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

TOPIC:
INCIDENCE OF READING MOTIVATION IN THE PRE-READING STAGE.

PROPOSAL:
DESIGN OF LUDIC-DIDACTIC ACTIVITIES FOR READING MOTIVATION
EDUCATIVE PROJECT

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF LICENCIADA EN CIENCIAS DE LA EDUCACIÓN
MAJOR IN: LENGUA Y LINGÜÍSTICA INGLESA

RESEARCHER:

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GUAYAQUIL-ECUADOR
2018
De mis consideraciones:

En virtud de las Autoridades Académica de la Facultad de Filosofía, Letras y ciencias de la educación me asignaron Consultor Académico de Proyectos Educativos de la Licenciatura en Ciencias de la Educación, especialización, mención: presencial, el día 15 de agosto del 2017.

Tengo a bien informar lo siguiente:

Que los integrantes ANASTACIO ALVARADO LUIS DANIEL y CASTILLO GANGA VANESSA NOEMI diseñaron el Proyecto Educativo con el tema: Incidence of reading motivation in the pre-reading stage. y la propuesta: Design of ludic-didactic activities for reading motivation. 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. Galo Donoso.
Consultor Académico
DEDICATION

This research project is dedicated to:
Mainly to God for being the inspirer and the giver of the necessary strength to complete one of my greatest desires.
To my parents for their insistence their scolding their patience and for their love, advice and teachings that in filial love it is evident the security to follow and not to stop because thanks to you I have been able to move forward.
My daughters, my main motor, those who are in my life to make me stronger and braver for you do not rest on this long road, they were and will always be my fundamental pillar in this life.
To my friends who always said we are going that you can and for the value that it made in me to have them as a brotherhood.
To my classmates who shared with me many years of tension of joy and wisdom, without their help, good advice and motivation I could not finish my degree course.
To my distinguished and spectacular tutor MSC. GALO DONOSO for the patience and efficiency in which he not only reviewed each step in the thesis but for his friendship his perseverance and his good heart.
I dedicate this effort to you that allowed me to be better.

VANESSA CASTILLO
THANKFULNESS

I would like to thank my God
An infinite thanks to my mother Diosa Cangá and my father Santos Castillo who supported me unconditionally in my life and my career with their advice, care, and life examples that made me a professional person in the field of education.
To my daughters Angely Ribadeneira and Meylin Freile for loving me as I love them and that love that made me every day not to stop and advance in the struggle, to each of those people who with their love and friendship helped in one way or another to this dream becomes reality.
A very special thanks to my teachers throughout my life and to my thesis tutor Msc. Galo Donoso, who helped me in the development of my thesis project to obtain my professional degree.

VANESSA CASTILLO
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| **PALABRAS CLAVE:** Didactica, Lecture Comprensiva, Guía, Motivación, aprendizaje y enseñanza. |

| **RESUMEN:** La educación a lo largo de la historia ha generado un gran progreso, rompiendo con los paradigmas tradicionales. En lo que respecta al idioma inglés, se ha convertido en un área de aprendizaje obligatorio, teniendo en cuenta la sociedad globalizada. El aprendizaje de inglés, hasta la actualidad, es difícil para la mayoría de los estudiantes y existen varias causas, entre ellas, las técnicas utilizadas por los profesores, la falsa idea de que un idioma extranjero es difícil, etc. En base a este pensamiento, las investigaciones han sido realizó sobre el tema en la escuela secundaria Assad Bucaram Elmhalim con el propósito de determinar la influencia de las técnicas en la motivación de la pre-lectura para la mejora de la lectura. El tema es importante ya que tiene como fondo el uso de técnicas no participativas que no permiten desarrollar un aprendizaje de calidad o el desarrollo de habilidades de comprensión lectora ya que la mayoría de los estudiantes no entienden las lecturas ni desarrollan habilidades orales. |

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Propuesta:

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ABSTRACT: Education throughout history has generated great progress, breaking with traditional paradigms. As regards the English Language, this has become a compulsory learning area, considering the globalized society. The learning of English, up to the present times is difficult for most students and there are several causes, among them are: the techniques used by teachers, the false idea that a foreign language is difficult etc. Based on this thought, Investigations have been realized about the theme in the Assad Bucaram Elmhalim high school with the purpose of determining the influence of the techniques in the motivation of pre-reading for the improvement of reading. The issue is important since it has as a background the use of non-participatory techniques that do not allow to develop a quality learning or the development of reading comprehension skills since most of the students do not understand the readings, nor develop oral skills.
ABSTRACT

Education throughout history has generated great progress, breaking with traditional paradigms. As regards the English Language, this has become a compulsory learning area, considering the globalized society. The learning of English, up to the present times is difficult for most students and there are several causes, among them are: the techniques used by teachers, the false idea that a foreign language is difficult etc. Based on this thought, Investigations have been realized about the theme in the Assad Bucaram Elmhalim high school with the purpose of determining the influence of the techniques in the motivation of pre-reading for the improvement of reading. The issue is important since it has as a background the use of non-participatory techniques that do not allow to develop a quality learning or the development of reading comprehension skills since most of the students do not understand the readings, nor develop oral skills.

KEY WORDS: Didactic, reading comprehension, Guide, motivation, teaching and learning.
ABSTRACT

La educación a lo largo de la historia ha generado un gran progreso, rompiendo con los paradigmas tradicionales. En lo que respecta al idioma inglés, se ha convertido en un área de aprendizaje obligatorio, teniendo en cuenta la sociedad globalizada. El aprendizaje de inglés, hasta la actualidad, es difícil para la mayoría de los estudiantes y existen varias causas, entre ellas, las técnicas utilizadas por los profesores, la falsa idea de que un idioma extranjero es difícil, etc. En base a este pensamiento, las investigaciones han sido realizadas sobre el tema en la escuela secundaria Assad Bucaram Elmhalim con el propósito de determinar la influencia de las técnicas en la motivación de la pre-lectura para la mejora de la lectura. El tema es importante ya que tiene como fondo el uso de técnicas no participativas que no permiten desarrollar un aprendizaje de calidad o el desarrollo de habilidades de comprensión lectora ya que la mayoría de los estudiantes no entienden las lecturas ni desarrollan habilidades orales.

PALABRAS CLAVES: Didactica, comprensión lectora, guía, motivación, enseñanza y aprendizaje.
INTRODUCTION

The teaching of the English language in Ecuador has been questioned in recent years, particularly in government establishments, because of the fact that the level of English teachers is lower than the suggested. This is reflected in the methodologies and levels of learning achieved by the students, who after finishing the school and integrating to the different universities present a low level of the English language. Teen students over time have manifested new needs for optimal learning, and traditional techniques and methodologies have gradually become obsolete. Interactivity has become one of the main factors for imparting knowledge, play activities are a widely used resource today, mainly in those classes where students have more freedom to move around the classroom. Motivating students for efficient learning is a challenge that many teachers face daily. In the teaching of the English language the pronunciation, the vocabulary, and the oral expression are the main factors that should be covered by the teachers, but when there is a lack of motivation the students prefer to omit the educational methodologies and limit their capacity to learn. The educational material available to professors of government educational institutions is sometimes limited and scarce in motivational techniques, which promoted the development of the following study, whose structure is as follows:

In chapter I, the problematic situation, the conflict situation, as well as its possible causes are detailed, all this together to be able to establish the general objective and the specific objectives that will delimit the development of the present project.

Chapter II covers everything related to the theoretical framework, the background, the theoretical and legal bases that support the realization of the research, as well as the most important terms for its total understanding.
CHAPTER I

THE PROBLEM

RESEARCH CONTEXT

The following research is carried out in the field of teaching English as a foreign language, specifically in the motivation of pre-reading and reading comprehension, in the students from 10th level of general basic education (EGB). In the ASSAD BUCARAM ELMHALIN high school located in the Cristo el Consuelo sector, streets Oriente y Sedalana, Academic Period 2017 - 2018.

The current vision of the authorities and teachers is to achieve academic and moral excellence and to involve students in a valuable social transformation, making them critical thinkers who can be competent in the globalized world of today.

The institution is currently working in the morning. It has 220 students and has a staff of 20 teachers. There are 2 sections in its infrastructure that are a library and two sports tracks. The curriculum includes five hours of English an hour each day. The study group is a course of 30 tenth-year students. The English teacher assigned to this course has a high teaching degree and several years of work experience in public schools.
SITUATION CONFLICT.

The problem that was found in ASSAD BUCARAM ELMHALIN high School. Was in the learning techniques of reading. The little interest in reading, the little practice of reading comprehension in class affects the ability of the students to develop and maintain the reading techniques in the classroom.

The purpose of this research is to use reading to improve students' English language skills.

One of the reasons why students have difficulties when learning English is because there is not well-planned class and the teacher applies the necessary techniques to develop reading.

Due to the way in which classes are handled, more emphasis is placed on vocabulary and grammar based on grammatical exercises and patterns than on the practice of reading comprehension. A class that lasts about forty minutes is divided into two parts; first the introduction of the subject, then the presentation of vocabulary and grammatical terms leaving little or no time to practice what has been introduced with a short reading.

SCIENTIFIC FACT

The results obtained through the observation show severe deficiencies in the reading comprehension in the English language in the students from 10th level of general basic education (EGB). In the ASSAD BUCARAM ELMHALIN high school Academic Period 2017 - 2018; this observation allows to demonstrate little reading practice and lack of appropriate techniques to improve the motivation of pre-reading and reading comprehension.
CAUSES.

- Little interaction of reading comprehension and practice when reading due to the scarce hours of classes.
- Lack of reading techniques and didactic material.
- Little knowledge of application of reading comprehension

FORMULATION OF THE PROBLEM

How does the motivation of pre-reading affect the improvement of reading comprehension in the students from 10th level of general basic education (EGB) in the ASSAD BUCARAM ELMHALIN high school in Guayaquil Canton, province of Guayas, Academic Period 2017 - 2018?

INVESTIGATION OBJECTIVES

GENERAL OBJECTIVE

Determine the incidence of motivation in pre-reading for the improvement of reading skills through the application of a bibliographic, field and statistical research for the design of a didactic guide with motivational strategies for the pre-reading stage. To design a teaching guide with motivational strategies for the pre-reading stage.

SPECIFIC OBJECTIVES

- Analyze the motivation in pre reading through the application of bibliographic, field and statistical research methods.
- Assess the improvement of reading skills through the application of bibliographic, field and statistical research methods.
• Design a didactic guide with motivational strategies for pre reading by interpreting the data obtained.

QUESTIONS OF THE INVESTIGATION.

1. What techniques does the teacher use to incide in the motivation of the reader?

2. Does the learning of the English language use the appropriate techniques for the development of the motivation in the pre-reading stages?

3. What types of teaching resources teachers use to improve the motivation in the pre-reading stages?

Independent variable: Motivation in the pre-reading.

Dependent variable: Reading comprehension.

JUSTIFICATION.

Education throughout history has generated great progress, breaking with traditional paradigms. As regards the English Language, this has become a compulsory learning area, considering the globalized society.

The learning of English, up to the present times is difficult for most students and there are several causes, among them are: the techniques used by teachers, the false idea that a foreign language is difficult etc. Based on this thought, Investigations have been realized about the theme in the Assad Bucaram Elmhalim high school with the purpose of determining the influence of the techniques in the motivation of pre-reading for the improvement of reading.
The issue is important since it has as a background the use of non-participatory techniques that do not allow to develop a quality learning or the development of reading comprehension skills since most of the students do not understand the readings, nor develop oral skills.

Regarding the academic and scientific contribution it is necessary to mention that at present and with the technological advance and the educational innovations made by the Ministry of Education, it is necessary to generate changes in the application of techniques applied by teachers, which will allow advances in pedagogical processes, giving emphasis to meaningful learning.

According to the experience lived in the years of study at the university the researchers believe that this investigative project is based on reality, therefore everything learned in the classroom is necessary to put it into practice with the adolescents, thus generating reading current, based on playful techniques (those that allow teamwork, through cooperative games, etc., to develop creativity, reflection and criticality) in order that students internalize the knowledge of the foreign language.

With the present investigation, the students will be the main beneficiaries, the teachers of the English area this researches will also be a contribution for fraternal institutions.

Being a participatory research, the researchers have the participation of the campus managers, the English teacher and the tenth year students, therefore, this work is feasible to do.

According to article 29 of the intercultural and bilingual district level, it indicates that through the intercultural and bilingual district directorates of education defined by the National Educational Authority, it attends cultural and linguistic particularities in accordance with the national education plan; this ensures that the necessary coverage in their intercultural and bilingual district is related to cultural and linguistic diversity to achieve the
universalization of basic education; and that through this reform guarantees the management of projects, procedures and attention to citizenship. In addition, it tells us about the control and proper use of operating resources, materials and direct monitoring of the application of the foreign language where educational advice is given in the establishments of the territory, where it is guaranteed that each intercultural and bilingual educational circuit covers the educational demand.

Theoretical European reference framework

The European theoretical frame of reference is a standard that classifies by levels the skills of the English language, the educational institutions, in relation to English; they work based on this reference framework that operates with criteria of actions from the Language Policy Division of the Council of Europe. For this reason the present investigative study has been adjusted within the margin of these aspects to achieve more objective with the problems explained.

National Plan "del buen vivir"

This project has also been developed under main factors based on the national plan of good living with the intention of improving the development of learning through the organization and the student environment; it also seeks to benefit all those who participate directly or indirectly.
CHAPTER II
THEOREICAL FRAMEWORK

BACKGROUND

The educational aspects in the current days are compromised by social factors in modern times, technology, society and the different ways in which students learn directly and indirectly impact within the field of learning in educational institutions, these factors must be modified and become a useful tool for learning in the present days.

During the investigation of this project no similar studies to the present project were found within the educational institution, there are also no records of activities focused on the variants presented in the school chronograms of the last years. So too; there are no studies carried out that work on the motivation of pre-reading in the libraries of the Guayaquil city. On the other hand; at the University of Guayaquil; in the last 5 years several investigative studies have been developed based on motivation and other studies that proposed to improve the reading, there are no records of research studies that work these two variables in the same project.

Students from the University of Guayaquil of the Faculty of Philosophy developed an investigation with a topic "The Motivation in a Basic English Class" (Caballero y Moreira, 2013) through the design and implementation of innovative didactic resources, the general objective was to determine the relevance of the application of innovative teaching resources to strengthen the motivation in English classes, the total sample was 65 and the results were able to determine the importance of teaching resources.
Another research study was conducted in the same year where also is proposed to improve student motivation. The topic is "How to develop the interest of the Basic English learning through the application of ludical techniques" (Alban and Vernaza, 2013) the proposal was design and application of a handbook whit ludical techniques. The research work was carried out to stimulate the interest towards the English language learning with the application of ludical techniques to improve the motivation and the students achievement; This research project was focused on solving different causes, among the main causes were the knowledge deficiency of students about the English language and few hours dedicated to learning this language, the sample was 70, the results were satisfactory with the correct application of the ludic techniques.

In relation to reading comprehension, a research work is registered with the topic "how to improve the reading comprehension skill (Herrera 2014) and proposes design of a handbook with Reading techniques, this registered research work focuses on causes similar to other works; such as lack of motivation and books with themes few interesting for students, the general objective diagnoses the importance about implementation and execution of guided reading techniques for the designed handbook, the sample was 53 and showed a better student achievement with the proposal applied.

Another educational project is also registered with the topic "how to encourage Reading comprehension" ((Lynch and Uzhu 2015) and it was executed with a proposal of design a booklet with practical exercises to develop the reading skills in the students, the general objective was to improve the reading skill, the causes found were out of date readings, strong vocabulary works and lack of student concentration in the readings, it was worked with a sample of 28 and the results were the expected according to the objectives.

A final research study was developed to improve comprehension reading through innovative techniques, the topic; "Innovating Reading
comprehension techniques to facilitate the basic Spanish learning. (Rodriguez and Moran, 2015) with the application of a booklet designed to develop comprehension reading, the causes of the educational project were the lack of students interest in reading practices, lack of motivation and low vocabulary level.

The methods and techniques proposed by the aforementioned research studies were similar, among the main methods; deductive, inductive, systematic, analogical, symbolic and intuitive; all these are methods that have a great value, however; it should be considered that without the techniques or the indicated tools it would have been difficult to achieve the objectives set.

As a relevant aspect, it is pointed out that the present educational project is descriptive, explanatory and purposeful, it focuses on the studied sample, and it will strengthen the development of language skills in the learning process.

THEORETICAL BASES

MOTIVATION

Motivation is "all things motivates a person to make certain decisions, get involved in actions, spend efforts and persist in action", motivation is the cause of actions and people decisions. To understand and involve mental action, plan and establish goals in pursuit of the achievement of objectives, must be understood to motivation as an important aspect in the learning process (Zoltan and Ema, 2011).
TYPE OF MOTIVATION

INTRINSIC MOTIVATION

According to Teach Thoght Staff (2017, p.1) intrinsic motivation is a specific behavior stimulated by a desire, defined as the action to satisfy a need, people usually act intrinsically for fun or entertainment, without feeling pressured, feel free to act and the result of the experience is the knowledge.

Learning is commonly related to intrinsic motivation, several authors define it as a "vocation" because it is an internal behavior that compensates the educator, it also responds to the need to teach, educate with values and improve society, many teachers who decided to dedicate themselves to education, they are willing to give up the economic professional benefits in another labour branch (Zoltan and Ema, 2011).

EXTRINSIC MOTIVATION

Extrinsic motivation is understood as participative actions that respond to a tendency to fulfill an objective (Stoeber and Hayward, 2010, p.425), extrinsic motivation relates duty to entertainment, so it is easier to act, learn or work; an example of this motivation type is the worker who will receive a higher salary for a good job, on the contrary; Another example would be to receive a lower salary if the work done does not meet the company expectations.

In relation to teaching, the controversy of the rewards in the learning process made teachers develop different methodologies to strengthen this process, that is; these methodologies sought to motivate the student, improve the stimulus to learn, because reality was a qualification that allows them to continue with the educational course for some students, others were motivated with an external reward for having achieved a desired qualification, and there are also students who are motivated
according to the learning achievement, the more they learn the better they develop; the latter is the motivation that a student really needs (Stoeber & Hayward, 2010).

**MOTIVATIONAL DEVELOPMENT**

This motivation type is based on satisfying basic needs in the people development who adopt a behavior of personal progress. Motivational development is present in solving the different problems that arise during the process, overcoming basic and complex tasks; according to Loughran (2013), achievement motivation appears approximately in children of two years of age, when they are able to express, do and discover.

Oral aspects: it is about interaction with classmates or the teacher, where the student tries to express complete ideas on a specific topic with the purpose of being qualified in his oral skills in relation to the English language. Oral aspects are present during the treatment of learning and are easily applied (Danielson, 2011).

Motivational environment

The student environment is a fundamental aspect for motivation, improvement in academic performance and maximizes meaningful learning, the student environment is comprised of clarity, colors, desks, classmates, teachers and everything that is present in the classroom. (Fraser, 2012).

**RESPECT**

Respect must be encouraged by teachers and students to allow a better student environment and improving student performance; According
to Fraser (2012) teachers must respect their students to the extent that the teachers want the student to respect them.

**SECURE SPACE**

For meaningful learning should ensure that students feel free to express their ideas, institution’s teachers and authorities should create tolerance policies to regulate different student behaviors. (Fraser 2012).

**SYNERGY**

It is essential to promote learning through organized classes, promote respect and safety, students should cooperate in improving the important aspects in the educational process in the classroom, according to Ryan and Shapiro (2013) the learning factors are different In each class, these must be recognized and used to direct the class according to the student interests and they achieve to improve their learning skills.

**LUDIC ACTIVITIES**

**Importance**

This type of activities facilitates the student development during class hours, learning is facilitated in all student aspects and engages the student in a friendly environment with the class goals.

"It has been discovered that game-based learning promotes a positive attitude towards learning and develops memory skills, along with its potential to connect students and help them develop self-constructed learning" (Venera, 2014, p.647).

Through playful activities children learn social behaviors, principles and values are incorporated into their behavior naturally, children are accustomed to learning through play.
LUDIC ACTIVITIES MODELS

Sensory: games that allow children to exercise their senses, help the development of learning skills from the first days of life extending throughout childhood.

Motor: basically it is learning involuntarily by repeating movements, words or social behaviors. Motor games have a great evolution in the first two years of life and continue during childhood and adolescence. Walking, running, jumping, crawling, rolling, pushing or pulling are movements that play a role in children's favorite games because with them they exercise their new conquests and motor skills while allowing them to release accumulated tensions (Venera, 2014).

Verbal: verbal ludic activities help significantly to language learning, there are different verbal exercises to develop skills, such as "tongue twister".

Memory: learning through games greatly enhances the memory, helps recognize and remember experiences favoring knowledge giving way to better performance in school, memory is linked to the senses and cognitive development.

CHARACTERISTICS AND BENEFITS OF LUDIC ACTIVITIES

Raiola (2015) explained that the recreational engine is based on the pleasure principle, prolonging the game is to continue with actions that strengthen learning, and that; Motor activities are the basis of all learning and accompany individual development in all its phases.

Student will: enhances the student's will; this is a relevant aspect to facilitate the motivation and obtain a better academic performance in the activity.
Student attitude: a positive attitude will improve learning.

Participatory: a participatory class optimizes the objectives in classroom activities.

Easy adaptation: recreational activities harmonize the student environment.

Creativity: the activities that promote motivation allow to develop creativity in students.

Skill development: all ludic exercises significantly improve the student skills.

Respect: recreational activities promote respect in all directions.

It is a process: the application of ludic activities as process; facilitates meaningful learning.

Organized: activities that promote motivation improve the classes’ organization.

Communicative: students feel safe exchanging ideas and feelings according to the activity.

Reflective: recreational activities facilitate reflection in students.

Collaborative: fosters the need to carry out actions that help other colleagues.

Imaginative: involves the student imagination facilitating teaching.

PRE-READING

Pre-reading is considered a basic activity for those who learn English as a second language or foreign language (ESL / EFL), for academic success and professional development; (Harmer, 2017). There is a large considered number of students who have not developed the
ability to read well. As a result, educational careers may be in jeopardy because EFL students (English as a Foreign Language) do not know how to read text, articles or journals written in English to acquire knowledge and gather information for both their careers and their academic studies. Therefore, the pre-reading is a key factor for learning the English language. "If a person knows how to read, he can educate himself in any area of life that interests him (Davis, 2014.) Pre-reading is an important skill that provides benefits in work, daily life and advanced educational opportunities.

PARALINGUISTIC FEATURES

They are non-semantic characteristics within language through the transmission of the voice; facilitates the total understanding of language through the analysis and recognition of common communication factors, there are four main characteristics in paralinguistic; physical, personality, attitude and emotional state. (Katarzyna & Wagner, 2013).

All verbal communication has corporal expressions and communicative gestures that express an emotional state. All of them contribute to build the speaker image when he / she speaks to emphasize or contradict the strictly linguistic meaning (Katarzyna and Wagner, 2013).

RHYTHM

The rhythm or the verbal fluidity facilitates the communication, it make the verbal expressions agile granting dynamism, subtlety and normality to the oral messages to be better understood.

The rhythm is measured in scales from very slow to very fast, the interaction of a communication becomes boring, annoying and loses interest, in another way; It becomes interesting and enjoyable, you must
take care of the rhythm when speaking so as not to show nervousness or fears. (Manen, 2016).

**SILENCES**

Within the communication the pauses must be respected to be precise in the emitted message, it is due to take care that these pauses are not very prolonged or very short; avoiding these mistakes allow us to give the due interest that is needed; should be also avoided stuttering, cries, interjections, omissions, bad pronunciations and controlling joints. (Koudenburg & Postmes, 2011).

**VOCABULARY**

Being effective and objective in our dialogue is the most difficult aspect in communication, even more so when you are learning a foreign language, this directly affects insecure students who prefer silence so as not to make mistakes.

According to the BBC (British Broadcasting Corporation) (2011), only one hundred words are needed to maintain a dialogue in general terms, that is to say; Greetings, farewells, situations in restaurants or give directions. The BBC also indicated that 1500 words are needed to communicate in a better way.

**DICTION**

Carranza (2013) defines diction as the modulation of the voice when speaking, in these factors are involved breathing, the diaphragm, mouth and vocal cords, the diction is disturbed if any of these organs were affected. The diction is melodious or monotonous, depending on the impression caused by the register combinations, accents and pauses used during the person's speech.
READING COMPREHENSION.

Extensive reading.

Learning to read efficiently is one of the most important processes for life, not only is it a teaching method in student life; It is also a method that will allow a better development and better productivity during the existence of the human being. (Márquez 2005).

According to Juana Monsalve (2002), reading is a process of development that facilitates communication between human beings, allowing a better understanding of the social environment, giving importance to the different situations that arise in daily life and expanding the communication possibilities, this increases the interaction of people improving their social context.

Wells (1987); Reading is not a technique, or a single thing. You can be literate, be a reader, at various levels;

Executive level, which implies the knowledge and use of written code, the recognition of letters, words, phrases and textual structures.

Functional level, through which reading allows responding to the demands of everyday life.

Instrumental level that emphasizes the reading nature to obtain information.

Epistemic level, which allows reading to be used as a tool for analysis and critique of texts, thus provoking the transformation of thought, and not just the accumulation of information.

Freebody and Luke (1990) establish four aspects of reading; decoding, understanding of meaning, use of texts and critical reading; Valenzuela (2004, p 65-66) agrees in saying that reading is the first starting point for the acquisition of knowledge through the perception of graphic symbols.
This process can be acquired in the following ways: 'As a visual act, as a perceptive act, and as a thought process.

It also establishes that reading is a construction of multiple meanings and not just a process of lines, it is a set of specific strategies that are evaluated through inference.

According to Pérez (1999, cited by Santiago, 2006. P 35) reading comprehension strategies are effective if three fundamental activities are carried out in each class: "pre-reading or global reading, integral or analytical reading and reading review".

**Pre-reading** consists of defining the reader's prior knowledge to show how much the reader knows about the topic, it is a quick reading.

**The integral or analytical reading** is the reading comprehension with the text where a set of strategies are applied such as glossing, underlining, elaborating summaries, among others.

**Critical reading** involves exercise activities after reading, its objective is the assessment, compromising the new information obtained through reading and the previous knowledge of the reader.

**PSYCHOLOGICAL AND EDUCATIONAL FOUNDATION**

Crandall & Shin (2014) refer to pre-reading as an interactive process that involves three dimensions; reader, text and writer. This depends on the activities that teachers plan for students to learn from the text. Nuttall (2005) confirms about cooperative learning by saying that readers and the writer must have certain similarities if communication is intended. These common assumptions involve the same code, competence and knowledge of the world. He also adds that some texts can be difficult because sometimes there are imbalances between readers.
and writers. A basic example is that they do not share the same language. Another different may be the competence level of the writer compared to the reader. Beginning students must read at their level, that is, according to their knowledge.

**Freud's psychoanalytic theory:**

According to Sigmund Freud (1883), play at the childhood stage constitutes a genuine and privileged form of expression that has been the subject of research from multiple perspectives and disciplines both for its psychic importance in the children's lives and for its importance in the psychoanalytic psychotherapy in the aspect social.

The child can master the events through games, in this way they manage to adapt to his reality through games that alter his physical space, as in the dream; The game manifests two processes essentials: the realization of the repressed unconscious desires and the anguish produced by the experiences of life itself (Olson, 2015).

**Piaget's theory of learning through the game:**

According to Olson (2015) For Jean Piaget, who develops this theory by overestimating the child's cognition; the game is an essential part of the child's intelligence, it helps them to understand and functional reasoning of the reality that responds to the child's evolutionary stages. Through the game the child manages to reorganize their behavior patterns to find an adequate way of adapting, assimilating and deducting according to their external environment.

**EPISTEMOLOGY FOUNDATION**

Harmer (2007) difference between acquiring and learning a language. Acquiring a language is natural, this would be the case of a
native language; On the other hand, learning a language different from the native one is a learning process where students develop language skills systematically, the student skills are qualified reaching levels in each time period.

With respect to pre-reading, Crandall and Shin (2014) emphasize that students in the initial stage need to interact with foreign language to acquire language skills as naturally as possible, pre-reading strengthens and promotes these relevant aspects making students have a participatory performance.

Teaching skills, like pre-reading, have to be done with a lot of practice and commitment. Nuttall (2005) adds that it is an advanced but demanding skill that combines oral ability and comprehension. That is the main objective behind this research that allows the student to develop the necessary skills for the apprehension about foreign language. Learning to infer information, recognize characters, involve situations, anticipate consequences and have information prior to reading are general objectives before a reading practice. The didactic material reinforces the learning, improves the knowledge about vocabulary, increases the interest and helps to evaluate their comprehension. In addition, it allows the student to understand reading from a broader perspective.

PHILOSOPHICAL FOUNDATION

The multiple benefits of reading contribute to a better vocabulary to the reader improving the style of oral or written expression, from the philosophical point of view; it provides a better criterion and develops the ability to give a correct analysis of a particular issue. Philosophy, over time has managed to influence the behavior of human beings and finally we end up questioning our actions, thoughts and moral values. (Arellano, 1992).
"The reader, in his relationship with the text, is defined by a physiology or a story" Goulemont (2013)

Reading is a dynamic activity where the reader interprets the written, is characterized by a meaning through reading comprehension enriching knowledge and improving our communication skills. The results are optimized when the reader selects the readings according to their interests.

From a general perspective; reading as a teaching method in education develops cognitive skills and allows the student interrelation, is participatory and encourages autonomous learning through appropriate reading strategies.

"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 colleagues. (Arellano, 1992).

Brinton (2014). "You learn to do what you do", therefore, speaking of learning a language, it is necessary to speak with a right tone of voice to be heard and well understood by an audience. Thornbury (2014) classifies this process as a top-down approach that describes a higher thinking and knowledge level. This implies background information within the topic in a cultural or situational context.

Each activity for pre-reading is necessary and a useful tool that, when planned with motivational dynamics, undeniably stimulates learning and effective production on the part of the students. The student who prepares to communicate correctly in a foreign language, speaks loud and clear in combination with other factors will develop language skills belonging to the foreign language being studied. The student becomes the main protagonist of his own learning experiences. These are personalization features. (Thornbury, 2006).
PEDAGOGICAL FOUNDATION

The pedagogical process is to facilitate the apprehension and development of skills in reference to teaching-learning, among its important characteristics are communicative, inclusive, participatory and interactive, relates to the student with a social discernment, the pedagogical action should not allow the student to have passive participation, must force the reflection about mistakes so that the results are more effective through experience.

"Reading is a fundamental process in the sciences learning, since not only is it one of the most used resources during school life, also it can become the fundamental instrument and to continue learning throughout lifetime". (Márquez 2005).

One of the indicators covered in the project is the importance of motivational techniques as the class develops to raise the proficiency level in pre-reading practices in the students. Motivational techniques are of vital importance to adolescents because they support the development of a wide skills range that are relevant to the autonomous student (Harvey, 2002). Motivation techniques are a teaching strategy that adapt to students and provide an excellent environment for interaction to the students (Carrell, 1984). In addition, the proficiency level prior to reading that students have in the classroom is another indicator developed in the project.

Communicative Language Teaching. (CLT)

Romero (2012) explained that this method develops communication with meanings, the student develops his communicative skills based on the different real aspects, practicing and learning the grammar and
pronunciation unconsciously. The method is adaptable to other teaching methods, it means; the CLT is effective as a single method or as a mixed method.

"The communicative method allows to develop the oral competences about English language in all directions of the communication, relating all the aspects involved in learning". (Romero, 2012).

Its main characteristics are based on the treatment of oral skills to communicate; the relationship between teaching and learning is effective because it works with the daily routine of students and English naturally, giving a better vocabulary and allowing an active participation in the student process.

**SOCIOLOGICAL FOUNDATION**

Brinton, Celce-Murcia & Snow (2014) contribute in this sense by saying that pre-reading is not a mechanical process that is acquired only from exposure to language, children need instruction to learn to read, this help can come from their homes naturally or from educational institutions in an organized way; therefore, it is necessary that teachers master some strategies and have a variety of activities to share with their students. Teachers should know about pre-reading to transmit it to students.

Pre-reading is a receptive skill and an interactive process. Thornbury (2006)

Students learn according to their experiences and knowledge, in other words, their schematic knowledge. Nuttall (2005) provides more information on this aspect by adding that students' knowledge depends on
what they have experienced and how their minds have organized that knowledge-learning.

For Marshall (2016), pre-reading implies an interaction between different levels of knowledge; He adds that students also bring their purposes to books. Two main goals for reading are information and pleasure. The goal in our context should be pleasure, so that students are motivated to read and teachers can take advantage of this fact to produce learning through the pre-reading. To deepen in this sense, Brinton et al (2014) indicate that committed readers are concerned with understanding and can do something with what they read. They can critically evaluate and can demonstrate their new knowledge. This implies a direct connection between understanding and purpose.

LEGAL FOUNDATION

The Ecuadorian law guarantees education at all levels, as established in the Ecuadorian Constitution, confirmed in the LOEI (Organic Law of Intercultural Education) and the “plan del buen vivir”.

THE GENERAL REGULATIONS ON THE ORGANIC RIGHT OF INTERCULTURAL EDUCATION.

CHAPTER I. THE EVALUATION OF LEARNING

Article 184.- Definition. Student assessment is a continuous process of observation, evaluation and recording of information that demonstrates the achievement of the student’s learning objectives and includes feedback systems aimed at improving teaching methodology and learning outcomes.

Art. 185.- Purposes of the evaluation. The main objective of the evaluation should be to instruct the student in a timely, relevant, accurate and detailed manner to help them achieve the learning objectives; As a subsidiary purpose, the evaluation should induce the teacher to a analysis
and reflection process of its management as a facilitator of the learning processes, with the aim of improving the effectiveness of its management.

Articles 184 and 185 define the student evaluation of as a way to measure the progress of the student and, at the same time, improve teaching processes, which can be modified and analyzed to contribute to the student development.


2.2. Reduction of socioeconomic gaps and inequalities

Intensify actions aimed at the universalization of education and promote the dialogue of knowledge to strengthen intercultural relations in education.

According to point 5.7 where the following is expressed:

5.7. Promote intercultural and cultural policy in all sectors

Second. Guarantee intercultural education for all citizens, at all levels and modalities, and culturally relevant to communities, peoples and nationalities.

It can be said that intercultural education is guaranteed at all levels, respecting the ethical diversity in each region, without discrimination or segregation.

7.4 Promote the generation of biological knowledge as an alternative to primary export production.

Promote education, the training of human talent, research, the exchange of knowledge and the dialogue of knowledge about bio-cognition.
ECUADORIAN CONSTITUTION (2008)

Article 3. The main duties of the State are:

Guarantee without any discrimination the true possession of the rights established in the Constitution and in the international instruments, especially the rights to education, health, food, social security and water for its inhabitants.

SECTION FIVE

EDUCATION

Article 26. Education is a right of people throughout their lives and an inescapable and obligatory duty of the State. It constitutes a priority area for the formulation of public policies and state investment, the guarantee of equality and social inclusion and the indispensable condition for a good way of life. Individuals, families and society have the right and responsibility to participate in education.

The Ecuador constitution, through its articles, guarantees an education free of prejudice and discrimination for all ages, and recreational activities are often a reflection of the cultural identity of a country, and are an educational alternative that promotes student integrations.

Common European Framework (CEF); establishes the standards that teachers and students must meet to certify their level. Teachers who work in high school must demonstrate that they master a B2 level. Students who complete all level programs must reach a B1 level. As this study focuses on pre-reading, the competencies for these skills according to the CEF have been highlighted in the next global scale:

**B1:** independent language users, global scale, can understand the main points of clear standard information on family matters that are regularly found in work, school, leisure, etc. Can deal with most situations that may arise while traveling in an area where the language is spoken, it can produce simple connected text on topics that are familiar or of personal
interest, it can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
CHAPTER III

METHODOLOGY

METHODOLOGICAL DESIGN

This research is descriptive with quantitative methodology, based on the real results obtained by means of statistical techniques to collect important data on population and sample, it is also considered as an effective tool in addition in the description about behavior in the study performed (Hueso & Cascante, 2012).

The quantitative method handles the data collection to approve the hypothesis and the search for a solution in a given problem. It is also responsible for taking the appropriate measures to the variables within the study, formalizing the solution and communicating the results. (Sampieri, Fernández and Baptista, 2006).

The present investigation evaluated representative results based on the emotional reactions of students and teachers to the problems found in the educational institution.

RESEARCH TYPES

This research study has been developed based on descriptive research that characterizes the treatment of a phenomenon, this research type aims to establish a structural procedure; It also diagnoses the problem treated in order to observe and quantify. (Cauas, 2012).
Explanatory studies

This study recognizes the causes of a problem, whether physical or social, explains the reasons and conditions about phenomenon, and also explains the relationship between variables. (Cauas, 2012). Through the explanatory study, the questions on motivation, pre-reading and factors related to the student's performance are correctly expressed.

THESIS APPROACH

According to Sampieri, Fernández and Baptista (2006) report that this type of study commits the researcher to behave or interact neutrally to achieve more real results, without altering reality in any of its aspects.

POPULATION

The population is the set of all cases that match certain specifications. Sampieri, Fernández, and Baptista (2006). The following table shows the population included in this research study:

Tabla 1.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Teachers</td>
<td>20</td>
</tr>
<tr>
<td>Students</td>
<td>220</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>241</strong></td>
</tr>
</tbody>
</table>

The population is comprised of 94 students from 10th level of general basic education (EGB) divided into seven courses, three teachers assigned to the different courses and sections and a director.
SAMPLE

The sample is a subset that belongs to the population, in the present research the non-probabilistic sample is used, which is considered a subgroup where the element choice depends on the research particularities (Sampieri, Fernández, & Baptista, 2006).

The table shown below contains a non-probabilistic sample of items chosen for convenience:

Tabla 2.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Students</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>31</strong></td>
</tr>
</tbody>
</table>
## OPERATIONALIZATION OF VARIABLES

**Table 1.** 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>Independent</td>
<td>Motivation</td>
<td>Type of motivation</td>
<td>Intrinsic</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Extrinsic</td>
</tr>
<tr>
<td></td>
<td>Achievements</td>
<td>Qualification policies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Motivational student environment</td>
<td>Respect</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Safe space</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Synergy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ludic Techniques as a tool to foster motivation</td>
<td>Importance</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Type of ludic activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Characterization</td>
<td></td>
</tr>
<tr>
<td>Dependent</td>
<td>Pre-reading</td>
<td>Paralinguistic features</td>
<td>Benefits</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Rhythm</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Silences</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Diction</td>
</tr>
<tr>
<td></td>
<td>Reading comprehension.</td>
<td>Extensive reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pre reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Critical reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group activities</td>
<td>Discussion and debate</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Panel of activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interview</td>
<td></td>
</tr>
</tbody>
</table>

**Source:** Information obtained at Assad Bucaram High School  
**Author:** Castillo V.
TECHNIQUES AND INSTRUMENTS

SURVEY

Through this study, the researcher collects relevant data from a set of standardized questions addressed to a representative sample or the population that intervenes in the research study. These questions are aimed at the results based on the specific characteristics. (Sampieri, Fernández, and Baptista, 2006).

According to Caucas (2012) the survey must be carried out with a question bank with previously developed, this is one of the most used instruments for data collection to objectively measure the variables. The results will be evaluated quantitatively with mathematical procedures to indicate the different positive and negative aspects about problem.

The results of the survey showed mainly lack of motivation in the students and low quality in the reading activities by the students from 10th level of general basic education (EGB).

INTERVIEW

The researcher asks several questions to the teacher about specific factors involved in the study to attach to the results obtained in the other instruments used obtaining a wider information about the problem. (Cauas, 2012).

In relation to this research thesis, an interview was conducted with the teacher designated to the course where the surveys were developed.

The English teacher has extensive experience in teaching English and has worked in several educational institutions. In the Assad Bucaram high school the teacher has about six years.
The English teacher considers that the 10th grades students from EGB in the institution have an adequate level for the language learning, the student levels would be considered in A1.1, the student pronunciation is not good but these errors are corrected with reading practices.

The teacher explained that the biggest problem that is frequently repeated in reading practices is the students' lack of confidence in the pronunciation of English words, the fear of the students cause a Student environment that is not very participative because the volume of the student voice is low and the classmates can not hear or understand.

The teacher finally said that good attitude is fundamental for learning, keeping students attentive and creating curiosity are relevant aspects that must be taken into account to maintain a motivated class.

DATA PROCESSING

The tabulation procedures are developed in graphs and tables of summaries where all the survey questions are explained and the most important factors on the motivation in relation to the pre-reading are identified in the 10th grades students from the general basic education in the Assad Bucaram high school.
Objective: Identify the methods and techniques used to stimulate the motivation in the pre-reading in the 10th grades students from the general basic education in the Assad Bucaram high school.

Table 4.

<table>
<thead>
<tr>
<th>Action</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher performs motivational activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities are in relation with the student's environment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students involve actively in pre-reading activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are excited about the class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher involve actively in the class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher encourages the student to read.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students use oral techniques.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students perform pronunciation activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Texts are updated.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Readings are in accordance with the vocabulary level of students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher uses appropriate teaching materials for the readings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher uses additional didactic materials to strengthen the activities carried out.</td>
<td></td>
<td></td>
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</tbody>
</table>
ANALYSIS

In this research thesis, several factors related to motivation in the pre-reading were reviewed in the 10th grades students from the general basic education in the Assad Bucaram high school through the observation guide.

“The observation can be used as a measuring instrument in various circumstances, consisting of systematic, valid and reliable recording about behavior. Hernández (p.309).

In relation to the motivation in the pre-reading, the results shown did not satisfy the class objectives, the students in the reading practices, they were disinterested, nervous and afraid to read aloud because they feel unsure in their pronunciation.

There was also a clear relationship between the low performance of students with texts of uninteresting readings that do not respond to the student's concerns or motivation.

Among the relevant aspects that provide meaningful learning in students is active participation by the majority of students in the classroom. This investigation also found a basic vocabulary adjusted to the student knowledge.
SURVEY

Objective: To determine the needs of students for motivation in the pre-reading and the development of skills included in reading.

ANALYSIS OF STUDENT SURVEYS

SURVEY MODEL

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>2</td>
<td>In disagreement</td>
</tr>
<tr>
<td>3</td>
<td>Neither agree nor disagree</td>
</tr>
<tr>
<td>4</td>
<td>Agree</td>
</tr>
<tr>
<td>5</td>
<td>Strongly agree</td>
</tr>
</tbody>
</table>

Table 5. Check the box according to the scale above

<table>
<thead>
<tr>
<th>No.</th>
<th>Phrases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I feel motivated during English classes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I like the environment student during English classes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>If I get good grades I feel more motivated to be a better student</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>I like the English reading.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I feel motivated with the English pre-reading exercises.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>It is easy to understand the readings developed in classes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I am easily distracted during English reading exercises.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Activities where I have to interact with my classmates are Funnier than normal classes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I like activities about reading, because they are different from the daily routine.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The material used by the English teacher makes the English reading more interesting.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>I would like to try new motivational techniques during pre-reading.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>My teacher always try new techniques during pre-reading.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Statement number one:** I feel motivated during English classes

**Table 6.**

<table>
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<tr>
<th>Categories</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
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<td>3%</td>
</tr>
<tr>
<td>In disagreement</td>
<td>10</td>
<td>29%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>9</td>
<td>26%</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>12</td>
<td>34%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Source:** Information obtained from the survey at Assad Bucaram High School  
**Author:** Castillo V.

![Pie chart showing the distribution of responses to the statement](chart)

**Figure 1.**  
**Source:** Information obtained from the survey at Assad Bucaram High School  
**Author:** Castillo V.

Result: 39% state that they feel totally motivated during English classes, 26% agree partially, 29% disagree and 3% disagree, these results indicate a high percentage of students who feel motivated in the English classes.
Statement number two: I like the environment student during English classes.

Table 7.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Frequency</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>In disagreement</td>
<td>12</td>
<td>34%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>8</td>
<td>23%</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>9</td>
<td>26%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Information obtained from the survey at Assad Bucaram High School
Author: Castillo V.

Figure 2.

Source: Information obtained from the survey at Assad Bucaram High School
Author: Castillo V.

Result: 34% do not feel comfortable with the student environment in the classroom, 23% agree/disagree, 26% feel good with the student environment and 9% disagree, these results indicate that the student environment must be improved.
**Statement number three:** If I get good grades I feel more motivated to be a better student

**Table 8.**

<table>
<thead>
<tr>
<th>Categories</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
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<td>3%</td>
</tr>
<tr>
<td>In disagreement</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>7</td>
<td>20%</td>
</tr>
<tr>
<td>Agree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>24</td>
<td>69%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*Source:* Information obtained from the survey at Assad Bucaram High School  
*Author:* Castillo V.

**Figure 3.**  
*Source:* Information obtained from the survey at Assad Bucaram High School  
*Author:* Castillo V.

**Result:** 69% state that they feel totally agree with improve the student achievement, 20% agree partially and 12% disagree, these results indicate that students improve their performance by obtaining better grades.
**Statement number four:** I like the English reading.

Table 9.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
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<td>0%</td>
</tr>
<tr>
<td>In disagreement</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
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<td>11%</td>
</tr>
<tr>
<td>Agree</td>
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<td>0%</td>
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<td>Strongly agree</td>
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<td>77%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
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</table>

**Source:** Information obtained from the survey at Assad Bucaram High School  
**Author:** Castillo V.

**Result:** 77% affirm that they like English reading, 11% partially agree and another 11% disagree, these results indicate that a high percentage of students like English reading.
Statement number five: I feel motivated with the English pre-reading exercises.

Table 10.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
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<td>8</td>
<td>23%</td>
</tr>
<tr>
<td>In disagreement</td>
<td>7</td>
<td>20%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>9</td>
<td>26%</td>
</tr>
<tr>
<td>Agree</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>6</td>
<td>17%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Information obtained from the survey at Assad Bucaram High School
Author: Castillo V.

Figure 5.
Source: Information obtained from the survey at Assad Bucaram High School
Author: Castillo V.

Result: 17% say they feel motivated with pre-reading exercises, 14% partially agree, 46% disagree, these results indicate that there is a serious problem with pre-reading exercises.
Statement number six: It is easy to understand the readings developed in classes.

Table 11.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>In disagreement</td>
<td>12</td>
<td>34%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>5</td>
<td>14%</td>
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<tr>
<td>Agree</td>
<td>6</td>
<td>17%</td>
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<tr>
<td>Strongly agree</td>
<td>7</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Information obtained from the survey at Assad Bucaram High School
Author: Castillo V.

Figure 6.

Source: Information obtained from the survey at Assad Bucaram High School
Author: Castillo V.

Result: 37% affirm that it is easy to understand the readings, 14% partially agree, 48% disagree; these results indicate a high percentage of students who do not understand the readings developed in the classes.
Statement number seven: I am easily distracted during English classes.

Table 12.

<table>
<thead>
<tr>
<th>Categories</th>
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<th>Percentage</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
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<td>8</td>
<td>23%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>6</td>
<td>17%</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>6</td>
<td>17%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Information obtained from the survey at Assad Bucaram High School
Author: Castillo V.

Figure 7.
Source: Information obtained from the survey at Assad Bucaram High School
Author: Castillo V.

Result: 26% claim to be distracted during English classes, 17% partially agree, 57% disagree, these results indicate that a low percentage of students are easily distracted during English classes.
Statement number eight: Activities where I have to interact with my classmates are Funnier than normal classes.

Table 13.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Frequency</th>
<th>Percentage</th>
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</thead>
<tbody>
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<tr>
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<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Information obtained from the survey at Assad Bucaram High School  
Author: Castillo V.

Figure 8.

Source: Information obtained from the survey at Assad Bucaram High School  
Author: Castillo V.

Result: 40% affirm having fun with the interaction activities, 11% partially agree, 49% disagree, these results indicate partiality in the students who find interesting the exercises of pre-reading motivation.
Statement number nine: I like activities about reading, because they are different from the daily routine.

Table 14.

<table>
<thead>
<tr>
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<tr>
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<tr>
<td>Neither agree nor disagree</td>
<td>6</td>
<td>17%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>17</td>
<td>49%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Information obtained from the survey at Assad Bucaram High School
Author: Castillo V.

Figure 9.

Source: Information obtained from the survey at Assad Bucaram High School
Author: Castillo V.

Result: 55% say they like reading activities, 17% partially agree, 29% disagree, these results indicate a high percentage of students who like reading activities.
Statement number ten: The material used by the English teacher makes the English reading more interesting.

Table 15.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
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<td>9%</td>
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<tr>
<td>In disagreement</td>
<td>8</td>
<td>23%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>7</td>
<td>20%</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>13</td>
<td>37%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Information obtained from the survey at Assad Bucaram High School
Author: Castillo V.

Figure 10.

Source: Information obtained from the survey at Assad Bucaram High School
Author: Castillo V.

Result: 48% of students agree with the material used for reading exercises, 20% partially agree, 32% disagree; these results indicate a lower percentage of students who do not find the teaching material interesting for reading activities.
Statement number eleven: I would like to try new motivational techniques during pre-reading.

Table 16.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
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<tr>
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<tr>
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<td>20%</td>
</tr>
<tr>
<td>Agree</td>
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<td>0%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>24</td>
<td>69%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Source:** Information obtained from the survey at Assad Bucaram High School  
**Author:** Castillo V.

Figure 11.

**Source:** Information obtained from the survey at Assad Bucaram High School  
**Author:** Castillo V.

Result: 69% are totally in agreement with practicing new motivational techniques, 20% agree partially and 12% do not agree, these results indicate that the students would improve their academic achievement.
Statement number twelve: My teacher always try new techniques during pre-reading.

Table 17.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
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<td>20%</td>
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<tr>
<td>Neither agree nor disagree</td>
<td>9</td>
<td>26%</td>
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<tr>
<td>Agree</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>6</td>
<td>17%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
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</tbody>
</table>

Source: Information obtained from the survey at Assad Bucaram High School
Author: Castillo V.

Figure 12.
Source: Information obtained from the survey at Assad Bucaram High School
Author: Castillo V.

Result: 17% affirm that the teacher incorporates new techniques during pre-reading, 14% partially agree, 46% do not agree, these results indicate that new techniques should be implemented more frequently during pre-reading.
ANALYSIS OF THE INTERVIEW WITH THE TEACHER

INTERVIEW

Table 18.

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>How long have you been working as English teacher?</td>
</tr>
<tr>
<td>2</td>
<td>How do you rate the English level in the 10th grades students from the general basic education in the Assad Bucaram high school?</td>
</tr>
<tr>
<td>3</td>
<td>What reading methods do you practice with your students?</td>
</tr>
<tr>
<td>4</td>
<td>What type of didactic activities do you use with your students during reading practices?</td>
</tr>
<tr>
<td>5</td>
<td>In your opinion, what is the greatest difficulty in your students in the reading English practices?</td>
</tr>
<tr>
<td>6</td>
<td>Do you know about the use of fun activities to make reading exercises more entertaining?</td>
</tr>
<tr>
<td>7</td>
<td>According to your experience, what are the main aspects that should be taken into consideration to maintain a motivated class?</td>
</tr>
<tr>
<td>8</td>
<td>What difficulties have you had in reading practices with your students?</td>
</tr>
<tr>
<td>9</td>
<td>What is the student environment in your class?</td>
</tr>
<tr>
<td>10</td>
<td>What kind of activities do you think would motivate your students?</td>
</tr>
</tbody>
</table>

Source: Information obtained from the survey at Assad Bucaram High School
Author: Castillo V.
CONCLUSIONS

- The results showed that students prefer the subjects that are outside the classroom.
- Students are motivated by English classes because it is different from other classes.
- Students present a better attitude in the classes where they interact with other classmates.
- It was evidenced that the students feel affinity with their classmates, this allows a better student environment.
- The lack of materials that encourage motivation and pre-reading does not allow to fully meet the class objectives.
- The teachers do not develop activities on pre-reading.

RECOMMENDATIONS

- Teachers should be prepared with seminars on motivational activities.
- Alternatives should be sought to help the student develop skills to improve reading.
- Interaction activities should be encouraged to motivate the student to read.
- It must include extra material that allows a better development of reading classes.
- Teachers should work with support material to improve the performance in the students.
CHAPTER IV

PROPOSAL

TITLE

Design of ludic-didactic activities for reading motivation.

JUSTIFICATION

Through the correct interpretation of data obtained in the research process, it was established that motivation is of vital importance in the learning-teaching process this foreign language in relation to pre-reading in the students from 10th level of general basic education in the Assad Bucaram high school; Starting physical activities and alternating with the traditional teaching way with motivational activities optimizes the objectives of this research.

It was also determined that improvements should be made in the classrooms for a better student environment and facilitate the student's necessary motivation and maximize their achievement. On the other hand; the extra material used for the English language training in what refers to the pre-reading are not used in their entirety because they are limited. These reasons give priority to the presented proposal to provide new teaching tools to teachers from 10th level in the Assad Bucaram high school.

The didactic guide with motivation strategies developed in this research thesis arises to provide help to the educational community, with a set of interactive activities that involve both the student and the teacher. The project justification also promotes innovation in the education system and presents an interesting proposal to guarantee the language learning based on pre-reading.
OBJECTIVES

GENERAL

Develop language skills and reading comprehension through motivational strategies in pre-reading.

SPECIFIC

• Increase the motivation in the students from 10th level of general basic education in the Assad Bucaram high school during English classes.

• Use appropriate strategies to promote the cognitive area in the students to improve the English language learning.

THEORETICAL ASPECTS

The main idea about proposal is to develop the different levels in the linguistic aspect through motivational strategies to improve reading comprehension, facilitating innovative forms of teaching and learning through motivation exercises in combination with traditional methods and thus ending disinterest that students often show and leverage the resources invested in education.

Teachers must be committed to strengthening knowledge and improving language skills in students through exercises that awaken motivation in the classroom. Pre-reading and reading comprehension are necessary skills for communication; When people understand and interpret correctly, it involves interaction with one or more people in a similar context; therefore, it is considered a process and an action, based on expressive and interpretative skills (Vernon and Alvarado, 2014).

Motivation exercises in relation to education must be varied and offer activities to solve problems with different levels of difficulty, during the motivation exercises, students will be protagonists in the development of
classes in the English language treatment, taking advantage of all the imaginative aptitudes according to the age.

It is necessary to understand the motivation activities as an essential part in the development of human beings from their infant stages to take advantage of all the factors involve in the education, from the beginning to the maturity; For Karl Groos (1902), philosopher and psychologist; He explained that the game is the object of a special psychological investigation, being the first to verify the game role as a phenomenon of development about thought and activity. It is based on Darwin's studies that indicate that the species best adapted to the changing conditions in the environment survive. Therefore, the game is a preparation for adult life and survival. For Groos, motivational activities are pre-exercise situations necessary for the development of life in adult stages, contributes to the child development in all its functions preparing them for future activities of adulthood.

Piaget (1956) associates three basic structures of motivational activities with the evolutionary phases of human thought: the game is simple exercise; the symbolic game (abstract, fictional); and regulated gambling (collective, the result of a group agreement). All the skills involved in learning, such as sensory motor, symbolic or reasoning and the main aspects of human development, are what condition the origin and evolution about motivation.

FEASIBILITY

FINANCIAL

The proposal elaboration about financial aspect is possible because it is developed by the researchers of this project where different activities dedicated to perfecting the English language skills through motivation and pre-reading are exposed. The most significant investment is a very low
amount that is designated for the exercises showed in the pages of the didactic guide with strategies.

**LEGAL**

This thesis has the necessary elements for execution where the student community is involved in the Assad Bucaram high school in the Guayaquil city. These supports and intellectual property are attached at the end of this research work, for this reason there is no impediment in the legal aspects for the execution of this project.

**TECHNICAL**

In relation to the procedure of this didactic guide, the educational institution is provided with the necessary materials for the proposal development. It has a stable infrastructure and enough open spaces to carry out the motivational activities.

**HUMAN**

The research presented along with the proposal have been worked on, analyzed, socialized and accepted by a teacher commission within the educational establishment and teachers from State University of Guayaquil. The didactic guide is adjusted to the teacher and the student needs, as far as it represents an important implementation as a didactic tool for the English language treatment.
DESCRIPTION OF THE PROPOSAL

The didactic guide with motivation strategies will be of great help for teachers and students because it will allow to have a wide and different perspective about education, it is also novel because it is a didactic tool that increases student interest promoting motivation and at the same time; improves the language skills in students from 10th level of general basic education in the Assad Bucaram high school. The exercises presented in the didactic guide are based on a set of results obtained and measured by means of research instruments, focused on reading and oral skills, vocabulary and reading comprehension.

The didactic guide with motivation strategies is well structured from its presentation to its conclusions: title, objective, organization, suggested time, materials and detailed process for their execution. The index contains all the activities set out in the didactic guide and they are explained and organized.

CONCLUSIONS OF THE PROPOSAL

The didactic guide with motivation strategies will facilitate the student community a more interactive and practical class; It will reinforce the knowledge through innovative and interesting learning strategies because it relates real-life events with the class activities.

In order to guarantee the objectives, it is recommended that the teacher direct the activities controlling all class aspects and maintaining the discipline in the students.

All the strategies within the didactic guide have been established in according the curriculum in relation to teaching-learning concerning to English language regulated by the Ecuadorian government in the education law. The content is adjusted to the texts used in educational institutions.
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Introduction

The aims of didactic guide with motivation strategies for pre-reading is to develop the different implicit competences in reading for the English language proficiency through exercises that stimulate learning. The methods, techniques and exercises have been developed for collective or individual work and are easily adjusted to curricular plans or the class purpose.

The task of acquiring reading skills in English is quite difficult and complex to master due to the grammatical structures and the formation of English words, so it is advisable to continue the practice to create a habit and thus encourage and motivate the reading practice.

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 pre-reading, reading skills, streamline curricular plans and facilitate the achievement of objectives. The didactic guide with motivational strategies for pre-reading 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.
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.
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.
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.
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.
SUGGEST 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 being 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.
Group 1: Title “The bone in throat”.

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! Grub!’ he chewed, faster and faster.

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.

Group 2: Title “The Bone in Throat”.

“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.

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.”

Group 3: Title “The Bone in Throat”.

“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.

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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.
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.
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.
ANNEXE I
DOCUMENTS
ASIGNACION DEL TUTOR
MSc.
Galo Donoso

PROFESOR DE LA ESCUELA DE LENGUAS Y LINGUISTICA,
FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION
Ciudad

De mis consideraciones:

Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación, se le comunica que debido a incompatibilidad de horarios con el anterior tutor se lo designa Revisor-Asesor de Proyectos Educativos, de los estudiantes de la Escuela de Lenguas y Lingüística:
ANASTACIO ALVARADO LUIS DANIEL Y CASTILLO CANGA VANESSA NOEMI.

TEMA: incidence of reading motivation in the pre-reading stage
PROPOSAL: Design of ludic didactic activities for reading motivation

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

Atentamente,

MSc. Alonso Sanchez Ávila
DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜISTICA
MSC.
SILVIA MOY-SANG CASTRO, Arq.
DECANA FACULTAD DE FILOSOFÍA, LETRAS Y
CIENCIAS DE LA EDUCACIÓN,
CIUDAD. -

De mis consideraciones:

En virtud de las Autoridades Académica de la Facultad de Filosofía, Letras y ciencias de la educación me asignaron Consultor Académico de Proyectos Educativos de la Licenciatura en Ciencias de la Educación, especialización, mención: presencial, el día 15 de agosto del 2017.

Tengo a bien informar lo siguiente:

Que los integrantes ANASTACIO ALVARADO LUIS DANIEL y CASTILLO GANGA VANESSA NOEMI diseñaron el Proyecto Educativo con el tema: Incidence of motivation in pre-reading for the improvement of reading comprehension y la propuesta: design of a didactic guide with motivation strategies for the pre-reading stage. El mismo que ha cumplido con las directrices y recomendaciones dadas por el suscrito.

Las participantes satíferatoripamente 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

[Signature]

MSc. Galo Donoso,
Consultor Académico
REPÚBLICA DEL ECUADOR
UNIDAD EDUCATIVA FISCAL
ASSAD BUCARAM ELMHALIN
Claro José Blacio Potes y la Sava. Telf. 3071978
colassadbucaram@hotmail.com

A QUIEN INTERESE

LA SUSCRITA RECTORA DE LA UNIDAD EDUCATIVA ASSAD BUCARAM ELMHALIN CERTIFICA:

Que los estudiantes Sres. ANASTACIO ALVARADO LUIS DANIEL y CASTILLO CANGA VANESSA NOEMI, portadores de la cd. id. #092203932-6, 0918832346, realizaron sus prácticas ininterrumpidamente sobre INCIDENCE OF MOTIVATION IN PRE-READING FOR THE IMPROVEMENT OF READING COMPREHENSION, en la U.E. ASSAD BUCARAM ELMHALIN, desde el 18 de junio del 2018 hasta el 15 de julio del mismo año. Los mencionados estudiantes han demostrado, capacidad colaboración y responsabilidad en el desempeño de sus prácticas, los mismos que se hicieron acreedores del aprecio y estima de quienes los conocimos.

Los interesados pueden hacer del presente certificado lo que ha bien tuvieren.

Guayaquil, julio 17 del 2018

Atentamente,

[Última firma]

Dipl. María Valérie Escobar
RECTORA
A QUIEN INTERESE

LA SUSCRITA RECTORA DE LA UNIDAD EDUCATIVA ASSAD BUCARAM ELMHALIN CERTIFICA:

Que los estudiantes Sres. ANASTACIO ALVARADO LUIS DANIEL y CASTILLO CANGA VANESSA NOEMI, portadores de la céd. id. #092203932-6, 0918832346, realizaron sus prácticas ininterrumpidamente sobre INCIDENCE OF MOTIVATION IN PRE-READING FOR THE IMPROVEMENT OF READING COMPREHENSION, en la U.E. ASSAD BUCARAM ELMHALIN, desde el 18 de junio del 2018 hasta el 15 de julio del mismo año. Los mencionados estudiantes han demostrado, capacidad colaboración y responsabilidad en el desempeño de sus prácticas, los mismos que se hicieron acreedores del aprecio y estima de quienes los conocimos.

Los interesados pueden hacer del presente certificado lo que ha bien tuvieren.

Guayaquil, julio 17 del 2018

Atentamente,

[Signature]

Dpt. María Vallec Escobar
RECTORA
ASISTENCIA A TUTORIAS
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<td>El trabajo expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece, aportando significativamente a la investigación.</td>
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*El resultado será promediado con la calificación del Tutor Revisor y con la calificación de obtenida en la Sustentación oral.
CERTIFICADO DE SIMILITUD
CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado GALO R. DONOSO N. tutor del trabajo de titulación, certifico que el presente trabajo de titulación ha sido elaborado por VANESSA NOEMI CASTILLO CANGÁ Y LUIS DANIEL ANASTACIO ALVARADO, con mi respectiva supervisión como requerimiento parcial para la obtención del título de Licenciada en la Educación, mención Lengua y Lingüística.

Se informa que el trabajo de titulación: INCIDENCE OF READING MOTIVATION IN THE PRE-READING STAGE ha sido orientado durante todo el periodo de ejecución en el programa antiplagio URKUND quedando el 8% de coincidencia.

Galo Donoso N.
CI 0919552422
general basic education (GBE). The KEDS COLAB, a high school located in the District of Canas, sector, centre, Merida y Velasco, Academia Period 2017-2018.

The current scenario of the educational and labor force is in a state of change and it is evident that the educational system is not sufficient to meet the demands of the globalized world of today.

The institution is currently working in the morning, 7:00 a.m. 20 students and has a staff of 18 teachers. There are 2 sections in the institution; each has a library and two sports fields. The KEDS COLAB offers a full English course for each student. The study plan is a course of 20 academic credits. The pedagogical team designed this course has high-level educators and several years of work experience in public schools.

The problem that exists in KEDS COLAB S.L.P. High School is the lack of resources, as well as the lack of research materials in class. It affects the ability of the student to observe and understand the techniques in the classroom.

The purpose of this research is to analyze a resource that increases students' English language skills.

The research team recognized that in a classroom environment, students often encounter difficulties in understanding the English language. Therefore, a resource that provides necessary materials for effective language instruction is required.

Urkund Analysis Result

Analyzed Document: TESE CASTILLO ANASTACIO.docx (6405757147)
Submitted by: minyga_0418@hotmail.com
Significance: 8%

Sources included in the report:
- Thesis Finalizada Anselmo Mon 8 (1).docx (648865316)
- 2015 revision and plagio.docx (635082670)
- TESIS PARA URBAN JUAN DE INGLES, KELLY Y VERA Y PATRICIA CAJAS.docx (641441416)

Instances where selected sources appear: 25
INSTRUMENTOS DE INVESTIGACION
CLASS OBSERVATION GUIDE

Objective: To know the teaching’s methodology, use of didactic resources used and the teaching environment during the English class.

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<td>2. Teacher uses a warm-up before starting English class.</td>
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<td>3. Teacher promotes oral production different from those in the textbook</td>
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<td>4. The teacher uses various ludic activities for engaging student’s attention in the process of teaching-learning English.</td>
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<td>7. Students actively participate actively in communicative exercises inside the classroom</td>
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<tr>
<td>8. The teacher uses suitable ludic resources for motivating students as: role play, games songs, etc.</td>
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<tr>
<td>9. Students seem motivated to practice oral activities.</td>
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<tr>
<td>10. The teacher’s pronunciation is clear and fluent</td>
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</tbody>
</table>

Source: Assad Bucaram High school
Elaborated By: VANESSA CASTILLO 2018
TEACHER’S INTERVIEW

Objective: To know the teacher’s appreciation about oral production development and ludic activities in classroom

Instructions:

Answer the following questions, give examples if necessary

1. Do you consider oral production (speaking) as an important skill to be developed by your students? Why?

2. In your opinion, which are the difficulties that you find to develop oral production in your students?

3. In your opinion, is it important to apply ludic activities in classroom with your students? Why?

4. Do you consider ludic activities are motivating and useful to develop oral skill? Explain.

5. Why do think that students do not have interest by learning English?

6. Why do you believe that your students have problems in oral production skill?

7. In your opinion, could ludic activities, assist students to develop a greater vocabulary acquisition? Explain.

8. Why you believe that the ludic activities are necessaries to increase the student’s proficiency and fluency?
GUAYAQUIL UNIVERSITY
FACULTY OF PHILOSOPHY, LETTERS AND EDUCATION SCIENCES
LANGUAGE AND LINGUISTIC SCHOOL
SURVEY TO STUDENTS

**Objective:** To know the student’s opinion about the use of ludic activities to improve oral production.

**Instructions:** Mark with an (x) you answer according to likert scale

<table>
<thead>
<tr>
<th>STATEMENTS</th>
<th>STRONGLY DISAGREE</th>
<th>DISAGREE</th>
<th>NOT SURE</th>
<th>AGREE</th>
<th>STRONGLY AGREE</th>
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<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
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</table>

**Specific information:** Mark with an (x) the answer you consider appropriated.

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<thead>
<tr>
<th>STATEMENTS</th>
<th>1</th>
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<th>3</th>
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<th>5</th>
<th>TOTAL</th>
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<tbody>
<tr>
<td>1 I enjoy to speak english in class</td>
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<tr>
<td>2 I feel confident when speak english</td>
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<td>3 I have enough vocabulary to establish a conversation</td>
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<td>4 The teacher uses warm-ups before starting each lesson</td>
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<td>5 The teacher uses ludic activities to teach english</td>
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<td>6 The use of various ludic activities promote a stress-free environment in class</td>
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<td>7 The use of games in class motivate me to learn english</td>
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<td>8 It results easier to learn when the teacher applies games in class</td>
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<tr>
<td>9 The use of role plays help me to improve my oral production</td>
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<td>10 The teacher makes me sing a song in class</td>
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<tr>
<td>11 The teacher motivates students to speak in english</td>
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<td>12 My teacher develops oral production exercises in classroom</td>
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<tr>
<td>13 Oral production exercises help me to improve my pronunciation and fluency</td>
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<td>14 I practice english with my partners in classroom</td>
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<tr>
<td>15 I believe necessary to practice speaking along with reading, writing and listening</td>
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</table>

**Source:** Assad Bucaram High school
**Elaborated By:** VANESSA CASTILLO 2018
ANNEXE II
EVIDENCES
Universidad de Guayaquil

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA
UNIDAD DE TITULACIÓN

ANEXO 12

LICENCIA GRATUITA INTRANSFERIBLE Y NO EXCLUSIVA PARA EL USO NO COMERCIAL DE LA OBRA CON FINES NO ACADÉMICOS

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(Vanessa Noemi Castillo Canga)

VANESSA NOEMI CASTILLO CANGA
C.I. No. 0918832346

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Guayaquil, 22 de junio del 2018

Sr. Msc. Alfonso Sanchez Avila,
DIRECTOR (A) DE LA ESCUELA DE LENGUAS Y LINGUISTICAS
FACULTAD DE FILOSOFIA
UNIVERSIDAD DE GUAYAQUIL
Ciudad.-

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la tutoría realizada al Trabajo de Titulación INCIDENCE OF MOTIVATION IN PRE-READING FOR THE IMPROVEMENT OF READING COMPREHENSION de los estudiantes CASTILLO CANGA VANESSA NOEMI CC. 0918832346 Y ANASTACIO ALVARADO LUIS DANIEL CC 0922093926 indicando han 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.

Dando 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,

Msc. GALO DONOSO N.
TUTOR DE TRABAJO DE TITULACIÓN
C.I. 0919552422
UNIVERSIDAD DE GUAYAQUIL
ESPECIE UNIVERSITARIA

Guayaquil, 25 de Septiembre del 2018

Msc.
Silvia Moy Sang Castro
DECANIA DE LA FACULTAD DE FILOSOFIA,
LETAS Y CIENCIAS DE LA EDUCACION
Ciudad.-

De mis consideraciones:

Anafticio Alvarado Luis Daniel, CI#092203932-6,
Escuela de Lenguas y Lenguisticas, Modalidad Presencial.

Por medio de la presente dejo constancia que RE-
NUNCIO LIBRE Y VOLUNTARIAMENTE a continuar con el Pro-
yecto Educativo, que venia desarrollando con la Compa-
ñera CASTILLO CANGA VANESSA NOEMI, CI#0918832346, por
motivos de faltarme realizar Prácticas Docentes.

TEMA : INCIDENCE OF MOTIVATION IN PRE-READING FOR
IMPROVEMENT OF READING COMPREHENSION.
PROPIESTA : DESIGN OF A DIDACTIC GUIDE WITH MOTIVATION
STRATEGIES FOR THE PRE-READING STAGE.

De usted, muy atentamente,

FIRMA DE ESTUDIANTE
PROYECTO

TEMA:

INCIDENCE OF READING MOTIVATION IN THE
PRE- READING STAGE

APROBADO

.................................................................

Tribunal N° 1

.................................................................

Tribunal n° 2 Tibunal n° 3

.................................................................

VANESSA NOEMI CASTILLO CANGA

C.I 0918832346