmhalim” term 2016-2017

Author: Falquez (2016)

Fig.16: Survey - Item 13: The implementation of the extensive reading technique will help me to increase my English level



Source: Survey taken to the students of 1st year Bachillerato of “Unidad Educativa Assad Bucaram Elmhalim” term 2016-2017

Author: Falquez (2016)

This item shows that most of the students welcome the idea of a new tool to improve their English through extensive reading. This positive answer encourages the author of this thesis to work on a proposal to help the students reach a better proficiency level.

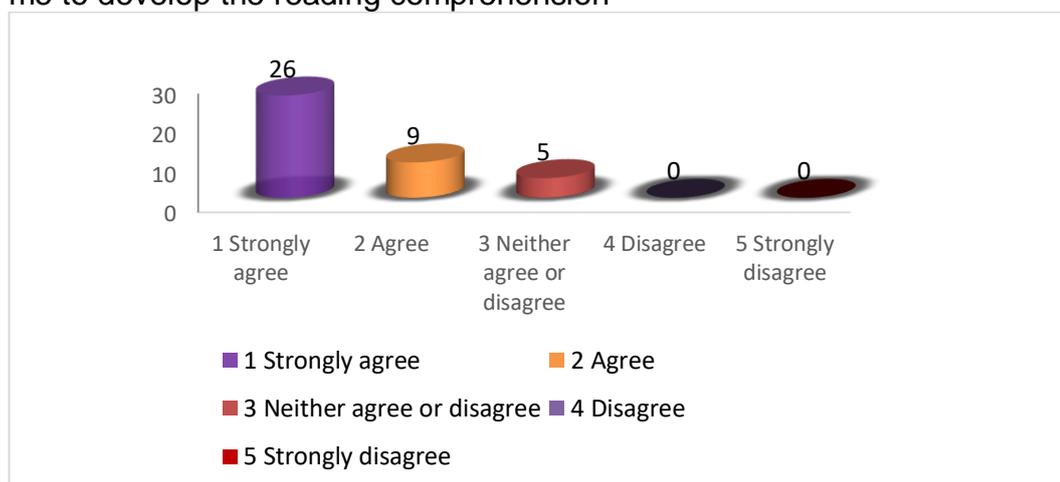
Table 20: Survey - Item 14: The implementation of an activity guide will help me to develop the reading comprehension

Item 14: The implementation of an activity guide will help me to develop the reading comprehension		
Answer	Students	Percentage
1 Strongly agree	26	65%
2 Agree	9	22,5%
3 Neither agree or disagree	5	12,5%
4 Disagree	0	0%
5 Strongly disagree	0	0%
Total	40	100%

Source: Survey taken to the students of 1st year Bachillerato of “Unidad Educativa Assad Bucaram Elmhalim” term 2016-2017

Author: Falquez (2016)

Fig.17: Survey - Item 14: The implementation of an activity guide will help me to develop the reading comprehension



Source: Survey taken to the students of 1st year Bachillerato of “Unidad Educativa Assad Bucaram Elmhalim” term 2016-2017

Author: Falquez (2016)

Like the previous item, this one shows that most of the students welcome the idea of a new tool to improve their reading comprehension through an activity guide. This is one more reason for the creation of extra material with reading activities for the students to improve their overall academic level.

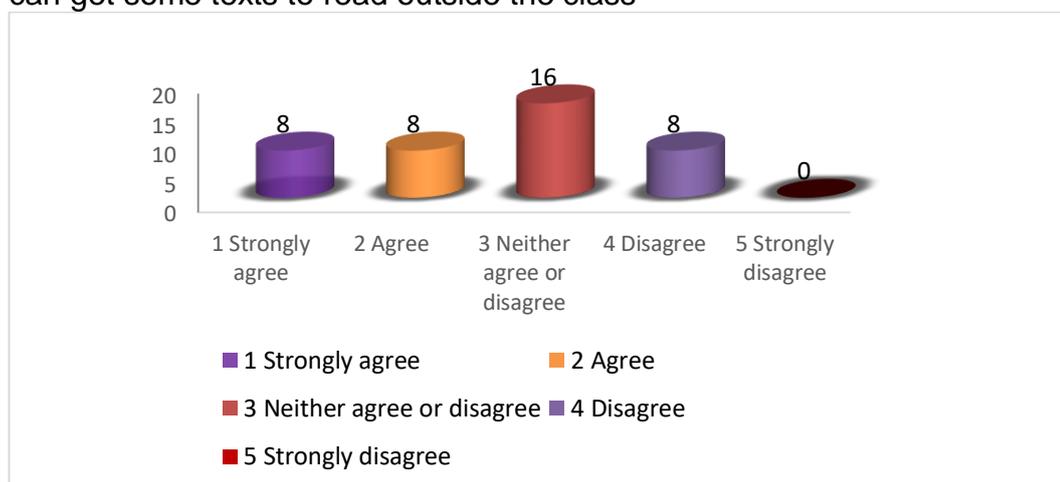
Table 21: Survey - Item 15: I have resources and/or sources from where I can get some texts to read outside the class

Item 15: I have resources and/or sources from where I can get some texts to read outside the class		
Answer	Students	Percentage
1 Strongly agree	8	20%
2 Agree	8	20%
3 Neither agree or disagree	16	40%
4 Disagree	8	20%
5 Strongly disagree	0	0%
Total	40	100%

Source: Survey taken to the students of 1st year Bachillerato of “Unidad Educativa Assad Bucaram Elmhalim” term 2016-2017

Author: Falquez (2016)

Fig.18: Survey - Item 15: I have resources and/or sources from where I can get some texts to read outside the class



Source: Survey taken to the students of 1st year Bachillerato of “Unidad Educativa Assad Bucaram Elmhalim” term 2016-2017

Author: Falquez (2016)

More than half of the students do not have or are not sure to have the resources to read outside the classroom. Some students may not be sure because they must be aware that the Internet can be the answer to fulfil this need but do not know any particular website where to find books in English to read that align to their particular taste. The proposal will provide them with sites where they can find the books for free.

To conclude the interpretation of the survey it is important to state several issues. The students are aware of their low English proficiency level, that reading is very important inside and outside the classroom, that reading can help them improve their proficiency in English and most important, they welcome the idea of an activity guide with the extensive reading technique since they know this technique can help them increase their proficiency in English and improve their reading comprehension skill. Because of this, this thesis has as proposal said activity guide that will help the students with the resources they lack for reading and activities to improve academically.

3.7.3 OBSERVATION ANALYSIS

Objective: To compile field information about the development of reading comprehension classes and its relation to extensive reading.

Statement	Yes	no	Partially
The classroom suits the needs to read without distractions.		X	
Statement	Percentage		
Every student has opportunities to read in the classroom.	25%		
Statement	Once	Occasionally	Never
The teacher motivates the students to read extensively outside the class.	X		
Statement	Yes	No	
The teacher provides the students sources for extra reading.		X	
Statement	Yes	No	
The students answer comprehension questions correctly.		X	

After reviewing the information from this instrument, there are a few things that are important to outline. The classroom may not be the most efficient place for the students to read. This research concludes then that reading on their own place and time is better for the students than in classroom.

Only 1 out 4 students have the opportunity to read in a single class, therefore each student has to wait 4 classes to have the opportunity to practice reading which is not suitable to improve reading comprehension.

The teacher also does not possess extra material for the students to read outside the classroom, which makes it difficult for them to practice reading on their own time. All of this can be noticed when the students do not answer questions correctly in class.

To conclude, the classroom is not reading suitable in this moment for the students to improve reading comprehension or reading habits, a proposal which allows the students to read on their own time and about the topics they prefer may improve this situation and that is a very compelling reason to design an activity guide with the extensive reading technique, so the students can read outside their classroom and eventually improve their reading comprehension proficiency level.

3.7.4 CHI SQUARED

The chi-squared a test used to see if a variable influence another variable to give validation to this thesis from the statistical point of view. For this test the author of this thesis use the question number three (I think that the use of the extensive reading technique is adequate to learn the language) and question number six (I understand the importance of the reading comprehension in the English learning process)

Table 22: Chi squared test results

Resumen.

	Casos					
	Válido		Perdidos		Total	
	N	Porcentaje	N	Porcentaje	N	Porcentaje
Reading * Extensive	39	97.5%	1	2.5%	40	100.0%

Reading * Extensive [recuento, fila %, columna %, total %, esperado].

Reading	Extensive		Total
	1	2	
1	25.00	.00	25.00
	23.72	1.28	.00
	100.00%	.00%	100.00%
	67.57%	.00%	64.10%
	64.10%	.00%	64.10%
2	8.00	.00	8.00
	7.59	.41	.00
	100.00%	.00%	100.00%
	21.62%	.00%	20.51%
	20.51%	.00%	20.51%
3	3.00	.00	3.00
	2.85	.15	.00
	100.00%	.00%	100.00%
	8.11%	.00%	7.69%
	7.69%	.00%	7.69%
4	1.00	2.00	3.00
	2.85	.15	.00
	33.33%	66.67%	100.00%
	2.70%	100.00%	7.69%
	2.56%	5.13%	7.69%
Total	37.00	2.00	39.00
	94.87%	5.13%	100.00%
	100.00%	100.00%	100.00%
	94.87%	5.13%	100.00%

Pruebas Chi-cuadrado.

Estadístico	Valor	df	Sig. Asint. (2-colas)
Chi-cuadrado de Pearson	25.30	3	.000
Razón de Semejanza	11.96	3	.008
Asociación Lineal-by-Linear	13.92	1	.000
N de casos válidos	39		

Source: Results taken from the PSPP software provided by Proyecto Semillero
Author: Falquez (2016)

After using the PSPP software with Chi squared with the data previously mentioned the results were as shown above. According to the program if the results are between 0,00 - 0,05 the variables are not independent from each other, meaning that in this case one variable (extensive reading) influences the other variable (reading comprehension).

3.8 CONCLUSIONS & RECOMMENDATIONS

After reviewing all the information from the different empiric techniques and the statistical method, the author of this thesis came to the following conclusions:

- The students do not have the reading English proficiency level for their intended high school year. This hinders their chances to improve by learning outside the class which makes the problem worse with time.
- The students lack the motivation to read outside the classroom or without the teacher supervision. This is because they have not been familiarized with extensive reading or similar techniques and the lack of books or alternatives to read according to their taste.
- The teacher does not have a tool to motivate the student to read outside the classroom and cannot help them since she does not have the time to do it. This lack of extra material cannot be acquired because of insufficient resources.
- Everyone agrees that reading is important not only inside the classroom but also in other aspects in their lives, so reading should be motivated. Reading overall in the end will not only give the student the ability to research bibliography for academic purposes but it is very important in today's working environment.
- The students lack extra material or any material that applies the extensive reading technique to help them improve their reading comprehension skill, acquire vocabulary and increase their English proficiency level.

From the previous established conclusions, the following recommendations are issued:

- A proposal which helps the students reach their intended proficiency level must be done in order for the students to have

better chances to finish their school year with the level required for the next one.

- A tool using the extensive reading technique should be designed, since this will motivate them to read what they find interesting.
- The teacher needs a helping hand with some extra material. This is a good answer to the lack of time since the students will read on their own and the activities will help them review the reading. The proposal on this thesis will give the students free choices for them to read.
- Since reading is very important not only academically but also in the today's work environment, the students should expand their vocabulary and improve their reading habits.
- The extensive reading technique should be applied on this high school year to improve their reading comprehension ability and proficiency in English. Extra material with this technique is welcome by the students and should be created to help them.

CHAPTER IV

THE PROPOSAL

4.1 TITLE

Activity guide to develop the extensive reading in the students.

4.2 JUSTIFICATION

At the end of the application process of the empiric instruments explained in Chapter III, the researcher realized that there is a real problem in the students of the 1st year Bachillerato of “Unidad Educativa Assad Bucaram Elmhalim”, term 2016 – 2017. From the answer of the teacher in the interview, the observation made by the researcher of this thesis and the survey of the students the decision to design an activity guide to develop the extensive reading in the students was issued. This could be useful to improve the situation at hand.

4.3 OBJECTIVES

4.3.1 GENERAL OBJECTIVE

Develop the reading comprehension of the students of the 1st Year Bachillerato through an activity guide based on the extensive reading technique to have them reach the A2.2 level of English proficiency according to the National Curriculum Guidelines, English as a Foreign Language (2014).

4.3.2 SPECIFIC OBJECTIVES

The specific objectives of this proposal are to:

- Explain the students what and how the extensive reading technique works
- Motivate the students to read with innovating suggestions as part of the extensive reading technique.
- Develop the reading comprehension through activities based on the extensive reading technique.
- Evaluate the students' reading comprehension level after finishing all the activities asking them to write an essay.

4.4 THEORETICAL ASPECTS

From the **linguistic foundation**, this thesis will work along the lines of the National Curriculum Guidelines, English as a Foreign Language (2014) with its indicators for the 1st Year Bachillerato and competences (specially the sociolinguistic and pragmatic parts of the communicative language competence) which also appear in the Common European Framework of Reference for Languages: Learning, Teaching, Assessment or CEFR (2002). These theories will help design the activity guide according to the knowledge that the students possess which is important in extensive reading.

From the **philosophical foundation**, this thesis will use the ideas about axiology of Greene Ayers & Miller (1998) and Bloome (1985) and will use the guidelines and ideas of the Ministry of Education (2010) about values. This is important because one of the goals in the classroom is to achieve what it is stated in the "Well-being".

From the **psychological foundation**, this thesis will work with the Zone of Proximal Development of Vygotsky (1978) to help students go from an assisted reading to an independent reading state. It will also use the theory of the schema because the knowledge of the students is important when choosing reading materials for then in extensive reading.

From the **sociological foundation**, this thesis will use the ideas from Wentzel (1998) because the motivation from the teacher is very important in extensive reading. It will also use the Cultural Historical Activity Theory of Vygotsky (1978) and the ideas of the same theory in Yamagata-Lynch work (2010) because this helps understand the social uses of the reading in the development of the children.

From the **pedagogical-didactic foundation** is based on the goals and assessment indicators of the National Curriculum Guidelines (2014) as indicator of where to go with the activity guide. It will also use the constructivism as seen in the work of Begg (2015) and meaningful learning as seen in the work of Novak (2011) which explain how students work with the information that they are learning and how to improve said activity. Finally, it will also work with the reading approach, models and strategies of Donoghue (2009) and the strategies, definition of extensive reading and activities for extensive reading of Al-Jawi (2010) which aligned perfectly with the ideas from the author to create the proposal.

From the **legal foundation**, this thesis is supported by the article 2 literal a and f of the LOEI (2011) and art. 27 of the “Constitución de la República del Ecuador” (2011) because they state the importance of the education in our country and the creation of new tools to improve the quality of the education.

4.5 FEASIBILITY

4.5.1 FINANCIAL FEASIBILITY

This investigation was paid with the help of the Proyecto Semillero Competent Reading is All and by the author of this thesis.

4.5.2 LEGAL FEASIBILITY

This investigation is founded on art. 2 lit. a and f of the LOEI (2011) and art. 27 of the “Constitución de la República del Ecuador” (2011) which

enables this thesis because it looks to improve the current quality of education.

4.5.3 TECHNICAL FEASIBILITY

There are not technical requirements needed to apply this proposal, unless digital resources to obtain the books are provided, on which Internet access is demanded.

4.5.4 HUMAN FEASIBILITY

The author of this thesis is prepared and able to make the proposal. This proposal also is backed up by the positive disposition of the teachers, students and authorities of the educative institution.

4.5.5 POLITICAL FEASIBILITY

The politics of this proposal are aligned with the “Well-living National Plan” (2013) in its chapter six “National objectives of well-living” objective number four “Strengthen the capacities and potentialities of the citizenship” because they have similar goals directed to the educational enrichment of the students. It also aligns with the Convention on the Rights of the Child of UNICEF (1989), meaning that every person involved in this project will respect all the rights of the child during the making of this project It will also ask others to do the same and will use this value to teach others.

4.6 DESCRIPTION

The proposal starts with an introduction to welcome the teachers or students and explains the purpose of the activity guide. Then, there are methodological orientations, both theoretical and practical to help the teacher motivate the students to read and to set a theoretical background, so the teacher understands how the extensive reading works. Then, there is the activity guide which shows the alternative for books (title, author, level and genre). After this, a motivational activity for each book and a link

to a website with a free copy of the book are provided. Fiction, crime and comedy are the genres selected for this Activity Guide, taking into consideration the interviewed teacher opinion on the most popular genres among the students, based on his professional experience on this field.

4.7 CONCLUSION

Through the design of this proposal, the researcher has got to the conclusion that it is possible to integrate the extensive reading technique in the development of the reading comprehension of the students of 1st year Bachillerato of “Unidad Educativa Assad Bucaram Elmhalim”, in order to be able to reach the A2.2 level of proficiency in English according to what has been established by the National Curriculum Guidelines.

By the end of this research project, the author of this thesis concludes that through the use of the extensive reading technique, it is possible to create a reading habit, improving the reading comprehension proficiency level of the students of 1st year Bachillerato of “Unidad Educativa Assad Bucaram Elmhalim” which, in the end, will help them to improve not only in English, but also in their academic level overall.

It is also important to mention that this proposal can be also applied in any other educative institution, so the students can improve their English proficiency level.

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APPENDIXES

APPENDIX 1

LETTER OF TUTOR APPROVAL

Oficio No. 354
Guayaquil, 26 de Octubre del 2016

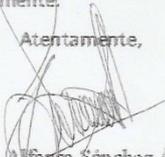
PH.D
Lorna Cruz Rizzo
PROFESORA DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA,
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad

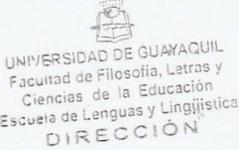
De mis consideraciones:

Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación, se le comunica que ha sido designado Revisor-Asesor del Proyecto Educativo de los estudiantes de la Escuela de Lenguas y Lingüística: **FALQUEZ RABASCO LUIS ENRIQUE**, con el siguiente tema:

TOPIC: Influence of the extensive reading in reading comprehension.
PROPUESTA: Design of an activity guide to develop the extensive reading in the students.

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

Atentamente,

MSc. Alfonso Sánchez Ávila
DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA



Funcionario responsable	Nombre	Firma
Doc. Alejandra Delgado	SECRETARÍA	
MSc. Rosalinda López López	DIRECCIÓN	

Atentamente Lorna Cruz Rizzo

LETTER OF PERMISSION OF THE EDUCATIONAL INTITUTION

	UG Universidad de Guayaquil		Facultad de Filosofía Letras y Ciencias de la Educación		Escuela de Lenguas y Lingüística Guayaquil – Ecuador Teléfono: 2294-888 Eail: lenguas.linguistica.filo@gmail.co
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Oficio No. 172
Guayaquil, 04 de Julio del 2016

Psic.
Sandra Cotallar Ruedas
RECTORA DE LA UNIDAD EDUCATIVA
"ASSAD BUCARAM ELMHALIM"
Ciudad.-

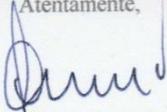
De mis consideraciones:

Me dirijo a Ud. con el fin de solicitarle, se sirva otorgar la autorización pertinente, para que el estudiante: **FÁLQUEZ RABASCO LUIS ENRIQUE**, de la Escuela de Lenguas y Lingüística pueda aplicar el proyecto de investigación, para la elaboración del trabajo de titulación, previo a la obtención del título de Licenciado(a) en Ciencias de la Educación, mención Lengua Inglesa y Lingüística.

TEMA : Influence of extensive reading in reading comprehension
PROPUESTA: Design of an activity guide to develop the extensive reading

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

Le anticipo mis reconocimientos.

Atentamente,

Ab. Jacinto Calderón Vallejo, MSc.
DIRECCIÓN
DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA


UNIVERSIDAD DE GUAYAQUIL
Facultad de Filosofía, Letras y
Ciencias de la Educación
Escuela de Lenguas y Lingüística
DIRECCIÓN


Recebido M. Rabasco

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
Elaborado por:	Ing. Alejandra Delgado López	SECRETARIA 1	
Aprobado por:	MSc. Jacinto Calderón Vallejo	DIRECTOR	

REPORTS OF TUTORING SESSIONS



REPORTE DE SEGUIMIENTO A TRABAJO DE TITULACIÓN

Formato No. TI-STI-01

TUTOR: Dra. C. Jerna Cruz Pizo NOMBRE DE T. DE TITULACION: Influencia of Extensive Reading in Reading Comprehension

T. DE TITULACION: Tesis de Grado ESTUDIANTE (S): Carriera (S): Lengua y Lingüística Inglesa

Tesis Enrique Falquez Sabasco

Nº	FECHA TUTORIA	ACTIVIDADES DE TUTORIA	DURACION		TAREAS ASIGNADAS	FIRMA TUTOR	FIRMA ESTUDIANTE(S)
			INICIO	FIN			
1	18/08	Revisión del capítulo #3	10:20	10:40	Elaborar el capítulo 4	[Firma]	[Firma]
2	01/09	Revisión del capítulo #4	10:00	10:20	Completar el capítulo 4	[Firma]	[Firma]
3	08/09	Revisión del capítulo #4	09:30	09:50	Completar el capítulo 4	[Firma]	[Firma]
4	30/11	Revisión del capítulo #3	09:00	10:00	Completar el capítulo 2	[Firma]	[Firma]
5	12/12	Revisión del capítulo #2	18:09	09:09	Propuesta	[Firma]	[Firma]
6	7/01	Revisión de la propuesta	08:00	08:30	Corregir el capítulo 4	[Firma]	[Firma]
Revisión de jefe de área:							
OBSERVACIONES:						FECHA DE REVISIÓN:	
						FIRMA:	

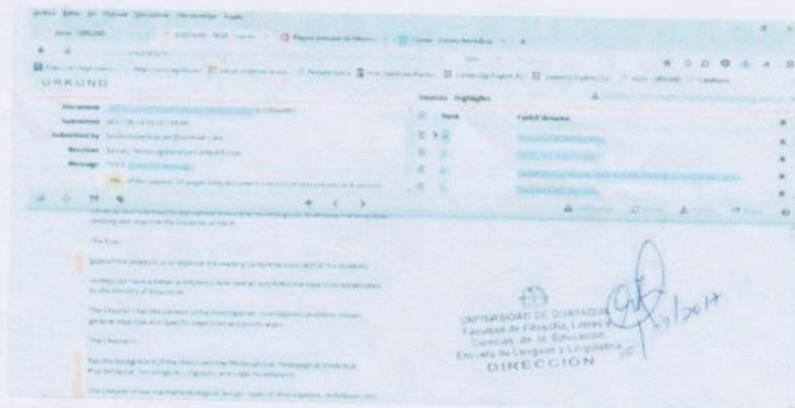
APPENDIX 2

CERTIFICATE OF PERCENTAGE OF SIMILARITY



UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA: LENGUAS Y LINGÜÍSTICA.
CERTIFICADO PORCENTAJE DE SIMILITUD

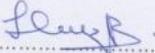
Habiendo sido nombrada PhD. Lorna Cruz Rizzo tutora del trabajo de titulación, certifico que el presente trabajo de titulación ha sido elaborado por FALQUEZ RABASCO LUIS ENRIQUE C.I.: 0950686477, con mi respectiva supervisión como requerimiento parcial para la obtención del título de Licenciado en Lenguas y Lingüística.



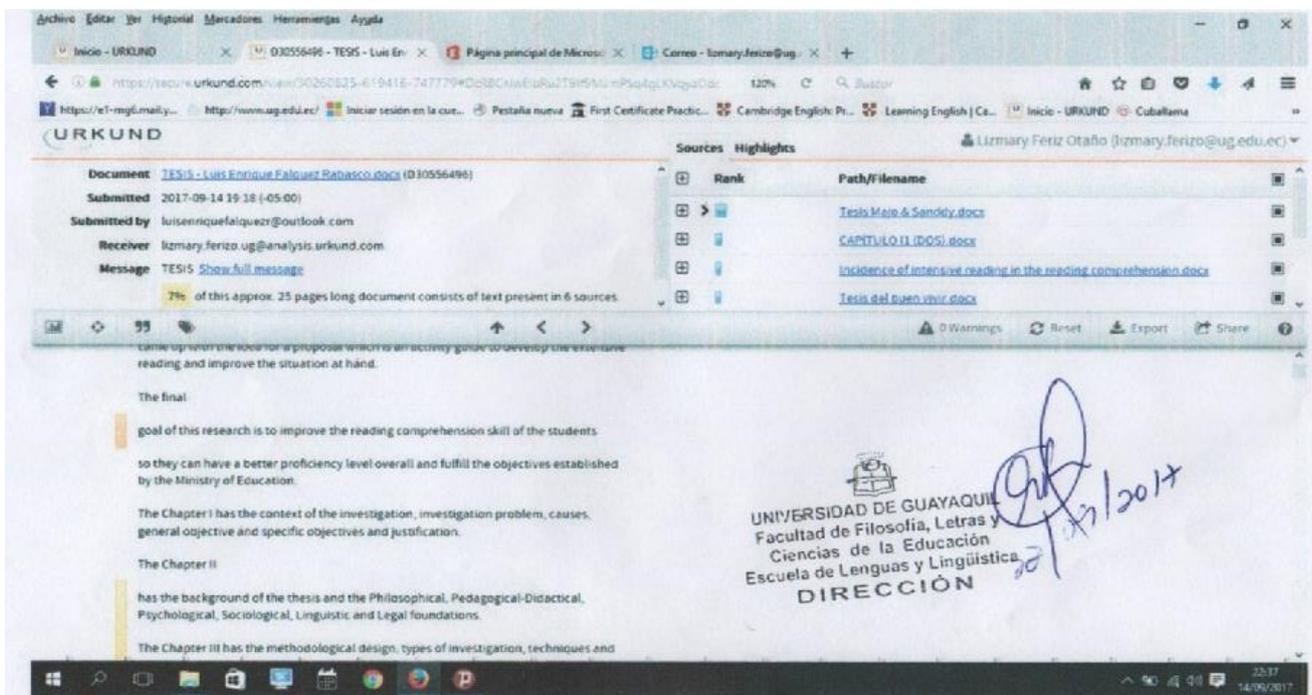
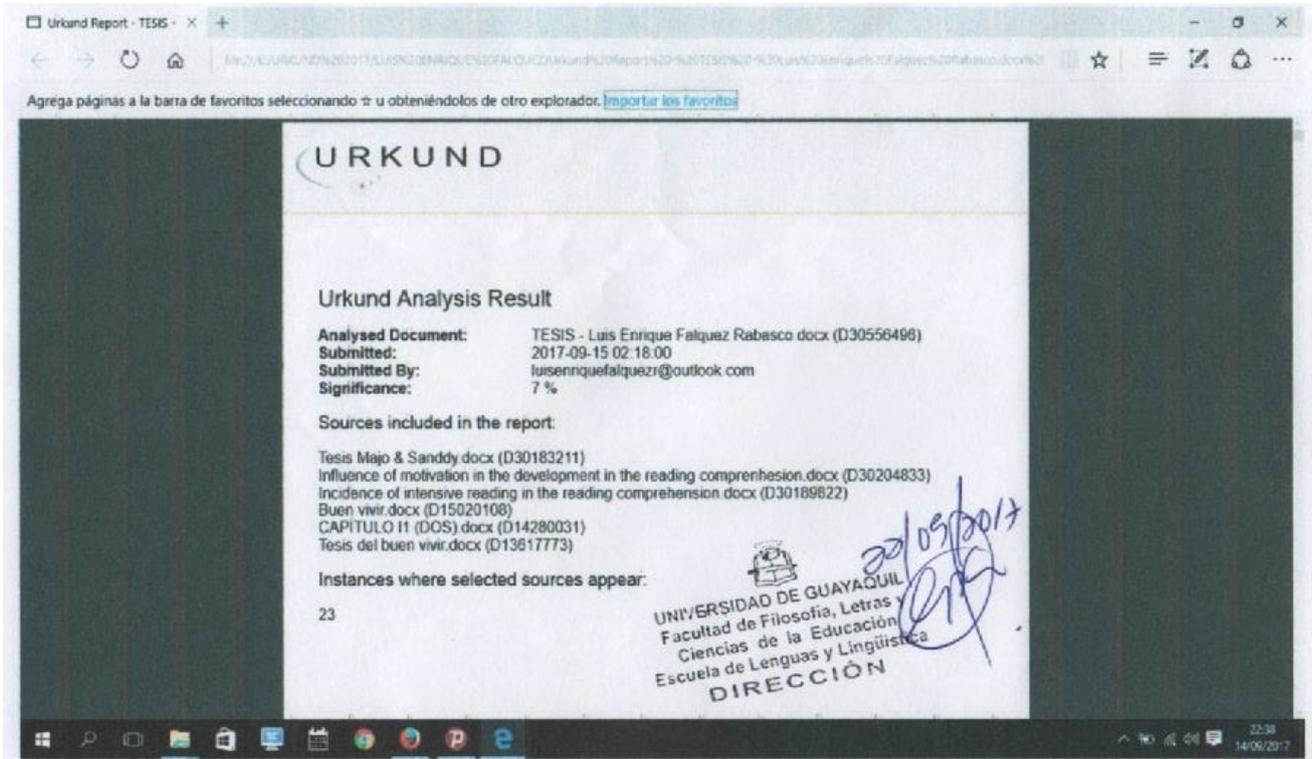
Se informa que el trabajo de titulación:

TOPIC: INFLUENCE OF THE EXTENSIVE READING IN READING COMPREHENSION.

PROPOSAL: DESIGN OF AN ACTIVITY GUIDE TO DEVELOP THE EXTENSIVE READING IN THE STUDENTS, ha sido orientado durante todo el periodo de ejecución en el programa antiplagio URKUND quedando el 7% de coincidencia.


PhD. LORNA CRUZ RIZZO
C.I.: 0956216568
Consultor Académico

ANTI-PLAGIARISM SCREENSHOT SHOWING THE PERCENT OF SIMILARITIES FOUND



APPENDIX 3

SURVEY TO THE STUDENTS



Source: “Unidad Educativa Assad Bucaram Elmhalmim”
Author: Luis Enrique Falquez

CLASSROOM OBSERVATION



Source: “Unidad Educativa Assad Bucaram Elmhalmim”
Author: Luis Enrique Falquez

FRONT DOOR OF THE SCHOOL



Source: “Unidad Educativa Assad Bucaram Elmhalmi”
Author: Luis Enrique Falquez

INTERVIEW WITH THE TEACHER



Source: “Unidad Educativa Assad Bucaram Elmhalmi”
Author: Luis Enrique Falquez

ME AND MY TUTOR



Source: University of Guayaquil
Author: Luis Enrique Falquez

APPENDIX 4

INTERVIEW

Questions:

- 1) Do your students have the appropriate reading comprehension level?
- 2) Do you encourage your students to read outside the class?
- 3) Do your students have the habit of reading for pleasure independently?
- 4) Do you have a bank of texts which you can use to apply the extensive reading technique?
- 5) Do you know any source from where you can get some readings according to your students' reading comprehension level?
- 6) Would you like to have an activity guide based on the extensive reading technique?
- 7) Do you consider that the extensive reading technique will be useful to develop the reading comprehension in your students?

UNIVERSITY OF GUAYAQUIL

FACULTY OF PHILOSOPHY, LETTERS AND SCIENCES OF EDUCATION

SCHOOL OF LANGUAGES AND LINGUISTICS

Survey directed to the students in eighth basic year "B"

Objective: To determine the current situation related to the influence of extensive reading in the development of reading comprehension. Information for the surveyed: Extensive reading is when you read for pleasure in a place different from the classroom. Please, mark with an X the option that best fits your answer for each item.

The code labels are as follows: (1) Strongly agree. (2) Agree. (3) Neither agree or disagree. (4) Disagree. (5) Strongly disagree.

Number	Items	1	2	3	4	5
1	Uso la técnica de lectura extensiva correctamente.					
2	Mejoro mi vocabulario usando la técnica de lectura extensiva.					
3	Pienso que el uso de la técnica de lectura extensiva es adecuado para aprender el idioma.					
4	Aplico la técnica de la lectura extensiva como un apoyo para el aprendizaje del idioma inglés.					
5	Conozco algunas técnicas para desarrollar la comprensión lectora.					
6	Entiendo la importancia de la comprensión lectora en el proceso de aprendizaje del inglés.					
7	Entiendo lo que leo.					
8	Me gusta leer textos.					
9	La comprensión lectora es útil en mi vida.					
10	Todavía tengo dificultades para entender textos de lectura.					
11	Leo textos sin que el profesor me pida hacerlo.					
12	El profesor me motiva a leer textos fuera de clase.					
13	La implementación de la técnica de lectura extensiva me ayudará a incrementar mi nivel de inglés.					
14	La implementación de una guía de actividades me ayudará a mejorar la comprensión lectora.					
15	Tengo recursos y/o fuentes de los que puedo obtener algunos textos para leer fuera de clase.					

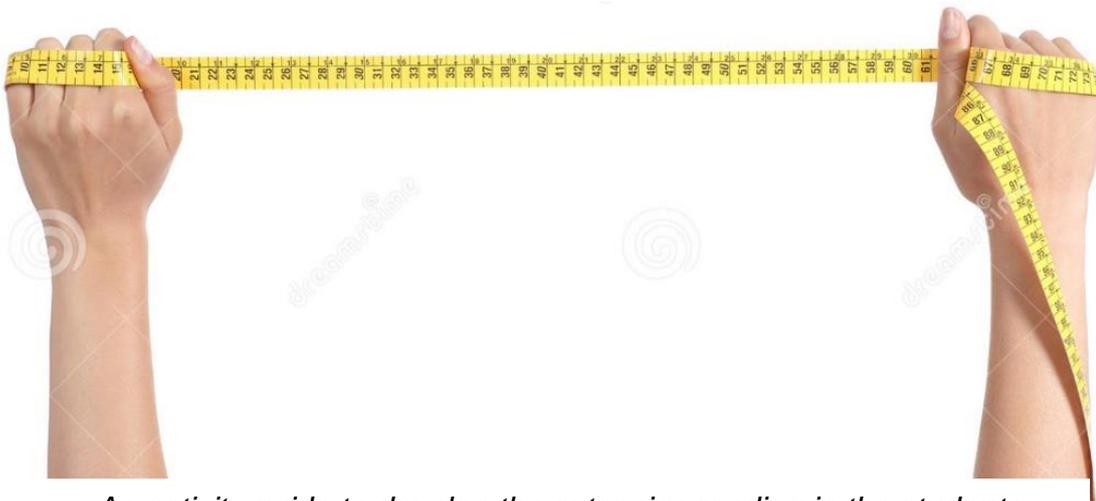
OBSERVATION GUIDE

Objective: To compile field information about the development of reading comprehension classes and its relation to extensive reading.

Statement	Yes	no	Partially
The classroom suits the needs to read without distractions.			
Statement	Percentage		
Every student has opportunities to read in the classroom.			
Statement	Once	Occasionally	Never
The teacher motivates the students to read extensively outside the class.			
Statement	Yes		No
The teacher provides the students sources for extra reading.			
Statement	Yes		No
The students answer comprehension questions correctly.			

APPENDIX 5

Extending your limits



An activity guide to develop the extensive reading in the students

By: Luis Enrique Falquez Rabasco

Index

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Practical Guidelines	Page 99
Journey to the Center of the Earth	Page 105
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Slowly, Slowly in the Wind	Page 108
Love or Money?	Page 110
Mr. Bean in Town	Page 111
A Midsummer Night Dream	Page 112

INTRODUCTION

Welcome to “Extending your limits” an activity guide to develop the extensive reading in the students.

Thank you for taking the time to use this activity guide, I hope this will become useful to improve your reading habits.

The design of this activity guide is the result of an extensive research made during the development of a thesis for an undergraduate’s degree.

After researching about different possibilities to improve the reading comprehension in the students of 1st Year Bachillerato, the author of this thesis concluded that extensive reading will help the students to improve their reading habits and, in the end, improve their English proficiency level.

Therefore, the goal of this activity guide is to give the teacher knowledge about extensive reading, techniques to motivate the students to read, free reading material and a follow up activity after reading.

METHODOLOGICAL GUIDELINES

These methodological guidelines are divided into two groups: theoretical and practical ones.

THEORETICAL GUIDELINES

First, it is important to understand what extensive reading is. Extensive reading is a technique which main characteristic is not to force the students to read.

They read because they want to read, because it is fun and they do it of their own accord. The topics they read are chosen by them, under the teacher's guidance.

To achieve this, the teacher needs to motivate the students to read. This can be done in multiple ways. This motivational stage can also show the creativity of the teacher to motivate the students to select a book and read it because they enjoy it.

That is key for the extensive reading. The whole goal of this technique is to motivate students to read.

The texts used in extensive reading are usually rather extended texts. The students are in full control of what they read, when and where they read the texts and it is very important to let them know that because that can motivate them to read more.

All these theories can be studied further on the works of Donoghue (2009) “Reading: Principles, Approaches, Comprehension, and Fluency” and Al-Jawi (2010) “Teaching the Receptive Skills: Listening & Reading”

PRACTICAL GUIDELINES

On this activity guide, there are six books chosen to give the students different choices to read. The books can be organized by genre or by level of difficulty.

Remember, the students choose what they want to read according to their own taste and curiosity, although some teacher’s intentionality concerning the quality and educational adequacy of the reading materials should be present. The books were chosen after asking the students their favorite genre in reading and from there the books were picked to match their tastes and their reading proficiency level.

The first step to apply extensive reading in your classroom is to motivate the students to read. Each book on this activity guide has its own motivational

activity, which the teacher can do in class to see if some students want to read a particular book.

After some students show interest on the book, you can offer them a link to a free online copy of said book, tell them to let you know when they have finished reading it, don't give them a deadline or impose a time for them to read, different students read at different speeds.

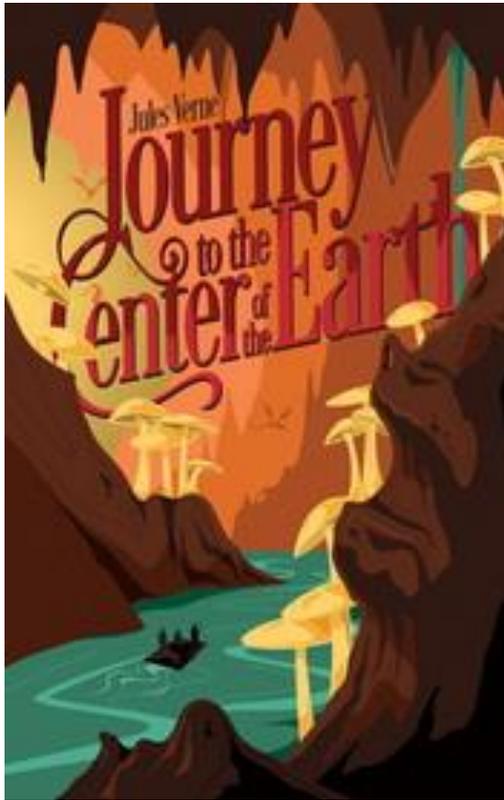
Anyway a kind of spontaneous follow-up could be implemented, for instance: the teacher may ask about any of the character of the story they are reading, he may also comment about the climax of the plot or give some controversial opinion on any humanly difficult situation appearing on the written text. In this way, the teacher could realize if the students are really reading, how far they have gone on the process and if they are really making a personal sense of the message.

When a student tells you that he or she has finished reading the book, you can give them the post-reading activity, so they can share with you and -perhaps, with their classmates, too- their thoughts about the book and maybe happily pick more books with similar or different genre or level difficulty.

Activity Guide

The following books are taken from english-e-books.net

The books chosen for this activity guide are:

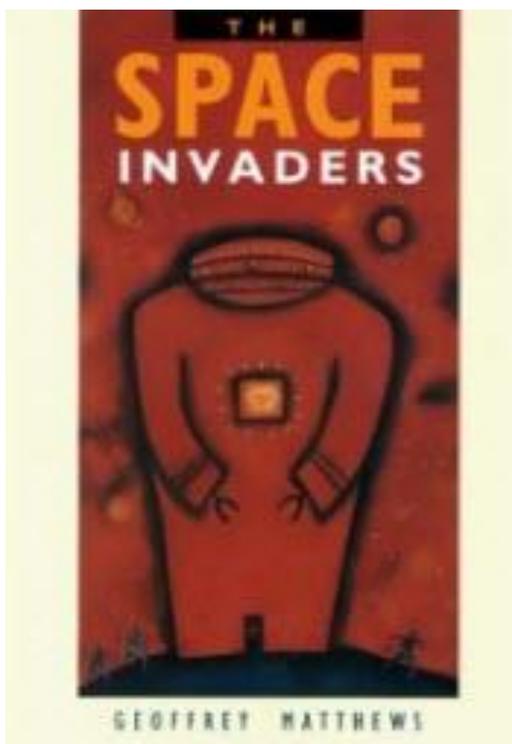


Journey to the Center of the Earth

By: Jules Verne

Level: 1

Genre: Science Fiction

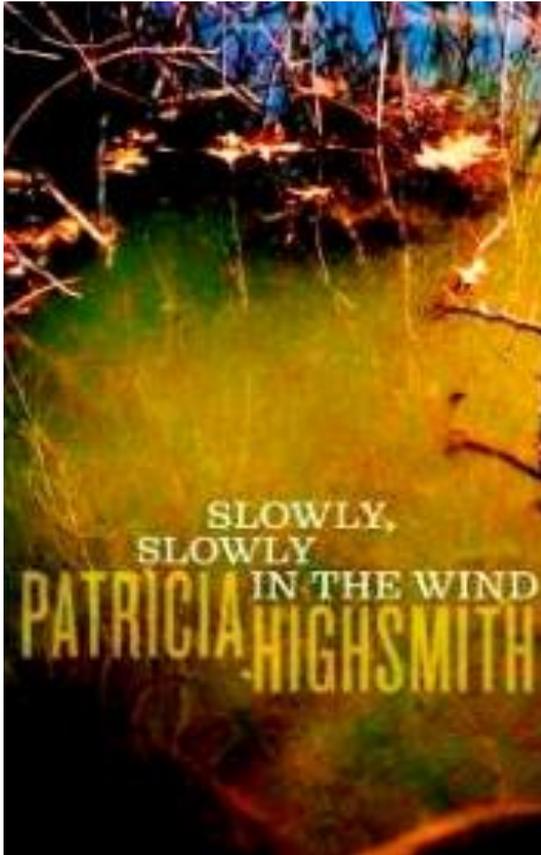


Space Invaders

By: Geoffrey Matthews

Level: 2

Genre: Science Fiction

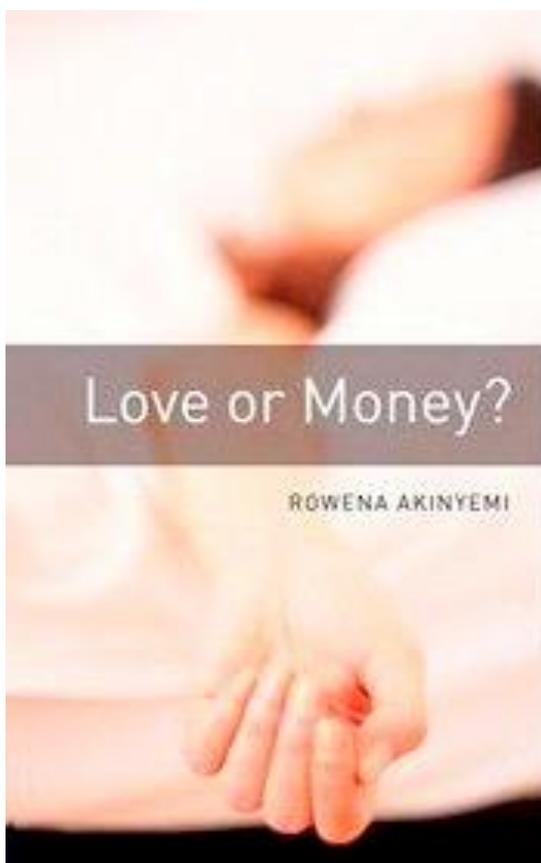


Slowly, Slowly in the Wind

By: Patricia Highsmith

Level: 1

Genre: Crime

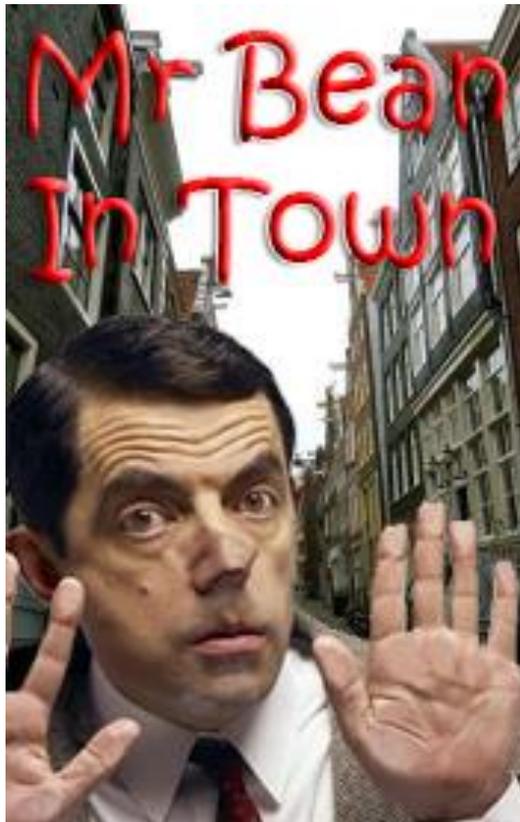


Love or Money?

By: Rowena Akinyemi

Level: 2

Genre: Crime

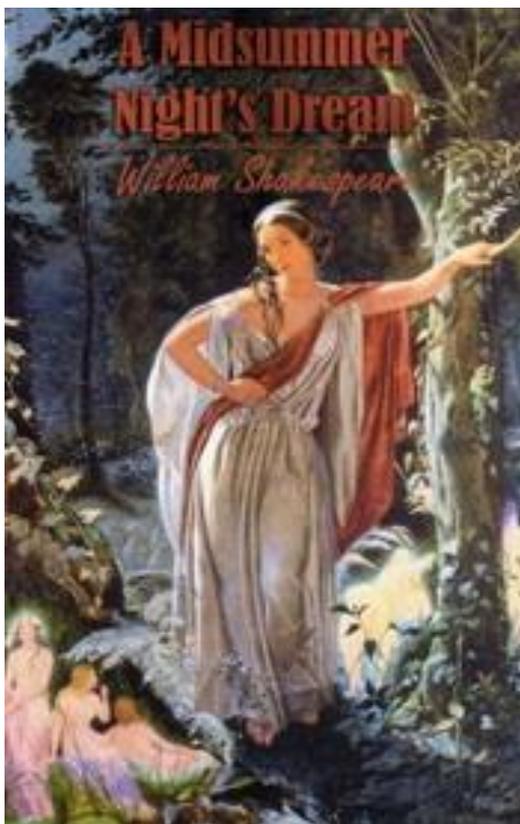


Mr. Bean in town

By: Richard Curtis

Level: 1

Genre: Comedy



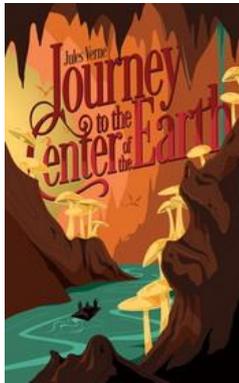
A midsummer night dream

By: William Shakespeare

Level: 2

Genre: Comedy

Motivational Activities



Journey to the Center of the Earth

By: Jules Verne Level: 1 Genre: Science Fiction

Site: <http://english-e-books.net/journey-to-the-center-of-the-earth-jules-verne/>

Book: english-e-reader.net/download?link=journey-to-the-center-of-the-earth-jules-verne&format=txt

This one is a very famous novel written by Jules Verne. There is a film adaptation from this book if you want to use it to motivate the students to read the book (Journey to the Center of the Earth, 2008).

You can find the trailer here and play it in class:

<https://www.youtube.com/watch?v=rQx2wLyagk4>

or you can find it on YouTube by its name.

This book is about a wonderful world in the center of Earth, so to motivate the students you can ask them: what fantastic adventures do they think they will have if they travel to the center of the Earth.

Ask the students about the things and creatures they could find when they travel to the center of the Earth or what impossible situations are waiting for them there.

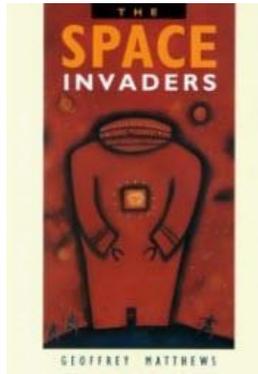
This is a science fiction novel, so ask them how amazing it could be to find something unexpected or strange travelling through this journey.

Motivate them to use their imagination as Jules Verne did when he wrote this novel.

After that you can use the trailer of the movie to motivate them even further to read the book.

You can also ask questions like:

- Do you like science-fiction movies like Star Wars?
- Have you ever read any science-fiction book?
- Do you know which is the most famous science-fiction writer of all times?



Space Invaders

By: Geoffrey Matthews Level: 2 Genre: Science Fiction

Site: <http://english-e-books.net/space-invaders-geoffrey-matthews/>

Book: english-e-reader.net/download?link=space-invaders-geoffrey-matthews&format=txt

To motivate the students to read this book divide the class in four groups.

Then ask every group to choose one person to represent the space invader.

Make every space invader introduce themselves to the class and explain what rare treasure of the universe they have and what the powers of said treasure are.

Finally, ask the class what they think about the treasure of the space invaders and which of the treasures in the universe shown they would like to have.



Slowly, Slowly in the Wind

By: Patricia Highsmith Level: 1 Genre: Crime

Site: <http://english-e-books.net/slowly-slowly-in-the-wind-patricia-highsmith/>

Book: english-e-reader.net/download?link=slowly-slowly-in-the-wind-patricia-highsmith&format=txt

This is a very interesting crime story. To motivate the students, you could read the following summary:

Mr. Edward (Skip) Skipperton spent most of his life feeling angry. His wife had left him two years ago, because she couldn't live with his bad temper. Skip wanted very much to keep their daughter, Maggie, who was then fifteen. With the help of clever lawyers, he succeeded.

A few months after he separated from his wife, Skip had a heart attack. He was better again in six months, but his doctor gave him some strong advice.

So Skip looked around, and bought a small farm in Maine with a comfortable farmhouse.

Skip did stop smoking and drinking: when he decided to do something, he always did it immediately. There was work for him on the farm. There was only one thing that annoyed him: his neighbour.

After reading this extract of the book, ask your students what do they think will happen next? Remember: this is a crime story, so try to lure your students in that direction and make them wonder what will happen with this angry man.



Love or Money?

By: Rowena Akinyemi Level: 2 Genre: Crime

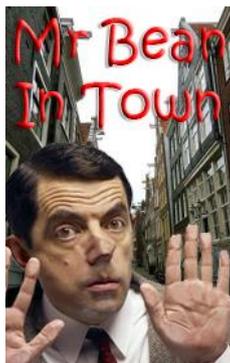
Site: <http://english-e-books.net/love-or-money-rowena-akinyemi/>

Book: english-e-reader.net/download?link=love-or-money-rowena-akinyemi&format=txt

This is a classic among classics. The typical story about a rich person who invites several people to his/her house and the next morning they show up dead. There are many novels with similar stories.

To motivate your students to read this book you can use a game similar to the Board Game Clued, you can find information about this game here: <https://en.wikipedia.org/wiki/Cluedo>.

If you do not possess the game, you can create flashcards with the suspects, weapons and rooms and play the game with your students. All the necessary instructions are in the link above. After playing the game you can ask the students about how good they think they are figuring out mysteries and from them you can use the book as a challenge.



Mr. Bean in town

By: Richard Curtis Level: 1 Genre: Comedy

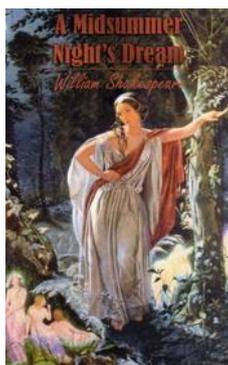
Site: <http://english-e-books.net/mr-bean-in-town-richard-curtis/>

Book: english-e-reader.net/download?link=mr-bean-in-town-richard-curtis&format=txt

To be honest, I do not think I need to explain who “Mr. Bean” is. In the rare situation that you are not familiar with this character, I invite you to search the name “Mr. Bean” in YouTube, watch two, three, four or ten videos about him before continuing with this. I have no doubt in my heart that you will find him entertaining or, at least, a little funny, and I’m sure your students will love him, too.

For this motivational activity, just search for several “Mr. Bean” videos in YouTube and show them to your students.

There is a movie about this character: Mr. Bean's Holiday (2007), you can use fragments of this movie to motivate your students to read the book.



A Midsummer Night Dream

By: William Shakespeare Level: 2 Genre: Comedy

Site: <http://english-e-books.net/a-midsummer-nights-dream-william-shakespeare/>

Book: english-e-reader.net/download?link=a-midsummer-nights-dream-william-shakespeare&format=txt

This is a very heavy, very difficult, but yet entertaining play of Shakespeare. If you think Shakespeare is difficult for your students to understand, you can ask them to watch:

“Romeo + Juliet (1996)”

http://www.imdb.com/title/tt0117509/?ref_=nm_ov_bio_lk3

“She's the Man (2006)”

http://www.imdb.com/title/tt0454945/?ref_=nm_filmg_act_9

These are not only entertaining adaptations of Shakespeare, but since they are adapted to our times, the students can relate to them and be more interested to read the book.

To motivate your students to read this book you can ask them about what they know about:

- Shakespeare's stories
- Mythological creatures

What do the students think "A midsummer night dream" story is about?

SOURCES:

Picture in the cover:

<https://thumbs.dreamstime.com/z/beautiful-woman-hands-stretching-measure-tape-hand-white-isolated-background-31142896.jpg>

Pictures and information in the activity guide:

- Donoghue (2009)
“Reading: Principles, Approaches, Comprehension, and Fluency”
- Al-Jawi (2010)
“Teaching the Receptive Skills: Listening & Reading”

Readings:

english-e-books.net