UNIVERSITY OF GUAYAQUIL

FACULTY OF PHILOSOPHY, LETTERS AND SCIENCES OF EDUCATION

LANGUAGE AND LINGUISTICS SCHOOL

EDUCATIONAL PROJECT

PRIOR TO OBTAIN THE BACHELOR DEGREE IN SCIENCES OF EDUCATION, MENTION ENGLISH LANGUAGE AND LINGUISTICS

TOPIC

THE INFLUENCE OF SHORT READINGS IN THE READING COMPREHENSION

PROPOSAL

DESIGN OF A BOOKLET WITH SHORT READINGS

AUTHOR

WILLMAN SEGUNDO HERRERA PALACIOS

TUTOR

MSc. CARLOS VALLE NAVARRO

GUAYAQUIL, AUGUST 2018
UNIVERSITY OF GUAYAQUIL

PHILOSOPHICAL FACULTY, LETTERS AND EDUCATIONAL SCIENCES

DIRECTIVES

Arch. Moy Sang Castro MSc. 
PHILOSOPHICAL FACULTY DEAN

MSc. Wilson Romero
PHILOSOPHICAL FACULTY SUB - DEAN

MSc. Alfonso Sánchez Ávila
LANGUAGES SCHOOL DIRECTOR

Atty. Sebastián Cadena
GENERAL SECRETARY

2018 - 2019
Guayaquil, 17 de agosto del 2018

MSc
Silvia Moy Sang Castro
Decana de la Facultad de Filosofía
Letras y ciencias de la educación
Ciudad:

De mis consideraciones:

En virtud de la disposición de la Autoridad Académica de la Escuela de Lenguas de fecha 15 de agosto del 2017 en el cual se me designo asesor de Proyectos Educativos de la Licenciatura en Ciencias de la Educación Especialización Lenguas y Lingüística, tengo a bien de informar lo siguiente:

Que el estudiante: Herrera Palacios Willman Segundo diseñó y ejecutó el Proyecto Educativo:

TOPIC: THE INFLUENCE OF SHORT READINGS IN THE READING COMPREHENSION.

PROPOSAL: DESIGN OF A BOOKLET WITH SHORT READINGS.

El mismo que ha cumplido con las directrices y recomendaciones dada por el suscrito

El participante ha ejecutado las diferentes etapas constitutivas del proyecto
Por lo expuesto se procede a la APROBACION del proyecto y pone a vuestra
Consideración de rigor para los efectos legales correspondientes.

Muy atentamente

[Signature]
Msc. Carlos Valle
Profesor Advisor
UNIVERSITY OF GUAYAQUIL

FACULTY OF PHILOSOPHY, LETTERS AND EDUCATION SCIENCES

MENTION: LANGUAGES AND LINGUISTICS

TOPIC: THE INFLUENCE OF SHORT READINGS IN THE READING COMPREHENSION.

PROPOSAL; DESIGN OF A BOOKLET WITH SHORT READINGS.

APPROVED PROJECT

________________________________________
Member of the Court 1

________________________________________  __________________________________________
Member of the Court 2                     Member of the Court 3

________________________________________
Student

________________________________________
Secretary

GRADE
UNIVERSITY OF GUAYAQUIL
FACULTY OF PHILOSOPHY, LETTERS AND EDUCATION SCIENCES
SYSTEM OF PRESENCIAL HIGHER EDUCATION
UNIVERSITY CENTER: MATRIZ - GUAYAQUIL

THE QUALIFYING JURY GIVES
TO THE PRESENT EDUCATIONAL PROJECT

THE GRADE OF: _______________________________

EQUIVALENT TO: ______________________________

MEMBERS OF THE COURT

PRESIDENT: ________________________________

FIRST VOCAL: ______________________________

SECOND VOCAL: ____________________________
This project is devoted to students, teachers, the tutor and friends. The students can find valuable resources in this investigation. The teachers helped me to do this essay and granted me a great support in every step of this work. The tutor gave their love and time for my progress, so I could become a successful professional being. My friends encouraged me in accomplishing my goals.
ACKNOWLEDGMENT

Lic. Juan León Gómez

Otto Arosemena High School’s Rector.

Lic. Juan León Gómez’s support was given throughout all the booklet process. He granted an opportunity to accomplish this research by receiving my request about doing a project. I thank him for the successful achievement that I had had after his permission, so that I will remember him forever.

Sincerely

Willman Herrera Palacios
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>III</td>
<td>METHODOLOGY</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.1 METHODOLOGICAL DESIGN</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>3.2 THEORETICAL METHODS</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>3.2.1 QUANTITATIVE METHOD</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>3.2.2 INDUCTIVE METHOD</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>3.3 INVESTIGATIVE TYPES</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>3.3.1 DESCRIPTIVE</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>3.3.2 EXPLANATORY</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>3.3.3 SECTIONAL</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>3.4 TECHNIQUES AND RESEARCH TOOLS</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>3.4.1 SURVEY FOR THE AUTHORITY</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>3.4.2 SURVEY FOR THE TEACHER</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>3.4.3 SURVEY FOR THE STUDENTS</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>3.6 POPULATION AND SAMPLE</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>3.6.1 POPULATION</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>3.6.2 SAMPLE</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>3.7 ANALYSIS AND DATA INTERPRETATION</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>3.7.1 SURVEYS FOR STUDENTS</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>3.8 CONCLUSION</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>3.9 RECOMMENDATIONS</td>
<td>51</td>
</tr>
<tr>
<td>IV</td>
<td>THE PROPOSAL</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>4.1 TITLE</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>4.2 JUSTIFICATION</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>4.3 OBJECTIVES</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>4.3.1 SPECIFIC OBJECTIVES</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>4.4 THEORETICAL ASPECT</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>4.4.1 PEDAGOGICAL ASPECT</td>
<td>53</td>
</tr>
</tbody>
</table>
SURVEY FOR THE TEACHER .................................................................84
DESIGN OF A BOOKLET WITH SHORT READINGS .....................................85
PERSONAL INFORMATION ......................................................................86
AN INTERVIEW .........................................................................................87
ANOTHER INTERVIEW .............................................................................88
RECOMMENDATIONS TO KEEP A JOB ....................................................89
A DAY AT WORK ......................................................................................90
GLOSSARY ..............................................................................................91
GRAMMAR ...............................................................................................95

CHARTS
CHART No. 1 Operationalization of the variables ........................................36
CHART No. 2 Population ...........................................................................37
CHART No. 3 Sample ................................................................................38
CHART No. 4 Level in English ..................................................................39
CHART No. 5 Spending time to read at home ...........................................40
CHART No. 6 Interesting topics for readers of the classroom ....................41
CHART No. 7 The difficulties in the reading comprehension ....................42
CHART No. 8 Use of images for each new vocabulary ............................43
CHART No. 9 Information of the next class .............................................44
CHART No. 10 Use of short readings ......................................................45
CHART No. 11 Use of the written sound of each new vocabulary ............46
CHART No. 12 Use of a booklet according to the level of the students ......47
CHART No. 13 A constant training to the teacher by the government .......48
CHART No. 14 Application of an interactive class ..................................49
**The influence of short readings in the reading comprehension.**

**Proposal:** Design of a booklet with short readings.

**AUTOR(ES)** Herrera Palacios Willman Segundo

**TUTOR** MSc. Carlos Valle Navarro

**INSTITUCIÓN:** University of Guayaquil

**FACULTAD:** Faculty of Philosophy, Letters and Sciences of Education, School of Languages and Linguistics.

**ESPECIALIDAD:** English language and linguistics.

**GRADO OBTENIDO:** Bachelor degree in English language.

**FECHA DE PUBLICACIÓN:** August 3rd. 2018

**No. DE PÁGINAS:** 115

**AREAS TEMÁTICAS:** Foreign language

**KEYWORDS:** Reading comprehension, short readings, vocabularies, phonetic symbols and students.

**ABSTRACT:** The dissertation is addressed to the third year students of the Baccalaureate of the Otto Arosemena Gómez School, of the 2017-2018 school year of the city of Guayaquil. The problems that have been observed in this institution are the deficiencies of the reading comprehension, due to the lack of adequate didactic material at the students' comprehension level. It is important to note that this has detected that students have an A1 level, when the book they use is B2, this being one of the main reasons why it has been decided to implement a booklet with short readings with its grammar to be used and vocabulary with images and phonetics, in order to improve reading comprehension. The main objective of the researcher is that students feel the desire to read and learn through a booklet with short readings related to topics according to their interests.

**CONTACTO CON AUTOR:**
- **Teléfono:** 0990368151
- **E-mail:** willman.segundo@gmail.com

**CONTACTO CON LA INSTITUCIÓN:**
- **Nombre:** Universidad de Guayaquil
- **Teléfono:** (04)2294888Ext.123
- **E-mail:** ff.lenguasylinguistica@ug.edu.ec
## RESUMEN
La disertación está dirigido a los estudiantes de tercer año debachillerato del Colegio Otto Arosemena Gómez, del año escolar 2017-2018 de la ciudad de Guayaquil. Los problemas que se han observado en esta institución son las deficiencias de la comprensión lectora, por la falta de material didáctico adecuado al nivel de comprensión de los estudiantes. Es importante señalar que esto ha detectado que los estudiantes tienen un nivel A1, cuando el libro que usan es B2, siendo ésta una de las principales razones por las que se ha decidido implementar un folleto con lecturas cortas con su la gramática a usarse y vocabulario con imágenes y fonética, con el fin de mejorar la comprensión de la lectura. El objetivo principal del investigador es que los estudiantes sientan el deseo de leer y aprender mediante un folleto con lecturas cortas relacionadas con temas de acuerdo a sus intereses.

## CONTACTO CON AUTOR
Teléfono: 0990368151  
E-mail: willman.segundo@gmail.com

## CONTACTO CON LA INSTITUCIÓN
Nombre: Universidad de Guayaquil  
Teléfono: (04)2294888Ext.123  
E-mail: ff.lenguasylinguistica@ug.edu.ec
"THE INFLUENCE OF SHORT READINGS IN THE READING COMPREHENSION"

Author: Willman Segundo Herrera Palacios
Advisor: MSc. Carlos Valle Navarro

ABSTRACT

The dissertation is addressed to the third year students of the Baccalaureate of the Otto Arosemena Gómez School, of the 2017-2018 school year of the city of Guayaquil. The problems that have been observed in this institution are the deficiencies of the reading comprehension, due to the lack of adequate didactic material at the students' comprehension level. It is important to note that this has detected that students have an A1 level, when the book they use is B2, this being one of the main reasons why it has been decided to implement a booklet with short readings with its grammar to be used and vocabulary with images and phonetics, in order to improve reading comprehension. The main objective of the researcher is that students feel the desire to read and learn through a booklet with short readings related to topics according to their interests.

Key words: Reading comprehension, short readings, vocabularies, phonetic symbols and students.
“LA INFLUENCIA DE LECTURAS CORTAS EN LA COMPRENSIÓN DE LA LECTURA”

Autor: Willman Segundo Herrera Palacios

Tutor: MSc. Carlos Valle Navarro

RESUMEN

La disertación está dirigido a los estudiantes de tercer año de bachillerato del Colegio Otto Arosemena Gómez, del año escolar 2017-2018 de la ciudad de Guayaquil. Los problemas que se han observado en esta institución son las deficiencias de la comprensión lectora, por la falta de material didáctico adecuado al nivel de comprensión de los estudiantes. Es importante señalar que esto ha detectado que los estudiantes tienen un nivel A1, cuando el libro que usan es B2, siendo ésta una de las principales razones por las que se ha decidido implementar un folleto con lecturas cortas con su la gramática a usarse y vocabulario con imágenes y fonética, con el fin de mejorar la comprensión de la lectura. El objetivo principal del investigador es que los estudiantes sientan el deseo de leer y aprender mediante un folleto con lecturas cortas relacionadas con temas de acuerdo a sus intereses.

Palabras claves: Comprensión de lectura, lecturas cortas, vocabularios, símbolos fonéticos y estudiantes.
INTRODUCTION

This project is very useful for students who are looking for a better understanding of the English language and a stable job. This project had been made with short readings and pictures with phonetic symbols, which will help them to have an easy comprehension of the English and they can also study this booklet, which has many topics showing the way to get a job and keep it.

CHAPTER I: THE PROBLEM. It shows the investigative context, conflict situation, scientific fact, delimitation of the problem, research problem, causes, problem formulation, general objective, specific objectives, investigative questions and justification.

CHAPTER II: THEORETICAL FRAMEWORK. It gives theories on which this project is based through the theoretical bases and foundations such as epistemological foundation, legal foundation, pedagogical foundation, philosophical foundation and sociological foundation.

CHAPTER III: METHODOLOGY. It describes the methodology, methodological design, quantitative method, inductive method, investigative types, documentary, descriptive, explanatory, sectional, theoretical methods, techniques and research tools, the surveys, operationalization of the variables, population and sample, analysis and data interpretation, conclusion and recommendations.

CHAPTER IV: THE PROPOSAL. It contains the proposal, title, justification, objectives, theoretical aspects: pedagogical aspect, sociological aspect, psychological aspect, didactic aspect, legal aspect, linguistic aspect, feasibility: financial, legal, technical, human, description, conclusion and recommendation.
CHAPTER I

1. THE PROBLEM

1.1 INVESTIGATIVE CONTEXT

Otto Arosemena Gómez High School is placed in Guayaquil City and had many important achievements and aspirations. It is addressed on 38th Avenue in Guayaquil City, Ecuador State and was founded on March 21st 1967 by Lic. Miguel Ángel López. An important achievement was the creation of computer rooms with Internet. The academic aspiration was to create a technological institution, so the students can participate in different scientific cultural events. This educational unit has 2500 students, 124 teachers and 25 administrative staff.

1.2 CONFLICT SITUATION

The deficiency of the reading comprehension of the Otto Arosemena Gómez’s third-year high school students start in the elementary school and middle one. The English Language is not deeply studied in the elementary school and as a result, the students have lack of knowledge about the language. The students do not practise in pair at class, so they cannot improve their proficiency.

The middle schools Institutions give books, which have long readings, and if the teacher does not explain the new words with pictures before starting the readings, this procedure makes the students loose the interest.

The third-year high school students receive English books with a B2 level, which is difficult for them to understand, because there was not a good teaching from the beginning, so their progress hinder. This book is not related to the
student levels, because it has long readings, a lot of new words and few pictures showing the new vocabularies, these aspects mostly stop the reading comprehension, so that the students have no interest in the subject and the learning is not successful.

1.3 SCIENTIFIC FACT


1.4 RESEARCH PROBLEM

Low reading comprehension of the Otto Arosemena Gómez third-year high school students in 2017 school year in the city of Guayaquil. The students have basic English levels in grammar, pronunciation and intonation. Their grammar is low; therefore, it’s difficult for them to understand what they are reading. They have little practice reading at home or at school, so their pronunciation must be enhanced. The intonation of the students must be improved through videos and teacher’s assistance. All these problems make the students have not fluency, so they avoid reading in English at classroom. The worse thing that happens is when the teacher translates the vocabulary into their mother language, which stops the reading comprehension.

1.5 CAUSES

Texts with short readings without illustrative glossaries and didactic activities.

Teachers with outdated teaching techniques.
The students speak in English and Spanish at classroom as the teacher does.

Students' low interest in learning another language.

Absence of audio-visual laboratories.

**1.6 FORMULATION OF THE PROBLEM**

How do the short readings influence in the reading comprehension in Otto Arosemena Gómez's third-year high school students, District 4, Zone 8, and Circuit 6 of Guayas Province, Guayas Canton, Febres Cordero Parish, Academic year 2017 – 2018?

**1.7 GENERAL OBJECTIVE**

To determine the influence of short readings in the reading ability through bibliographical, statistic, and field analysis to increase the reading comprehension.

**1.7.1 SPECIFIC OBJECTIVES**

- To describe the influence of short readings through bibliographical, statistic and field analysis.
- To measure the reading ability through reading comprehension exercises.
- To design a booklet with short readings through the data obtained.

**1.8 INVESTIGATIVE QUESTIONS**

The questions which will be applied in the investigation are the following:

What is the reading comprehension skill?

Which topics are more interesting for readers of a high school?
What are the difficulties in the reading comprehension?

What can the manager of a high school do to improve the reading comprehension of his institution?

What does the teacher need to obtain the participation of all the students?

What can the students do before arriving at school to comprehend the topics of the class?

1.9 JUSTIFICATION

The deficiency of the reading comprehension of the students of the third year of Otto Arosemena Gómez High School happens because there isn´t a preparatory teaching from the beginning; It means from the elementary school. As a consequence, students have a lack of knowledge about the language. Therefore, when they start studying at high school, they cannot understand the readings. When the teacher begins to speak all in English and with a book, which is not related to the level of the student, these situations mostly stop the reading comprehension. To solve this deficiency, it is important to design appropriate material according to the level of knowledge of the students so that they can easily comprehend a reading, this material should have short readings with didactic activities and topics related to their needs and ages.
CHAPTER II

2. THEORETICAL FRAMEWORK

This Theoretical framework includes topics about the influence of short readings in the reading comprehension found in Guayaquil University projects and on Internet. The topics in this work are easy to be understood by the readers, whose purpose is to improve the reading comprehension to the Otto Arosemena Gómez third-years high school students, which statements are supported by epistemological, legal, pedagogical, philosophical and sociological foundations.

2.1 THEORETICAL BASES

2.1.1 PRECEDING STUDIES

This research study is focused on the influence of short readings in the reading comprehension at Otto Arosemena Gómez third-year high school students.

Research studies have identified several comprehension subskills, which are needed to understand a reading. They include semantic and grammatical processes (Landi, 2017). Students who do not know enough about grammar have less reading comprehension. Knowledge about grammar is indispensable to know who is talking to and what for is the reading about.

Reading comprehension depends on two main things: words decoding skills and listening comprehension skills. Words decoding skills are the ability to convert print into sound and read fluently (Kinnane, 2017). Reading and listening
comprehensions are inseparable. The students will understand better their own reading if they decode very well every word.

Poor reading comprehension can result when a student struggles with decoding, has a limited vocabulary or attempts to read a text that is at too high of a level. Phonological dyslexia or visual impairment in the classroom stops the reading comprehension in children. The more students read, the more they encounter unfamiliar terms. As students expand their vocabulary, they recognize more words by sight and reading speed up (Cicerchia, 2016). A vocabulary with images and meanings help the students to understand it. This process makes to disappear the limited vocabulary of the students. Few students cannot pronounce the words very well. They have less practice reading books. If they take more time practicing the reading, they will overcome this problem. The students who study for themselves the unfamiliar terms can recognize more words, when they are reading speed up. If these terms are found in a reading again, he can understand and recognize them quickly, so that their reading comprehension improve more and more.

2.1.2 SHORT READINGS

Lucke said that a short story was a kind of narration that contained characters, actions and plot organized in a text and It was the ability to provide a complete treatment of its characters (Caza & Chávez, 2017). The short readings are narrations or written texts with few characters, so the grammar, pictures and phonetic symbols be analyzed easily. The grammar must explain the tenses that will be apply in them. The pictures will be successful visual tools to understand the
meaning of each word. The phonetic symbols will help to decode the words very well.

2.1.2.1 CLASSIFICATION

2.1.2.1.1 ARGUMENTATIVE READING

Hillocks said that an argument was the essence of critical thinking that supports evidence from multiple sources that connected the claim logically (Yvonne, 2017). An argumentative essay is a writing piece meant to persuade someone to think the way he does. An argumentative reading tends to encourage people to do the advice that it has, this reading is a successful way to apply, if the purpose is to improve the character of the students or future employees. This reading can be made according to the interest of the students, it can read about the importance of reading to encourage them to read.

2.1.2.1.2 PROSAIC READING

The prose is a published piece of work that is a dramatic or humorous. A Prosaic reading is a form of rhythmic language that does not have a formal metrical structure, it means, it is not a set of verses with a fixed distribution of syllables and rhymes that is repeated in the same poem regularly. It gives beauty to the reading, so that people like to read it.

2.1.2.2 THE PURPOSE OF READING

The interest of reading leads the reader to reflect on the content, because through it he has to understand and analyze to enrich his knowledge. The readings must contain topics related to the interests or likes of the students ages.
Readings including topics for young people can enhance and encourage the readings comprehension, a survey about the likes and dislikes of the students must be made before doing a reading, so it can be read enthusiastically.

2.1.2.3 READING STRATEGIES

2.1.2.3.1 ANALYTICAL READING

Analytical reading is needed when people want to make sure that they fully grasp and appreciate what they are reading. They may have to read statements more than once, stop to think about them, or jot down key words when using this style. As a result, their reading rate can easily drop to below 100 words a minute. The whole understanding of a reading is obtained by reading more than once and stopping in each sentence for analyzing the content. Reading more will bring a better comprehension of the paragraph. Stopping step by step will give time to highlight key words, which meaning can be studied.

2.1.2.3.2 MARKING THE TEXT

Marking the text is an active reading strategy that asks students to identify information in the text that is relevant to the reading purpose. This strategy has three distinct marks: numbering paragraphs, underlining, and circling. Underlining helps to remember what is learned, whose knowledge can be found quickly after many days. Underlining with different colors are useful to be identified.

2.1.2.3.3 NOTE-TAKING

Recording the title, author, date, publisher, place of publication, URL and page numbers are principles that help students gain deeper understanding (Ivy
Tech Community College, 2017). The students can record important parts of a reading to obtain better understanding of a topic. Recording the URL helps the students to find the research quickly and read it again when it is needed. Recording the numbers of a page is a successful way to find any information in a book, when it is not found in a website.

2.1.2.3.4 READING WITH OTHERS

Get a study group, keep focused on what the group needs to do by sharing notes, explaining, asking and quizzing each other, these activities help the group to increase the ability to understand, reflect upon and remember key points (Ivy Tech Community College, 2017). A study group is a successful way to improve the reading comprehension, because each member can share his thoughts and knowledge about the topic, which is read. They can explain an easy skill to remember the sound of the word, when it is read again. They can tell each other the meaning of the unknown words, when they appear.

2.1.2.4 TEACHING MATERIALS

2.1.2.4.1 TRADITIONAL RESOURCES

This way to teach stops the reading comprehension. The teacher reads few minutes or a lot, but he does not give the students the opportunity to practise or read more.

2.1.2.4.2 AUDIO MATERIALS

Audio Visual Materials is usually used in presentation prepared by teachers who use them to explain clearly the lesson to the students
(Shikuzzaman, 2015). The audio materials are important to know how to pronounce a word. One difficulty of the reading comprehension is because the students have little time to listen the reading, therefore when they read a text, they decode without accuracy.

2.1.2.4.3 PHONETIC SYMBOLS

Phonetic alphabet is a very helpful tool that can be applied in classrooms. This resource is more effective when helping students with consonants (Caine, 2016). Phonetic Symbols are needed to decode. The students sometimes have difficulty in the listening, it affects them when are reading and while they pronouncing the words, they cannot understand them, giving as a result a bad comprehension, therefore, the phonetic symbols help them to read and comprehend better. Deaf students need a lot the phonetic symbols, because they cannot use audio materials.

2.1.2.4.4 FLASHCARDS AND PICTURES

The introduction of digital flash cards has added a new dimension to this learning tool (Net languages, 2017). Flashcards and pictures are essential in the reading comprehension. If the students don’ know the image of the word, they cannot understand it, therefore the comprehension decreases.

2.1.2.4.5 BOOKLET

A booklet containing shorts readings, vocabularies with their images, phonetics symbols and topics according to the interest of the students is indispensable for a successful reading comprehension.
2.1.2.5 INTEGRATING READING STRATEGIES

2.1.2.5.1 BEFORE READING

The readers should be looking for while they read and the knowledge of the topic can be assessed before reading (Anderson, 2018). The assessment serves to know which words the students do not understand. Students can also underline the unknown words and do pictures, phonetic symbols and find the meaning of each word. They can do pictures about each word and write each word in papers, then they can study this information for few minutes to remember them, next mix all of them and organized them again, until they can match them accurately. The papers can include the Phonetic symbols, so they can learn not only the meaning but the sound. They must be read enough until they can be read fluently. Reading and practicing this symbol is the best way to improve the reading comprehension meaning of each word.

2.1.2.5.2 DURING THE READING

The hearer is going to be listening in and taking notes as the students read. This is the chance to observe really the readers. What phonics skills do they know/not know. What strategies as they using as they read. How is their fluency. The students must read applying the phonics skills. The symbols applied in each word can help them and the listeners to understand the reading. An accuracy punctuation is needed to a better understanding of the listeners, because when the readers stopped before the punctuation, the meaning of the sentences can be lost or misunderstood.

2.1.2.5.3 AFTER READING
The readers can keep a diary as if they were the character in the story. Write down events that happen during the story (Burke, 2015). The new vocabulary must be studied for many times after the reading. They can be used in a personal diary, or be applied talking with relatives, friends or classmates, so they must not be forgotten. A great human resource is the retired people, because they are available all times. They have the patience and experience to teach and guide to have a successful reading.

2.1.2.6 VISUAL READING OF WORDS

Learning to read causes the development of a letter- and word-selective region known as the visual word (Neurosci, 2017). Students who take time to read improve the pronunciation of each letter and word. The most the students read a word, the most they decode it accurately. An easy way to remember a word sound is to apply it writing a diary and using it when speaking.

2.1.2.7 READING “NO WORDS”

This type of reading uses a list of pronounced syllables without sense that are read aloud, increasing their difficulty through longer sequences (Paraguay & Rodríguez, 2016). The students who read words without proper intonations, difficulty the reading comprehension for himself and they who are around them listening the topics exposed. To solve this problem, the students must practice the new words at home and everywhere as possible.

2.1.2.8 READING SILENTLY
In silent reading, there is no movement of the lips or the tongue. There should be full concentration on the part of the students. Their thoughts should not wonder aimlessly while they are reading silently. It saves energy and time, because it is quick. The lips and the tongue are not moved in the silent reading covering many paragraphs. The students can comprehend more, because they don’t need to decode each word.

2.1.2.9 READING ALOUD

Rasinski said that reading aloud also required readers to pay attention to each word and monitor what they were reading. Silent reading did not depend on the same level of accountability (Schimmel & Ness, 2017). The students should pay attention to each word while they are reading to decode accurately. The words pronounced very well help to improve the reading comprehension.

2.1.2.10 READING FLUENCY

Álvarez & Cañizo that said reading fluency was defined as the ability to read rapidly, accurately and included three main components, reading rapidity, accuracy, and prosody (Bigozzi, 2017). The prosody is an important component in the fluent reading. The students use the patterns of stress and giving as a result a good comprehension. A good intonation helps to understand well a word and be not confounded with other words.

2.1.2.11 READING ACCURACY

Learning to read phonics leads to more accurate reading aloud. They found that people who are taught the meanings of whole words did not have any
better reading comprehension skills than those who are taught by phonics (Ward, 2017). The phonics enhances an accurate reading. There are many phonetic symbols such as the International Phonetic Alphabet and the American English Phonetic Symbols.

2.1.2.12 LEARNING STRATEGIES INSTRUCTION

Teaching strategies that motivate and engage students will improve their learning (Nancy, 2015). Dynamic teaching strategies must be focused on likes and dislikes of the students to motivate them to participate at classroom. The people who are involved in the lesson must be acquainted with the vocabulary, which must be according to their level, so they can be more comfortable in all the process of the learning.

2.1.2.13 METHODOLOGY FOR THE CLASS

This research study uses the deductive methodology to enhance the reading comprehension applying the following systems:

2.1.2.13.1 PRESENTATION OR WARM-UPS

Warm-Ups informally introduce learners to concepts that will be formally covered during a face-to-face or online class in the near future. The presentation can begin with warm-up about the topic. The warm-up can be fostered with more details, for example: vocabularies with their pictures, phonetic symbols and the audio of each word, then the students can read until their pronunciation be better. The teacher can check their reading to help them to be more confidence as they read the paragraph.
2.1.2.13.2 PRACTICE

The word practice means to perform or work at repeatedly to become proficient (Merriam, 2017). The practice is the most important part when somebody is reading. The knowledge acquired but few applied is forgotten easily, therefore the students must study it before, during and after the class and set apart time to practice it again. Reading with a native speaker every day is a good idea to improve the reading skill, he can check the good and bad pronunciation and in this easy way the students reading will enhance.

2.1.2.13.3 PRODUCTION

The student performs independent work demonstrating what is learned being evaluated by the educator (Paguay & Rodriguez, 2015). Students after receiving warm-up and doing practice about the item are ready to demonstrate what they had learned. The teacher in this process can evaluate the pronunciation of each student and make questions to find out, if they had understood what they had read. Making questions are successful ways to improve the reading comprehension.

2.1.2.13.4 CRITICAL THINKING

The students´ confidence as being good learners helps them to improve their learning (Maibodi, 2014). Teachers who see their students as good learners improve their confidence to learn. Mothers who encourage their young children to reach high grades giving them confidence have excellent students. The student’s confidence is an important part of the reading process.
2.1.2.14 THREE COMMON READING PROBLEMS FOR STUDENTS

Readers who encounter vocabulary that they do not recognize due to inaccurate decoding, they are likely to skip ahead. The more blanks in a line of text, the harder it is to make meaning and the more cognitively challenging and frustrating the reading task becomes. Decoding is when children are able to put sounds to letters in order to sound out written language. It is common for beginner readers to struggle when they meet new or unfamiliar terms but typically decoding becomes easier with phonetic instruction and repeated practice with reading out loud. If a child continues to struggle with a reading, there may be a specific learning difficulty or physical impairment that is preventing them from physically seeing the letters or hearing the sounds in spoken language (Cicerchia, 2016).

An accurate decoding is required to a better understanding of a reading. If the students have an inaccurate decoding, the classmates cannot understand, therefore an important part to improve the reading comprehension is the incapacitation of the students in learning more vocabulary for themselves. Phonetic instructions help to decode the reading easier than a booklet without them. Using this system, the reading comprehension will be more effective and the students will not struggle when they meet new words. Visual impairments sometimes stop decoding effectively. These impairments can be solved by attending to the ophthalmologist, who will help to eliminate the deficiency.

2.1.3. READING COMPREHENSION

Reading comprehension is essentially the ability to understand information. People use several strategies that help them understand the text and this
research indicates that they build comprehension through the teachers’ comprehension strategies and environments that support the understanding of a text. (Ponce, 2018). Reading comprehension means the ability to understand the meaning of a text with the help of the teacher and resources according to the topic of the reading.

Reading comprehension is a process of interpretation in which readers have to understand the text and the ideas of the author (Casquete, 2017). A reading comprehension means the understanding of signs in a written text, these signs can be read or expressed orally or by signs. They can be read mentally or understood by using the fingers as the blinds do or only can be listened. They can be expressed orally to an auditorium and by signs to deaf people.

2.1.3.1 CLASSIFICATION

2.1.3.1.1 INTENSIVE READING

Al-Jawi told that the intensive reading activity was when an EFL teacher supplied to the students a short passage to practice reading in the class or at home with the mean purpose to instruct with new vocabulary and concepts and develop comprehension skills (Zambrano & Miranda, 2015). Intensive reading involves learners reading in detail with specific learning aims and tasks. Intensive reading is used when the comprehension of specific details is required. The meaning of every word is important and the linguistic and semantic details are studied.

2.1.3.1.2 EXTENSIVE READING
Extensive reading involves fast reading of longer readings for general understanding with the purpose of finding the mean idea of the text (Moreira & Uzhca, 2016). Extensive reading is used to find the mean idea of the topic, not stopping to know the difficult words, neither knowing deeply the text. It is mostly used to enjoy while someone wants to read. It enhances the readings comprehension, because the readers are encouraged to read.

2.1.3.1.3 SCANNING

Scanning means to read quickly to find specific details in the passage. (Hunter, 2018) Scanning is a fast reading and it is used mostly by readers who don’t want to waste time and when someone is seeking specific information in a text, but if it is not found, there is more time to seek it in another one, saving in this way the time. The required information can be nouns, verbs, adjectives or dates.

2.1.3.1.4 SKIMMING

Skimming means glancing rapidly through a text to find out its general content, central idea or gist, for example, when glancing over a page of newspaper to see if there is anything worth reading in detail to find out its subject matter (Srivastava, 2018). Skimming is a speed-reading. The students can read a lot in two minutes and in that time can read again and read more than he did at first in the same time. Another way of this skill is to read the same amount of words in less minutes.

2.1.3.2. MONITORING COMPREHENSION
Monitoring comprehension is the ability of a reader to overcome comprehension obstacles and understand a text while he is reading. (Paguay & Rodriguez, 2016). Many obstacles in a reading can appear when facing many new words in the same paragraph, because they make a hard comprehensible text. The lack of practice of the reader is another aspect, which stops the reading comprehension.

The Reading has social, educational and practical importance, it is one of the transcendent skills, but often lack of motivation, strategies and techniques makes it bored for the students and teachers (Pinza & Astudillo, 2014). The reading skill is social, because it is linked with the listening, speaking and writing skills. The hearers can understand a reading, if the reader decodes it perfectly. The auditorium can apply the words heard in a correct way, if they have been pronounced very well. The students can write easily, if the reader has an accurate pronunciation.

Monitoring helps project managers to understand whether the projects are progressing in schedule and ensure that project activities and external factors are proceeding as planned. (Continuing Professional Development, 2012). Monitoring means to find out, if people involved in the project are doing their part, each step of the project is presented on time, the money does not exceed the budget and the materials are according as mentioned.

2.2 THEORETICAL FOUNDATION

2.2.1 EPISTEMOLOGICAL FOUNDATION
Platon considered that knowing is remembering. This project is based on remembering. The students can remember the new vocabulary by studying this booklet with short readings, the vocabulary through pictures and the phonetic symbols. The knowledge acquired with this system and applied again in the next paragraph will help them to remember the new vocabulary. The experience obtained in this easy way of learning will help them to improve their reading comprehension.

2.2.2 LEGAL FOUNDATION

This research study is focus on the influence of the reading comprehension, whose study is based on the education and supported by the Ecuadorian educative laws. This support can be found in the Ecuadorian Republic Constitution, the Ecuadorian Civil Code, the Childhood and Adolescence Law, the Work Code, the Good Living Law and the Higher School Law.

The father or mother will not be entrusted with the care of the children, of any age or sex, if there is a physical or moral disability to take care of them, inconvenience for the children, either because of the personal situation, or because they are unable to educate them satisfactorily, or there is fear of them being perverted (Ecuadorian Civil Code, 2005), Book 1, Art 108, literal 3a.

The students educative progress mostly depends by the help received at home, therefore the students of divorced parents must stay with the most qualified of them, because he or she can help them to enhance in the education instead of decreasing it. The parents who have not a physical or moral condition to educate their children very well will not be allowed the custody of them.
The work of adolescents who have completed fifteen years, may not exceed six hours a day and thirty hours a week, and shall be organized in a manner that does not limit the effective exercise of their right to education (Work Code, 2012), Art. 136. Another part that helps to improve the reading comprehension is having more time to study. The Ecuadorian Republic Constitution allows to adolescent workers to work 6 hours a day, but not as the adults do, this law is so important, because they have enough time to study or analyze the reading and in this way, they can improve it.

Apart from the remuneration that is set, the obligation of the employer is to provide the domestic adolescent with food and shelter, unless otherwise agreed, and also within his or her possibilities and the limitation imposed by the service, to tend in the best possible way to his or her education (Work Code, 2012), Art. 268. The education is needed, so that the employer must support the domestic adolescent worker to accomplish this labor. Students who do not have a good food, home and time to study go to school without courage to learn, affecting their learning and comprehension.

It corresponds jointly to the parents, or to the surviving parent, the personal care of the upbringing and education of their children (Ecuadorian Civil Code, 2015), Art. 268. Parents at home are an essential support in the student’s education, because they can practice the reading with them and can help them to recognize the mistakes that they should improve.

The tutor, in case of negligence of the person or persons responsible for the upbringing and education of the pupil, will endeavor, by all prudent means, to enforce their duty; and if necessary, he will turn to the judge (Ecuadorian Civil
The education of the students is so important that even a tutor is responsible for their progress. It helps the students in obtaining a high-level education when their parents are neglected, because the tutor is responsible in helping their parents in fulfilling with this goal.

The tutor will provide what is necessary for the upbringing and education of the pupil, according to the family's social position, When the parents have not provided by will these objects (Ecuadorian Civil Code, 2005), Art. 455. The educational expenses must not be an obstacle for the students’ education. The tutor is responsible for all immoderate expenses, so that he can appeal to the judge for obtaining the means to cover the expenses through the properties of the students’ parents.

Rights and duties of the parents and other responsible people for children and adolescents are the following: Participate actively to improve the quality of education; ensure the maximum use of educational resources provided by the State and society (Childhood and Adolescence Code, 2014), Art. 39. Improving the educational quality is the purpose of this law. The parents and tutors are responsible for the best education of the adolescents; this shows the important of an educational quality that students must receive.

Adolescents who work in domestic service will have the same rights and guarantees as adolescent workers in general. The employer will ensure the physical, psychological and moral integrity of the adolescent and guarantee their rights to food, education, health, rest and recreation (Childhood and Adolescence Code, 2014), Art. 91. There are students who work and study at the same time and need to be supported by their employers to accomplish both aspects. Thanks
to this law, they can fulfill with these activities and concentrate their efforts in improving their education and not abandoning it, because sometimes they do not have time to study for having time to work.

The parents must provide their children with what is necessary to satisfy their material and psychological needs, in a family atmosphere of stability, harmony and respect; ensure their education, at least at the basic and middle levels (Childhood and Adolescence Code, 2014). Art. 102. The Adolescent and Childhood Code supports the education of students in high school. This law compels parents to watch for the education of their children. One way to involve the parents in the students’ progress is when they study together at home.

Children and adolescents have the right to a quality education (Childhood and Adolescence Code, 2014), Art. 37. To have an educational quality the teacher must prepare the class with time. He must tell the students what is the next topic to be study, so that they can study the new vocabulary and learn them. This preparation of the class helps the teacher to examine the topic word sounds and in this way, he will be familiar with them and teach a qualified class.

The Ministry responsible for Labor Relations will determine the specific forms of hazardous, harmful or hazardous work that are prohibited for adolescents, taking into account their nature, conditions and risk to their life and personal integrity, health, education, safety and integral development (Childhood and Adolescence Code, 2014). Art. 87. Labor Relation Ministry prohibits works, which do not help in the development of the students’ education. This law is excellent, because cares the students’ health to allow them a successful education.
All institutions of higher education will be obliged to submit the theses that are developed to obtain undergraduate and postgraduate academic degrees in digital format to be integrated into the National Information System of Higher Education of Ecuador for public dissemination respecting the rights of Author (Ecuadorian Higher Educational Law, 2010), Art. 144. The public diffusion of the thesis is a great resource for academic students. It helps the researchers to obtain more information about their projects and so they can do a deep study of the topics.

Education will be inter-cultural, democratic, inclusive and diverse, of quality and warmth and will develop skills and abilities to create and work. Education is indispensable for knowledge, the exercise of rights and the construction of a sovereign country, and constitutes a strategic axis for national development (Ecuadorian Republic Constitution, 2008). Art 27. The education is indispensable knowledge to obtain a national development. Qualified students are prepared to work and provide the physical and temporal things for their future families.

Higher education integrates the permanent process of education throughout life. The Higher Education System will be articulated with initial, basic, high school and non-formal education (Organic Law of Higher Education, 2010), Art. 10. This research study is based on high school students that are supported by the Ecuadorian Higher Educational Law. The article 10 shows that the high school institutions are joined with the higher school ones.

The State will promote inter-cultural dialogue in its multiple dimensions. The learning will be developed in school and non-formal education. Public education will be universal and secular at all levels, and free up to the third level of education
The inter-cultural dialogue can be achieved through the implantation of methods related to enhance a foreign language as this booklet does in all its process of teaching of the reading comprehension. It prepares the students to face the world with a great tool; it means the comprehension of an English language, which is used in international dialogues.

The State will guarantee the freedom of education, the freedom of chair in higher education, and the right of people to learn in their own language and cultural field (Ecuadorian Republic Constitution, 2008), Art. 29. Students must have a high English level in the reading comprehension, so they can obtain a free education. This high level will help them to receive a degree in foreign Universities, after finishing the high school; therefore, this project is focus on the improvement of the reading comprehension in the third-year high school students.

An aim of The Higher Education System is the construction of solutions for the country's problems, in relation to the objectives of the development regime (Ecuadorian Republic Constitution, 2008), Higher Education System, Art. 350. The theses made by the academic researchers help to find the solutions of many problems of this country. Educational problems have been solved by the research studies of the academic students of Guayaquil University, therefore, this project is made under a legal way, it is based on the Ecuadorian Constitution.

The national education system will include the levels of initial, basic and high school education, and will be articulated with the Higher Education System (The good living Regime, 2017 - 2021), Section 1, Education, Title VII, Art. 344. The education in high school is joined with the higher school system. The short
readings of this research study use phonetic symbols, which are used mostly at higher schools. The phonetic symbols help the students to decode the language and this system gives as a result a better reading.

The Ecuadorian Republic Constitution establishes as work of the state to guarantee without any discrimination the effective joy of the established rights in the Constitution and in the international instruments, in particular, the education, health, food, social security and the water for its inhabitants (Ecuadorian Republic Constitution, 2008) Art 3. The English language is an educational instrument applied in the high school Ecuadorian educational units as an important part of the student’s educational process. The high school educational units have the English subject in the academic pensum, this implant helps to reinforce the established rights in the Constitution.

The education is a right of the people throughout life and a work inescapable and inexcusable of the state. The people, the families and the society have the right and the responsibility to participate in the educational process (Ecuadorian Republic Constitution, 2008), Art 26. The state as part of its work has used a lot of the budget for the education, so that nowadays, the third level is free and it has created many new institutions with updated technological devices in all the cities, even in the east part, whose help has brought educated people, who are leaving the poverty and having comfortable lives.

2.2.3 PEDAGOGICAL FOUNDATION

Piaget says that pedagogy is the first step that the educator must use to adapt the student in a learning situation. Pedagogical readings must be adapted to
the students’ educational levels, so that they can easy understand and improve their knowledge. They must contain short readings, because long readings stop the understanding of them.

Low reading comprehension is because the predominance of the traditional method, which thinks that the learner is a passive and submissive one (Moran, 2013). The traditional method is not used nowadays. The state has updated the teachers, so that this method is not used, even the books of the government are made with updated systems to improve the comprehension of the language by the students and the activity of them at the classroom.

The reader needs to possess certain elements in the reading comprehension, so that he can understand the text such as linguistic knowledge, background and cognitive processes (Lopera, 2014). The students will understand a reading, if they have linguistic knowledge. Phonetic symbols, the vocabulary, grammar and tenses are required for this purpose.

The reading comprehension requires different knowledge and linguistic skill, for this cause, when there are difficulties of reading comprehension, it is important to show different kinds of tasks and activities in the classroom (Madruga, 2017). Different activities can be applied in the classroom, which can improve the reading comprehension. Showing pictures of the new words and listening the sounds of them and writing the phonetic symbols before reading the text will enhance the reading comprehension.

Many factors influence the reader knowledge, including previous experiences, belief, instructional practices and in case of non-native readers, the
factor is the proficiency in L2. (Alireza, 2017). Institutional practices are good resources for non-native readers to improve the reading comprehension, therefore there are many institutions in Ecuador Country teaching about the English Language.

2.2.4 PHILOSOPHICAL FOUNDATION

Socrates was interested above all in the formation of moral man and good citizen. This research study is based on morality. This booklet includes items about useful aspects for students ready to finish high school, whose information will serve them to obtain a job according to their interests. It has advice about how to have good behavior at work, so they can work in groups and keep the employment.

2.2.5 SOCIOLOGICAL FOUNDATION

This investigation is social, because it is based on topics, which will improve the relation with classmates and the staff in a future job. It gives advice to be a friendly person. It shares techniques to become a responsible being, such as doing a resume, arriving on time, working hard until the last minute and the personal appearance at work.

Reading is a complex cultural skill that has many factors: The education level, history and tradition of a determined society status (Rodríguez & Moran, 2013). There are many English books in the Ecuadorian high schools, whose educational levels are too high for the students. The reading comprehension would be successful, if these books were made according to the students´ level.
Education can be hardly separated from society. School is a little society, therefore what happens in a society, also happens in a school situation (Linch, 2013). Students who struggle as they read have difficulties when they are in society. Friends or relatives can set them apart when they are doing a work together, because their deficiencies stop the progress of the group.
CHAPTER III

3. METHODOLOGY

3.1 METHODOLOGICAL DESIGN

This project will be carried out at Otto Arosemena Gomez’s third-year high school students containing short readings to improve the reading comprehension. These short readings include topics with grammar, phonetic symbols and pictures.

3.2 THEORETICAL METHODS

3.2.1 QUANTITATIVE METHOD

This project is based on the analysis of quantitative data with the purpose of improving the reading comprehension through short readings. The Readings are according to the interest of the third year high school students, who are close to be graduated and get a job. This research uses numerical data that can be transformed into useful statistics.

3.2.2 INDUCTIVE METHOD

The methodologies used to carry out this process are the observation, registration, scientific inquiry and the analysis. The observation of the facts and their registration. The scientific inquiry that is initiated starting from a particular phenomenon and the elaboration of an analysis of the observed, giving a possible explanation and definition.

3.3 INVESTIGATIVE TYPES
The types of research, which will be applied in this project are the bibliographical statistical investigation and field one. The bibliography will be done with the information obtained in the projects found in Guayaquil University Library. The statistical investigation and field one will be done in Otto Arosemena Gomez Educational Unit.

3.3.1 DOCUMENTARY

This study research about the reading comprehension has been made in Guayaquil University Library and on Internet. The library of the School of Language has a lot of information about this topic that helped in fulfilling the project. Many authors wrote about the reading comprehension whose topics were found on Internet. They wrote about the causes and consequences of it.

3.3.2 DESCRIPTIVE

This project was made at Otto Arosemena Gómez High School. It is placed on 29th Street. It is open in the morning and afternoon. It has a rector, a vice-rector, a general director, a sub director, Two English area directors, 113 teachers and 2,736 students.

3.3.3 EXPLANATORY

The causes of this problem are:

1. Students have physical impairments that stop the reading comprehension. they may be in the ears or tongue, which make hard to read and comprehend.
2. The level of the books is too high for the students’ comprehension. The students must study books according their levels. The vocabulary must have phonics and pictures to easy the understanding.

3. Grammatical knowledge is needed to understand a reading. Many people who have low knowledge about grammar cannot comprehend a reading.

4. The new vocabulary learnt must be studied again, so it can be remembered. The new words must be studied after class; this constant study may be every day, weeks and months.

3.3.4 SECTIONAL

Surveys and Statistic information were required to solve the problem. Surveys were made with questions related to find the interest of the students in reading to implement a booklet according to their likes and levels. Surveys were made to find the influence of short reading in the reading comprehension. High School Clerks were asked information about the institution, which are included in this work.

3.4 TECHNIQUES AND RESEARCH TOOLS

3.4.1 SURVEY FOR THE AUTHORITY

The survey was made to Lic. Sonia Cavagnaro, English Area Director, who totally agreed that the students must have a daily study, self-training, a constant practice with native speakers, study the class for the next day and the teacher must be trained by the government. She agreed that the vocabulary must be used again in the next readings, the application of short readings and a personal diary, but she is indifferent in the design of a booklet with phonetic symbols.
3.4.2 SURVEY FOR THE TEACHER

The survey to find ways to improve the reading comprehension was made to the Lic. Janet Aga, who is the English teacher. She totally agreed that she be trained by the government and the booklet should have vocabulary with images and phonetic symbols, which must be used again in the next class, short readings according to the level of the students with topics about how to fill a resume, an interview for a new job and how to keep a job for a long time.

3.4.3 SURVEY FOR THE STUDENTS

The survey was made to 42 students at Otto Arosemena Gómez educational Unit. These students are of the third-year high school, who are studying mechanic in the morning schedule. This survey supports the idea, which is about the design of a booklet with short readings to improve the reading comprehension, because the acquired data is according to the parameters of its design.
UNIVERSITY OF GUAYAQUIL
FACULTY OF PHILOSOPHY, LETTERS AND EDUCATION SCIENCES
School of Languages and Linguistics

Objective: These questions will help to find out the difficulties of the reading comprehension:

Instructions:
Mark with an (x) according to your opinion:

<table>
<thead>
<tr>
<th>Question</th>
<th>Advanced</th>
<th>Intermediate</th>
<th>Basic</th>
<th>Beginner</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your level in English?</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Do you spend time reading at home?</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Which topics are more interesting for readers of high school?</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are the difficulties in the reading comprehension?</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Jeremy Nicolas Medina Reyes
UNIVERSITY OF GUAYAQUIL

FACULTY OF PHILOSOPHY, LETTERS AND EDUCATION SCIENCES

School of Languages and Linguistics

Objective: These questions will help to find out the difficulties of the reading comprehension:

Instructions:

Mark with an (x) according to your opinions.

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>T. a</th>
<th>Agr</th>
<th>Ind</th>
<th>Dis</th>
<th>T. dis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you agree in having images for each new vocabulary?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would you like to know what you are going to study in the next class?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you agree for using short readings?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would you like to have written in the glossaries the sound of each new vocabulary?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you agree for studying with a booklet according to the level of the students?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would you like that the teacher has a constant training by the government?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you agree in having an interactive class?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

T. a: Total agree
Agr: Agree
Ind: Indifferent
Dis: Disagree
T. dis: Total disagree
3.5 OPERATIONLALIZATION OF THE VARIABLE

Chart No. 1

<table>
<thead>
<tr>
<th>VARIABLES</th>
<th>DIMENSION</th>
<th>INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INDEPENDENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short Readings</td>
<td>DEFINITION</td>
<td>Written texts with few characters.</td>
</tr>
<tr>
<td>CLASSIFICATION</td>
<td></td>
<td>Argumentative readings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prosaic readings</td>
</tr>
<tr>
<td>INTERESTS</td>
<td></td>
<td>Readings giving advice about jobs</td>
</tr>
<tr>
<td><strong>DEPENDENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>DEFINITION</td>
<td>The ability to understand the meaning of a text.</td>
</tr>
<tr>
<td>CLASSIFICATION</td>
<td></td>
<td>Intensive reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Extensive reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Scanning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Skimming</td>
</tr>
</tbody>
</table>

Source: Otto Arosemena Gómez Educational Unit.

Author: Herrera, 2018
3.6 POPULATION AND SAMPLE

3.6.1 POPULATION

The field investigation will be in Otto Arosemena Gomez Educational Unit.

Chart No. 2

Population

<table>
<thead>
<tr>
<th>Items</th>
<th>Informants</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Authorities</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>Teachers</td>
<td>113</td>
</tr>
<tr>
<td>3</td>
<td>Students</td>
<td>2,736</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>2,855</td>
</tr>
</tbody>
</table>


Comment: The High School has 6 authorities: Rector, Vice rector, General Inspector, Sub inspector and two English Area directors. It has 113 teachers and 2,736 students.
3.6.2 SAMPLE

The field investigation will be with Otto Arosemena Gomez’s third-year high school students.

Chart No. 3

<table>
<thead>
<tr>
<th>Items</th>
<th>Informants</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Authorities</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Teachers</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Students</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>44</td>
</tr>
</tbody>
</table>

Source: Otto Arosemena Gómez High School
Author: Herrera, 2018.

Comment: The sample contains an English Area Director, a teacher and 42 students from the third-year of the high school.
3.7 ANALYSIS AND DATA INTERPRETATION

3.7.1 SURVEYS FOR STUDENTS

These questions will help to resolve the problem because can be known the abilities, opinions and knowledge of the students:

1. - What is your level in English.

Chart No. 4

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td>Intermediate</td>
<td>6</td>
<td>14%</td>
</tr>
<tr>
<td>Basic</td>
<td>26</td>
<td>62%</td>
</tr>
<tr>
<td>Beginner</td>
<td>7</td>
<td>17%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>42</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Otto Arosemena Gómez High School
Author: Herrera, 2018.

Comment: The 62% of the students’ level is basic, 17% beginner, 14% intermediate and the 7% advanced. Most of the students have a basic level.
2. - DO YOU SPEND TIME READING AT HOME

Chart No.5

Spending time to read at home.

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>5</td>
<td>12%</td>
</tr>
<tr>
<td>No</td>
<td>29</td>
<td>69%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>8</td>
<td>19%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>42</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Otto Arosemena Gómez High School
Author: Herrera, 2018.

Comment: The 69% of the students do not spend time to read at home, but the 12% do it and the 19% are indifferent. The students are not interested in reading after class.
3. - WHICH TOPICS ARE MORE INTERESTING FOR READERS OF THE CLASSROOM

Chart No. 6

Interesting topics for readers of the classroom.

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cartoons</td>
<td>9</td>
<td>21%</td>
</tr>
<tr>
<td>Action</td>
<td>18</td>
<td>43%</td>
</tr>
<tr>
<td>Romantic</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>Others</td>
<td>11</td>
<td>26%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>42</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Otto Arosemena Gómez High School
Author: Herrera, 2018.

Comment: The interesting topics for readers of the classroom are 43% action movies, 26% other movies, 21% cartoons and 10% romantic one. The booklet topics must read about action movies.
4. - WHAT ARE THE DIFFICULTIES IN THE READING COMPREHENSION

Chart No. 7

The difficulties in the reading comprehension.

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>11</td>
<td>26%</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>20</td>
<td>48%</td>
</tr>
<tr>
<td>Others</td>
<td>11</td>
<td>26%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>42</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Otto Arosemena Gómez High School
Author: Herrera, 2018.

Comment: The difficulties in the reading comprehension are 48% in vocabulary, 26% grammar and 26% others. The vocabulary is the hardest part of the learning process for these students.
5. - DO YOU AGREE IN HAVING IMAGES FOR EACH NEW VOCABULARY

Chart No. 8

Use of images for each new vocabulary.

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total agree</td>
<td>25</td>
<td>60%</td>
</tr>
<tr>
<td>Agree</td>
<td>15</td>
<td>36%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Otto Arosemena Gómez High School
Author: Herrera, 2018.

Comment: The students totally agree in the use of images for each new vocabulary in a 60%, 36% agree, but 5% are indifferent. The use of images enhances the learning process.
6. - WOULD YOU LIKE TO KNOW WHAT YOU ARE GOING TO STUDY IN THE NEXT CLASS

Information of the next class.

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total agree</td>
<td>16</td>
<td>38%</td>
</tr>
<tr>
<td>Agree</td>
<td>17</td>
<td>40%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>9</td>
<td>21%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Otto Arosemena Gómez High School
Author: Herrera, 2018.

Comment: The 40% of the students agree in knowing about what is the next class to study, before the day comes, 38% totally agree, but 21% are indifferent. It gives time to the students to study the new vocabulary.
7. - DO YOU AGREE FOR USING SHORT READINGS

Chart No. 10

Use of short readings.

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total agree</td>
<td>14</td>
<td>33%</td>
</tr>
<tr>
<td>Agree</td>
<td>13</td>
<td>31%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>7</td>
<td>17%</td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>17%</td>
</tr>
<tr>
<td>Total disagree</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Otto Arosemena Gómez High School
Author: Herrera, 2018.

Comment: The 33% totally agree in the use of short readings, 31% agree, but 17% disagree and 17% are indifferent. Many students accept the short readings.
8. - WOULD YOU LIKE TO HAVE WRITTEN IN THE GLOSSARY THE SOUND OF EACH NEW VOCABULARY

Chart No. 11

Use of the written sound of each new vocabulary.

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total agree</td>
<td>12</td>
<td>29%</td>
</tr>
<tr>
<td>Agree</td>
<td>12</td>
<td>29%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>12</td>
<td>29%</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>Total disagree</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Otto Arosemena Gómez High School
Author: Herrera, 2018.

Comment: The 29% totally agree in the use of the written sound of each new vocabulary, 29% agree, but 29% disagree and 10% are indifferent. The most students are in one accord in having books with phonetic symbols.
9. - DO YOU AGREE FOR STUDYING WITH A BOOKLET ACCORDING TO THE LEVEL OF THE STUDENTS

Chart No. 12

Use of a booklet according to the level of the students.

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total agree</td>
<td>20</td>
<td>48%</td>
</tr>
<tr>
<td>Agree</td>
<td>12</td>
<td>29%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>7</td>
<td>17%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Total disagree</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>42</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Otto Arosemena Gómez High School
Author: Herrera, 2018.

Comment: The 48% of the students totally agree in the use of a booklet according to their levels. 29% agree, but 5% disagree, 2% totally disagree and 17% are indifferent. The students want to use a booklet according to their levels.
10. - WOULD YOU LIKE THAT THE TEACHER HAS A CONSTANT TRAINING BY THE GOVERNMENT

Chart No. 13

A constant training to the teacher by the government.

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total agree</td>
<td>16</td>
<td>38%</td>
</tr>
<tr>
<td>Agree</td>
<td>13</td>
<td>31%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>10</td>
<td>24%</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Total disagree</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Otto Arosemena Gómez High School
Author: Herrera, 2018.

Comment: The 31% of the students agree in having a teacher who is constantly trained by the government, 38 % totally agree, but 2% disagree, 5% totally disagree and 24% are indifferent.
11. - DO YOU AGREE IN HAVING AN INTERACTIVE CLASS

Chart No. 14

Application of an interactive class.

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total agree</td>
<td>13</td>
<td>31%</td>
</tr>
<tr>
<td>Agree</td>
<td>6</td>
<td>14%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>Disagree</td>
<td>9</td>
<td>21%</td>
</tr>
<tr>
<td>Total disagree</td>
<td>10</td>
<td>24%</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Otto Arosemena Gómez High School
Author: Herrera, 2018.

Comment: The 31% of the students totally agree in the application of an interactive class, 14% agree, but 24% totally disagree, 21% disagree and 10% are indifferent. Only one third of the class is interested in having interactive classes.
3.8 CONCLUSION

The statistic and field analysis made with the surveys to the students have described that short readings will improve the reading comprehension. The short readings must include topics about a future job and advice to keep it for a long time.

The teacher has accepted the implementation of short readings with topics about students’ likes and vocabulary having images and phonetic symbols. The students’ likes can be about a future job. The vocabulary is easy to comprehend when practicing it.

The English area director agrees that the students must practice with native speakers and have a daily study, and the teacher must be trained constantly by the government.

The data obtained had described that the booklet with short readings will improve the reading comprehension, therefore, the elaboration of it was made according to the statistic and field analysis.
3.9 RECOMMENDATIONS

The recommendations made in this research study are according to the surveys made at Otto Arosemena High School and they are the following:

The students must study the new vocabulary of each reading, so they can understand better them and can interact with their classmates.

The training of the teacher by the government must be made constantly.

The booklet must contain the short readings with grammar, vocabularies, pictures and phonetics.

The readings with topics about how to obtain a job and keep it for a long time must be written, so the students be prepared to their future jobs.
CHAPTER IV

4. THE PROPOSAL

4.1 TITLE

Design of a booklet with short readings to improve the reading comprehension.

4.2 JUSTIFICATION

The deficiency of the reading comprehension is because there wasn´t a preparatory teaching from the beginning, it means from the elementary school, so the students have a lack of knowledge about the language, therefore when they start studying at high school, they cannot understand the readings and when the teacher begins to speak all in English and with a book which is not related to the level of the student, these situations mostly stop the reading comprehension.

To solve this deficiency, I have decided to design a booklet with short readings, illustrative glossaries and didactic activities according to the level of knowledge of the students that they can easily comprehend a readings and this booklet will read about how to obtain a job, because this knowledge will be interested for them, so that they will have interviews for an employment in few years after.

4.3 OBJECTIVES

To improve the reading comprehension through short readings.

4.3.1 SPECIFIC OBJECTIVES
To improve the reading comprehension applying short readings with grammar and vocabularies having pictures and phonetic symbols.

To use readings with topics according to the students’ likes to catch their attention.

To enhance the training and learning processes.

4.4 THEORETICAL ASPECTS

The reading is an important part of the acquired knowledge of the society, because it helps to take important decisions of temporal and spiritual things in all over in the world.

4.4.1 PEDAGOGICAL ASPECT

The pedagogical aspect contributes to this proposal, because it promotes the student's personal growth process considering his background (Icaza & Chávez, 2017) something is pedagogical when it is according to a teacher or education. The booklet contains short readings with their grammar, vocabularies, pictures and phonetics that are related to the students' levels. The grammar is easy to learn, because it includes useful tenses, which can be applied in the student and labor environments. The vocabularies have words including pictures to help their comprehension. The phonetics were made to decode very well.

4.4.2 SOCIOLOGICAL ASPECT

History indicates that this aspect is involved in the human living since the beginning because sociology focuses in the social environment in all areas. (Ortiz
& Guerra, 2016). The readings are based on the student environment, so they help the students to be better related and prepared for their learning.

4.4.3 PSYCHOLOGICAL ASPECT

The American Psychological Association said that psychology is the study of the mind, how it works, and how it affects behavior (Nordqvist, 2018). The topics related to future jobs and current study prepare the students to enhance their behavior. This topic give advice about how to keep a job for a long time. The tenses are related to the current study of the English book grammar of the Ministry of Education. The knowledge acquired through these topics will influence in their lives becoming better people at home, high school and whatever place.

4.4.4 DIDACTIC ASPECT

The didactic method uses techniques to improve teaching. The booklet is didactic, because it was made according to the students’ levels. it has short readings, illustrated glossaries, pictures and phonetics symbols, so the reading comprehension be successful.

4.4.5 LEGAL ASPECT

Education is indispensable for knowledge, the exercise of rights and the construction of a sovereign country, and constitutes a strategic axis for national development (Constitution of Ecuador, 2008). Art 27. The education is indispensable for the progress of the society, so that this knowledge can be used by the people to find a job and maintain their families, and the rights can be received, if they study to know them and do their part to obtain them.
4.4.6 LINGUISTIC ASPECT

This project has phonetic symbols, because they are needed for the correct pronunciation of the words, so that the readings be easy to understand.

4.5 FEASIBILITY

The accomplishment of the investigation has feasibility, because it’s financial, legal and technical.

4.5.1 FINANCIAL

The expense made is extremely comfortable and accessible, because it involves little money, both in transportation, cost of materials and food expenses, while carrying out its implementation.

4.5.2 LEGAL

This project is based on the Constitution of the Republic of Ecuador that explains in the article 27 that the education will be of quality and participatory, wherefore, the teacher and the students will interact in all the process of the learning.

The Scientific Council of the Philosophy Faculty of Guayaquil University approved the title and proposal of this project. This institution is legal, because the University of Guayaquil is approved by the Ecuadorian Educational Ministry. The research is addressed to third-year high school students approved by the Otto Arosemena Gómez Educational Unit. The rector of the institution signed the document to realize the research study.
The research enhances the quality of the education as is required in the Ecuadorian Republic Constitution. The method applied is based on the improvement of the reading comprehension, giving as a result a quality of knowledge. The project was made under the supervision of a tutor who is a qualified academic teacher. The tutor has a master degree and has had the opportunity to travel to be an updated qualified being.

4.5.3 TECHNICAL

The Internet will be a successful tool for obtaining information, especially about grammar and the pronunciation of each word, so that the students can have a better pronunciation while reading a text, so the teacher and all the people participation in class will understand what they are saying and in this way the comprehension of the reading will improve.

4.5.4 HUMAN

The rector, director, teacher and students of The Otto Arosemena Gomez High School helped in the accomplishment of this proposal. These people are:

Lic. Juan León Gómez, rector.

Lic. Sonia Cavagnaro, English area director.


The Third-year high school students.

4.6 DESCRIPTION
The reading comprehension is an important part of the learning of a language, there are many books with a lot of good information to be used in the process of improving the knowledge and character of the society, therefore is needed to find ways to the development of this skill. The creation of a booklet with short readings is a way to improve the reading comprehension, which will be applied in the third year of Otto Arosemena Gómez High School from June 2017 to July 2017, where the teacher and the students will participate in the development of the reading comprehension.

This booklet has a glossary before starting each short reading, so that the students are related to the subject to be treated, also has grammar included for the best understanding and at the end consists of questions to improve the understanding of history. These readings will be familiar with a working environment for mechanics, as it is the need to be covered through this project.
4.7 CONCLUSION

The reading comprehension will improve through the application of short readings with didactic activities and the students will be more enthusiastic at each class, therefore this project will have a great success in its implementation.

The students will start to understand more the topics of the classes and the participation of them will improve a lot, so they will arrive at classroom having studied the new vocabulary of the topics and the teacher will have prepared more material to have a successful presentation, therefore, the proper way to improve the reading comprehension is through short readings.

The process of the reading comprehension will be developed with the help of the teacher and the application of the booklet and its didactic activities to the students.
4.8 RECOMMENDATIONS

The reading comprehension will be improved through the application of short readings with didactic activities and the students will be more enthusiastic at each class, therefore this project of investigation has had a great success in finding information to create a booklet according to the level of the students.

The level of the students is basic, therefore they need a book according to their level and to catch their attention the booklet must include topics about how to obtain a job, how to do a resume and things like that because in few months, they will be graduated.

To help the students to improve the reading comprehension the teacher must explain them reading strategies, which are useful to improve the understanding of a reading. The students must be informed about the specific topic, which will be studied in the next class, so that the students have time to study the new vocabulary. The phonetics must be used in each class so that the pronunciation of the students be developed.

Whatever text which be taught at class must use the vocabulary again, in this way the word will be recognized quickly. Another thing that the students can do is that they can practice what they have learn with fluent speaker, which will help them to correct their pronunciation and reading comprehension.
BIBLIOGRAPHY


Retrieved from http://repositorio.ug.edu.ec/handle/redug/25205


ATTACHED PHOTOS
TITLE
MSC. CARLOS VALLE NAVARRO REVISER- ASSESSOR

Source: University of Guayaquil.
Author: Herrera, 2018
TITLE

LIC. SONIA CAVAGNARO, AREA DIRECTOR CROSSING OUT THE SURVEY

Source: Otto Arosemena Gómez Educational Unit.
Author: Herrera, 2018
TITLE

LIC. JANET AGA, THIRD YEAR MECHANIC TEACHER FILLING THE SURVEY

Source: Otto Arosemena Gómez Educational Unit.
Author: Herrera, 2018
TITLE
THIRD SCHOOL YEAR MECHANICAL STUDENTS

Source: Otto Arosemena Gómez Educational Unit.
Author: Herrera, 2018
ATTACHED DOCUMENTS
<table>
<thead>
<tr>
<th>ASPECTO</th>
<th>CONCORDANCIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Título de la Investigación</td>
<td>The influence of short readings in the reading comprehension. Design of a booklet with short readings.</td>
</tr>
<tr>
<td>Situación</td>
<td>The deficiency of the reading comprehension skill.</td>
</tr>
<tr>
<td>Conflicto</td>
<td></td>
</tr>
<tr>
<td>Hecho Cienciafico</td>
<td>The influence of short readings in the reading comprehension in the students of the third year of the Otto Arosemena Gómez High School, District 4, Zone 2, Circuit __ of Guayas Province, Guayaquil Canton, Febres Cordero Parish, academic year 2017 - 2018.</td>
</tr>
<tr>
<td>Causas</td>
<td>Texts with short readings without illustrated glossaries and didactic activities. Teachers with outdated teaching techniques. Absence of audio-visual laboratories.</td>
</tr>
<tr>
<td>Formulación del Problema</td>
<td>How do the short readings influence in the reading comprehension in the students of the third year of the Otto Arosemena Gómez High School, District 4, Zone 2, Circuit __ of Guayas Province, Guayaquil Canton, Febres Cordero Parish, academic year 2017 - 2018.</td>
</tr>
<tr>
<td>Objetivos de Investigación</td>
<td>To determine the influence of short readings in the reading comprehension, design a booklet with short readings.</td>
</tr>
<tr>
<td>Objetivos Generales</td>
<td>To describe the influence of short readings through bibliographical, statistical and field analysis. To measure the reading comprehension through bibliographical, statistical and field analysis. To design a booklet with short readings through the data obtained.</td>
</tr>
<tr>
<td>Objetivos Específicos</td>
<td>The students of the third year of the &quot;Otto Arosemena Gómez High School&quot; need to improve the reading comprehension, so that I have decided to design a booklet with short readings with illustrative glossaries and didactic activities talking about how to obtain a job, because this topic will bring them the attention in the readings and so they will participate in the class and the teacher will be more comfortable because the students will pay more attention in the class and understand the topics which are related to their needs, so they will apply this knowledge in their future jobs and even can share it to their families, friends and the society.</td>
</tr>
</tbody>
</table>

APPROVED TOPIC.
Licenciado
Juan León Gómez
RECTOR DE LA UNIDAD EDUCATIVA
“OTTO AROSEMEÑA GÓMEZ”
Ciudad:

De mis consideraciones:

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

TOPIC: THE INFLUENCE OF SHORT READINGS IN THE READING COMPREHENSION

PROPUESTA: DESIGN OF A BOOKLET WITH SHORT READINGS.

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

Le anticipo mis reconocimientos.

MSc. Alvaro Sanchez Avila
DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA

Elaborado por:
Ing. Estefania Llerenas

Aprobado por:
MSc. Alvaro Sanchez Avila
DIRECTOR
Oficio No. 341
Guayaquil, 15 de Agosto del 2017

MSc.
Carlos Valle Navarro
PROFESOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA,
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad

De mis consideraciones:

Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación, se le comunica que ha sido designado Revisor-Asesor de Proyectos Educativos.

En esta designación consta el nombre del estudiante de la Escuela de Lenguas y Lingúística: HERRERA PALACIOS WILLIAM SEGUNDO.

TOPIC: The influence of short readings in the reading comprehension.

PROPOSAL: Design of a booklet with short readings.

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. Ángelo Sánchez Avila
DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA
### TRABAJO DE TITULACIÓN

**FORMATO DE EVALUACIÓN DE LA PROPIE Sta DA DE LA PROPIE Sta DA DE TRABAJO DE TITULACIÓN**

<table>
<thead>
<tr>
<th>Nombre de la propuesta de trabajo de la titulación</th>
<th>The Influence of short readings in the reading comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nombre del estudiante(s)</td>
<td>Herrera Palacios Willman Segundo</td>
</tr>
<tr>
<td>Facultad</td>
<td>Filosofía</td>
</tr>
<tr>
<td>Línea de Investigación</td>
<td>Estrategias educativas integradoras e inclusivas</td>
</tr>
<tr>
<td>Fecha de presentación de la propuesta de trabajo de titulación</td>
<td>Fecha de evaluación de la propuesta de trabajo de titulación</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ASPECTO A CONSIDERAR</th>
<th>CUMPLIMIENTO</th>
<th>OBSERVACIONES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Título de la propuesta de trabajo de titulación</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Línea de Investigación / Sublinea de Investigación</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Planteamiento del Problema</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Justificación e importancia</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Objetivos de la Investigación</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Metodología a emplearse</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Cronograma de actividades</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Presupuesto y financiamiento</td>
<td>✔️</td>
<td>✔️</td>
</tr>
</tbody>
</table>

**Docente Revisor**

C. Velez
TUTORIAL PLAN AGREEMENT

Universidad de Guayaquil

FILOSOFIA, LETRAS, Y CIENCIAS DE LA EDUCACION
ESCUELA DE LENGUAS Y LINGÜÍSTICA
UNIDAD DE TITULACION

Guayaquil, 14 de Mayo del 2018.

MSC.
ALFONSO SANCHEZ
DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA
FACULTAD DE FILOSOFIA Y LETRAS Y CIENCIAS DE LA EDUCACION
UNIVERSIDAD DE GUAYAQUIL.

Acuerdo del Plan Tutorial

Nosotros, Carlos Valle Navarro, docente tutor del trabajo de titulación y Willman Segundo Herrera Palacios, estudiante de la Carrera de Lengua y Lingüística, comunicamos que acordamos realizar las tutorías semanalmente los lunes y jueves de 20:00pm - 21:00pm.

De igual manera entendemos que los compromisos asumidos en el proceso de tutoría son:

- Realizar un mínimo de 4 tutorías mensuales
- Elaborar los informes mensuales y el informe final detallado en las actividades realizadas en las tutorías.
- Cumplir con el cronograma de proceso de titulación

Agradezco la atención, quedamos de Usted.

Atentamente,

[Signatures]

Willman Herrera Palacios 0913077046  
MSc. Carlos Valle 0912219771
INFORME DE SEGUIMIENTO PARA EL TRABAJO DE TITULACIÓN

TUTOR:  CARLOS VALLE
TIPO DE TITULACIÓN:  T. TITULACIÓN
ESTUDIANTE (S):  Herrera Palacios Williman

<table>
<thead>
<tr>
<th>NO. TUTORÍA</th>
<th>FECHA DE TUTORÍA</th>
<th>ACTIVIDADES DE TUTORÍA</th>
<th>DURACIÓN</th>
<th>TAREAS ASIGNADAS</th>
<th>FIRMA TUTOR</th>
<th>FIRMA ESTUDIANTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>14/07/2018</td>
<td>Revisión del tema</td>
<td>20:00-21:00</td>
<td>Corrección del tema</td>
<td>Carlos Herrera Palacios</td>
<td>Carlos Herrera Palacios</td>
</tr>
<tr>
<td>2</td>
<td>15/07/2018</td>
<td>Revisión de premis</td>
<td>21:00-22:00</td>
<td>Corrección de premisas</td>
<td>Carlos Herrera Palacios</td>
<td>Carlos Herrera Palacios</td>
</tr>
<tr>
<td>3</td>
<td>21/07/2018</td>
<td>Definición de problema</td>
<td>20:00-21:00</td>
<td>Revisión</td>
<td>Carlos Herrera Palacios</td>
<td>Carlos Herrera Palacios</td>
</tr>
<tr>
<td>4</td>
<td>24/07/2018</td>
<td>Objetivo general</td>
<td>21:00-22:00</td>
<td>Revisión</td>
<td>Carlos Herrera Palacios</td>
<td>Carlos Herrera Palacios</td>
</tr>
<tr>
<td>5</td>
<td>28/07/2018</td>
<td>Revisión del tema</td>
<td>20:00-21:00</td>
<td>Revisión</td>
<td>Carlos Herrera Palacios</td>
<td>Carlos Herrera Palacios</td>
</tr>
<tr>
<td>6</td>
<td>31/07/2018</td>
<td>Marco técnico</td>
<td>21:00-22:00</td>
<td>Asegurar citations</td>
<td>Carlos Herrera Palacios</td>
<td>Carlos Herrera Palacios</td>
</tr>
<tr>
<td>7</td>
<td>04/08/2018</td>
<td>Marco técnico</td>
<td>20:00-21:00</td>
<td>Atención al tema</td>
<td>Carlos Herrera Palacios</td>
<td>Carlos Herrera Palacios</td>
</tr>
<tr>
<td>8</td>
<td>07/08/2018</td>
<td>Marco técnico</td>
<td>21:00-22:00</td>
<td>Mejorar redacción</td>
<td>Carlos Herrera Palacios</td>
<td>Carlos Herrera Palacios</td>
</tr>
<tr>
<td>9</td>
<td>11/08/2018</td>
<td>Metodología</td>
<td>20:00-21:00</td>
<td>Revisión</td>
<td>Carlos Herrera Palacios</td>
<td>Carlos Herrera Palacios</td>
</tr>
<tr>
<td>10</td>
<td>14/08/2018</td>
<td>Estado/ Enunciado</td>
<td>21:00-22:00</td>
<td>Revisión-corrección</td>
<td>Carlos Herrera Palacios</td>
<td>Carlos Herrera Palacios</td>
</tr>
<tr>
<td>11</td>
<td>21/08/2018</td>
<td>Material</td>
<td>20:00-21:00</td>
<td>Asegurar</td>
<td>Carlos Herrera Palacios</td>
<td>Carlos Herrera Palacios</td>
</tr>
</tbody>
</table>

Revisión de Jefe de área
<table>
<thead>
<tr>
<th>NO. TUTORIA</th>
<th>FECHA DE TUTORIA</th>
<th>ACTIVIDADES DE TUTORIA</th>
<th>DURACION</th>
<th>TAREAS ASIGNADAS</th>
<th>FIRMA TUTOR</th>
<th>FIRMA ESTUDIANTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>07/09/2013</td>
<td>Ponencia</td>
<td>20:00-21:00</td>
<td>Revision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>05/10/2013</td>
<td>Revisión de Capítulos</td>
<td>21:00-22:00</td>
<td>Revision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>06/07/1998</td>
<td>Conclusiones</td>
<td>20:00-21:00</td>
<td>Revision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>16/09/2017</td>
<td>Recomendaciones</td>
<td>20:00-21:00</td>
<td>Revision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>23/04/2018</td>
<td>Propuesta</td>
<td>20:00-21:00</td>
<td>Remacar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>30/07/2019</td>
<td>Propuesta</td>
<td>20:00-21:00</td>
<td>Remacar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>04/08/2018</td>
<td>Anexos</td>
<td>20:00-21:00</td>
<td>Adjuntar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>15/04/2018</td>
<td>Uraundo</td>
<td>20:00-21:00</td>
<td>Revision/Financi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>12/01/2018</td>
<td>Revisión Final</td>
<td>16:00-17:00</td>
<td>Revision</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Revisión de Jefe de área
Guayaquil, 17 agosto del 2018.

MSC.
ALFONSO SANCHEZ
DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA
FACULTAD DE FILOSOFÍA Y LETRAS Y CIENCIAS DE LA EDUCACIÓN
UNIVERSIDAD DE GUAYAQUIL.

De mis consideraciones:

Envío a usted el informe correspondiente a la Tutoría realizada al trabajo de titulación THE INFLUENCE OF SHORT READINGS IN THE READING COMPREHENSION, del estudiante Herrera Palacios Willman Segundo, indicando que ha cumplido con todos los parámetros establecidos en la normativa vigente:

El trabajo es el resultado de una investigación.
El estudiante demuestra conocimiento integral y profesional
El trabajo presenta una propuesta en el área del 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 estudiante está apta para continuar con el proceso de revisión final.

Atentamente,

MSc. Carlos Valle
091219771
### Título del Trabajo
The Influence of short readings in the reading comprehension. Design of a booklet with short readings

### Autor(s)
Herrera Palacios Willman

#### ASPECTOS EVALUADOS

<table>
<thead>
<tr>
<th>ESTRUCTURA ACADÉMICA Y PEDAGÓGICA</th>
<th>PUNTAJE MÁXIMO</th>
<th>CALIF.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Propuesta integrada a Dominios, Misión y Visión de la Universidad de Guayaquil.</td>
<td>0.3</td>
<td>0.3</td>
</tr>
<tr>
<td>Relación de pertinencia con las líneas y sublíneas de investigación Universidad / Facultad / Carrera</td>
<td>0.4</td>
<td>0.4</td>
</tr>
<tr>
<td>Base conceptual que cumple con las fases de comprensión, interpretación, explicación y sistematización en la resolución de un problema.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Coherencia en relación a los modelos de actuación profesional, problemática, tensiones y tendencias de la profesión, problemas a encarar, prevenir o solucionar de acuerdo al PND-BV</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Evidencia el logro de capacidades cognitivas relacionadas al modelo educativo como resultados de aprendizaje que fortalezcan el perfil de la profesión</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Responde como propuesta innovadora de investigación al desarrollo social o tecnológico.</td>
<td>0.4</td>
<td>0.3</td>
</tr>
<tr>
<td>Responde a un proceso de investigación – acción, como parte de la propia experiencia educativa y de los aprendizajes adquiridos durante la carrera.</td>
<td>0.4</td>
<td>0.2</td>
</tr>
</tbody>
</table>

#### RIGOR CIENTÍFICO

| El título identifica de forma correcta los objetivos de la investigación | 4.5 | 4.3 |
| 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. | 1 | 1 |
| El objetivo general, los objetivos específicos y el marco metodológico están en correspondencia. | 1 | 1 |
| El análisis de la información se relaciona con datos obtenidos y permite expresar las conclusiones en correspondencia a los objetivos específicos. | 0.8 | 0.8 |
| Actualización y correspondencia con el tema, de las citas y referencia bibliográfica | 0.7 | 0.5 |

#### PERTINENCIA E IMPACTO SOCIAL

| Pertinencia de la investigación | 0.5 | 0.5 |
| Innovación de la propuesta proponiendo una solución a un problema relacionado con el perfil de egresos profesional | 0.5 | 0.5 |

#### CALIFICACIÓN TOTAL

10 | 9.7 |

* El resultado será promediado con la calificación del Tutor Revisor y con la calificación de obtenida en la Sustentación oral.
Habiendo sido nombrado MSc. CARLOS VALLE NAVARRO, tutor del trabajo de titulación certifico que el presente trabajo de titulación ha sido elaborado por WILLMAN SEGUNDO HERRERA PALACIOS C.C.0913077046, con mi respectiva supervisión como requerimiento parcial para la obtención del título de LICENCIADO EN CIENCIAS DE LA EDUCACIÓN, MENCIÓN LENGUA INGLESA Y LINGÜÍSTICA

Se informa que el trabajo de titulación: "THE INFLUENCE OF SHORT READING IN THE READING COMPREHENSION ", ha sido orientado durante todo el periodo de ejecución en el programa antiplagio (indicar el nombre del programa antiplagio empleado) quedando el 1% de coincidencia.

https://secure.urkund.com/view/16964445-251036-988649#DccxDgJxDADBv6

CARLOS VALLE NAVARRO

DOCENTE TUTOR
C.I. 0912219771
De mis consideraciones:

El manejo de la información ha sido adecuado, las fuentes consultadas son pertinentes y las conclusiones presentadas son coherentes con los objetivos establecidos.

Cumplimiento de requisitos de forma:
- El título tiene un máximo de 150 palabras.
- La memoria escrita se ajusta a la estructura establecida.
- El documento se ajusta a las normas de escritura científica seleccionadas por la Facultad.
- La investigación es pertinente con la línea y sublíneas de investigación de la carrera.
- Los soportes teóricos son de máximo 2 páginas.
- La propuesta presentada es pertinente.

Cumplimiento con el Reglamento de Regimen Académico:
- 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 indica que fue revisado, el certificado de porcentaje de similitud, la valoración del tutor, así como de las páginas preliminares solicitadas, lo cual indica que el trabajo de investigación cumple con los requisitos exigidos.

Una vez concluida esta revisión, considero que el estudiante [Nombre del Estudiante] está apto para continuar el proceso de titulación. Particular que comunicamos a usted para los fines pertinentes.
<table>
<thead>
<tr>
<th>ASPECTOS EVALUADOS</th>
<th>PUNTAJE MÁXIMO</th>
<th>CALIF.</th>
<th>COMENTARIOS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESTRUCTURA Y ESCRITURA DE LA MEMORIA</td>
<td>3</td>
<td>0.8</td>
<td></td>
</tr>
<tr>
<td>Formato de presentación acorde a la solicitud</td>
<td>0.6</td>
<td>0.6</td>
<td></td>
</tr>
<tr>
<td>Tabla de contenidos, índice de tablas y figuras</td>
<td>0.6</td>
<td>0.6</td>
<td></td>
</tr>
<tr>
<td>Redacción y ortografía</td>
<td>0.6</td>
<td>0.6</td>
<td></td>
</tr>
<tr>
<td>Correspondencia con la normativa del trabajo de titulación</td>
<td>0.6</td>
<td>0.3</td>
<td></td>
</tr>
<tr>
<td>Adecuada presentación de tablas y figuras</td>
<td>0.6</td>
<td>0.4</td>
<td></td>
</tr>
<tr>
<td>RIGOR CIENTIFICO</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>El título identifica de forma correcta los objetivos de la investigación</td>
<td>0.5</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>La introducción expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece</td>
<td>0.6</td>
<td>0.2</td>
<td></td>
</tr>
<tr>
<td>El objetivo general está expresado en términos del trabajo a investigar</td>
<td>0.7</td>
<td>0.7</td>
<td></td>
</tr>
<tr>
<td>Los objetivos específicos contribuyen al cumplimiento del objetivo general</td>
<td>0.7</td>
<td>0.7</td>
<td></td>
</tr>
<tr>
<td>Los antecedentes teóricos y conceptuales complementan y aportan significativamente al desarrollo de la investigación</td>
<td>0.7</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>Los métodos y herramientas se corresponden con los objetivos de la investigación</td>
<td>0.7</td>
<td>0.7</td>
<td></td>
</tr>
<tr>
<td>El análisis de la información se relaciona con datos obtenidos</td>
<td>0.4</td>
<td>0.4</td>
<td></td>
</tr>
<tr>
<td>Facilidad de la propuesta</td>
<td>0.4</td>
<td>0.3</td>
<td></td>
</tr>
<tr>
<td>Las conclusiones expresan el cumplimiento de los objetivos específicos</td>
<td>0.4</td>
<td>0.4</td>
<td></td>
</tr>
<tr>
<td>Las recomendaciones son pertinentes, factibles y válidas</td>
<td>0.4</td>
<td>0.3</td>
<td></td>
</tr>
<tr>
<td>Actualización y correspondencia con el tema, de las citas y referencia bibliográfica</td>
<td>0.5</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>PERTINENCIA E IMPACTO SOCIAL</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pertinencia de la investigación/ Innovación de la propuesta</td>
<td>0.4</td>
<td>0.4</td>
<td></td>
</tr>
<tr>
<td>La investigación propone una solución a un problema relacionado con el perfil de egreso profesional</td>
<td>0.3</td>
<td>0.3</td>
<td></td>
</tr>
<tr>
<td>Contribuye con las breves / subidas de investigación de la Carrera/ Escuela</td>
<td>0.3</td>
<td>0.3</td>
<td></td>
</tr>
<tr>
<td>CALIFICACIÓN TOTAL*</td>
<td>30</td>
<td>0.9</td>
<td></td>
</tr>
</tbody>
</table>

* El resultado será promediado con la calificación del Tutor y con la calificación de oposición en la Sustentación oral.
Guayaquil, 17 de agosto del 2018

CERTIFICACIÓN DEL TUTOR REVISOR

Habiendo sido nombrado MSc. CARLOS VALLE NAVARRO, tutor del trabajo de titulación THE INFLUENCE OF SHORT READINGS IN THE READING COMPREHENSION, certifico que el presente trabajo de titulación, elaborado por WILLMAN SEGUNDO HERRERA PALACIOS, con C.I. No. 0913077046, con mi respectiva supervisión como requerimiento parcial para la obtención del título de LICENCIADO EN CIENCIAS DE LA EDUCACIÓN, MENCION LENGUA INGLESA Y LINGÜÍSTICA, en la Carrera de Idiomas de la Facultad, ha sido REVISADO Y APROBADO en todas sus partes, encontrándose apto para su sustentación.

Msc. Carlos Valle Navarro
DOCENTE TUTOR REVISOR
C.I. No.0912219771
LICENCIA GRATUITA INTRANSFERIBLE Y NO EXCLUSIVA PARA EL USO NO COMERCIAL DE LA OBRA CON FINES NO ACADÉMICOS

Yo, HERRERA PALACIOS WILLMAN SEGUNDO con C.I. No.0913077046, certifico que los contenidos desarrollados en este trabajo de titulación, cuyo título es “THE INFLUENCE OF SHORT READINGS IN THE READING COMPREHENSION” son de mi absoluta propiedad y responsabilidad Y SEGÚN EL Art. 114 del CÓDIGO ORGÁNICO DE LA ECONOMÍA SOCIAL DE LOS CONOCIMIENTOS, CREATIVIDAD E INNOVACIÓN*, autorizo el uso de una licencia gratuita intransferible y no exclusiva para el uso no comercial de la presente obra con fines no académicos, en favor de la Universidad de Guayaquil, para que haga uso del mismo, como fuera pertinente

WILLMAN SEGUNDO HERRERA PALACIOS
C.I. No. 0913077046

*CÓDIGO ORGÁNICO DE LA ECONOMÍA SOCIAL DE LOS CONOCIMIENTOS, CREATIVIDAD E INNOVACIÓN (Registro Oficial n. 899 - Dic./2016) Artículo 114.- De los titulares de derechos de obras creadas en las instituciones de educación superior y centros educativos.- En el caso de las obras creadas en centros educativos, universidades, escuelas polítécnicas, institutos superiores técnicos, tecnológicos, pedagógicos, de artes y los conservatorios superiores, e institutos públicos de investigación como resultado de su actividad académica o de investigación tales como trabajos de titulación, proyectos de investigación o innovación, artículos académicos, u otros análogos, sin perjuicio de que pueda existir relación de dependencia, la titularidad de los derechos patrimoniales corresponderá a los autores. Sin embargo, el establecimiento tendrá una licencia gratuita, intransferible y no exclusiva para el uso no comercial de la obra con fines académicos.
Survey for the Authority

UNIVERSITY OF GUAYAQUIL
FACULTY OF PHILOSOPHY, LETTERS AND EDUCATION SCIENCES
School of Languages and Linguistics

Objective: These questions will help to find out the difficulties of the reading comprehension:

Instructions:
Mark with an (x) according to your opinions.

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>T. a</th>
<th>Agr</th>
<th>Ind</th>
<th>Dis</th>
<th>T. dis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you agree that the vocabulary must be used again in the next reading?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you believe that a daily study will improve the reading comprehension of the students?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you agree in using short readings?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you believe that a personal diary will improve the reading comprehension?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you agree in the self-training of the students?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would you like that the teacher must be trained by the government?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you agree that a booklet must be written with the sound of each new vocabulary?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you agree that a booklet must have the image of each new vocabulary?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you agree that the students must study the class for the next day?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you believe that a constant practice with native speakers will help with the reading comprehension?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

T. a: Total agree  Agr: Agree  Ind: Indifferent  Dis: Disagree  T. dis: Total disagree
Survey for the teacher

UNIVERSITY OF GUAYAQUIL
FACULTY OF PHILOSOPHY, LETTERS AND EDUCATION SCIENCES
School of Languages and Linguistics

Objective: These questions will help to find out the difficulties of the reading comprehension:

Instructions:
Mark with an (x) according to your opinions.

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>T. a</th>
<th>Agr</th>
<th>Ind</th>
<th>Dis</th>
<th>T. dis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you agree that the vocabulary be used again in the next reading?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you agree that a booklet be written about: How to fill a resume?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you agree in using short readings?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you agree that a booklet be written about an interview for a new job?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you agree for teaching with a booklet according to the level of the students?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would you like that the teacher be trained by the government?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you agree that a booklet be written with the sound of each new vocabulary?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you agree that a booklet has the image of each new vocabulary?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you agree that the students must study the class for the next day?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you agree that a booklet be written about: How to keep a job for a long time?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

T. a: Total agree  Dis: Disagree  Agr: Agree  T. dis: Total disagree  Ind: Indifferent
DESIGN OF A BOOKLET WITH SHORT READINGS
PERSONAL INFORMATION

READING

Joseph is 42 years old. He was born Guayaquil, He lives on 36th Avenue. He is a taxi driver and electrician. He wants to be a mechanic engineer and has two months installing the wires at Nobis Co. He was employed 3 months. His phone number is 593- 0990368151. His email is joseph@gmail.com

QUESTIONS

EXAMPLE

1. What is the address given by Author?

The address given by Author is 36 Avenue.

2. What is the phone number given by author?

3. What education was obtained by Joseph?

4. What objective is wanted by him?

5. How long were the wires installed by him?

6. How long was he employed?
AN INTERVIEW

READING

Yesterday morning, Mario went to an interview for a job and in that moment, the owner asked questions to him and he gave him advice, then he told him that everything in that institution is cared and the tools are kept in safe places, therefore, when whatever thing is lost, it is informed to the suitable authority. He saw his face to find out his personality according to his reaction, but Mario thought that his behavior was not the correct, but this was really needed to select a good worker. Well at last he obtained the job.

QUESTIONS

EXAMPLE

1. Where did Mario go?
   He went to an interview.

2. Who asked questions to him?

3. What did the owner tell to him about the institution?

4. Why did the owner see his face?

5. Did he obtain the job?

6. What did Mario think about the owner´s behavior?
ANOTHER INTERVIEW

READING

Yesterday morning Peter went to an interview for a job before he had prepared his clothes for this event and when he was in the office a friend arrived in that moment, the owner asked questions to him and he gave him advice and then he accepted him for the job, later, another future employee arrived when he left the office and the interviews followed as before.

QUESTIONS

EXAMPLE

1. Where did Peter go?
   He went to an interview.

2. When did Mario go to the interview?
   ________________________________

3. Had he prepared his clothes?
   ________________________________

4. Who arrived in that moment?
   ________________________________

5. Did the employer accept Peter?
   ________________________________

6. Were there other interviews?
   ________________________________
RECOMMENDATIONS TO KEEP A JOB

READING

If someone wants to keep his job, he must arrive on time and if possible he could be at work fifteen minutes early, because in that time there is the opportunity to do relationship of trust and in this way he could feel as a part of a new family, another thing is that he must always obey to his boss and never put a bad face, if possible he must be always happy and with the disposition to help.

QUESTIONS

EXAMPLE

1. Who must arrive on time?

The employee must arrive on time.

2. Must the employee be at work fifteen minutes early?

3. Could the employee feel as a part of a family if he arrives early?

4. Must he obey to his owner?

5. Must the employee be happy at job?

6. Must he have the disposition to help?
A DAY AT WORK

READING

Carlos was a receptionist who received the iron materials and he put them in the scale where they were weighed, and after this process that was interesting, his partner of the section sent them to the warehouse with other steel rolls, this work they did every day for a long time, this experience was great, because he learned a lot of it.

QUESTIONS

EXAMPLE

1. Who did work as a receptionist?

Carlos worked as a receptionist.

2. What did he receive?

3. What did he do with them?

4. Where did he put the iron materials?

5. Where did he partner send the iron materials?

6. How often did they do it?
GLOSSARY

Driver /ˈdraɪvər/

Electrician /ɪ.lekˈtrɪŋ/

Wire /ˈwaɪər/

Skills /skɪl/

Employee /ɪmˈplɔrɪ/
Scale /scale/  House /haus/

Tool /tuːl/  Car /kær/

Interview /ˈɪntərvju:/  Advice /ədˈvaɪs/
Safe place /ˈseɪfl/ /ˈpleɪs/

Suitable /ˈsuːtəbl/

Forgive /fəˈɡɪv/

Warehouse with steel rolls
/ˈwerhɔʊs/ /wɜθ/ /stiˈl/ /roʊlz/

Debt /det/

Arrive /əˈraɪv/

Trust /trʌst/

Thing /θɪŋ/
The IPA column contains the symbol in the International Phonetic Alphabet, as used in phonemic transcriptions in modern English dictionaries. The ASCII column shows the corresponding symbol in the Antimoon ASCII Phonetic Alphabet, which can be used to type the pronunciation of words on a computer without the use of special fonts.

<table>
<thead>
<tr>
<th>vowels</th>
<th>consonants</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IPA</strong></td>
<td><strong>ASCII</strong></td>
</tr>
<tr>
<td>a</td>
<td>^</td>
</tr>
<tr>
<td>a:</td>
<td>a:</td>
</tr>
<tr>
<td>æ</td>
<td>@</td>
</tr>
<tr>
<td>e</td>
<td>e</td>
</tr>
<tr>
<td>ɛ:</td>
<td>ɛ:</td>
</tr>
<tr>
<td>i</td>
<td>i</td>
</tr>
<tr>
<td>i:</td>
<td>i:</td>
</tr>
<tr>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>ɔ:</td>
<td>ɔ:</td>
</tr>
<tr>
<td>ɔ:</td>
<td>ɔ:</td>
</tr>
<tr>
<td>o:</td>
<td>u</td>
</tr>
<tr>
<td>i:</td>
<td>i:</td>
</tr>
<tr>
<td>a:</td>
<td>ɛi</td>
</tr>
<tr>
<td>a:</td>
<td>ɛu</td>
</tr>
<tr>
<td>o:</td>
<td>ou</td>
</tr>
<tr>
<td>ɔ:</td>
<td>ɔu</td>
</tr>
<tr>
<td>a:</td>
<td>æ:</td>
</tr>
<tr>
<td>a</td>
<td>æ:</td>
</tr>
<tr>
<td>ö:</td>
<td>æ:</td>
</tr>
<tr>
<td>i:</td>
<td>i:</td>
</tr>
<tr>
<td>o:</td>
<td>o</td>
</tr>
<tr>
<td>i:</td>
<td>o:</td>
</tr>
<tr>
<td>o:</td>
<td>u:</td>
</tr>
<tr>
<td>ɔ:</td>
<td>u:</td>
</tr>
</tbody>
</table>

**PASSIVE VOICE**

Passive voice is used when the focus is on the action. It is not important or not known, however, who or what is performing the action.
Example: My car was stolen.

In the example above, the focus is on the fact that my car was stolen. I do not know, however, who did it.

Examples of Passive:

Tense

Simple Present Active: Carlos writes five sentences.
Passive: Five sentences are written by Carlos.

Simple Past Active: Carlos wrote five sentences.
Passive: Five sentences were written by Carlos.

Present Perfect Active: Carlos has written five sentences.
Five sentences have been written by Carlos.

Future 1 Active: Carlos will write five sentences.
Passive: Five sentences will be written by Carlos.

Auxiliary Verbs Active: Carlos can write five sentences.
Passive: Five sentences can be written by Carlos

MODALS: MUST / COULD / MIGHT

CAN

Used to express ability (to be able to do something):

I can make cars.

They can’t speak English.

Can you jump high?

Used to ask for permission:

Can I use your car?

Can I play now?

Can I go to the beach?
Used to make requests or suggestions:

Can I have more sugar?

Can I have the ball?

**COULD** (past form of can)

Describes an ability that someone had in the past:

I could swim when I was six-year-old.

You could see the car falling.

Often used in auxiliary functions to express permission politely:

Could I take this pant with me?

You could borrow my pen.

Could I get you more soda?

Used to express possibility:

All of them could ride in their bike.

You could sometimes stay at our school.

**MAY**

Used to ask for formal permission:

May I explain many things now?

May I ask one question?

Used to suggest something that is possible:

He may agree with me.

They may not be worried about what he told them.

**MIGHT** (past form of may)

Used to suggest a smaller possibility than may does (actually, might is more common than may in American English):
I might go see my cat.
It might be wrong.

**MUST**

Used to express something formally required or necessary:
I must end the book by this month.

Used to show that something is very likely:
He must be a smart person.

**RELATIVES CLAUSES: WHO / WHERE / THAT**

Who: subject or object pronoun for people.

Example:
I told you about the man who lives over there.
I saw the boy who was jumping.

That: subject or object pronoun for people, animals and things in defining relative clauses (who or which are also possible).

Example:
He plays with the dog that lives in front of my house.

Where: refers to a place.

Example:
The house where I found it.
The beach where she bought a boat.