UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA

TOPIC:
TEACHING STRATEGIES FOR READING SKILLS ACQUISITION

PROPOSAL:
DESIGN OF A DIDACTIC GUIDE OF INTERACTIVE LEARNING.

EDUCATIVE PROJECT

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF LICENCIADA EN CIENCIAS DE LA EDUCACIÓN

MAJOR IN: LENGUA Y LINGÜÍSTICA INGLESA

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Tengo a bien informar lo siguiente:

Que los integrantes Cabeza Cazares Ruth Miriam y Lugo Charcopa Ivonne Esther diseñaron el Proyecto Educativo con el tema: Teaching strategies for reading skills acquisition y la propuesta: Design of a didactic guide of interactive learning. El mismo que ha cumplido con las directrices y recomendaciones dadas por el suscrito.

Las participantes satisfactoriamente han ejecutado las diferentes etapas constitutivas del proyecto, por lo expuesto se procede a su APROBACION y se pone a vuestra consideración de rigor para los efectos legales correspondientes.

Atentamente

MSc. ANDRÉS RODRÍGUEZ.
Consultor Académico.
DEDICATION

I dedicate this thesis to my family who have been a fundamental pillar in my life. They are the ones who have given me the strength to be able to culminate this proyect especially to my Husband, son, mother, my brothers that I love them very much

Cabeza Ruth

This thesis I dedicated first to my God who know to guide me on the right path by giving me strength to keep going and not faint the problems that were presented to me, teaching me to face adversities to my husband for having me patience and support in my career, to my three children for being my source of motivation and inspiration to move forward every day more and so be able to fight for life to give us a better future, Thank you.

Lugo Ivonne
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To my family because they have helped me a lot. To God for giving me life so I can finish this goal

Cabeza Ruth

I would like to thank each one of my teacher for giving me their pedagogical knowledge, for having patience to teach. to my family to the university for giving me the opportunity to develop and adopt the title of master in research

thank you

Lugo Ivonne
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| **TÍTULO Y SUBTÍTULO:** | Estrategias de enseñanza para la adquisición de la habilidad lectora. |
| **Propuesta:** | Diseño de una Guía didáctica de aprendizaje interactivo. |
| **AUTORES:** | Cabeza Cazares Ruth Miriam y Lugo Charcopa Ivonne Esther. |
| **REVISOR:** | MSc. Andrés Rodríguez. |
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**ABSTRACT:** This research work about treatment in the learning strategies and reading skills is relevant because it is aimed at perfecting a educational need which is present in students, according to the curricular specifications in the Ministry of Education from Ecuador they must reach a level A1.1, which It is still an unresolved problem.

In the study about articles of this investigation; authors like Díaz, F. & Hernández G (2002), support in the work “teaching strategies for meaningful learning” that learning is facilitated with the execution of effective strategies provided it agree between all the parties pertinent to learning or in this case; to the investigative work presented here, that proposes to improve reading skills through teaching strategies that involve the student in active actions.

This research thesis proposes the development of an interactive didactic guide with methods and techniques of field, bibliographic and statistics that will be applied in the students of the 8th grade student from the EGB at Unidad Educativa 9 de Octubre high school located in the south of Guayaquil city; This proposal is an effective alternative to improve the educational process in relation to teaching strategies.

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KEY WORDS: Didactic, reading, skills, Guide, motivation, teaching and strategies.
INTRODUCTION

The data obtained through the observation in this research showed important drawbacks that is harming the knowledge apprehension and skills in the English language learning in the 8th grade student from the EGB (basic general education) at Unidad Educativa 9 de Octubre high school, located in Eloy Alfaro and Calicuchima streets corresponding to zone 8 of district 3 in the Guayaquil City.

In the English language treatment, students fail to understand a reading with a basic vocabulary; this seriously affects the learning-teaching process and student performance, for these reasons the student remains on the sidelines in the classes progress without being active participants in the oral practices spoiling the class objectives. It was also determined that the teaching strategies used for English language learning do not respond to the required student competences, directly affecting the performance of particular and collective class, in addition to this; the texts used are not very interesting and do not attach importance to the pre-reading activities, likewise it was observed that the students have difficulty understanding the teacher instructions when transmitting the ideas in English causing confusion and the students feel forced to seek help in other classmates to perform the exercises in classes; these are factors that negatively affect the aims scope established in the class plan, causing destabilization and demotivation in student attitudes and generating unhelpful behavior for the English language treatment; These reasons clearly justify students' fear to reading or expressing themselves in this foreign language.
CHAPTER I

THE PROBLEM

RESEARCH CONTEXT

The present investigative study was carried out in at Unidad Educativa 9 de Octubre high school, located in Eloy Alafaro and Calicuchima corresponding to zone 8 of district 3 in the Guayaquil city from Guayas Province. The educational institution began its work in 1982 with 630 students. The mission is to educate students with human quality and a trained approach, they must be capable of generating changes for the society benefit.

In the current days at Unidad Educativa 9 de Octubre high school has 1212 students and 47 professors, the rector is the Msc. Daniel Briones, the institution works in the three sessions; morning, afternoon and evening.

In the English subject; six teachers for the morning shift, six teachers for the afternoon shift and two teachers for the night shift.

SITUATION CONFLICT.

The data obtained through the observation in this research showed important drawbacks that is harming the knowledge apprehension and skills in the English language learning in the 8th grade student from the EGB (basic general education) at Unidad Educativa 9 de Octubre high school, located in Eloy Alfaro and Calicuchima streets corresponding to zone 8 of district 3 in the Guayaquil City.
In the English language treatment, students fail to understand a reading with a basic vocabulary; this seriously affects the learning-teaching process and student performance, for these reasons the student remains on the sidelines in the classes progress without being active participants in the oral practices spoiling the class objectives. It was also determined that the teaching strategies used for English language learning do not respond to the required student competences, directly affecting the performance of particular and collective class, in addition to this; the texts used are not very interesting and do not attach importance to the pre-reading activities, likewise it was observed that the students have difficulty understanding the teacher instructions when transmitting the ideas in English causing confusion and the students feel forced to seek help in other classmates to perform the exercises in classes; these are factors that negatively affect the aims scope established in the class plan, causing destabilization and demotivation in student attitudes and generating unhelpful behavior for the English language treatment; These reasons clearly justify students' fear to reading or expressing themselves in this foreign language.

Other aspects that add to these problems are; the low level of student participation and the demotivation that show the teachers to apply innovative methodologies that facilitate greater adaptation to the student environment and greater commitment in the educational community. The detailed reasons are a clear example that educational resources are not taken advantage of; then there is the need and the priority to carry out investigations in order to put an end to these inconveniences.

**SCIENTIFIC FACT**

Deficiency in reading skills in the students of the 8th grade student from the EGB (basic general education) at Unidad Educativa 9 de Octubre high school, located in Eloy Alfaro and Calicuchima streets corresponding to zone 8 of district 3 in the Guayaquil City.
CAUSES.

- Texts with outdated readings that do not respond to student interest.
- Lack of motivation in students during the English class.

FORMULATION OF THE PROBLEM

How does the teaching strategies affect reading ability in the students of the 8th grade student from the EGB (basic general education) at Unidad Educativa 9 de Octubre high school, located in Eloy Alfaro and Calicuchima streets corresponding to zone 8 of district 3 in the Guayaquil City in the 2017-2018 school year?

INVESTIGATION OBJECTIVES

GENERAL OBJECTIVE

Determine the incidence of teaching strategies on reading skills through the execution of methods and research techniques, bibliographies and statistics for the design of an interactive learning guide for the treatment of reading skills in 8th grade students from EGB at Unidad Educativa 9 de Octubre high school.

SPECIFIC OBJECTIVES

- To assess the importance of teaching strategies through bibliographic and statistical research methods and techniques.
- Characterize the reading skills through empirical techniques and bibliographic and statistical methods.
• Design an interactive didactic guide for the development of reading skills through the analysis of the obtained data.

QUESTIONS OF THE INVESTIGATION.

• How does the reading skills affect the English language learning?
• What is the importance degree of teaching strategies in the reading skills?
• What is the contribution of an interactive didactic guide in the development of the English language learning?
• What are the foundations that positively affect the apprehension in the skills required for language?
• What are the methodologies and strategies that are recommended to improve the deficiencies in the reading skills to the student?

JUSTIFICATION.

This research work about treatment in the learning strategies and reading skills is relevant because it is aimed at perfecting a educational need which is present in students, according to the curricular specifications in the Ministry of Education from Ecuador they must reach a level A1.1, which It is still an unresolved problem.

In the study about articles of this investigation; authors like Díaz, F. & Hernández G (2002), support in the work "teaching strategies for meaningful learning" that learning is facilitated with the execution of effective strategies provided it agree between all the parties pertinent to learning or in this case; to the investigative work presented here, that
proposes to improve reading skills through teaching strategies that involve the student in active actions.

This research thesis proposes the development of an interactive didactic guide with methods and techniques of field, bibliographic and statistics that will be applied in the students of the 8th grade student from the EGB at Unidad Educativa 9 de Octubre high school located in the south of Guayaquil city; This proposal is an effective alternative to improve the educational process in relation to teaching strategies.

On the other hand; the curricular plans regulated by the Ministry of Education must adjust to improve the different student aptitudes and to categorize the resources determined in the educational process, however the results in this investigation show a low student performance regarding the reading skills; The proposal presented in this research work guarantees a better classes process, structuring and consolidating the teaching-learning relationship and reaching the established standards.

This interactive didactic guide is adaptable to future teaching strategies, for these reasons it is affirmed that the proposal is novelty and pertinent for the direct benefit of the teacher, educational institution and students, because it facilitates teaching in the medium and long term, giving way to a new generation with better language skills.

Theoretical European reference framework

The Ministry of Education from Ecuador, in relation to the teaching of English as a foreign language; focuses on the European theoretical framework that is operated with standards of action of the Language Policy Division of the Council of Europe. This research project and the proposal is kept within of these aspects to be more objective and give a good end to the problems presented.
CHAPTER II

THEORICAL FRAMEWORK

BACKGROUND

This educational project focuses on the development of teaching strategies to improve reading skills and achieve the levels of learning required for English language learners.

Nowadays; Education issues are necessary because they mark progress as society transforms, the social and technological environment that surrounds us forces us to make decisions to generate positive changes and thus improve the quality of life. Preparing oneself in the educational field allows to be more competitive and acquire updated knowledge; therefore it must be understood as a first order obligation, as well; Technology and society are associated in all directions in the educational context. Equally; the English language has been significantly involved in society generating important changes; and this evolutionary phenomenon will continue to transform, opening new fields of studies and creating new opportunities.

At Unidad Educativa 9 de Octubre high school, there are no documents that show works on teaching strategies or reading skills topics, the same ones that the variables of this research study, nor are there any evidences of activities that have worked on these factors about English language learning.

Some research studies at the Guayaquil’s University were shown that bear a certain relationship with this research thesis; These studies have been developed by students from Faculty of Philosophy and although they do not work the two variables proposed in this research work, they are very helpful for the achievement of the established objectives.
Alvarez & Martinez (2012) Techniques and resources in teaching and writing to improve and motivate the learning of English to students through the design of a booklet applying motivation exercises to develop writing (University theses) Guayaquil’s University. It is a research study that determines the incidence of motivation in the students, among the leading causes was the lack of adequate strategies that do not allow the student motivation.

Another investigative monograph; Moreno (2012) How to improve reading comprehension skills, (University theses) Guayaquil’s University. It work the reading variable, focused on solving this drawback evidenced by the causes found; the lack of reading exercises and the little oral practice in the classes hours, on the other hand; the techniques and methods did not develop the student skills, the proposal was the design of a manual with reading techniques, with what was intended to improve the reading quality in students.

Two investigations were developed concerning reading skills;

1. – Gomez & Torres (2015) The importance of reading to improve the integral learning of English in students. (University theses) Guayaquil’s University. It was proposed in the design and implementation of a reading booklet for students of English language, which would work out the problems related with the reading skills acquisition in students, the general objective was to determine the influence of reading on learning.

2. – Intriago & Velez (2015) Study techniques to improve reading ability in the area of foreign languages. (University theses) Guayaquil’s University. The proposal was to design a study guide with learning techniques. The causes that were evident; lack of reading exercises and few reading activities in the texts. The project sought to optimize reading ability by analyzing the incidence of study techniques during English classes.

It is evident that the students are often afraid to participate actively in the classes progress and this affects the learning, this inconvenience is
present in all the works reviewed; Díaz & Hernández (2002) affirmed that the student must internalize what they have learned and participate in classes, leaving the nerves aside, the teacher dispositions should encourage student interaction and stimulate meaningful learning, these aspects in the skill treatment are essential for the apprentice and it gives them spontaneity in their activities.

“Participation in the learning process is a necessary condition, to such an extent that it is impossible to learn if the subject doesn’t carry out an activity conducive to incorporating a notion, definition, theory, skill or attitude into the personal profile”. (Ferreiro, 2005, p. 74).

In the aforementioned works the researchers worked with teaching methods such as the deductive, inductive, comparative and intuitive method; these methods are also valued in this research work.

This thesis is a analysis set of different relevant aspects to maximize student skills, therefore it is descriptive, explanatory and proactive.

THEORETICAL BASES

Philosophical foundation.

Reading is essential as a learning method because improves the reader's linguistic abilities, starting from a frequent circumstance; Reading is a practical way to learn a foreign language developing cognitive qualities and facilitating the interaction in the student community, leads to active participation and generates an autonomous learning by applying appropriate teaching techniques that significantly impact on reading skills. (Sapir, 2004, p. 45).

The philosophy in the progress of time has been involved in the human behavior and leaving questions that compromise the actions, thoughts and moral values, from a philosophical expectation; It provides a more
complex criterion allowing to give simple but effective solutions to the different problems of life. (Serra, 2008, p. 22).

Goulemont (2013) stated “The student who enjoys reading creates a special bond with the text, is defined by a physiology or a history”.

Reading is not a passive action where the reader is obliged to understand the text; reading is a dynamic and interpretative activity that relates real aspects to written work, its main characteristic is centered on the meaning for the reading perception, enriching comprehension and sharpening communication skills (Mendoza, 2003, p. 64).

"Students are active participants, actors and executors of activities that help them understand and answer questions, often raised as a product of their interaction with the language objects and with other classmate" (Arellano, 1992, p. 5).

**Pedagogical foundation.**

Reading in pedagogical terms; It empowers discernment and stimulates reading skills in correlation with teaching and learning, among its most notable features are communication, inclusion, participation and interactivity, it is linked to the student in a social environment, the pedagogical work is not must consent to a passive intervention in the student, must promote the correct reasoning and error to be more objective through experience (Mendoza, 2003, p. 18).

According to Leon (2014) the reading exercise is an elementary action for the evolution of people, it is in reading and the understood concepts where knowledge and wisdom are firmly built, and these will be the pedestal for new reasoning. Then reading should be understood as a research purpose to employ better methodologies and techniques for cover the needs of student.
"Reading is a fundamental process in the science learning, since not just is it one of the most used resources during school life, but it can become the fundamental instrument from which one can continue learning throughout lifetime" (Márquez, 2005, p. 54).

**Pedagogical study**

Popular Pedagogy in its pedagogy study on the oppressed; the methods applied to learning arise for the social experiences, behind the reasoning to transform the practice optimally; then the methodology is established by the arguments deduced through of experience in the educational aspects: the frame of reference is determined by the real and can not have a behavior with a single concept, this frame of reference must be developed by people capable of transforming their reality (Freire & Freinet, 2008, p. 76).

Jean Piaget (1942) developed a theory and model pedagogical:

The Constructivist Pedagogy is manifested in the constructivist theory "Think of learning as an internal process of construction, in which the individual participates actively acquiring increasingly complex structures."

Conceptual Pedagogy is a model developed by Piaget where learning is emphasized through reasoning and actions, facilitating comprehensive skills from an early age in human beings.

"We are in a media society where is found new forms of communication and a greater number of messages, in this sense, the entire educational system must be oriented towards a better understanding of these languages and towards the incorporation of these aspects in the classroom" (Prieto, 2005, p. 65).
**Inference:** there is a strong relationship between what is understood and what is read, the result of a reading is the understanding of several aspects where the writer narrates a situation with his own style and the reader inferences the ideas, interrelating the different situations about reading and originating a more precise clarity on the text. According to Cassany (2000), "the inference is to understand with accuracy all the elements included in the work".

Inference is equivalent to the process of judging, reasoning, deducing, it is means that are obtain conclusions that do not appear in the text, but this conclusions are extracted based on the information (Khemais, 2005, p.101).

**Teaching methods.**

Teaching methods focus on three main factors:

**LEXICO:** It is based on learning by memorization and meaning, the repetition of the exercises is characteristic of this factor.

**PHYSIOLOGICAL:** is based on the recognition of words or phrases by reading or listening to motivate the student interest and achieve meaningful learning.

**CONTEXTUAL:** this procedure is more compound, phrases or sentences must be recognized in the exercise context to conceptualize the main ideas, this facilitates the process in relation teaching-learning.

The extra didactic materials are also characteristic of teaching methods because it stimulates the student's senses by achieving an objective class.
The methods have as principles the elaboration of ideas, sentences, comments and definitions through previous activities.

**Analytical or global methods:** Jacotot (1770-1840) and the religious Fray. Virazloing (1750) developed this method and it is frequently applied in several educational establishments; the method favors the student’s competences fostering interest in learning, is characterized by didactic materials and the correct analysis, and relates the learning to the student’s environment.

**Direct method:** Also called "natural method" is very practical and universal for learning a foreign language. It is characterized by the psychological, phonetic and reading elements that are associated with the teaching practice. This method relates the foreign language to real circumstances, that is, the language teaching is involved with the natural context. This procedure develops the four basic skills, being the practice of oral aspects of more relevance.

**Audio-lingual:** The Linguistic method or Audio Lingual focuses on the improvement of the foreign language promoting all linguistic characteristics, this learning technique facilitated the communication in a language different from the official language, the need for a communicative interrelation in the English language, made this method a important factor for the language practice.

“The use of the audio-lingual method for learning the foreign language was the most recommended for students” (Lopez, 1996, p. 7)

General characteristics:

- Dialogue and new information
- Memorization and adoption of phonetic sounds.
- Gramatical structures.
• Interpretation.
• Limited Vocabulary.
• Audiovisual material.
• Classes in the language being studied.
• Exercises in class.

**Communicative Language Teaching:** According to Romero (2012) allows to expand the communicative skills of a foreign language in all aspects related to the knowledge apprehension, this method (CLT) develops oral skills in a communicative and interpretive context, differs from other methods because it does not focus on the grammar structures, or on pronunciation or vocabulary, these elements are acquired in communicative competences through oral practices.

**Advantage of CLT.**

- Facilitates communication through interrelation.
- Learning is objective because of real situations.
- It develop critical thinking.
- It relate learning to real activities.

The communicative method of Language Teaching does not present disadvantages, however, the lack of motivation could hinder the class goals, affecting educational productivity (Martínez, 2009, p. 33).

The general characteristics of communicative method of language teaching are focused on the improvement of linguistic and communication skills; the application of this method is efficient because it associates the English language with the educational practice between teacher and students, this allows them to extend the lexicon and the intervention in the students becomes active in the teaching-learning process.
**Action Participation Research:** It is a modern method that has been practiced in the last years in the educational institutions marking a clear difference with the traditional methods and with very good results, this is the necessary reason to implement this method in the study establishments in Ecuador.

**Definition of the method**

This method can be defined as a facilitation tool for the acquisition of proactive knowledge and modifier through the participatory opportunities of debate, criteria and collective opinions lead to a viable resolution for the benefit of society.

Research: it leads to a research procedure within a real context or factors involved in this context, with a scientific character.

Action: In this exploration, management is understood as an action that guides a social and structural transformation through the process of synthesis and practice (praxis).

Participatory: The method is understood as a participatory action research that involves the student community.

**Oral skills.**

In the own approaches of linguistic functionalism, communicative competence is the ability to realize a good communication process, using the appropriate connectors to understand, elaborate and interpret the various communicative events, bearing in mind all the context; the explicit or literal meaning and the implicit or intentional meaning; about sender wants to say or about recipient wants to understand (Marín, 2013, p. 67).
The communicative competences are directly involved with the social, cultural and psychological environment, granting ease to a correct reasoning within all the elementary stages of communicative skill.

**Reading Strategies**

Self-Instructing in reading is not only an indispensable study procedure as an indicator to student's progress and academic level. According to Carrasco (2003) the reading should encourage the student's reasoning and criteria; for the fulfillment of these objectives, it is necessary to work with didactic tools and appropriate strategies that help to establish concrete ideas about the text. This research work exposes motivating reading strategies that will allow the treatment in the different skills for comprehension through the reading practice.

**Strategy pattern.**

This practice is based on stimulating the student through interesting topics for the student, in order to achieve an effective and motivating practice. The technique consists in choosing the most relevant and useful topics in the index of book. In this research, three types of schemes that significantly affect reading skills are explained.

**Specific perception;** the faculty of understanding depends on the knowledge level in each student.

**Structure Perception;** to induce motivation in reading practices, and identification of topics to compromise a correct analysis.

**General perception;** the knowledge quality pertinent to social aspects increases a better criterion about the selected topics, even by basic analysis a previous inference is achieved.

**Prediction strategy;** this strategy develops discernment skills where the student has quite acceptable ideas about possible events on reading in
logical order, this allows sustaining the student motivation in the class progress.

**Inference strategy:** This technique focuses on relating the elements relevant to reading and deducing circumstances that are not possible, in such a way that the students feel motivated while the reading progresses.

<table>
<thead>
<tr>
<th>Basic reading techniques.</th>
</tr>
</thead>
</table>
| **Underlined.** | Improves reading comprehension.  
It facilitates concentration.  
It focuses on the main ideas.  
Develop critical analysis. |
| **Footnotes.** | Develop reading comprehension.  
Optimize the reading goals.  
It facilitates the analysis by means of comparisons.  
Facilitate the summary. |
| **Development of Schemes.** | Develop reading comprehension.  
Facilitate ideas.  
Facilitate the summary.  
Improve the inference. |

Important educational factors are treated in educational institutions and are stated as general goals for the education process, different skills are necessary for students to develop to meet the objectives set in the class curricular plans, the teacher is an essential element in the treatment of student skills to generate meaningful learning.
Kind of Readings.

**Mechanical reading:** the essential is identified to discern a topic, its particularity focuses on titles and underlines.

- **Physiology:** permitting the levy of reading space, facilitating comprehension and the ability to analyze in a specific area in the work.
- **Psychology:** focuses on the processes of interpretation during reading through the various implicit aspects; characters, symbols or graphics associated with the interpretation.
- **Pedagogy:** all aspects concerning the development of reading skills in the student.

**Phonological reading:** pedagogical reading pattern is the acquisition process of oral skills, good pronunciation and correct articulation of words are essential elements.

**Denotative reading:** its investigative routine is the main characteristic of this kind of reading, it is based on the most important actions that support a meaning, supposition or theory.

**Literary reading:** its function is centered in the context of work; they are classified by levels:

- **Literal reading of primary level:** the main ideas and the data involved are highlighted.

- **Literal reading in depth:** the reading comprehension is the most important element of this practice.
**Speed reading:** briefly examine only the most relevant factors that interest the reader; the lines or paragraphs are marked depending on the importance.

**Diagonal reading:** the exploration of specific data in the reading content, is characterized by the highlights in the content, titles, underlined words or fragments that the reader has selected.

**Scanning reading:** Type or reading technique where the main feature is to mechanically explore the imagination, words, paragraphs or criteria.

**Reading comprehension levels.**

The levels of reading comprehension facilitate the progress of the different reading skills in the students, in this investigative writing some levels of relationship have been structured that will help a better perception; Rioseco (1992) organizes comprehension levels in the following order:

**a) Literality:** The student learns to understand the relative information the argument, the paragraphs perception, the grammar, the reading particularities, infer the actions and the element representatives, are the competences acquired in this level.

**b) Retention:** The student learns to obtain the explicit data in the text, oral elements, memorization and identification of ideas are the competences acquired in this level.

**c) Organization:** The student acquires explanatory skills and relationship with the most relevant elements in the text, determines contexts and actions, comparisons and overview.

**d) Inference:** The student deduces actions that are not explicit in the reading, complements the events and details in the text.
e) **Interpretation:** the student acquires competences of order, of conclusions and critical opinions.

f) **Evaluation:** the competences acquired in this level are the reflections and the good criteria to value a reading.

g) **Creation:** The skills acquired at this level are the faculty of association and comparison of actions, the student is able to issue correct opinions and make safe decisions.

**Psychological foundation.**

The psychological elements pertinent to this investigative study are associated with the psychology of language, according to Berko, Gleason & Jean (1999), the student feels motivated when the learning is meaningful and affective, this is achieved through the communication processes and the direct interaction involving all aspects in relation to the action of communicating, when applying this resource type; Reading becomes a pleasant habit, developing the necessary skills for student achievement.

Reading as a communicative instrument has two general functions; psycho-social function is concerned with the socio-affective interrelation, that is; the need to originate and maintain personal relationships. The informative-cognitive function characterizes the communication with a specific purpose, that is; the importance of transmitting ideas, these functions are essential in the life of human beings because it facilitates the specific actions and stimulates the exchange of information (Lee & Van Patten, 2003, p. 107).

The reading practice is understood as a complex procedure, this practice involves the student with the reading context and comprehension that will allow to increase the own criteria, the text substance and the reading comprehension are important aspects that influence the interest and the behavior of the reader (Vázquez, 2011, p. 65).


**Sociological foundation**

In relation to the sociological; teaching strategies in the treatment of reading skills manifests as a versatile phenomenon that changes socially in its passage through time, transforming and updating all social strata. Technology, education and all sciences evolve, re-emerging with knowledge more proper about the reality (Serra, 2008, p. 55).

Moya (1999) also argues that teaching strategies and reading comprehension are committed to the various sociological factors, since learning a foreign language is not the exception to these changes; the grammatical and verbal rules about a language are modified in harmony with the speaker tendencies and they are associated with other factors that influence bilaterally; Every language is forced to suffer alterations due to the misuse of vocabulary or grammar by speakers.

“The language is a form of social interaction and, through this; people learn to communicate, it develops and improves their communicative or expressive skills, this seeks to improve the language in its context” (Moreno, 2014, p.32).

In social terms, the English language; it is an international language, it is overvalued in the academic formation of the students, the educational establishments must take actions where the student obtains benefits of the English in the labor field, since the English language will be significant part in their progress life, it will be in the academic formation and in the labor performance, according to Valencia (2014) explains that students do not learn to study and read to solve tasks, they learn to live.

The results of learning about English language would have a better outcome if a method of evaluating knowledge is implemented and if measurable objectives are established. The pointed out that it is
fundamental to relate to the student, because only by knowing the student characteristics is it possible to be objective and more communicative; then the evaluation is more accurate because it will be based on the entire student environment (Castellanos, 2006, p. 89).
CHAPTER III
METHODOLOGY, PROCESS, ANALYSIS AND DISCUSSION OF RESULTS

METHODOLOGICAL DESIGN
This research work has a composite orientation between the qualitative and quantitative peculiarities of scientific studies. These results were collected by means of methods applied to the investigation, empirical techniques and statistical procedures. With the aim of examining the scope of learning techniques in the reading skills acquisition in 8th grade student from the EGB at Unidad Educativa 9 de Octubre high school, located in Eloy Alfaro and Calicuchima Streets corresponding to zone 8 of district 3 in the Guayaquil City in the academic year 2018-2019. The precise determination of these characteristics studied has been fundamental for the results obtained to be reliable.

“The quantitative and qualitative approaches are possible choices to face research problems and are equally valuable. Until now, they are the best ways designed by humanity to research and generate knowledge” (Sampieri, 2014, p. 2).

TYPES OF RESEARCH
DESCRIPTIVE RESEARCH
The statistical or descriptive investigation; specifies and characterizes the problem or phenomenon data that are determined in the study.

“With the descriptive studies it is sought to specify the properties, characteristics and profiles of individuals, groups, communities, processes, objects or any other phenomenon that is bring under an analysis” (Sampieri, 2014, p. 92).

It is necessary to explain that the description procedures are based on data collection, tabulation, and all the investigative environment related to
the real conditions during the practice, as well as the different opinions of immersed population.

On the other hand; despite the reliability of accurate and systematic data, descriptive research does not determine the incidence in the variables or the causes about the problem.

This investigative work is considered descriptive because it directly relates the description standards; that is, the variables involved are analyzed through the results obtained in the research instruments and focus on the problem explained.

EXPLICATIVE RESEARCH

In relation to explanatory research, it establishes the causes in different types of research, facilitating conclusions and explanations for the progress and theory procedures. The interpretation is strongly linked to legal aspects, to general characteristics regarding to a reality. The explanation is always deductible from a theoretical perspective centered on real events.

"As its name suggests, it focuses on explaining why a phenomenon occurs and under what conditions it manifests or why two or more variables are related to it (Sampieri, 2014, p.95).

The present explanatory study is based on the criteria explained; In other words, the objective is to characterize the inadequacies present in the treatment of reading skills acquisition and how the community associated with the research problem affects, as well as the analysis of main causes.

PURPOSEFUL RESEARCH

Purposeful research is a dialectical method whose essential function is to diagnose the main characteristics about the phenomenon deficiency through investigative techniques. Purposeful research encourages scientific research in all professional directions contributing important aspects to the scientific field.
The present work has a propositive approach, since it focuses on the treatment of linguistic competences necessary for students in the educational institution. The results; after being tabulated, analyzed and socialized, they are taken into account to decide on the proposal that should solve the study problems.

**POPULATION AND SAMPLE**

Total population at Unidad Eduactiva 9 de Octubre high school is 221 students and 4 teachers, the sample is 44 students and 1 teacher, and this is shown in the following table.

<table>
<thead>
<tr>
<th></th>
<th>Population</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third year high school</td>
<td>1212</td>
<td>44</td>
</tr>
<tr>
<td>Teachers</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>1216</td>
<td>45</td>
</tr>
</tbody>
</table>

*Table 2. Population and sample.*
# OPERATIONALIZATION OF VARIABLES

<table>
<thead>
<tr>
<th>Type of variable</th>
<th>Variable</th>
<th>Dimension</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Independent</strong></td>
<td><strong>Reading Skills Acquisition</strong></td>
<td><strong>Reading comprehension levels</strong></td>
<td>Literality&lt;br&gt;Retention&lt;br&gt;Organization&lt;br&gt;Inference&lt;br&gt;Interpretation&lt;br&gt;Evaluation&lt;br&gt;Creation&lt;br&gt;Mechanical reading&lt;br&gt;Phonological reading&lt;br&gt;Denotative reading</td>
</tr>
<tr>
<td></td>
<td><strong>Kind of Readings</strong></td>
<td></td>
<td>Underlined&lt;br&gt;Footnotes&lt;br&gt;Development of schemes&lt;br&gt;Analytical or global methods</td>
</tr>
<tr>
<td></td>
<td><strong>Basic reading techniques</strong></td>
<td></td>
<td>Direct method&lt;br&gt;Audio-lingual&lt;br&gt;Communicative Language Teaching&lt;br&gt;Action Participation&lt;br&gt;Research&lt;br&gt;Specific perception&lt;br&gt;Structure Perception&lt;br&gt;General perception&lt;br&gt;Prediction strategy&lt;br&gt;Inference strategy</td>
</tr>
<tr>
<td><strong>Dependent</strong></td>
<td><strong>Teaching Strategies</strong></td>
<td><strong>Teaching methods</strong></td>
<td>Specific perception&lt;br&gt;Structure Perception&lt;br&gt;General perception&lt;br&gt;Prediction strategy&lt;br&gt;Inference strategy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Discussion and debate&lt;br&gt;Panel of activities&lt;br&gt;Interview</td>
</tr>
</tbody>
</table>

Table 2. Operationalization of Variables.

**Source:** Research of Teaching strategies for reading skills acquisition  
**Authors:** Cabeza C. & Lugo C (2018).
RESEARCH METHODS

ANALYSIS – SYNTHESIS
The duality between these two methods, which complement each other; allows to understand and establish the theoretical foundations for the development of this research study which describes the variables involved, strategies and methods of studies and all aspects associated with this research. All these elements and the correct result interpretation, facilitates the decision of a proposal to the benefit of students' learning.

INDUCTIVE-DEDUCTIVE
When working with inductive and deductive methods, reliable results of bidirectional analysis are obtained, the general characteristics are understood from a particular perspective that facilitates the problem resolution. In the same way; from personal conclusions is obtained global results via socialization; these results greatly benefit this research study.

LOGICAL-HISTORICAL
These methods allow the researcher to operate with a searching process of background to determine it and explain its origins. It also favors the actions or phenomena study in an orderly and structured, allowing the viability of this research thesis.

SYSTEMIC-STRUCTURAL-FUNCTIONAL
The systemic-structural-functional method manifests the chain of events associated with the research problem favoring the Knowledge construction. Focusing on the proposal of this study for the oral skills acquisition treatment through the development of a pedagogical guide as an essential tool to overcome the deficiencies explained.

TECHNIQUES AND INSTRUMENTS OF INVESTIGATION
Through the survey, the interview and the observation guide, as research methods and techniques; this investigative essay has been developed.

The survey has been developed with universal standards based on the LIKERT scale.
The interview was socialized with the relevant teachers in the process.

The observation technique was applied in the class English hours characterizing the different parameters according to the guide.
Observation Guide

Objective: To identify the main teaching strategies used for the development of reading comprehension with the 8th grade students at 9 de Octubre high School.

<table>
<thead>
<tr>
<th>Table 3.</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading exercises are performed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The readings are in accordance with the student interest.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The students actively participate in reading exercises during the class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher encourages student to read in class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher applies question and answer exercises about the readings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The students elaborate summaries about the readings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students explain the reading in their own words.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students applies reading techniques when they read.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The texts are updated.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The readings are in accordance with the vocabulary level of students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher uses didactic materials that are suitable for meaningful learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher uses extra material for enhance the reading comprehension skills in class.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ANALYSIS

There are several indicators involved in teaching techniques and the reading skills acquisition in 8th grade student from the EGB at Unidad Educativa 9 de Octubre high school through the observation guide.

The observation can be used as a measurement instrument in diverse circumstances, which consists in the systematic, valid and reliable recording about behavior (Hernandez, 2014, p.309).

Respect for the development of teaching techniques for the reading skills acquisition, the results obtained showed deficiencies in the skills during the classes in the reading practices, the fear of participation and the lack of mastery about the reading skills activities seriously damage the apprehension of the necessary competences in the students. On the other hand, basic and outdated texts are also responsible for poor student performance.

The aspects about student participation, the vocabulary according to the English level and the additional didactic material have a positive effect on the development of English language classes.
**Survey**

**Objective:** To determine the needs of students for the apprehension and acquisition about the reading skills.

**Instructions:** Read each sentence and mark (X) the corresponding box according to your criteria, understanding that 1 is the lowest level and 5 the highest level.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1) I feel motivated in English classes.
2) I enjoy to read during the English class.
3) I find easy to learn new vocabulary through reading.
4) I consider that reading is important in my learning development.
5) I consider it important recognize cognate words and loan words from my English book.
6) I enjoy the exercises that develop the reading skills.
7) I feel motivated to comment my thoughts about diverse readings.
8) I consider it important the use of the dictionary in reading practices.
9) I consider it important to understand and identify short, simple informational texts.
10) I consider that the type of reading texts used in class are according to my English level.
11) I find interesting the readings contained in my English book.
12) I identify with the main ideas of the text.
13) I find interesting the didactic material used to English class.
14) I think it is necessary to learn to follow single-step written instructions.
15) I consider it important to learn to extract the gist and key information items from short, simple informational texts.

Table 4.
**Statement number one:** I feel motivated in English classes.

Table 5. Motivation.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>11,36%</td>
</tr>
<tr>
<td>Indifereent</td>
<td>5</td>
<td>11,36%</td>
</tr>
<tr>
<td>Agree</td>
<td>19</td>
<td>43,18%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>15</td>
<td>34,09%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>44</td>
<td>100</td>
</tr>
</tbody>
</table>

**STETAMENT NUMBER ONE**

**Source:** Information obtained the survey at Unidad Educativa 9 de Octubre high school.

**Authors:** Cabeza C. & Lugo C (2018).

**Comment:** Results about the motivation in the English classes, the majority of the students show a positive grade. Around 34% are in strongly agree, the 11% are indifferent, 11% disagree and only 0% strongly disagree.
Statement number two: I enjoy to read during the English class.

Table 6. enjoy to reading

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>2</th>
<th>4,55%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>6</td>
<td>13,64%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>1</td>
<td>2,27%</td>
</tr>
<tr>
<td>Agree</td>
<td>22</td>
<td>50,00%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>13</td>
<td>29,55%</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>96,33%</td>
</tr>
</tbody>
</table>

Source: Research of Teaching strategies for reading skills acquisition
Authors: Cabeza C. & Lugo C (2018).

Comment: The majority enjoy about the English reading. The 4% are in strongly disagree and disagree 13% and a 35% enjoy if English reading.
**Statement number three:** I find easy to learn new vocabulary through reading.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>4</td>
<td>9,09%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>6,82%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>3</td>
<td>6,82%</td>
</tr>
<tr>
<td>Agree</td>
<td>17</td>
<td>38,64%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>17</td>
<td>38,64%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>44</td>
<td>92,67%</td>
</tr>
</tbody>
</table>

**Source:** Research of Teaching strategies for reading skills acquisition  
**Authors:** Cabeza C. & Lugo C (2018).

**Comment:** The majority of the students show a positive grade. Around 38% are in strongly agree, the 6% are indifferent, 6% disagree and only 9% strongly disagree.
Statement number four: I consider that reading is important in my learning development.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>1</th>
<th>2,24%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Agree</td>
<td>32</td>
<td>72,73%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>11</td>
<td>25,00%</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>98,17%</td>
</tr>
</tbody>
</table>

Table 8. Importance of English reading

Source: Research of Teaching strategies for reading skills acquisition
Authors: Cabeza C. & Lugo C (2018).

Comment: About the importance in the English reading, only the 2% does not strongly disagree, the rest of the class confirm this statement. (97%)
Statement number five: I consider it important recognize cognate words and loan words from my English book.

Table 9. Importance of recognize words.

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>6</td>
<td>11%</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>11,36%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>3</td>
<td>6,82%</td>
</tr>
<tr>
<td>Agree</td>
<td>25</td>
<td>56,82%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>5</td>
<td>11,36%</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>89,00%</td>
</tr>
</tbody>
</table>

Comment: Only 30% think is important recognize English words, 6% didn’t think about this statement, and a 22% showed in disagree.
**Statement number six:** I enjoy the exercises that develop the reading skills.

Table 10. enjoy the exercises.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>4</td>
<td>9,09%</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>9,09%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>7</td>
<td>15,91%</td>
</tr>
<tr>
<td>Agree</td>
<td>19</td>
<td>43,18%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>10</td>
<td>22,73%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>44</strong></td>
<td><strong>92,67%</strong></td>
</tr>
</tbody>
</table>

**Source:** Research of Teaching strategies for reading skills acquisition  
**Authors:** Cabeza C. & Lugo C (2018).

**Comment:** On the statement about enjoy exercises, the 22% of students strongly agree, 43% agree, 14% are indifferent, 15% disagree and 18% strongly disagree. The results show a positive aspect.
Statement number seven: I feel motivated to comment my thoughts about diverse readings.

Table 11. Motivation to express the opinions.

<table>
<thead>
<tr>
<th></th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>3</td>
<td>6.82%</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>13.64%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>1</td>
<td>2.27%</td>
</tr>
<tr>
<td>Agree</td>
<td>22</td>
<td>50.00%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>12</td>
<td>27.27%</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>94.50%</td>
</tr>
</tbody>
</table>

Source: Research of Teaching strategies for reading skills acquisition
Authors: Cabeza C. & Lugo C (2018).

Comment: On the statement that the students feel motivated to express their opinions about the reading. Strongly agree, 27% agree, 50% neither agree nor disagree, 2% disagree and 19% disagree.
Statement number eight: I consider it important the use of the dictionary in reading practices.

Table 12. Importance of dictionary.

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>3</td>
<td>6.82%</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>11.36%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>2</td>
<td>4.55%</td>
</tr>
<tr>
<td>Agree</td>
<td>19</td>
<td>43.18%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>15</td>
<td>34.09%</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>94.50%</td>
</tr>
</tbody>
</table>

Source: Research of Teaching strategies for reading skills acquisition
Authors: Cabeza C. & Lugo C (2018).

Comment: On the statement about importance of dictionary; the 34% of students strongly agree, 19% agree, 4% neither agree nor disagree, 11% disagree and 6% strongly disagree.
Statement number nine: I consider it important to understand and identify short, simple informational texts.

Table 13. identify the text.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>2</td>
<td>8,8%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>6,82%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>2</td>
<td>4,55%</td>
</tr>
<tr>
<td>Agree</td>
<td>21</td>
<td>47,73%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>16</td>
<td>36,36%</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>96,33%</td>
</tr>
</tbody>
</table>

Source: Research of Teaching strategies for reading skills acquisition
Authors: Cabeza C. & Lugo C (2018).

Comment: Regarding the declaration about identify the texts; the 36% of students strongly agree, 47% agree, 4% neither agree nor disagree, 6% disagree and 8% strongly disagree.
Statement number ten: I consider that the type of reading texts used in class are according to my English level.

Table 14. according to the English level.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Indifferent</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>5</td>
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</tr>
<tr>
<td></td>
<td>0%</td>
<td>0%</td>
<td>11.36%</td>
<td>34.09%</td>
<td>54.55%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Research of Teaching strategies for reading skills acquisition
Authors: Cabeza C. & Lugo C (2018).

Comment: On the statement about the texts and the English level; the 54% of students strongly agree, 34% agree, 5% neither agree nor disagree, 0% disagree and 0% strongly disagreement.
**Statement number eleven:** I find interesting the readings contained in my English book.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>2</th>
<th>8,8%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>7</td>
<td>15,91%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Agree</td>
<td>16</td>
<td>36,36%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>19</td>
<td>43,18%</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>96,33%</td>
</tr>
</tbody>
</table>

**Source:** Research of Teaching strategies for reading skills acquisition  
**Authors:** Cabeza C. & Lugo C (2018).

**Comment:** On the statement about interest in the readings; the 43% of students strongly agree, 36% agree, 0% neither agree nor disagree, 15% disagree and 8% strongly disagreement.
Statement number twelve: I identify with the main ideas of the text.

Table 16. main ideas.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>4.4%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>6.82%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>3</td>
<td>6.82%</td>
</tr>
<tr>
<td>Agree</td>
<td>15</td>
<td>34.09%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>22</td>
<td>50.00%</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>98.17%</td>
</tr>
</tbody>
</table>

Source: Research of Teaching strategies for reading skills acquisition
Authors: Cabeza C. & Lugo C (2018).

Comment: On the statement that about identify with the main ideas; the 50% of students strongly agree, 34% agree, 6% neither agree nor disagree, 6% disagree and 4% strongly disagreement.
Statement number thirteen: I find interesting the didactic material used to English class.

Table 17. didactic materials.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>4,4%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>4,55%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>4</td>
<td>9,09%</td>
</tr>
<tr>
<td>Agree</td>
<td>15</td>
<td>34,09%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>22</td>
<td>50,00%</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>98,17%</td>
</tr>
</tbody>
</table>

Comment: The 50% I find interesting the didactic material used to English class, and 34% agree. 9 % indifferent, a 8% showed in disagree.

Source: Research of Teaching strategies for reading skills acquisition
Authors: Cabeza C. & Lugo C (2018).
Statement number fourteen: I think it is necessary to learn to follow single-step written instructions.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>6</td>
<td>11%</td>
</tr>
<tr>
<td>Disagree</td>
<td>9</td>
<td>20,45%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>4</td>
<td>9,09%</td>
</tr>
<tr>
<td>Agree</td>
<td>16</td>
<td>36,36%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>9</td>
<td>20,45%</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>89,00%</td>
</tr>
</tbody>
</table>

Source: Research of Teaching strategies for reading skills acquisition  
Authors: Cabeza C. & Lugo C (2018).

Comment: On the statement about it is necessary to learn to follow single-step written instructions, 20% of students strongly agree, 36% agree, 9% neither agree nor disagree, 20% disagree and 11% strongly disagreement.
Statement number fifteen: I consider it important to learn to extract the gist and key information items from short, simple informational texts.

Table 19. Key information items.

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>5</td>
<td>11%</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>9.09%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>7</td>
<td>15.91%</td>
</tr>
<tr>
<td>Agree</td>
<td>18</td>
<td>40.91%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>10</td>
<td>22.73%</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>90.84%</td>
</tr>
</tbody>
</table>

Source: Research of Teaching strategies for reading skills acquisition
Authors: Cabeza C. & Lugo C (2018).

Comment: On the statement about the importance to learn to extract the gist and key information items from short, simple informational texts, the 22% of students strongly agree, 40% agree, 15% are indifferent, 9% disagree and 11% strongly disagree. The results show a positive aspect.
INTERVIEW.

Objective: To identify the most relevant aspects to optimize the reading skills in the students.

Instruction: Answer each question objectively according to your criteria.

1. - How long have you been teaching English as a foreign language?

2. - What do you consider is the English proficiency level in 8th grade students? Explain.

3. - What type of teaching methods and techniques do you apply with your students?

4. - What type of reading activities do you do with your student? What is the most effective one and way?

5. – how do you motivate your students to develop reading at home?

6. - Based on your experience, what aspects should be improved to make extensive reading a habit for your students?

7. - According to your experience what are the main aspects that should be considered for the development the reading skills?
8. - What difficulties have you had with your students during the reading process?

9. - Describe the educational environment in your classroom.

10. - What types of reading genre do you think that your students prefer?

INTERVIEW FOR THE TEACHER ANALYSIS

During the interview the teacher responded spontaneously and established various aspects that would allow a better development of English classes and improve the deficiencies present in students associated with the practice of reading. The teacher said that students usually have problems to identify the grammatical structures and verb tenses, this hinders the class progress and the reading practices. the teacher also explained about the extra didactic material used in classes, these materials are a positive aspect and favors apprehension, however a didactic, objective and pedagogical tool; with teaching techniques where activities are explained in detail, would greatly benefit reading skills.

On the other hand; the teacher emphasized that the student environment within the institution also affects the English language treatment and argued that the student community should be taken into account in the plantations with which the given problems will be resolved.

The teacher agrees with the use of didactic resources to facilitate student learning, the extra material are positive factors in the learning process. Therefore, the implementation of a didactic tool with these characteristics would be the most viable and reliable solution for achieving the objectives. the teacher concluded by explaining that by improving reading skills, other abilities such as writing and oral skills are also developed.
CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS
In the progress of this research study; based on the results, the following conclusions are taken into consideration:

- The student quality, with respect to reading skills, are not at the appropriate level according to the parameters established in the European theoretical framework.
- The use of the resources included in the English text does not gain the student interest.
- The extra material has a better result with adequate and motivating teaching techniques.

RECOMMENDATIONS

- Students should practice reading exercises in class with pedagogical activities that encourage learning.

- It is important to combine study methods to stimulate the reading skills acquisition in students.

- Reading activities should promote activities in the classroom and outside of it as an alternative to improve the skills in the English language.

- A didactic guide should be prepared with reading activities to provide a prompt solution to the problems encountered.
CHAPTER IV
THE PROPOSAL

TITLE
Design a didactic guide of interactive learning.

JUSTIFICATION
Behind the results obtained through empirical and technical research instruments, it was evident that student inefficiencies are due to the lack of didactic resources that improve the pedagogical practices in student progress and increase reading skills in 8th grade student from the EGB at Unidad Educativa 9 de Octubre high school during the academic year 2018-2019.

In the same way, it was observed that the instruments for the reading skills treatment in English class hours; are readings of English text used by the students and do not have reinforcement exercises for the reading activity. These traditional resources evidenced do not meet the class objectives, therefore it is necessary to implement a pedagogical tool oriented to the development of reading skills in students.

With these parameters; the researchers propose a viable solution to overcome the problems given by developing a didactic guide with interactive activities that increase and encourage the reading practice during class hours in benefit of student community. In this thesis also it recording all the instruments used and associated with this study.

OBJECTIVES

GENERAL OBJECTIVE
To improve student performance through a didactic guide of interactive learning to facilitate the reading skills acquisition in 8th grade student from the EGB at Unidad Educativa 9 de Octubre high school,
corresponding to zone 8 of district 3 in the Guayaquil City; academic year 2018-2019.

SPECIFIC OBJECTIVES

- To encourage the student apprehension through appropriate and motivating teaching techniques.
- To increase student reading skills to strengthen academic achievement.
- To identify correctly grammatical structures and verb tenses to dynamize the process.

THEORETICAL ASPECTS

DIDACTIC

In reference to the didactic, the proposal is aimed at solving a problem present in the students from a new and updated perspective to strengthen student skills related to the English language. The didactic guide has been designed with standard patterns taking as reference performance criteria to be more objective in the student process.

The didactic guide is a resource for learning through which the action of the teacher and students within the process is concretized and is based on didactics as a science to generate cognitive development and learning styles (Blanco, 2014, p. 23).

PEDAGOGICAL

The presented proposal balances the exercises with traditional techniques and methodologies to boost the teaching-learning process and encouraging student participation to improve reading competence within the academic process. Dudley (2004) states that strengthening these skills depends on the student needs; that is say, it is necessary to create the need in the student for meaningful learning and active language.
SOCIOLICAL

The associated factors in relation to society are present during the progress and the reading skills acquisition in the students, these aspects are manifested in the academic formation granting them criteria to adapt easily to the different life stages and to social changes. According to Aguilar (1991) society is fickle, it suffers behavior disorders constantly and it is human beings who must adapt to this society and this social process; for these reasons; The proposal of this project is an advantage that favors the school process, revitalizing student abilities in this foreign language.

PSYCHOLOGICAL

The proposal is associated with the pedagogical elements that encourage student motivation in teaching, students are interested in learning when all aspects involved in learning is presented in a non-traditional, innovative and interesting way, these aspects increase motivation and the class interaction; the didactic guide development has been carefully elaborated and the content deals with issues concerning the social, psychological and pedagogical environment about student.

FEASIBILITY

FINANCIAL

The preparation of didactic guide of interactive learning has a little significant cost, so the viability of the proposal is accessible. The didactic guide is elaborated by the researchers and given that the cost is very low; the researchers will be the ones who finance the prices. The didactic guide of interactive learning, once elaborated, socialized and accepted will be delivered to the collectives immersed in this research study for the reading capacities treatment in 8th grade student from the EGB at Unidad Educativa 9 de Octubre high school, during academic year academic 2018-2019.
LEGAL

This proposal complies with the legal fields reflected in the aspects related to education; it focuses on several articles of which article 27 of the Ecuadorian constitution that promotes holistic human development is cited. So also in the LOEI, article 374 (Organic Law of Intercultural Education) explains that the didactic resources that should be used in the classroom.

TECHNICAL

The didactic guide presented explains in detail the objectives and instructions so it is easy to understand; it does not need special technology; although it is advisable to train teachers to socialize and optimize the results.

HUMAN

The researchers of this study propose the implementation of this proposal in the oral skills treatment and they have the confidence and guarantees of education professionals for the project execution. On the other hand; In relation to human aspects, this thesis favors the learning process of this foreign language, benefiting teachers, students, institutions and the educational community.

DESCRIPTION OF THE PROPOSAL

The didactic guide of interactive learning is based on all the pedagogical and didactic aspects established by the Ministry of Education from Ecuador, as well; This didactic guide is developed under the focus of the results obtained through the investigative tools applied to 8th grade student from the EGB at Unidad Educativa 9 de Octubre high school, with the aim of improving reading skills associated with English classes.

The didactic guide is easily adaptable to the traditional methods and techniques used by the teacher, likewise; adjusts to the content in the
lesson plans prepared by the teacher. The didactic guide of interactive learning is a useful and dynamic tool that facilitates the apprehension on the part of students and can be developed at the beginning, during or at the end of the class.

The didactic guide is divided into eight reading exercises, i.e., an activity for each unit in the book corresponding to the eighth grade from EGB, each activity has specific objectives and instructions to optimize the results. The reading content has been developed with stories about different topics and a basic vocabulary according to the English level in the students, therefore students will feel interested and related to the book exercises and their educational environment.

CONCLUSION

CONCLUSIONS OF THE PROPOSAL

- The didactic guide allows students to develop more interactive practices and interpret real events through motivation reinforcing the knowledge acquired throughout the class process.
- It is recommended that the teacher control the various aspects that could defeat the class objectives such as discipline.
- The didactic guide practice will promote student interaction, achieving a student environment compatible with learning.
- All the activities were carried out focusing on curricular planning for the English language teaching.
- The activities about didactic guide and the exercises have been developed based on the objectives established in the lesson plan and are adjustable to the problem demands.
CHAPTER II  There is no friend as loyal as a book.
Ernest Hemingway
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Introduction

The objective in the didactic guide of reading skills acquisition is to develop the different competences implicit in reading for the mastery of English language through exercises that stimulate learning. The methods, techniques and exercises have been developed for collective or individual work and they are easily adjusted to the curricular plans or class objective.

The task of acquiring skills for English reading is quite difficult and complex to master due to the grammatical structures and English word formation, so it is advisable to the continuing practice to create a habit in the students and avoid a hesitant reading, with low understanding and unhelpful to the students.

So; the presented guide is important for the development in the student process because it is a valuable tool based on the texts recommended by the educational centers regulated by the Ecuadorian government. This guide should work to strengthen reading skills, to streamline curricular plans and to facilitate the achievement of objectives. The didactic guide of acquisition reading skills does not replace the recommended texts in any of its practices or its forms.
Exercise 1

**Invent the title.** (20 minutes).

**Objective:** to promote the student interest in reading through creativity and originality.

**Explanation 1:** students will form groups, they should try to predict the main idea of reading; the teacher will deliver cards with graphics associated with the reading and will demand the students to invent the reading title.

**Explanation 2:** Upon completion the reading; the student must write two main ideas and argue in three lines their criteria about the reading.
A friend in need is a friend indeed

Once upon a time there lived a lion in a forest. One day after a heavy meal. It was sleeping under a tree. After a while, there came a mouse and it started to play on the lion. Suddenly the lion got up with anger and looked for those who disturbed its nice sleep. Then it saw a small mouse standing trembling with fear. The lion jumped on it and started to kill it. The mouse requested the lion to forgive it. The lion felt pity and left it. The mouse ran away.

On another day, the lion was caught in a net by a hunter. The mouse came there and cut the net. Thus it escaped. Thereafter, the mouse and the lion became friends. They lived happily in the forest afterwards.
Exercise 2

**Draw according to the title.** (20 minutes).

**Objective:** to motivate students in reading through drawings in relation to reading.

**Explanation 1:** the teacher will write on the blackboard the reading title and students should create drawings associated with the reading according to their criteria.

**Explanation 2:** Upon completion the reading; the student must write two main ideas and argue in three lines their criteria about the reading.
The Fool of the Year

Fool of the Year contest was open to all the courtiers of King Krishnadeva Raya.

All the people looked forward to the event as the winner stood to gain a handsome prize of 5000 gold coins. The trouble was, Raman always won the contest.

One year the other courtiers decided that he must be kept out of it and bribed his servant to lock him in his room to prevent him from reaching the palace in time for the event.

Consequently Raman reached the palace after the contest was over and just as the name of the winner was about to be announced.
Seeing Raman come in, the king asked him why he was so late.

Raman told him he was in need of a hundred gold coins and had been engaged in trying to raise the amount.

"If you had participated in the contest you might have won the prize money and your problem would have been solved," said the king. "You've behaved very foolishly."

"I am a fool," said Raman.

"You're the greatest fool I've ever seen!" said the king.

"That means I have won the contest!" said Raman. The king realized that he had made a slip but he was too proud to acknowledge it and to the chagrin of the other courtiers declared Raman the winner of Fool of the Year contest!
Exercise 3
Imagine and tell. (20 minutes).

**Objective:** To work the student imagination to introduce them to reading.

**Explanation 1:** the teacher will write on the board the reading title and deliver cards with graphics associated with the reading. Students will work in groups imagining the story and to relate it.

**Explanation 2:** Upon completion the reading; the student must write two main ideas and argue in three lines their criteria about the reading.
Truth and falsehood

One day Akbar asked his courtiers if they could tell him the difference between truth and falsehood in three words or less. The courtiers looked at one another in bewilderment.

"What about you, Birbal?" asked the emperor. "I'm surprised that you too are silent."

"I'm silent because I want to give others a chance to speak," said Birbal.

"Nobody else has the answer," said the emperor. "So go ahead and tell me what the difference between truth and falsehood is — in three words or less."

"Four fingers" said Birbal
"Four fingers?" asked the emperor, perplexed.

"That's the difference between truth and falsehood, your Majesty," said Birbal. "That which you see with your own eyes is the truth. That which you have only heard about might not be true. More often than not, it's likely to be false."

"That is right," said Akbar. "But what did you mean by saying the difference is four fingers?"

"The distance between one's eyes and one's ears is the width of four fingers, Your Majesty," said Birbal, grinning.
Exercise 4  
**Create dialogues** (20 minutes).

**Objective:** to motivate students in reading through imagination and knowledge in basic grammatical structures.

**Explanation 1:** students will form groups, the teacher will write on the board the title of the reading and deliver cards with graphics associated with reading. Students must create dialogues by associating the title and graphics.

**Explanation 2:** Upon completion the reading; the student must write two main ideas and argue in three lines their criteria about the reading.
The clever fox

There once lived a crow. One day he was very hungry. He had not been able to get any food the previous day. “If I do not get anything to eat I will starve to death,” he thought.

As the crow was searching for food, his eyes fell on a piece of bread. He quickly swooped down, picked it up and flew off. Far away in a lonely place he sat on a tree to enjoy the bread.

Just then a hungry fox saw the crow sitting on the tree holding the bread in his mouth. “Yummy! That bread looks delicious. What I would give to get that piece of bread,” the fox thought.
The fox decided to use all his cunning means to get the piece of bread from the mouth of the crow. He sat under the tree. The crow saw him and thought, “I guess this fox wants to eat my bread. I shall hold it carefully.” And he held on to the bread even more tightly.

The clever fox spoke to the crow politely. He said, “Hello friend! How are you?” But the crow did not say anything.

“Crows are such lovely birds. And you are very charming too,” said the fox, flattering the crow.

Then the fox said, “I have heard that besides being beautiful you
also have a sweet voice. Please sing a song for me."

By now the crow started to believe what the fox was saying. "The fox knows true beauty. I must be the most beautiful bird in this whole world. I will sing him a song," thought the crow.

As soon as the foolish crow opened his mouth to sing the bread fell from its beak and into the ground. The Clever fox, which had just been waiting for this very moment, caught the bread in his mouth and gulped it down his throat.

The crow had paid a heavy price for his foolishness.
Exercise 5

**Reinvent the story** (20 minutes).

**Objective:** to motivate students in reading through drawings in relation to reading.

**Explanation 1:** students will assemble groups, the teacher will write on the board the reading title and deliver cards with graphics associated with reading. Students must invent a short story relating the title and graphics.

**Explanation 2:** Upon completion the reading; the student must write two main ideas and argue in three lines their criteria about the reading.
The clever bull

There was a forest with many birds and animals. Once, a bull wandering in the forest came upon a cave. Near the cave was a big pond and lush green grass. “This is an ideal place for me to settle down," the bull thought. So, he made the cave his home. Many days passed. The bull became quite healthy, grazing in the meadows. The bull was happy and peaceful living in that cave. He had made many friends in that forest.

One day, the bull was resting outside his cave house. A lion happened to come by that way. The lion was happy to have spotted a bull after a long time. “Aha! A bull! He is so healthy too," thought the majestic lion, licking his lips in anticipation of
a good meal. The bull too noticed the lion. He could sense danger. I must be on my guard now," the bull thought and decided to do something to hide himself from the lion.

When the lion came close to the bull, the clever bull looked into the cave and called out, “Darling, do not cook anything for dinner. I have just spotted a lion. I am waiting for it to come near." When the lion heard the bull, he returned around and ran for his life.

A jackal saw the lion running breathlessly. “Why are you running, Mr. Lion?” asked the jackal. The lion told him all that had happened. “The bull has made a fool out of you," replied the jackal. And the jackal added, “Come with me. Together we
can feast on the bull." But the lion was too scared to believe the jackal.

The jackal understood why the lion was hesitating to come with him. "Alright then! Tie your tail with mine and let me lead you to the cave of the bull. In case the bull attacks, then I will be the one who will get caught first," the jackal said.

The lion agreed to this plan of action prepared by the jackal. And then the lion and the jackal tied their tails together. They set off to the bull’s cave.

Both the lion and the jackal went near the cave where the bull was. When the bull saw the lion coming with the jackal, he thought, "I am sure that cunning jackal knows I
fooled the lion. Without panicking, the bull cried out to the jackal, “I had asked you to bring me two lions. Do you want me to keep my children hungry?”

Even this time the lion did not realize that the bull was again fooling him. He was terrified. He ran as fast as he could run dragging the jackal with him over stones and thorns. The clever bull outwitted his enemies and saved himself from its enemies.

Both the lion and the jackal never returned that way. Thereafter the bull lived a peaceful and happy life with his wife and children.
Exercise 6
Reorder the story (20 minutes).

**Objective:** To generate interest in the students through the collective work of the students, encouraging interaction.

**Explanation 1:** The teacher will deliver short fragments of the reading; students should work in groups by reorganize the story with the fragments delivered by the teacher.

**Explanation 2:** Upon completion the reading; the student must write two main ideas and argue in three lines their criteria about the reading.
Once upon a time, there was a lazy wolf living in a jungle. Near his house was a pond. Many animals came to the pond to drink water. The wolf was always in search of food.

One day, he was sitting near the pond hoping to get something to eat. When suddenly he spotted a dead bull. “Aha! What luck! Now I can eat all I want,” he thought and his mouth started watering.

“Ooh, the bone in thro...at hurts. What shall I do now?” thought the wolf. Suddenly he remembered that a crane lived on the nearby riverbank. In his haste, a piece of bone got stuck in his throat. “Ohh! Errk!” cried the wolf. He tried to bring it out of his mouth. He tried to cough it out but in vain. Next, he tried to swallow it down but he failed.

The wolf went to the crane and pleaded, “My dear Crane! I have got a bone stuck in my throat. I will give you a present, if you pull it out of my throat with your long beak.”

“Now where is my present?” asked the crane. “What present?” the wolf replied, pretending not aware of its promise. “You said that you would give me a present if I remove the bone from your throat,” said the crane humbly. The crane took pity on the wolf. He asked the wolf to look up with his mouth open. The crane then put its head into the wolf’s mouth and pulled out the bone.

“Oh! What a relief!” the wolf sighed. “Hah! Is it not a present that you put your head into my mouth and got out alive? I could have easily crushed your head while your beak was inside my mouth,” said the ungrateful wolf and went away.

The crane felt helpless and decided not to help any ungrateful creature in the future.
The Bone in Throat

Once upon a time, there was a lazy wolf living in a jungle. Near his house was a pond. Many animals came to the pond to drink water. The wolf was always in search of food.

One day, he was sitting near the pond hoping to get something to eat. When suddenly he spotted a dead bull. “Aha! What a luck! Now I can eat all I want,” he thought and his mouth started watering.

He began to eat the bull. A thought struck him, “if another beast comes this way he will ask for a share. I had better eat fast.” ‘Grub! Grub! Grub! Grub1’ he chewed, faster and faster.

In his haste, a piece of bone got stuck in his throat. “Ohh! Errk!” cried the wolf. He tried to bring it out of his mouth. He tried to cough it out but in
vain. Next, he tried to swallow it down but he failed.

“Ooh, the bone in throat hurts. What shall I do now?” thought the wolf. Suddenly he remembered that a crane lived on the nearby riverbank.

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The crane felt helpless and decided not to help any ungrateful creature in the future.
Exercise 7

**Affirm, Deny, Argue** (20 minutes).

**Objective:** To motivate students in reading through drawings in relation to reading.

**Explanation 1:** The teacher explains the reading introduction to the students and he will give them short paragraphs with possible events in the reading, the students should affirm, deny and argue.

**Explanation 2:** Upon completion the reading; the student must write two main ideas and argue in three lines their criteria about the reading.
**Introduction:** the god Eos, in love with Tithonius, gets immortality for her, now both were immortal...

What do you guess will happen in the story?

**Possible event 1:** they live happily ever after.

**Possible event 2:** finally she dies.

**Possible event 3:** finally they die.

The student invents the end.
Man Who Could not Die.

Eos, Goddess of Dawn fell in love with a youth named Tithonius, and the two spent many happy years together. But while Eos being a goddess retained her youth, Tithonius began to age. He asked his beloved to grant him immortality. She couldn’t do it on her own so she pleaded his case with Zeus, the supreme deity.

Zeus reluctantly granted the boon. The story unfortunately does not have a happy ending. Tithonius had forgotten to ask for eternal youth. So though he could not die he could age. As his age advanced he became wrinkled and hunchbacked
and revoltingly ugly. He pleaded with Eos to help him.

She could not take back the gift of immortality nor could she give him back his youth. But she could change his form. She turned him into a grasshopper.
Exercise 8
Perception (20 minutes).

Objective: To promote a good student environment through the interaction and interest of students in reading.

Explanation 1: The teacher will distribute cards with graphics associated with the reading. The students; those who should not know that it is about a reading, they should comment on their concepts about the graphics on the cards, then the teacher will remember aloud that he has an interesting reading about the student comments.

Explanation 2: Upon completion the reading; the student must write two main ideas and argue in three lines their criteria about the reading.
The Hospitality of the Pigeon

Once upon a time, there lived two pigeons. They were husband and wife. They spend their day looking for food. In the evening they would come and rest on their favorite tree in the forest.

One evening, the wife returned home early. A usual she was waiting for her husband, when suddenly it started raining. She started to worry. “Where are you, my dear? You never get so late," she whispered to herself.

Just then she saw a bird-catcher coming towards her. In a cage he had a pigeon. It was her husband. “OH no, what shall I do now" I
wish I can help my husband," she said. She desperately tried to distract the bird-catcher by flapping her wings, but all in vain.

Soon, it stopped raining. “Brrr! It is so cold," said the bird-catcher. His clothes were wet. He decided to sit under the same tree where the two pigeons lived.

The poor wife sat by her husband’s cage. And she started to cry. The husband said. “Do not feel sad, dear. We now have a guest. This man is shivering and hungry. He needs your help.” Hearing this, the wife flew around getting dry twigs. She made a fire for the bird-catcher. Then she looked at the bird-catcher and said, “You are our guest, since I
have no food to offer, I will jump into this fire. In few minutes I will become an edible item for you. You can eat me."

By now, the bird-catcher was overwhelmed by the hospitality of the humble pigeon couple. He at once stopped the wife jumping into the fire.

He opened the cage and set the husband free. “I have been cruel and selfish. I will never trap any bird in my net again," said the bird-catcher and went away. The two pigeons were happy to be reunited.
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Sr (a). Msc.
Ledo (a) Daniel Briones
Director de la Unidad Educativa 9 de Octubre

De mis consideraciones

Me dirijo a usted con el fin de comunicarle que se ha dado la respectiva autorización para que las alumnas Ivonne Esther Lugo Charcopa y Ruth Miriam Cabeza Cazares de la Universidad de Guayaquil de la escuela de lenguas y lingüística puedan aplicar el proyecto de investigación para la elaboración del trabajo de titulación

[Signature]

Daniel Briones
Director de la Unidad Educativa 9 de Octubre
Acuerdo del Plan de Tutoría

Nosotros, Ldo. Andrés Rodríguez Llanos, docente tutor del trabajo de titulación y Ruth Miriam Cabeza Cazares, estudiante de la Carrera/Escuela Lenguas y Lingüística, comunicamos que acordamos realizar las tutorías semanales en el siguiente horario 16:00 – 18:00, el día Martes.

De igual manera entendemos que los compromisos asumidos en el proceso de tutoría son:
- Realizar un mínimo de 4 tutorías mensuales.
- Elaborar los informes mensuales y el informe final detallando las actividades realizadas en la tutoría.
- Cumplir con el cronograma del proceso de titulación.

Agradeciendo la atención, quedamos de Ud.

Atentamente,

[Señalizan firmas]

Ruth Cabeza Cazares
Estudiante

Andrés Rodríguez Llanos
Docente Tutor

Ivonne Lugo Díaz
Estudiante

CC: Unidad de Titulación
Guayaquil, 17 Agosto del 2018

Sr. /Sra.
DIRECTOR (A) DE LA CARRERA/ESCUELA
FACULTAD: FILOSOFÍA
UNIVERSIDAD DE GUAYAQUIL
Ciudad: Guayaquil

De mis consideraciones:

Envío a Ud. el informe correspondiente a la tutoría realizada al Trabajo de Titulación Teaching strategies for Reading skill acquisition (título del los estudiante(s) Ruth Miriam Cabeza Cazares e Ivonne Esther Lugo Giancopia , indicando ha (n) cumplido con todos los parámetros establecidos en la normativa vigente:

- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral.
- El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se adjunta el certificado de porcentaje de similitud y la valoración del trabajo de titulación con la respectiva calificación.

Dado por concluida esta tutoría de trabajo de titulación, CERTIFICO, para los fines pertinentes, que el (los) estudiante (s) está (n) apto (s) para continuar con el proceso de revisión final.

Atentamente,

Andrés Rodríguez Llanos
TUTOR DE TRABAJO DE TITULACIÓN
C.I. D923264907


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Andrés Rodríguez Llanos
FIRMA DEL DOCENTE TUTOR DE TRABAJO DE TITULACIÓN
No. C.I. 0923264907
FECHA: 17/08/2018
CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado Andrés Rodríguez Llanos, tutor del trabajo de titulación, certifico que el presente trabajo de titulación ha sido elaborado por Ruth Miria Cabeza Cacares, C.C. 093061196 — Ivonne Esther Liapo Chimaco, C.C. 093060546, con mi respectiva supervisión como requerimiento parcial para la obtención del título de LICENCIATURA EN Lenguas y Linguísticas CON MENCION EN INGLES.

Se informa que el trabajo de titulación: "Teaching strategies for Reading skill acquisition," ha sido orientado durante todo el periodo de ejecución en el programa anti plagio URKUND quedando el 8% de coincidencia.

Andrés Rodríguez Llanos
NOMBRE DEL DOCENTE TUTOR
C.I. 093204987
Sr. Dirección de la Carrera Profesional
Facultad ___
Universidad de Guayaquil
Ciudad ___

De mi conocimiento:

Envió a Ud. el informe correspondiente a la REVISIÓN FINAL del trabajo de titulación

Este trabajo fue realizado considerando todas las pautas establecidas en las normativas vigentes y en el cumplimiento de los siguientes aspectos:

Complemento de requisitos de forma:
- El título tiene un mínimo de ___ palabras.
- La memoria escrito se ajusta a la estructura establecida.
- El documento se ajusta a los mismos estándares de escritura científicos establecidos por la Facultad.
- La investigación es pertinente con el tema y se incluye la investigación de la carrera.
- Los supuestos realizados con un mínimo de ___ páginas.
- La propuesta se presentó en plazo.

Complemento con el segmentos deיגón académico:
- El trabajo ha seleccionado los temas académicos.
- El estudio se ha sometido a un análisis jurídico.
- El contenido presenta una presentación en el caso de conocimiento.
- El análisis de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se indica que ha revisado, el certificado de situación de siniestro, la valoración del tutor, así como las páginas preliminares solicitadas, lo cual indica que el trabajo de investigación cumple con los requisitos exigidos.

Una vez concluida esta revisión, considero que el estudiante ___(nombre)___ (Cédula ___) está apto para continuar el proceso de titulación. Particularmente, que continuemos a este para los fines pertinentes.

Dias ___/___/___

Dosis de titulación
__/__/___
**FACULTAD FILOSOFÍA**  
ESCUA/CARRERA LENGUAS Y LINGÜÍSTICA  
**UNIDAD DE TITULACIÓN**

**RÚBRICA DE EVALUACIÓN MEMORIA ESCRITA TRABAJO DE TITULACIÓN**

Título del Trabajo: Teaching strategies Reading skill acquisition  
Autor(s): Cazares Ruth Miriam y Lugo Chiarcopa Ivonne Esther

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* El resultado será promediado con la calificación del Tutor y con la calificación de obtenida en la Sustentación oral.

Andrés Rodríguez Llanos  
FIRMA DEL DOCENTE TUTOR REVISOR  
No. C.I. 0923264907  
FECHA: 12/05/2018
Facultad de Filosofía
Escuela/Carrera: Lenguas y Lingüística
Unidad de Titulación

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Yo, Ruth Miriam Cabeza Cazares con C.I. 0930631106- Y Ivonne Esther Lugo Charcopa Con C.I. 0919663946

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Nota: El rendimiento para el desarrollo de la memoria fue evaluado en base a la calidad del análisis y la coherencia de la temática.
MSc.
Andrés Rodríguez
PROFESOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA,
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DURING THE SURVEY TO STUDENTS UNDER THE SUPERVISION OF THE ENGLISH TEACHER DURING HER CLASSES