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FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION
CARRERA DE LENGUAS Y LINGÜÍSTICA

EDUCATIONAL PROJECT
PREVIOUS TO OBTAINING THE LICENCIADO DEGREE IN ENGLISH LANGUAGE AND LINGUISTICS

TOPIC
“ROLL OF READER’S COMPREHENSION ACTIVITIES FOR COMMUNICATION.”

PROPOSAL
“A REVIEW OF READING COMPREHENSION EXERCISES TO DEVELOP THE READING ABILITY.”

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Que la integrante Ingrid Elizabeth Mujica Salas con C.C: 0913084661 diseñó el proyecto educativo con el Tema: ROLL OF READER’S COMPREHENSION ACTIVITIES FOR COMMUNICATION.

Propuesta: A REVIEW OF READING COMPREHENSION EXERCISES TO DEVELOP THE READING ABILITY.

El mismo que ha cumplido con las directrices y las recomendaciones dadas por el suscrito. Los participantes satisfactoriamente han ejecutado las diferentes etapas constitutivas del proyecto, por lo expuesto se procede a la APROBACIÓN del proyecto, y pone a vuestra consideración e informe de rigor para los efectos legales correspondiente.

Atentamente:

[Signature]

MSc. Carlos Valle
Professor Advisor
In first place I give thanks to God for his great blessings and his daily protection, in the second place to the Washington Yanez Alomoto School, for give me the opportunity of performing this Educative project, to the authority of the Educative institution, to the teachers, to the students for let me to do Project in this institution, guided by principal Master Grecia Ruiz

I give thanks to my tutor Msc. Carlos Valle Navarro,

For his patience, help, And comprehension,

thank you very much everybody.
ACKNOWLEDGMENT

This acknowledgement is dedicated to my tutor, partners, teachers and student for their acceptance, but this project is directed specially to my mother and son that are in the heaven, also to my father, of course also to my husband for their constant help support and motivation; they were supporting for getting a better future.
ABSTRACT

In this institution has viewed the necessity of help to this Educative Community for improve the reading in the students so may understand English language that is official language in the world, it goes to help the student can talking with people of other countries, where students may form short sentences with help of a review of reading comprehension exercises to develop the reading ability, also to create habit of read for pleasure, more no for obligation into their studies where students of the eighth grade of teacher Washington Yanez Alomoto high school dialogue with their partners, to the same time, practice pronunciation and lost the fear of speaking in English.

During it survey it is has noted that student do not speak in English either shame to their partners tease for do not knowing dialogue in English or for avoid making a fool of yourself, and it is from there that the idea of doing is project.

Keywords: Reading technique - strategies – application
RESUMEN

En esta institución se ha visto la necesidad de ayudar a la Comunidad Educativa para mejorar la lectura en los estudiantes así que puedan entender el idioma Ingles, que es el idioma oficial en el mundo, esto va a ayudar a que los estudiantes puedan conversar con personas de otros países, donde los estudiantes puedan hablar oraciones cortas con ayuda de una revisión de ejercicios de comprensión de lectura para desarrollar la capacidad de lectura, también crear hábitos de lectura por placer, mas no por obligación hacia sus estudios, donde los estudiantes de octavo grado del Colegio Profesor Washington Yanez Alomoto dialoguen con sus compañeros, al mismo tiempo practiquen pronunciación y pierdan el miedo de hablar en Ingles.

Durante esta encuesta se ha notado que los estudiantes no hablan Ingles, ya sea por vergüenza hacia sus compañeros o por no saber dialogar en Ingles, o por evitar hacer el ridículo ellos mismos y es de ahí la idea de hacer este Proyecto.

Palabras clave: Técnica de lectura – estrategias - aplicación
**REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA**

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| ÁREAS TEMÁTICAS: | Pedagogy, Sociology |

| KEY WORDS: | Reading techniques – Skimming and Scanning strategies – application |

**ABSTRACT:** In this institution has viewed the necessity of help to this Educative Community for improve the reading in the students so may understand English language that is official language in the world, it goes to help the student can talking with people of other countries, where students may form short sentences with help of a review of reading comprehension exercises to develop the reading ability, also to create habit of read for pleasure, more no for obligation into their studies where students of the eighth grade of teacher Washington Yanez Alomoto high school dialogue with their partners, to the same time, practice pronunciation and lost the fear of speaking in English.

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Keywords: Reading techniques - Strategies – application.

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INTRODUCTION

This research contains information which has gone back to the fact about reading which exists many years ago, it was only for rich people in which they could get information from past facts and to know countries’ histories, heroes’ names, battles, among others. It should be noted that the reading was invented by Le Edor Pichanak together with his two friends Larry Capija and John Travolta while investigating the peeled walnut; discovering it by chance that "you could read". Le Edor Pichanak was a Peruvian peasant who was born in 1951 A.C.

Guide’s Children say that: “when a pregnant woman read classic tales to her/his baby since that is womb, this baby will like to hear tales”. In today world’s; reading do not have followers like in Facebook, twitter, and whatsapp; there are also, exist few people read newspaper, tales, magazines, comics for their son, daughter, nephew, and grandson, among other; this is motive of this Project.

This project is directed to the Community Educative in this sector urban, it is to say outside city with people of type vulnerable and from low resources, where their student population have waiting long time for complete your staff in this institution educative.

This Educative project was motivated in need of finding news study strategies directed students of eight course, but not only them, but also it will help to Educative Community in this sector marginal urban from northwest from Guayaquil city.
CHAPTER I

THE PROBLEM

Problem

Looking problem endorsed to pupils of 8th course at Prof. “Washington Yanez Alomoto” public School, located in Saint Cecilia Cooperative; 3rd and 4th Avenue; whose Legal Representative is Msc. Norma Elizabeth Alarcon Bomboza. Moreover, this research is focused on making an educative project directed to 8th course “A”; so, they can improve their scores in English subject and for involved in new reading way in English very well. Then, it contacted with Msc. Norma Elizabeth Alarcon Bomboza and told about implementation's educative project, getting acceptation to make it; consequently, institution finds a solution to this problem. According to this information obtained in the high school, in this institution there are eight hundred thirty students, number of thirty-nine teachers, there are fifteen classrooms, there are two laboratories: computer with sixteen computers and Science. So, this institution has infrastructure and educative community necessary to make next educative project.

CONFLICT’S SITUATION

Looking conflict’s situation is that students do not like to read books, magazine, even any newspaper; it is checking this evidence induces to create this project. It all know, English subject is one of four main subjects in curriculum from Ecuadorian Educational Ministry. So, the students of 8th course “A” do not read, students do not know strategies to read in a correct way, students do not know English words, students do not have read's habit.

SCIENTIFIC FACT
English subject is one of four main subjects in Curriculum from Ecuadorian Educational Ministry; it is necessary they have knowledge about reading's strategies and ability to improve their level of reading. In addition, it is observed that students are not educated in reading ability and moreover they do not know elements reading. These components are words current prepositions, adverbs, adjectives, words, nouns and types of words.

CAUSES

- Motivation’s lack of students for read in English for to get better pronunciation.
- Lack out in reading ability.
- Low performance in reading's strategies ability.
- Wrong to use reading’s materials.
- Dynamic lack in oral class.

PROBLEM'S FORMULATION

Looking problem endorsed to pupils of 8th course at Prof. “Washington Yanez Alomoto” public School, located in Saint Cecilia Cooperative; 3rd and 4th Avenue; whose Legal Representative is Msc. Norma Elizabeth Alarcon Bomboza. Moreover, this research is focused on making an educative project directed to 8th course “A”; so, they can improve their scores in English subject and for involved in new reading way in English very well. Then, it contacted with Msc. Norma Elizabeth Alarcon Bomboza and told about implementation's educative project, getting acception to make it; consequently, institution finds a solution to this problem. How does reading's comprehension ability for benefit students of 8th course “A”, Prof. “Washington Yanez Alomoto” high school, located in Saint Cecily Cooperative; 3rd and 4th Avenue, to improve reading ability?

This project is benefiting to this institution, to students of eight course, but it also will benefit to the student generation in the future.
PEDAGOGICAL FOUNDATION

The objective of this educative project is to show relationship between reading and knowledge of new strategy suggested by author. Scanning and Skimming are types of fast reading. You might use (skillwise, 2011) these two strategies are used in some schools in other countries. Skimming look through a text quickly to get gist (notion of topic). So, if somebody wants knowing what happen around the world, you might skim through a newspaper or an academic book. Scanning is finding out much details and search main ideas.

Nowadays, better tailor could useful skimming and scanning strategy for quickly reading a manual and follow instructions written in it. This strategy is very useful in subject different for understand better text. Then, same author provides some uses from skimming and scanning for apply in classrooms.

INVESTIGATION GENERAL OBJECTIVES

In this Educative project is Included reading comprehension exercises for 8th course “A” at Prof. “Washington Yanez Alomoto” high school, it has determined how essential is incentivizing read through tales, conversations and dialogs, improving their comprehension reading to students of 8th course at Washington Yanez Alomoto high school public.

SPECIFIC OBJECTIVES

- To describe reading comprehension exercises, it shows learning ability strategy.
- To define reading’s ability through bibliographic research.
- To create a review of reading comprehension exercise for reading ability.
SCIENTIFIC INVESTIGATION’S QUESTIONS.

- What reading ability is necessary according Common European Framework of References in students 8th course?
- How might a review of reading comprehension exercise benefit to students are not of 8th course?
- In what dimension does reading ability improve study of English foreign language?
- Which is connection between reading ability and speaking skills?
- In what would this educative project contribute for society in short or long time?

JUSTIFICATION

This project is performance in Coast Region; in our beautiful Guayaquil city belonging to the District 6, Zone 8, where were born many proceed, painters, poets, among other. After researcher has taken account this reference, what has motived creation of this wording. Then, to justify Educatve Project's implementation; it has been revised in Ecuadorian Constitution (2008) establishes in its article number 347 that: “government will encourage public education for improving excellence in knowledge and encourage democracy among Educatve Community”. In this context, this educative project tries to reinforce level of the students of 8th grade.

In addition, article 350, same document is established that: “government will educate Educatve Community and professional community in scientific perspective; it will fomenter technology and cultural aspects for resolving educative system’s problem of country”. So, this Educatve project contributes to increase reading ability in the students of 8th grade.

Educatve project Importance is benefit to Educational Community, it can be used in others high levels of same skills. It is going to contain enough reading comprehension
exercises that can be modify according to students’ level in reading. So, students learn well; when they know all words that handles in teaching - learning process; and in second place, part explains Theoretical Framework in which it defines theoretic foundations for support to the present document.

Field: Educative Elementary level
Area: Foreign Language: English
Aspect: Normal School Institution
Topic: Roll of reader’s comprehension activities for communication
Proposal: A review of reading comprehension exercises to develop the reading ability for the pupils of eighth course, Prof. Washington Yanez Alomoto public School.
CHAPTER II

2.1 BACKGROUND

According to Ulla Leppanen, Pekka Niemi, Jari Erik Nurmi (2011), they investigated that process of preschool and first grade children’s development of reading skills, they were evaluated in October in April, obtaining the result analyzed using Simplex and Piecewise Growth Curve Modeling. The results showed that during the preschool year individual differences in reading grew larger and that this growth was faster among those who entered preschool with well-developed skills. (pg.72).

2.2. THEORETICAL FOUNDATION

A statistical study made in Quito, Guayaquil, Cuenca, Machala and Ambato with teenagers over 16 years and more belonged to 3,690 homes to determine the habit of reading. INEC (2012) affirms that 56,8% don’t have interest in reading, 50,3% of Ecuadorians read one or two hours per week, 70% women and men read one hour a week, 28% read a book, 0,03% read in libraries, 33% read for academic obligations, 32% read for to know a topic; moreover, 0,6% read for enjoying or personal motivation.

Etymological definition of Reading (Stanislas, 2009) cited by (Acuña, 2016).: “Reading comes from of Latin word (letture)”, it is interpretation of text, in which say, it is a sensorial, psychological and neuronal and intellectual process. All these components are focused in recode, interprete and understanding information from a text written”.

Human being uses old system to read thing, it means that people brain at first time recognizes the reading like an object making relation between object and meaning. Everybody in the past have used to transmit their culture and other forms of life in that time. It told, that writing has relation with reading. Moreover, it says that in 434 years
ago, people read in silence. In the XV century, invention of Gutenberg beneficed to people and spring new year of reading, reading is now an activity for all, this activity increased with industrialization because to design a book is easier than before.

On lighting, this phenomenon will check definition of reading, according to (Meet, 2004). “In the past people learned from family and neighbors, here learn how to remember who were and their origin through speech and songs about own ancestors”. Nowadays, (Laporte, 2012) establishes that “writing is synonym of power”; but for (Coelho, 2004) “reading is an incessant process emphasizes relationship between transforming words and knowledge of us and being able to return behind and modify it”

Although, technology changed reading’s vision, it is an activity that can make wherever one is. All this is possible thanks to science and internet. In addition, (Alonso, 2012) defines that reading is an ability that must be learned of heart in learning – teaching process as were yesterday, today and the future. Everybody know none was born with this ability. Reading ability need that brains’ internal parts be exercised; it is for generating new cells to connect and sharing new information. This does not happen to perfection in all people. According many people, read is an excellent activity, but it does not read a book commonly; this only induces people think, solve difficulties to read, then their evidence is a great reason to implement project in Community Educative.

READING ABILITY IMPORTANCE

First, (Qingkun, 2015) mentions that reading ability is important because it is a process in which teaches how to develop ideas that contain reading activity; it is not only read a sentence, it is not to pronounce symbols written, it is more than that, it is basically to understand context in where each word is a function structured to make a logical sense; then, it infers students must be taught to identify whatever reading’s types and provided with strategies and didactic basic materials, not only in reading, also in strategies polish for knowledge from students. However, it knows good students are capable understanding
their own language written or at least Language basic parameters. It means that students must be able to read any written document.

According to (Moat & Tolman, 2009), reading is important strongly in acquisition of second language through reading; learners use words’ pronunciation are more efficient than only read a word, when students read a word, their voices are heard for all students in the classroom; this reading’s acting in some books, newspapers, magazines or educational books help to other students to focus in the reading activity. For (Troia, 2004) cited by (Moats & Tolman, 2009), reading is such important like writing because when students learn read when can identify complex written and writing system is presented in every educational material.

Then, it might say if student learn to read, will be capable to learn much more from books, this is an easy method for read; consequently, reading is way through which people can absorb culture, historical facts than humanity must knowing in order learn of them and getting a great grade in the institution one is studying. Reading is a great tool to let people access for many aspects such as cultural, sports, politicians, basic educational standards and succeed in learning process in Language second acquisition (English).

READING’S TYPES

Reading is an activity more people makes around the world, much people reading everyday social and personal life. Moreover, when it talks about reading there is necessity to know several ways of to do it; then, it is reason why is going to detail some ones according to (Shutterstock, 2017).

Literal Reading.

Literal Reading is a common reading that take place when reader uses his or her voice to pronounce written words, or in many cases using a reproduction previously recorded, reader pronounce words in loud voice. It is used specially for share information
to other people who cannot read by themselves. For (Jufri, 2015) “in literal reading activity is very common activity developed inside classroom; as it mentioned above reading ability is reading something while rest of the classroom learn reading in total silence“.

Literal is a direct reading using text like model; through this reading reader can knowing what it says; it is referred an incontinent process, this infers there is not necessity to put attention to read. In this reading’s type objective is understanding words presented in the text and to be able remembering it for using it in different activities. Information must not be changed for answer questions.

**Inferential reading.**

Inferential reading is a type of “reading come from reader’s appreciation and it is so high; reader makes an interpretation reads and has a mental vision; it is not a literal because there are stringent analyses”. For (Jufri, 2015) “in inferential reading (comprehension) learner should read occur behind events”. Then, in inferential reading is necessary to make a silence reading, on other hands, to read something using eyes, it moves rapidly. Silence reading helps to introduce ideas in a good way in the brain. Inferential of silence reading is made commonly when teacher encourages students in correct for to teach them how they have reading after hearing. Through this reading’s type students learn how is pronounced difficult words, such as: variety of the past of verb “read” at the same time they get understanding what it is immerse in text. Text can be stories, newspaper, educational book among others.

**Critical reading.**

According to (Jufri, 2015) “in critical reading students are also obligated to read beyond words trying to evaluate messages given by writer. Here, it will help student code with these reading’s types”. Then, critical reading is a combination from both literal and
inferential ones to postulate a critic about text used in master abilities. Readers read and evolution author’s name, view and others analyses like results from passed reading and comparing them with reading studied. So, critical reading is for analyzing material studied using full elements from antique readings. It is also for knowing like comprehension reading, here decode sentences in parts as it is analyses each word or stories doing comparison with other read books; to emit a positive or negative critique about text worked.

**Reading comprehension exercises importance**

This project have taken account reading ability comprehension exercises it is going to explain importance of this in definition of Lopez & Arcienagas (2003) who establishes to know a text improves reading ability; it is because when students have notions of words meaning, they read more possible and understand message expressed in words; thus it is main to understand this definition to analyze what is meaning from unknow vocabulary; it has definition of vocabulary according to Oxford Advanced Learner’s Dictionary (2018) in which is defined like “all words people know or use”. Analyzing statement, it can infer vocabulary learner have a result of reading activity and do not follow some strategies.

**Vocabulary definition.**

“Vocabulary” word is necessary to check definition of this word will be used in present educative project in (Cambridge Advanced Learner’s Dictionary, 2014) expresses that: “vocabulary” have two definitions; then vocabulary is all words known and used by a person, vocabulary are all words exist in a unique language or in a specific subject. This vocabulary is divided into two groups; receptive/ passive vocabulary. It is defined as set words are understood or in a specific subject. Productive/active vocabulary. It is defined like a set words are not understood but also used meaningfully when creating new sentences.

According to Lestary, (2009) establishes vocabulary is so important in acquisition from second language and say words are relevant to learn a specific topic, it is why without knowing, meaning of words do not will be capable learning to read, to write, to speak or
listening something; moreover, students could to do a good structure of language. Analyzing these two definitions, infer use of vocabulary is very useful for students, and for master learners of a second language; to learn more words and communicating it better.

**Word’s classification**

Reading ability is can understanding symbols constitute writing is a combination of letters and signs, union with other elements of each language is known like native language. Vocabulary is divided into two groups, first, content and function words, something learner should study to acquire knowledge in a second language (Shi, Werker & Cutler, 2006). Second, in each language there are content and function words; they represent meaning and grammar in several slants. For Khoa (2017) content words have like objective to create meaning and its divisions are: nouns, adjectives, verbs and adverbs. Content words are stressed words normally (Bill, 2013). To mentalize how content works is useful it in students, because help them understand message into texts. According to (Fennel & Werker, 2003) affirms that learners of a second language can confusing content and function words at first years of their life but people learn from practice and will be learnt after next years. Content and function words have difference in pronunciation, it is easy the students can recognize these words when they read or listening texts in classroom.

**Content words.**

Say that (Hut, 2018) content words are common stressed without and they help reader understand meaning in phrase. It shows some examples of content words.

<table>
<thead>
<tr>
<th>Types</th>
<th>Explanation</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nouns</td>
<td>People, places and things.</td>
<td>Jack, dog, cat, Brazil, Texas, car, hat, among others.</td>
</tr>
<tr>
<td>Main verbs.</td>
<td>Verbs excluding auxiliary (helping) verb.</td>
<td>Walk, talk, think, run, speak, chew, etc.</td>
</tr>
<tr>
<td>Adjectives</td>
<td>Words, that modify (describe) nouns.</td>
<td>Blue, happy, pink, helpful, harmful, fast and slow.</td>
</tr>
<tr>
<td>Adverbs (excluding)</td>
<td>Words that modify (describe)</td>
<td>Totally, quickly, eagerly, nervously,</td>
</tr>
<tr>
<td>Types</td>
<td>Explanation</td>
<td>Examples</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Pronouns</td>
<td>Used to replace known nouns.</td>
<td>He, she, it, they, them, us, we.</td>
</tr>
<tr>
<td>Auxiliary (helping) verbs.</td>
<td>Used to support the main verbs.</td>
<td>Is, will, shall, may, might, has, would, need.</td>
</tr>
<tr>
<td>Prepositions</td>
<td>Used to show the relationship between content words.</td>
<td>After, around, beneath, beside, to, up, upon, within.</td>
</tr>
<tr>
<td>Conjunctions.</td>
<td>Used to join clauses.</td>
<td>For, and, after, because, however, either, or neither not.</td>
</tr>
<tr>
<td>Determiners</td>
<td>Used to give details to nouns.</td>
<td>A, an, the, some, any, every, each, this, that, those.</td>
</tr>
<tr>
<td>Adverbs of frequency</td>
<td>Used to tell how often an action is done.</td>
<td>Always, rarely, usually, normally, infrequently, often, sometimes.</td>
</tr>
</tbody>
</table>

Bill, (2013), declares that function words have objective of creating grammatical structure; for (Speak Hut, 2018), function words are not crucial to understand meaning of the phrases. Function words are not stressed commonly said (Khoa, 2017). Here is visualized some examples from these words below.

There are some examples of content and function words in English phrases.

- **Help** me!
- Can you **help** me?
- Can Jane **help** me?
- **Who** can **help** me?
- Who can help Jane?
- Who can help Jane move it?
- Who can help me move the bike?
- Who can help me the bike into the garage?
- Jane finished her homework?
- She did it.
- She worked until the morning.
- Jane walked into the red house.
- Jenny did not walk into it, and neither did Jack.
- Jenny and Jack did not walk into it.

In this example provided observes that content words are in black to difference them from content words and illustrate reader how phrases would be structured and to facilitate understanding of the meanings in possible text written.

**STRATEGIES**

**SKIMMING DEFINITION**

*Definition* of *skim* for English Language Learners.: to remove a layer of something from the surface of a liquid. : to look over or read (something) quickly especially to find the main ideas. : to throw (a flat stone) along the surface of water so that it bounces.

This project is looking for improving in joining with Skimming strategy will watch definition of Oxford Advance Learner’s Dictionary (2018) that say: Skimming is:

**As a verb: move above**
To remove quickly and lightly over a surface, not touching, only touching occasionally, for getting main idea about topic.

**As collocation expression:**
To read quickly a text in order and so as finding main points of the text.
Skim through/over something.

**Example:**
He skimmed through article trying of finding his name.

**Skim something.**

**Example:**

I always skim financial section of newspaper. I skimmed list until I found my name.

**Scanning definition.**

Oxford Advanced Learner’s Dictionary (2018) too tells us definition of scanning is:

**As verb:** To look at a part of something carefully, especially because you are looking for a person or thing.

**As collocation expression:** To look quickly but not very carefully at a document, among others.

**Scan something** (for something).

**Example:**

I scanned list quickly for my name.

Scan through something (for something).

**Example:**

She scanned through newspaper over breakfast.

Other important definitions of skimming and scanning come from McCaughey & Benucci, (2009) say that “Skimming is identifying general information and Scanning is looking for specific details”. (Shutterstock. 2017) defines “skimming like Scanning is for understanding topic studied and scanning is a selective reading which reader uses objects, headings for catching the information. He establishes both are fast strategies”.

Respect to Farbian & Fabian (2001) “reading for pleasure do not need motivation instead of academic readings need high one, it is why students do not know strategies; then, it uses strategy mentioned read to find details and more arguments.”
This research refers to basic level learnt must handle at least one strategy for copying a global ideal about studied and scanning is to dig inside text looking details. Author pretends to teach this strategy for creating habit of read in the students of 8th grade, where find love to the reading activities in classroom.

Furthermore, (Lopez & Arcienagas, 2009) affirms that “the reading’s process must be passed in real time. Capacity of reading some texts, this is an activity student have learning day to day in the classroom, but it processes has steps must be applied with rigor for obtain positive results; thus, skimming strategy and scanning has positive fruits”. It should indicate there are three reading techniques in implementation. Planning (pre reading), supervision (during reading) and evaluation (post reading) (Lopez & Arcienagas, 2010).

**Before reading (Planning)**

Cazares Moreno (2010) suggest that planning is very important to establish goal of the reading can formulating next questions such as: What do you have for read? For what does it read? To establish predictions will incur in the interpretation of: Titles, subtitles and images. To activate previous knowledge is so necessary for asking: What does know about topic? For (Ramirez, Rossel & Nazar (2015). Planning is a strategic process in which reading’s objective start polishing as reader applies to the process exposed above.

**Example:**

**Try to sleep.**

Norma went to bed. It was eleven o’clock. She turned out light. She lay in bed. It was dark. It was quiet. She couldn’t. she turned light back on. She opened her book. She started to read her book. It was a good book. She read one page. Then she read another page. After a while, she left sleepy. She closed book. She turned out light. She closed her eyes. She went straight to sleep.

**Procedure**

First, to know reading goals for formulate the next questions:
What do you have to read? Why does you read?

Second, to activate previously knowledge necessary for asking:
What do you know about topic?
Did you hear about the topic?

Third, to establish predictions will incur in interpretation of:
Titles.
Subtitles and images.

During reading (Supervision)
Same author mentions that supervision is obviously necessary to find important idea while underline a phrase or word, it will help to keep idea detected of the text in their brain; it is very necessary to define expressions or words unknown for complete expression used in the reading activity. For Ramirez, Rossel & Nazar (2015) mentioned that in the supervision must taking it account after reading a text, it can make an analysis using information marked and obtaining plenty details to can understanding text (message).

Example: Try to sleep
Norma went to bed. It was eleven o’clock. She turned out light. She lay in bed. It was dark. It was quiet. She could not sleep. She closed her eyes. She tried to sleep, but she could not. She turned light back on. She opened her book. She started to read her book. It was a good book. She read one page. Then she read another page. After while she felt sleepy. She closed the book. She turned out light. She closed her eyes. She went straight to sleep.

Procedure
First, to ask to students about topic.
What was the title of reading?
Second, to motivate to students summarize topic making conceptual map with notes, titles and more information about it.
Tenses definition.

Shalu (2017), give a definition of the word “tense”; in it said that establishes four main meanings. **First** than all, word “tense” come from Latin word “tempus”. Word “tense” it means time. **Second**, “tense” is a verb form that indicates “time” or stating of an action and event. **Third**, “tense” is a category that expresses time reference. **Fourth**, “tense” is shown by use different verbs types

Common use of verbs is that indicate who do acting. To use a verb is necessary useful a pronounce personal with it can conjugating verb. In many cases, pronounce personal is replaced by nouns. Like analyzed above in examples of content and function words.

**TYPES OF TENSES**

Students from 8th grade must be capable to understand simple sentences in which vocabulary is known by them. It determined this project has three simple tenses. These are past, present and future tense (LEL, 2017).

**Past tense**

In the case of simple sentence that is structured with a pronounce personal, verb and complement. This type of sentence is used to express an action was done in the past.

**Example:**

**Structure of past tense.**

He did my homework.

Personal pronounce past verb complement
Structure of past tense.

You watched the movie.

Personal pronoun past verb complement

Grammatical explanation of past tense.

In first sentence indicates third person, it is in past tense and has a complete action. It is a routine that he practices commonly after coming high school. He did his homework.

Here is show in the second sentence, it is in second person from singular or plural. It indicates a complete action. It is a habit to take place one or two times per week regularly. You have watched a film in the past tense.

Present tense

This is a simple sentence is structured with a personal pronoun plus a verb, plus a complement. This type of sentence is used to express an action happens in present tense. It is used into habits and routines, too.

Structure of a present tense.

They go to the school.

Personal pronoun verb complement

Structure of a present tense.

We brush your teeth.
Grammatical explanation of past tense.

In the first sentence indicate that is in third person of plural; this time is aimed at 8th grade students and the rest of the Educative Community in the posterior years. The second sentence indicates is in first person of plural, “brush” is verb in sentence; “your teeth” is complement of it. It is an activity for taking account in past tense with common routine made in the past.

Future tense

Future tense is used for general in two ways, first is the join of verb “to be”, plus verb “go”, plus “ing” in the verb base; first form is used to indicate plants and intentions.

Second way, auxiliary verb “will” more main verb, help to future tense form, it indicates instant decisions, offer and promises. Other uses in future tense are to make predictions, can using both modalities for it.

Structure of the future tense with going to plan

I am going to buy a car.

Personal pronoun + verb to be + go + ing + to + main verb + complement

Structure of the future tense with going to

Structure of the future tense with will

I will take a cup of coffee, please Mr. ... (instant decision)

Pers. Pronoun + auxiliary verb + main verb + complement
Structure of the future tense with will

I will help with your bag. (offer)

Personal pronoun + aux. verb + main verb + complement

Can you lead me 100 dollars? I will pay you back next week (promise)

Pers. Pron .aux. verb main verb complement

Grammatical explanation of past tense.

In the first and second sentence are activities with personal pronoun, plus verb to be, plus go verb, plus “ing” gerund, plus preposition “to”, plus main verb, and complement; this modality indicates future tense plan.

Sentence third, indicates future tense with auxiliary verb “will” expresses instant decision. Fourth sentence has same grammar and indicate offering. The fifth sentence has same grammar and indicate promise.

EPISTEMOLOGICAL FOUNDATION.

Piaget (1977) establishes that children learn in four stages, in this context, the learner is going to emphasize in solid period is over 7 to 11 years, due to in this period students have used logical thoughts, it means that children are ready to identify specific words from a topic and students associate words with images. The next stage, it is called operational formal, this is over 12 years until teenagers; at this stage students will be able to handle words associated with an action or abstract ideas. So, handle of vocabulary will help students for developing their acquisition of a second language. For Piaget, children get become a master person through develop themselves; after that, things are around for help them in evolution. This evolution to acquire superior thoughts in it continuous process appears in everybody children around the world without nationality or language.
Contrary to Piaget’s theory, (Vygotsky, 1977) suggests that the children need to collaborate with other society’s members for acquire new knowledge; according to this theory, children are part of a society, and the interaction between society’s members are so important, students learn from others.

Community provides new elements for students and develop what is necessary for them. In this moment students learn through interaction between students and learning -teaching process, it means there are stages for learn new things, these elements of knowledge must be designed in continuous form and must be easy to acquire it, cultural teaches to students develop their knowledge according intelligent level. Both theories are individual or group type, are the most relevant theories used to develop children’s knowledge.

**You might use scanning to:**

- To look up a word in a dictionary or index.
- To find an address or a phone number in a directory.
- To check what time is your program on television.
- To look up details or prices in a catalogue.
- To pick out website you want from options on a Google searching engine.

**You might use skimming to:**

- To see what’s in news, in a paper, or on a website.
- To browse a book to see if you want to read it or no.
- To look through television guide to see what’s on evening.
- To emotionize through a catalogue to look for an offer.
- To see through given option on a Google search to surf on websites suggested.

Furthermore, watches Lopez & Arcienagas, (2014); postulate around “strategies are useful to teach students search goals handling information gotten from books before read it
is a process planted and organized with aim of developing in classroom”. With skimming and scanning strategy students are going to be encouraged, monitored and evaluated efficiently. On implementation’s process of this strategy it must make “before reading (planning), during reading (supervision) and after reading ((evaluation)”. (Lopez & Arcienagas, 2003).

This author establishes connection between strategy mentioned before and multiple intelligences from point of view that said: Human being have capacity for distinguish symbolic system marks a great difference among human and animals. For this reason, Macias (2009) makes relationship between skimming and scanning with multiple intelligences and they said: “linguistic intelligence refers to phases’ efficient construction; use of words in its meanings; as well as use of complex language with its uses”.

Strategy suggested by author is to contribute to learner’s development, in questions, why reading ability has its origin inside for recognize words are, on other words, symbols. It is summarizing exposed for observing phases vocabulary and a “symbolic system”; well, all it constitutes read’s capacity in whatever is written.

**PSYCHOLOGICAL FOUNDATION**

Related to what subscribe Guayaquil’s University, establishes that: to build an Educative project the author of it must be specialized in cognitive development and use the children’s information of 8th grade of elementary school. There is a thing which breaks normal function in educational process acquisition; according Piaget, (1977) is stage logical reasoning in which children are ready to make decisions using their own egocentric thoughts, may taking decisions, for creating ideals about future, to discuss a topic using abstract ideas for form hypothetical conclusions; then it is deduced that children evolutionized in this form, act – think – feel, in this stage is so difficult to controleate them. In this difficult stage for children life, they started puberty. It provokes little children sleep, students few eat and start using slim language with family’s members, with society and in many cases to the teachers, consequently cognitive development be down.
According to Children, teenager Code (2013), in its article number 38, letters a, b, d, e and f, mentioned that: Education’s objectives, basic program and secondary education will ensure knowledge, values and attitudes essential for: to develop personality, skills mental, children’s physical capacity and teenager to their maximum potential, in a playful and emotional environment; moreover, to promote and practice peace, respect for human rights, fundamental freedoms, no discrimination, tolerance, appreciation to the diversity, participation, dialogue, autonomy and cooperation, besides, to prepare it for exercising a responsible citizenship, in a free democratic and solidary society; in addition, to orient him / her on role and family’s responsibility, equity of their internal relation, responsible fatherhood and motherhood, health’s conservation; to strengthen respect for their parents and teachers, their own cultural identify, their language, their values, national values and those from other people and cultures.

Analyzing scientific visions authors know about this important topic, author of this Educative project has a clear vision of how students’ mind work; thus, students get being comfortable in all aspects such as personal life, social life, to get become useful to society, to encourage learn ethical values and spirit of cooperation between Education and classmates, Education and enjoy activities, Education and their family’s members, to obtain students and be able to understand how to develop their own evolutionary thoughts to search educational goals raised according experts mention above.

**PHILOSOPHICAL FOUNDATION.**

Constructivism of Pedagogy is united with education, it consists leave in liberty to students for learn to their rhythm where teacher is not involucrate in this process, only give supplies, but offer help when is necessary; then students work with it and get your own conclusions. This theory shows that a pedagogical practice helps in teaching – learning process for students grow as person, open your mind to new ideas and create.
Ortiz (2015), mentions that “constructivism use knowledge previous of students and complete this information; new things only came if learner have gotten to internalize basic elements students received in basic educational levels, the knowledge comes from instructor to the pupils have obligation for discover reality. It is unification between knowledge existed and knowledge”, new elements will be incorporated to old ones. Students in this context are education’s cord, teacher only transmitter of knowledge, no more. In constructivism things are momentaneous, nothing is a habit because all is changing constantly. Analyzing information chosen, is evident that English educative project is going to carry out elements necessary for students of 8th grade may to create new used in their previous knowledge depending of their frame of mind and physical abilities the human being is capable to create many things even if he has no previous knowledge of it.

According to Piaget, students develop in four stages society independent. It is realty, contrary for Vygotsky, that said student develop the reality from the society. These two theories are based in multiples intelligence and new theories nowadays. Individual or group, where author of this educative project has proposal of contributing for learner with elements go to help to the acquisition develop of second language through reading ability. It should be emphasized that requires clarifying your previous knowledge to obtain the desired objectives from the students.

**SOCIOLOGICAL FOUNDATION**

Nowadays, English language is language spoken in most majority of the countries all over world. English is common language spoken in international diplomacy, science, mode, aviation and commerce. English is one of language that uses. In addition, English importance language all over world is increasing bigly. English is in many cases, first language spoken but in other cases. English is the second language pronounced; however, in first or second place, it is well known like English language as a requisite to travel to United States or to have access for a good job, or for having a good status. Thus, it can evidence almost all things come written in English food, sodas, television, radios, house’s thing, cars, motorcycle, only to say something.
Moreover, according to Children and Teenagers Code (2013); in this article number 37, find that: “the boys, girls and teenagers have rights to excellent education, it must be supported by many standards. One of the standards is the numeral 4 that dictates, learners have rights for having didactic material”. It means that this Educative project students with a didactic instrument to contribute development of future from our country. Both know that reading enrich, people become more intelligent when students read; then, people who read are supposed to know more information than those do not read.

To read is a habit must be taught for getting a high level in public and private educational institutes. Analyze of use of English language has study of American Academy of Neurology (2013) observed that numbers 648 patients with dementia, 247 with bilingual and 391 patients with monolingual were examined in determining if education, occupation and other potential activities affected memory of them. Result show that 247 patients who knew bilingual language developed dementia; 4.5 years later than others.

**LEGAL FOUNDATION**

According to Ecuadorian Constitution (2008) in its article number 16, section three about communication and information mentioned that: All people, individually or collectively, have rights. First, to be free, intercultural, inclusive, diverse and participation communication, in al second, areas of social interaction, by any means and form. In their own language and with your own symbols; third, it is universal access to information and communication technologies; fourth, the creation of social communication media, equal access to conditions for using the radio spectrum frequencies for management of public and private, community radio and television stations, free bands for explotation of wireless networks. Fifth, access and use of all forms of visual, auditory, sensory and aural communication others that allow inclusion of people with disabilities, sixth, integrate participation spaces provided for Constitution in the field of communication.
In the Ecuador’s Constitution 2008, Section fourth about Culture and Science establishes that: “People have rights to develop their creative capacity, to exercise worthy and cultural sustained and artistic activities, to benefit from moral protection and patrimonial rights correspond to them, scientific, literary or artistic productions of her authorship”.

According to Children, and Teenager Code (2013) in its article number 47 that guarantee access to acquire information, State must:

a) Require social media, information dissemination and material social and cultural of interest for children and teenagers.

b) Require them provide free space for Children and teenagers National Council programs.

c) Promote Children’s and teenager Literature production and dissemination.

d) Require the media to produce and disseminate Children and teenager programs meet linguistic needs belonging to different ethnic groups.

In addition, Common European Framework of Reference for Languages, it is CEFR, (2001) suggests learners of A1 level have being able of: First, learner must to understand and use familiar expression, very basic phrases to get aimed, for satisfying knowledge of a concrete topic. In second place, must to produce yourselves for others can to ask and answer questions about personal details such as where he/she lives, people know and things he/she has…, they must to understand familiar names, words and very simple sentences, for example on notices, posters or in catalogues.

Project find a way to help students search Education’s goals, observing student’s necessities of elementary level 8th grade in general terms, thus as Children and Teenagers Code, mentioned that: Students will be capable to read written news and to distinguish between opinions and facts, or to difference an unknown expression immerse in a context.
Then, it is analyzing Laws and other documents, it has achieved legal foundation to accomplish with University Guayaquil establishes to make a project.

CHAPTER III

METHODOLOGY

Methodology, methods, techniques, instruments, recommendations, explanations, points of view and other information here presented come from Supo (2017), Sampieri (2015) & Villa (2017) that light with their knowledge about scientific investigation.

METHODOLOGICAL DESIGN.

These two methodological investigation design, do not exist difference; in fact, this project is qualitative and quantitative, it is why there is similarities between them; this is an investigation qualitative because analyze actions, used word, observable behaviors and abstract information that served to make a theory; moreover, it is qualitative because used mathematical methods to analyze results of survey for designing graphics, this investigation is mixed.
INVESTIGATION TYPES

Explanatory.

Researcher of this project used this investigation type with unique interest of explaining result of observation in high school chosen; then, to explain reason why it decided analyzing this phenomenon; to explain each variable data, examples, new vocabulary and explaining survey’s result focused to group studied.

Descriptive

This author of the project used is investigation’s type with interest of describing each independent and dependent variable including examples, new vocabulary, after describing strategy will be worked and to describe each theorical foundations to justify implementation of it, after that, to analyze implementation’s result of proposal. It is a form that government has given for can obtain information about population, education, employment, among other with objective of identifying problematic of a specific area of the country.

Exploratory

Researcher of this project has useful in this investigation type with unique interest of exploring phenomenon through observation without to be part of one, to create problem’s a good vision to dig more information for ensure that research is valid and legal. Observation has inductive method that has served for better phenomenon into a theory known; after this same method served deductive method for improve theory into phenomenon observed.

Statistics method
Statistics method was used by researcher with unique interest of analyzing information recollected through surveys, this instrument will be tabulated in form of tables, graphics, to performance of the result obtained, it results will help researcher to have a better vision of the Educative project.

POPULATION.
Population: Definition.

According to OECD (2018), mentioned that “Population are all people present or absent, inside and outside of the country, it shows how many people live in the country, how many people emigrated, how many people are death, how many people are young and old, how many people have a job, how many people are without a job, also growth rates are changes it is give each year in any country, as of this form obtaining an information required for make statistical data.

Population is part of high school, group of 8th grade, it should be mentioned that was not necessary for serving of statistic method and take part of population or sample because population’s number is not more than 100 people.

<table>
<thead>
<tr>
<th>Sample</th>
<th>Simple</th>
<th>Stratum</th>
<th>Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students male</td>
<td>18</td>
<td>12 - 15</td>
<td>Guayaquil</td>
</tr>
<tr>
<td>Students female</td>
<td>20</td>
<td>12 - 15</td>
<td>Guayaquil</td>
</tr>
<tr>
<td>Teacher</td>
<td>4</td>
<td>25 - 45</td>
<td>Guayaquil</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Teachers and students of the 8th grade from high school Washington Yanez Alomoto.

Researcher: Mujica Salas Ingrid Elizabeth
<table>
<thead>
<tr>
<th>Variables</th>
<th>Dimensions</th>
<th>Indicators</th>
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<tr>
<td>Reading Ability</td>
<td>Types of reading</td>
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<td>Critique</td>
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<td>Reading Comprehension</td>
<td>VOCABULARY</td>
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<tr>
<td>Exercies</td>
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<td></td>
<td>words</td>
<td>Adjectives</td>
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<tr>
<td></td>
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<td>Adverbs</td>
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<tr>
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<td></td>
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<td></td>
<td>Function words</td>
<td>Verbs ending in ing- ed.</td>
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<tr>
<td></td>
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<td>Auxiliary verbs.</td>
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<td></td>
<td>Strategies</td>
<td>Before reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>During reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>After reading</td>
</tr>
<tr>
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<td></td>
<td>Past</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Present</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Future</td>
</tr>
</tbody>
</table>

Elaborated by Ingrid Elizabeth Mujica Salas
OBJECTIVES: A review of reading comprehension exercises to develop reading ability for the pupils of eight course prof. Washington Yanez Alomoto public school.

This survey has purpose of obtaining information on certain aspects inherent to the variables of the topic and the project to be carried out to obtain the most accurate data to be analyzed.

Read carefully the instructions.

MARK WITH A “X” OR “√”

<table>
<thead>
<tr>
<th>Nº</th>
<th>QUESTIONS</th>
<th>CA</th>
<th>A</th>
<th>NE</th>
<th>D</th>
<th>CD</th>
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<tbody>
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<td>Teachers use oral communication to develop reading ability.</td>
<td>70</td>
<td>20</td>
<td>10</td>
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<td>0</td>
</tr>
<tr>
<td>2</td>
<td>Students need oral communication in class for doing exercises.</td>
<td>80</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>The oral communication can guide teachers for to create reading atmosphere.</td>
<td>0</td>
<td>70</td>
<td>10</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>After class oral communication is the worst activity to practice between students.</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>60</td>
<td>30</td>
</tr>
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<td>5</td>
<td>Believe what is didactic material creation useful to teach reading.</td>
<td>60</td>
<td>30</td>
<td>10</td>
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<td>0</td>
</tr>
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<td>6</td>
<td>It is necessary to know reading for learn a second language.</td>
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<td>70</td>
<td>20</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>You like read alone in a place without noise.</td>
<td>20</td>
<td>60</td>
<td>20</td>
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<td>0</td>
</tr>
<tr>
<td>8</td>
<td>You read by obligation into his/her job/study.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>9</td>
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<td>10</td>
<td>0</td>
<td>60</td>
<td>30</td>
</tr>
<tr>
<td>10</td>
<td>The oral communication methodology teachers will apply if they use a review of reading exercises.</td>
<td>0</td>
<td>10</td>
<td>0</td>
<td>20</td>
<td>70</td>
</tr>
<tr>
<td>11</td>
<td>A review of reading exercises can contain basic readings.</td>
<td>0</td>
<td>10</td>
<td>0</td>
<td>10</td>
<td>80</td>
</tr>
<tr>
<td>12</td>
<td>Students can follow advices and exercises of review of readings.</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>70</td>
</tr>
</tbody>
</table>
Sample: 4

Statement 1: Teachers use oral communication to develop reading ability.

GRAPHIC OF FREQUENCY Nº 1

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPLETELY AGREE</td>
<td>2</td>
<td>70%</td>
</tr>
<tr>
<td>AGREE</td>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>NEUTRAL</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>COMPLETELY DISAGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>4</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Prof. "Washington Yanez Alomoto" public school.

Researcher: Ingrid Elizabeth Mujica Salas

GRAPHIC Nº 1

This graphic shows that from students surveyed 70% of teachers are Completely agree, while 20% of teachers are Agree, 10% other teachers surveyed are Neutral, 0% of teachers are Disagree and 0% of teachers are Completely Disagree in teachers use oral communication to develop reading ability.

This result show that 70% of teachers use oral communication to develop reading ability for students.
Sample: 4

Statement 2: Students need oral communication in class for doing exercises.

**GRAPHIC OF FREQUENCY Nº 2**

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPLETELY AGREE</td>
<td>3</td>
<td>80%</td>
</tr>
<tr>
<td>AGREE</td>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>NEUTRAL</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>COMPLETELY DISAGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>4</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Prof. "Washington Yanez Alomoto" public school.

Researcher: Ingrid Elizabeth Mujica Salas

**GRAPHIC Nº 2**

This graphic shows that from teachers surveyed 80% of teachers are Completely agree, while 20% of teachers are Agree, 0% other teachers surveyed are Neutral, 0% of teachers are Disagree and 0% of teachers are Completely Disagree in students need oral communication in class for doing exercises.

This result show that 80% of teachers adduce that students need oral communication in class for doing exercises.
Sample: 4

Statement 3: The oral communication can guide teacher for to create reading atmosphere.

<table>
<thead>
<tr>
<th>GRAPHIC OF FREQUENCY Nº 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPLETELY AGREE</td>
</tr>
<tr>
<td>AGREE</td>
</tr>
<tr>
<td>NEUTRAL</td>
</tr>
<tr>
<td>DISAGREE</td>
</tr>
<tr>
<td>COMPLETELY DISAGREE</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

Researcher: Ingrid Elizabeth Mujica Salas

This graphic shows that from students surveyed 50% of teachers are Completely agree, while 50% of teachers are Agree, 0% other teachers surveyed are Neutral, 0% of teachers are Disagree and 0% of teachers are Completely Disagree in the oral communication can guide teachers for to create reading atmosphere.

This result show that 70% of teachers adduce that the oral communication can guide teachers for to create reading atmosphere.
Sample: 4
Statement 4: After class oral communication is the worst activity to practice between students.

GRAPHIC OF FREQUENCY Nº 4

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPLETELY AGREE</td>
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<td>0%</td>
</tr>
<tr>
<td>AGREE</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>NEUTRAL</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>1</td>
<td>60%</td>
</tr>
<tr>
<td>COMPLETELY DISAGREE</td>
<td>0</td>
<td>30%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>4</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Prof. "Washington Yanez Alomoto" public school.

Researcher: Ingrid Elizabeth Mujica Salas

GRAPHIC Nº 4

This graphic shows that from teachers surveyed 60% of teachers are Disagree, while 30% of teachers are Completely Disagree, 10% other teachers surveyed are Neutral, 0% of teachers are Completely agree and 0% of teachers are Completely agree in after class oral communication is the worst activity to practice between students.

This graphic shows that majority of teacher are in disagree that after class oral communication is the worst activity to practice between students.
Sample: 4
Statement 5: Believe what is didactic material creation useful to teach reading.

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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</thead>
<tbody>
<tr>
<td>COMPLETELY AGREE</td>
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<td>60%</td>
</tr>
<tr>
<td>AGREE</td>
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<td>30%</td>
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<tr>
<td>NEUTRAL</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>COMPLETELY DISAGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>4</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Prof. "Washington Yanez Alomoto" public school.

Researcher: Ingrid Elizabeth Mujica Salas

This graphic shows that from students surveyed 60% of teachers are Completely agree, while 30% of teachers are Agree, 10% other teachers surveyed are Neutral, 0% of teachers are Disagree and other 0% of teachers Completely Disagree in believe what is didactic material creation useful to teach reading.

This graphic shows that majority of teacher are in Completely agree in believe what is didactic material creation useful to teach reading.
Sample: 4
Statement 6: It is necessary to know reading for learn a second language.

GRAPHIC Nº 6

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPLETELY AGREE</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>AGREE</td>
<td>2</td>
<td>70%</td>
</tr>
<tr>
<td>NEUTRAL</td>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>COMPLETELY DISAGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>4</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Prof. "Washington Yanez Alomoto" public school.

GRAPHIC Nº 6

It is necessary to know reading for learn a second language.

This graphic shows that from teacher surveyed 70% of teachers are Agree, while 20% of teachers are Neutral, 10% other teachers surveyed are Completely agree, 0% of teachers are Disagree and other 0% of teachers are Completely Disagree in it is necessary to know reading for learn a second language.

This graphic shows that majority of teacher are in Agree in it is necessary to know reading for learn a second language.
Sample: 4

Statement 7: You like read alone in a place without noise.

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPLETELY AGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>AGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>NEUTRAL</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>26</td>
<td>80%</td>
</tr>
<tr>
<td>COMPLETELY DISAGREE</td>
<td>12</td>
<td>20%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>38</strong></td>
<td><strong>100%</strong></td>
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</tbody>
</table>

Source: Prof. "Washington Yanez Alomoto" public school.

Researcher: Ingrid Elizabeth Mujica Salas

This graphic shows that from teacher surveyed 60% of teachers are Agree, while 20% of teachers are Completely Agree, 20% other teachers surveyed are Neutral, 0% of teachers are Disagree and other 0% of teachers are Completely Disagree in you like read alone in a place without noise.

This shows that majority of teachers are Agree in like read alone in a place without noise.
Sample: 4

Statement 8: You read for obligation into his/her job/study.

**GRAPHIC OF FREQUENCY Nº 8**

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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</thead>
<tbody>
<tr>
<td>COMPLETELY AGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>AGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>NEUTRAL</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>COMPLETELY DISAGREE</td>
<td>3</td>
<td>80%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>4</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Prof. "Washington Yanez Alomoto" public school.

Researcher: Ingrid Elizabeth Mujica Salas

**Graphic Nº 8**

This graphic shows that from teacher surveyed 80% of teachers are Completely disagree, while 20% of teachers are Disagree, 0% other teachers surveyed are Neutral, 0% of teachers are Completely agree and other 0% of teachers are in Agree in that you read by obligation into his/her job/study.

This graphic shows that majority students read for obligation into his/her job or study more no for hobby.
Sample: 4

Statement 9: Students can develop the reading ability through a review of reading exercise.

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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</thead>
<tbody>
<tr>
<td>COMPLETELY AGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>AGREE</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>NEUTRAL</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>2</td>
<td>60%</td>
</tr>
<tr>
<td>COMPLETELY DISAGREE</td>
<td>1</td>
<td>30%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>4</strong></td>
<td><strong>100%</strong></td>
</tr>
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</table>

Source: Prof. "Washington Yanez Alomoto" public school.

Researcher: Ingrid Elizabeth Mujica Salas

This graphic shows that from teacher surveyed 60% of teachers are Disagree, while 30% of teachers are Disagree, 10% other teachers surveyed are Agree, 0% of teachers are Neutral other 0% of teachers are Completely Agree in students can develop the reading ability through a review of reading exercise.

This graphic shows that majority of teachers are in Disagree students can develop the reading ability through a review of reading exercise.
Sample: 4

Statement 10: The oral communication methodology teachers will apply if they use a review of reading exercises.

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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</thead>
<tbody>
<tr>
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<td>0%</td>
</tr>
<tr>
<td>AGREE</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>NEUTRAL</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>COMPLETELY DISAGREE</td>
<td>2</td>
<td>70%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>4</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Prof. "Washington Yanez Alomoto" public school.

Researcher: Ingrid Elizabeth Mujica Salas

This graphic shows that from teachers surveyed 0% of teachers are Completely agree, while 10% of teachers are Agree, 0% other teachers surveyed are Neutral, 20% of teachers are Disagree and other 70% of teachers are Completely Disagree in the oral communication methodology teachers will apply if they use a review of reading exercises.

This graphic shows that majority of teachers will apply if they use a review of reading exercises.
Sample: 4

Statement 11: A review of reading exercises can contain basic readings.

**GRAPHIC OF FREQUENCY Nº 11**

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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</thead>
<tbody>
<tr>
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<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>AGREE</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>NEUTRAL</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>COMPLETELY DISAGREE</td>
<td>2</td>
<td>80%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>4</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Prof. "Washington Yanez Alomoto" public school.

Researcher: Ingrid Elizabeth Mujica Salas

**GRAPHIC Nº 11**

This graphic shows that from teacher surveyed 80% of teachers are Completely Disagree, while 10% of teachers are Disagree, 0% other teachers surveyed are Agree, 0% of teachers are Completely Agree and other 0% of teachers are Neutral in that a review of reading exercises can contain basic readings.

This graphic shows that majority of teachers are Completely Disagree that a review of reading exercises can contain basic readings.
Sample: 4

Statement 12: Students can follow advices and exercises of review of readings.

GRAPHIC OF FREQUENCY Nº 12

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
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<td>0%</td>
</tr>
<tr>
<td>AGREE</td>
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<td>10%</td>
</tr>
<tr>
<td>NEUTRAL</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>COMPLETELY DISAGREE</td>
<td>2</td>
<td>70%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>4</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Prof. "Washington Yanez Alomoto" public school.

Researcher: Ingrid Elizabeth Mujica Salas

GRAPHIC Nº 12

This graphic shows that from teacher surveyed 70% of teachers are Completely Disagree, while 20% are Disagree, 0% of teacher are Neutral, other 10% of teachers are Agree, and other 0% of teachers are Completely Agree in students can follow advices and exercises of a review of reading.

This graphic shows that majority of teachers are Completely Disagree in that students can follow advices and exercises of review of readings.
ANALYSIS OF RESULTS
SURVEY TO STUDENTS
LETTERS AND EDUCATION SCIENCES, UNIVERSITY OF GUAYAQUIL
LANGUAGE AND LINGUISTICS FACULTY

OBJECTIVES: A review of reading comprehension exercises to develop reading ability for the pupils of eight course prof. Washington Yanez Alomoto public school.

This survey has purpose of obtaining information on certain aspects inherent to the variables of the topic and the project to be carried out to obtain the most accurate data to be analyzed.

Read carefully the instructions.

MARK WITH A “X” OR “√”

<table>
<thead>
<tr>
<th>Nº</th>
<th>QUESTIONS</th>
<th>CA</th>
<th>A</th>
<th>NE</th>
<th>D</th>
<th>CD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teachers use oral communication to develop reading ability.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>75</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>Students need oral communication in class for doing exercises.</td>
<td>70</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>The oral communication can guide teachers for to create reading atmosphere.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>4</td>
<td>After class oral communication is the worst activity to practice between students.</td>
<td>70</td>
<td>20</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Believe what is didactic material creation useful to teach reading.</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>60</td>
<td>30</td>
</tr>
<tr>
<td>6</td>
<td>It is necessary to know reading for learn a second language.</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>70</td>
<td>25</td>
</tr>
<tr>
<td>7</td>
<td>You like read alone in a place without noise.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>8</td>
<td>You read by obligation into his/ her job/study.</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>80</td>
<td>10</td>
</tr>
<tr>
<td>9</td>
<td>Students can develop the reading ability through a review of reading exercise.</td>
<td>0</td>
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<td>10</td>
<td>20</td>
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</tr>
<tr>
<td>10</td>
<td>The oral communication methodology teachers will apply if they use a review of reading exercises.</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>10</td>
<td>80</td>
</tr>
<tr>
<td>11</td>
<td>A review of reading exercises can contain basic readings.</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>10</td>
<td>80</td>
</tr>
<tr>
<td>12</td>
<td>Students can follow advices and exercises of review of readings.</td>
<td>60</td>
<td>30</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
RESULTS OF SURVEY TO STUDENTS

Research serves to this instrument to recollect information from students of the high school for asking approbation to implement an English educative project and to add data about phenomenon for determining if hypothesis created through observation was true.

CONCLUSIONS AND RECOMMENDATIONS

This project concludes that students concur with implementation of Educational project.

- Conclude that students like learning reading ability to improve foreign language.
- Conclude that students find hard reading activities.
- Conclude that students must knowing first the meaning of word for after can develop activities.
- Conclude that is easy when learn with gestures.
- It is recommendable that students read handling strategy proposed.
- It is recommendable that students use dictionary to check word meaning.
- It is recommendable that students handle tenses to explain approbation or refusals.
- It is recommendable that students are provided of reading materials.
Sample: 38

Statement 1: Teachers use oral communication to develop reading ability.

GRAPH OF FREQUENCY Nº 1

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
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<tbody>
<tr>
<td>COMPLETELY AGREE</td>
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<td>0%</td>
</tr>
<tr>
<td>AGREE</td>
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<tr>
<td>NEUTRAL</td>
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<tr>
<td>DISAGREE</td>
<td>28</td>
<td>75%</td>
</tr>
<tr>
<td>COMPLETELY DISAGREE</td>
<td>10</td>
<td>25%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>38</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Prof. "Washington Yanez Alomoto" public school.

Researcher: Ingrid Elizabeth Mujica Salas

GRAPHIC Nº 1

This graphic shows that from students surveyed 75% of students are Disagree, 25% of students are Completely Disagree, 0% other students surveyed are Neutral, 0% of students are Agree and 0% of students are Completely Agree in teachers use oral communication to develop reading ability.

This graphic shows majority of students are Disagree in teachers use oral communication to develop reading ability.
Sample: 38

Statement 2: Students need oral communication in class for doing exercises.

GRAPH OF FREQUENCY Nº 2

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPLETELY AGREE</td>
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<td>70%</td>
</tr>
<tr>
<td>AGREE</td>
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<td>NEUTRAL</td>
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<td>0%</td>
</tr>
<tr>
<td>DISAGREE</td>
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<td>0%</td>
</tr>
<tr>
<td>COMPLETELY DISAGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>38</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Prof. "Washington Yanez Alomoto" public school.
Researcher: Ingrid Elizabeth Mujica Salas

GRAPHIC Nº 2

This graphic shows that from students surveyed 70% of students are Disagree, while 30% of students are Completely disagree, 0% other students surveyed are Neutral, 0% of students are Completely Agree and 0% of students are Agree in students need oral communication in class for doing exercises.

This graphic shows majority of students are in Disagree that need oral communication in class for doing exercises.
Sample: 38

Statement 3: The oral communication can guide teachers for to create reading atmosphere.

### GRAPH OF FREQUENCY Nº 3

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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<tbody>
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<td>80%</td>
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<tr>
<td>TOTAL</td>
<td>38</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Prof. "Washington Yanez Alomoto" public school.

Researcher: Ingrid Elizabeth Mujica Salas

### GRAPHIC Nº 3

This graphic shows that from students surveyed 80% of students are Completely Disagree, while 20% of students are Disagree, 0% other students surveyed are Neutral, 0% of students are Completely Agree and 0% of students are Agree in the oral communication can guide teachers for to create reading atmosphere.

This graphic show majority of students think that the oral communication can guide teachers for to create reading atmosphere.
Sample: 38

Statement 4: After class oral communication is the worst activity to practice between students.

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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</thead>
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<tr>
<td>COMPLETELY DISAGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>38</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Prof. "Washington Yanez Alomoto" public school.

Researcher: Ingrid Elizabeth Mujica Salas

This graphic shows that from students surveyed 70% of students are Completely Agree, while 20% of students are Agree, 10% other students surveyed are Neutral, 0% of students are Disagree and 0% of students are Completely Disagree in after class oral communication is the worst activity to practice between students.

This graphic show majority of students are Completely Agree in after class oral communication is the worst activity to practice between students.
Sample: 38

Statement 5: Believe what is didactic material creation useful to teach reading atmosphere.

**GRAPH OF FREQUENCY Nº 5**

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
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<td>COMPLETELY DISAGREE</td>
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<tr>
<td>TOTAL</td>
<td>38</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Prof. "Washington Yanez Alomoto" public school.

Researcher: Ingrid Elizabeth Mujica Salas

**GRAPHIC Nº 5**

Believe what is didactic material creation useful to teach reading.

This graphic shows that from students surveyed 60% of students are Disagree, while 30% of students are Completely Disagree, 10% other students surveyed are Neutral, 0% of students are Agree and 0% of students are Completely Agree in believe what is didactic material creation useful to teach reading.

This graphic shows majority of students are in Disagree in believe didactic material material useful to teach reading.
Sample: 38

Statement 6: It is necessary to know reading for learn a second language.

GRAPH OF FREQUENCY № 6

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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<tbody>
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<td>70%</td>
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<tr>
<td>COMPLETELY DISAGREE</td>
<td>9</td>
<td>25%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>38</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Prof. "Washington Yanez Alomoto" public school.
Researcher: Ingrid Elizabeth Mujica Salas

GRAPHIC Nº 6

This graphic shows that from students surveyed 70% of students are Disagree, while 25% of students are Completely Disagree, 5% other students are Neutral, 0% of students are Agree and 0% of students are Completely Agree in is necessary to know reading for learn a second language.

This graphic show majority students are Disagree in relation to is necessary to know reading for learn a second language.
Sample: 38
Statement 7: You like read alone in a place without noise.

GRAPH OF FREQUENCY Nº 7

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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<td>0%</td>
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<tr>
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<td>80%</td>
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<tr>
<td>COMPLETELY DISAGREE</td>
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<td>20%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>38</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Prof. "Washington Yanez Alomoto" public school.
Researcher: Ingrid Elizabeth Mujica Salas

GRAPHIC Nº 7

This graphic shows that from students surveyed 80% of students are Disagree, while 20% of students are Completely disagree, 0% other students are Completely Agree, 0% of students are Agree, and 0% of students are Neutral, in you like read alone in a place without noise. This graphic shows majority of the students are Disagree in like read alone in a place without noise.
Sample: 38

Statement 8: You read by obligation into his/her job/study.

**GRAPH OF FREQUENCY Nº 8**

<table>
<thead>
<tr>
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<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>DISAGREE</td>
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<td>80%</td>
</tr>
<tr>
<td>COMPLETELY DISAGREE</td>
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<td>10%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>38</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Prof. "Washington Yanez Alomoto" public school.
Researcher: Ingrid Elizabeth Mujica Salas

**GRAPHIC Nº 8**

This graphic shows that from students surveyed 80% of students are Disagree, while 10% of students are Completely disagree, 10% other students are Neutral, 0% of students are Completely Agree and % of students are Agree in you read by obligation into his/her job/study.

This graphic shows majority of students are disagree in relation with read by obligation into his/her job/study.
Sample: 38
Statement 9: Students can develop the reading ability through a review of reading exercises.

**GRAPH OF FREQUENCY Nº 9**

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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<td>0%</td>
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<tr>
<td>AGREE</td>
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<tr>
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<td>10%</td>
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<tr>
<td>DISAGREE</td>
<td>10</td>
<td>20%</td>
</tr>
<tr>
<td>COMPLETELY DISAGREE</td>
<td>24</td>
<td>70%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>38</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Prof. "Washington Yanez Alomoto" public school.
Researcher: Ingrid Elizabeth Mujica Salas

**GRAPHIC Nº 9**

This graphic shows that from students surveyed 70% of students are Completely Disagree, while 20% of students are Disagree, 10% other students are Neutral, 0% of students are Agree and 0% of students are Completely Agree in students can develop the reading ability through a review of reading exercises.

This graphic shows majority of students are Completely disagree can develop the reading ability through a review of reading exercise.
Sample: 38

Statement 10: The oral communication methodology teachers will apply if they use a review of reading exercises.

**GRAPH OF FREQUENCY N° 10**

<table>
<thead>
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<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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<tr>
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<tr>
<td>AGREE</td>
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<tr>
<td>NEUTRAL</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>COMPLETELY DISAGREE</td>
<td>30</td>
<td>80%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>38</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Prof. "Washington Yanez Alomoto" public school.

Researcher: Ingrid Elizabeth Mujica Salas

**GRAPHIC N° 10**

The oral communication methodology teachers will apply if they use a review of reading exercises.

This graphic shows that from students surveyed 80% of students are completely Disagree, while 10% of students are Disagree, 10% other students are Neutral, 0% of students are Completely Agree and 0% of students are Agree in the oral communication methodology teachers will apply if they use a review of reading exercises.

This graphic show majority of students are completely in disagree in relation with the oral communication methodology teachers will apply if they use a review of reading exercises.
Sample: 38

Statement 11: A review of reading exercises can contain basic reading.

**GRAPH OF FREQUENCY Nº 11**

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
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<tr>
<td>AGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>NEUTRAL</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>COMPLETELY DISAGREE</td>
<td>30</td>
<td>80%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>38</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Prof. "Washington Yanez Alomoto" public school.

Researcher: Ingrid Elizabeth Mujica Salas

**GRAPHIC Nº 11**

This graphic shows that from students surveyed 80% of students are Completely Disagree, while 10% of students are Disagree, 10% other students are Neutral, 0% of students are Completely Agree and 0% of students are Agree in a review or reading exercises can contain basic readings.

This graphic shows majority of students are Completely Disagree in relation with a review of reading exercises can contain basic readings.
Sample: 38
Statement 12: Students can follow advices and exercises of review of readings.

GRAPH OF FREQUENCY Nº 12

<table>
<thead>
<tr>
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<tr>
<td>NEUTRAL</td>
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<td>10%</td>
</tr>
<tr>
<td>DISAGREE</td>
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<tr>
<td>COMPLETELY DISAGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>38</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Prof. "Washington Yanez Alomoto" public school.
Researcher: Ingrid Elizabeth Mujica Salas

GRAPHIC Nº 12

This graphic shows that from students surveyed 60% of students are Completely Agree, while 30% of students are Agree, 10% other students are Neutral, 0% of students are Disagree and 0% of students are Completely Disagree in students can follow advices and exercises of review of readings.

This graphic shows majority of students are Completely Agree in can follow advice and exercises of review of readings.
RESULTS OF SURVEY TO TEACHERS AND STUDENTS.

Research serves this instrument to recollect information from authority of the Profesor “Washington Yanez Alomto” high school for asking approbation to implement an English educative project and to add data about phenomenon for determining if hypothesis created through observation was true.

CONCLUSIONS AND RECOMMENDATIONS

This project concludes that students concur with implementation of this.

- Conclude that students like learning reading ability to improve foreign language.
- Conclude that students find hard reading activities.
- Conclude that students must knowing first the meaning of words for after can develop activities.
- It is recommendable that students read handling strategy proposed.
- It is recommendable that students use dictionary to check word meaning.
- It is recommendable that students handle tenses to explain approbation or refusals.
- It is recommendable that students are provided of reading materials.
CHAPTER IV

THE PROPOSAL

Antecedents

Some of the reasons to carry out this project were the lack of reading habits, fluency, good pronunciation and the bad grades of the students of eighth course, Prof. Washington Yanez. During the development of the demonstrative activities, the students were a little bit confused because it was the first time they attended to English classes in a different way using a review of reading comprehension exercises to develop reading ability. At the beginning, they did not know how to get the main idea from paragraphs, make predictions, summarize texts, or even pronounce words correctly. When we finished these activities, we could realize how much they had learnt, also felt pleased to interact in a reading class.

Justification

The application of the present proposal is justified, since it offers alternatives to raise the students’ motivation in class. In educational aspect, educators believe that students learn best when it is fun, because through readings they can acquire skills in most subjects because show that is a natural and universal tool to get more culture and development in the students. In addition, the main reasons people like to read in English now is because the process of the class is developed in an adequate environment with the combination of motivating elements.
Main problem

The foundation of our proposal is based on the student’s necessities to develop reading in English, increasing motivation and update teaching process through continuous practice and with help of a review of reading comprehension exercises to develop the reading ability for pupils of eighth course of elementary school. It is sure that this research will offer positive results. These are reading comprehension exercises proposed in this project for improving reading in the students of 8th grade of elementary school.

Summarizing the diagnosis

According to the results taken from the surveys, questionnaires and interviews at Washington Yanez Alomoto during the diagnostic phase, we could determine the following problems:

- Create the habit of read.
- lack active participation in class.
- lack of good pronunciation and fluency. This information help to choose the best strategies for application of reviews of reading comprehension exercises to develop the reading ability for the pupils of eighth course, Prof. Washington Yanez and benefit educative community and the reason for elaboration of the project.
PROPOSAL:

“A REVIEW OF READING COMPREHENSION EXERCISES TO DEVELOP THE READING ABILITY” FOR STUDENTS OF EIGHTH COURSE OF THE WASHINGTON YANEZ ALOMOTO

2018 - 2019
READINGS:

“A day with Alphie”.

This is Alphie. He was born in April in Telford. His mum is called Lucy. Her mother is Betty. He was a brown and beige pram. It is made by Silver Cross and was bought from John Lewis. It is a large department store. Portsmouth has a John Lewis store in Southsea. He has a sky-blue pram. He likes going in his pram to the shops. He is putting on lots of weight every week. He is wearing blue clothes and he is lying on the floor.

Before delivering the readings to the students, give them their corresponding meanings in advance, it will help to the student has previous knowledges about reading and will learn faster to recognize and identify words; then continue with questions about it. In this case teacher first read it; then every one of them.

Once upon recognized these words, to ask students respond for knowing how much have learned. Concluded this activity give a prize to the students.

Activities:

1. What is the title of this reading?

2. What is his mother’s name?

3. What color is his pram?

4. Does he like going to shopping?

5. What is he wearing?

6. When was bought the baby clothes?

7. Where has a John Lewis store?
Reading:

“Cat called Fluffy”.

Sophie is holding a cat. She is holding her cat. Her mum is with her. Her name is Joanne. They live in Southsea with Sophie’s dad, Jim. Their cat is called Fluffy. It is one year old. It is a very friendly cat. Sophie loves her cat, Fluffy. She is eight years old and goes to Windmill School. Her teacher is Mrs. Snow. She is a very nice teacher.

Before delivering the readings to the students, give them their corresponding meanings in advance, it will help to the student has previous knowledges about reading and will learn faster to recognize and identify words; then continue with questions about it. In this case teacher first read it; then every one of them. Once upon recognized these words, to ask students respond for knowing how much have learned. Concluded this activity give a prize to the students.

Activities:

1. What is the title of this reading?

2. Who is the owner of the pet?

3. What was the person was with the owner?

4. What is the name of the mother girl’s?

5. Where the owner lives?

6. How many years the cat has?

7. Where does Sophie study?

8. What is the teacher name that teach to the girl?
Reading:
Picture of a house.

This is a picture of a house. It has a tree in the garden. It has green leaves.
The driveway is very wide. It has space for several cars. My brother, Tom and sister in law, Sarah live in the house.
They have two sons. Samuel is thirteen and Luke is ten. They live in Christchurch. It is near the sea. They have two rabbits called Snowy and Pickles. They live in a church in the back garden. Snowy is a white rabbit and Pickles is a brown rabbit.

Before delivering the readings to the students, give them their corresponding meanings in advance, it will help to the student has previous knowledges about reading and will learn faster to recognize and identify words; then continue with questions about it. In this case teacher first read it; then every one of them.

Once upon recognized these words, to ask students respond for knowing how much have learned. Concluded this activity give a prize to the students.

Activities:

1. What is the title of this reading?
   ____________________________________________________________

2. How many trees has this house?
   ____________________________________________________________

3. What color is the house?
   ____________________________________________________________

4. Is there two driveways in this house?
   ____________________________________________________________

5. Do they have pets?
   ____________________________________________________________

6. Where do Tom and Sara live?
   ____________________________________________________________

   How many pets do they have?
Reading:
What happened with Norma?

Norma went to bed. It was eleven o’clock. She turned out the light. She lay in bed. It was quiet. She could not sleep. She closed her eyes. She tried to sleep, but she could not. She turned to read her book. It was a good book. She read one page. Then she read another page. After a while, she felt sleepy. She closed the book. She turned out the light. She closed her eyes. She went straight to sleep.

Before delivering the readings to the students, give them their corresponding meanings in advance, it will help to the student has previous knowledges about reading and will learn faster to recognize and identify words; then continue with questions about it. In this case teacher first read it; then every one of them.

Once upon recognized these words, to ask students respond for knowing how much have learned. Concluded this activity give a prize to the students.

Activities:

1. What is the title of this reading?

2. What is the woman’s name?

3. What color is her clothes?

4. Why does she do not to sleep?

5. What is she wearing?

6. What did she do for can sleeping?

7. What did happen after she read very much?
Reading:

Red, white and blue.

Tracy looked at the flag. The flag is a red, white and blue. It has 50 white stars. The white stars are on a blue square. The flag has six white stripes. It has seven red stripes. All the stripes are horizontal. They are not vertical. The stripes do not go up and down. They go from left to right. Tracy loves her flag. No other flag has 50 stars. No other flag has 13 stripes. The flag represents a patriotic symbol.

Before delivering the readings to the students, give them their corresponding meanings in advance, it will help the student has previous knowledges about reading and will learn faster to recognize and identify words; then continue with questions about it. In this case teacher first read it; then every one of them.

Once upon recognized these words, to ask students respond for knowing how much have learned. Concluded this activity give a prize to the students.

Activities:

1. What is the title of this reading?
   _______________________________________________________

2. What is the country’s name in relation to the flag?
   _______________________________________________________

3. How many stars have the flag?
   _______________________________________________________

4. How many colors has the flag?
   _______________________________________________________

5. Who loves the flag?
   _______________________________________________________

6. What does represent each color of the flag?
   _______________________________________________________


Reading:
Washing her hands.
Fay went into the bathroom. She turned on the cold water. She turned on the hot water. Warm water came out of the faucet. She put her hands under the warm water. She rubbed her hands together. She picked up a bar of white soap. She rubbed the soap with her hands. She put the soap back. She washed her hands for half a minute. Then she rinsed her hands with the water. She turned off the hot water. She turned off the cold water. She dried her hands with a towel.

Before delivering the readings to the students, give them their corresponding meanings in advance, it will help to the student has previous knowledges about reading and will learn faster to recognize and identify words; then continue with questions about it. In this case teacher first read it; then every one of them.

Once upon recognized these words, to ask students respond for knowing how much have learned. Concluded this activity give a prize to the students.

Activities:
1. What is the title of this reading?
______________________________________________________________________

2. Who was washing hands with cold water in the bathroom?
______________________________________________________________________

3. Why do Fay put after her hands under the warm water?
______________________________________________________________________

4. Who do pick up a bar of white soap?
______________________________________________________________________

5. Why does the girl was washing the hands?
______________________________________________________________________

6. How long time does she washed her hands?
______________________________________________________________________

7. What did she before?
______________________________________________________________________

8. What did she before?
______________________________________________________________________
A thin man.

Richard is a light eater. He doesn’t eat much. He isn’t a heavy eater. He eats a light breakfast, a light lunch, and a light dinner. Richard is not fat. He is thin. He will always be thin, because he is a light eater. He eats a bowl of cereal for breakfast. He eats a bowl of cereal with milk. He eats a sandwich. He likes fish. He eats rice and vegetables for dinner. All he eats for dinner is rice and vegetables. He will never get fat.

Before delivering the readings to the students, give them their corresponding meanings in advance, it will help to the student has previous knowledges about reading and will learn faster to recognize and identify words; then continue with questions about it. In this case teacher first read it; then every one of them.

Once upon recognized these words, to ask students respond for knowing how much have learned. Concluded this activity give a prize to the students.

Activities:

1. What is the title of this reading?

2. Is man or woman?

3. What color is the clothes?

4. Does he like to eat junk food?

5. Does he eat too much?

6. When does he eat cereal?

7. What does dinner he?
A piece of paper.

Jimmy dropped a piece of paper on the floor. He bent over and picked it up. He folded the piece of paper in two. He put it on the table. He picked up a pencil. He wrote a phone number on the piece of paper. He put the pencil on the table. He picked up the scissors. He picked up the piece of paper. He cut the paper in half. He put one half of the paper on the table. He put the other half with the phone number in his shirt pocket. He put the scissors on the table.

Before delivering the readings to the students, give them their corresponding meanings in advance, it will help to the student has previous knowledges about reading and will learn faster to recognize and identify words; then continue with questions about it. In this case teacher first read it; then every one of them.

Once upon recognized these words, to ask students respond for knowing how much have learned. Concluded this activity give a prize to the students.

Activities:

1. What is the title of this reading?

2. What is name of the baby?

3. What he does?

4. What do happen with the pencil?

5. What does he with the paper?

6. What does use Jimmy to cut the paper?

7. Where does put the pieces of paper the baby?
Reading:
Buy a new car.

Linda wants to buy a new car. She has an old car. She likes red color. Her old car is a white Honda. Linda wants to buy a new Honda. She wants to buy a new red Honda. She has saved $1,000. She will use $1,000 to help buy the new car. She will give her a contract to sign. The contract will require her to pay $400 a month for seven years. Her new red Honda will cost Linda a lot of money. But that’s okay, because Linda makes a lot of money.

Before delivering the readings to the students, give them their corresponding meanings in advance, it will help to the student has previous knowledges about reading and will learn faster to recognize and identify words; then continue with questions about it. In this case teacher first read it; then every one of them.

Once upon recognized these words, to ask students respond for knowing how much have learned. Concluded this activity give a prize to the students.

Activities:
1. What is the title of this reading?
   __________________________________________

2. What is your favorite color?
   __________________________________________

3. She has a car?
   __________________________________________

4. How much money she has?
   __________________________________________

5. What would you like to do with that money?
   __________________________________________

6. How much she would pay per month?
   __________________________________________

7. Is she rich or poor?
   __________________________________________
Reading:

Water and an apple.

Susan likes to eat apples. She likes to eat big red apples. She likes to wear a blue hat. She wears a big blue hat on her lead. She wears a hat and eats an apple. She drinks some water from a white cup. Susan drinks water and eats apples. She doesn’t cut the apple with a knife. A knife is sharp. She just eats the apple. She holds the apple in her hand. She bites into the apple with her teeth. She licks her lips. She drinks more water. She wipes her mouth with her hand.

Before delivering the readings to the students, give them their corresponding meanings in advance, it will help to the student has previous knowledges about reading and will learn faster to recognize and identify words; then continue with questions about it. In this case teacher first read it; then every one of them.

Once upon recognized these words, to ask students respond for knowing how much have learned. Concluded this activity give a prize to the students.

Activities:

1. What is the title of this reading?
   ________________________________________________________________

2. What is the name of her?
   ________________________________________________________________

3. What would like eating to her?
   ________________________________________________________________

4. What color is the hat?
   ________________________________________________________________

5. What would she like to drink?
   ________________________________________________________________

6. What she used to cut apple with?
   ________________________________________________________________

7. Does she cut the apple in slice?
   ________________________________________________________________
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Recovered from: www.inec.gob.ec


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file:///C:/Users/hp/Downloads/La%20evoluci%C3%B3n%20de%20la%20lectura%20%E2%80%93%20Neurociencia.htm

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TRABAJO DE TITULACIÓN

<table>
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<tr>
<th>NOMBRE DE LA PROPUESTA DE TRABAJO DE LA TITULACIÓN</th>
<th>PROPOSAL: A REVIEW OF READING COMPREHENSION EXERCISES TO DEVELOP THE READING ABILITY.</th>
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<td>Ingrid Elizabeth Mujica Salas</td>
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<td>FACULTAD</td>
<td>Facultad de Filosofía, Letras y Ciencias de la Educación</td>
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<td>Estrategias educativas integradoras e inclusivas</td>
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<td>Mayo 28/2018</td>
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APROBADO
APROBADO CON OBSERVACIONES
NO APROBADO
MSc.
Silvia Moy Sang Castro
DECANA DE LA FACULTAD DE FILOSOFÍA
Ciudad.-

De mis consideraciones:

Yo, Ingrid Elizabeth Mujica Salas, con CC-0913084661, egresada de la Escuela de Lengua y Linguística, y estudiante de Actualización de Conocimiento MAC3, del año 2018 solicito a usted muy respetuosamente se me conceda la autorización para que se me asigne un Tutor para el desarrollo del Proyecto Educativo de la Tesis, en el Horario Nocturno de 18h00 a 19h00.

Atentamente,

Universidad de Guayaquil

email: ingride1974@hotmail.com
celular: 09-79180604.
Licenciada. Norma Alarcón Bamboza
DIRECTORA DE LA E.E.B. Completa
"WASHINGTON YÁNEZ ALOMOTO"
Ciudad.-

De mi consideración:

Me dirijo ante usted con el fin de solicitarle, se sirva otorgar la autorización pertinente, para que la estudiante INGRID ELIZABETH MUJICA SALAS, de la Facultad de Lenguas y Lingúística pueda aplicar el Proyecto de investigación para la elaboración del trabajo de Título, previo a la obtención del título de Licenciado/a en Ciencias de la Educación, mención Lengua Inglesa y Lingúística.

TOPIC: ROLL OF READER’S COMPREHENSION ACTIVITIES FOR COMMUNICATION.

PROPOSAL: A REVIEW OF READING COMPREHENSION EXERCISES TO DEVELOP THE READING ABILITY.

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

Le antecipo mis reconocimientos.

Msc. Alfonso Sánchez Ávila
DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA
Oficio No. 296
Guayaquil, 04 de Julio del 2018

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 ratifica la designación de Revisor-Asesor de Proyectos Educativos, que se le hizo mediante oficio No. 129 del 09 de Mayo del presente año.

En esta designación consta el nombre de la estudiante de la Escuela de Lenguas y Lingüística: MUJICA SALAS INGRID ELIZABETH.

TOPIC: Roll of reader's comprehension activities for communication.

PROPOSAL: A review of reading comprehension exercises to develop the reading ability.

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. Álvaro Sánchez Ávila
DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÚÍSTICA
Guayaquil, 17 de Agosto del 2018

MSc
Sylvia 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 4 de Julio del 2018 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 la estudiante: Ingrid Elizabeth Mujica Salas

Diseñaron y ejecutaron el Proyecto Educativo:

**TOPIC:** ROLL OF READER COMPREHENSION ACTIVITIES IN ORAL COMMUNICATION.

**PROPOSAL:** A REVIEW OF READING COMPREHENSION EXERCISES TO DEVELOP THE READING ABILITY

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

Los participantes han 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]

Profesor: Carlos Valle
Guayaquil, 17 de 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 Roll of reader’s comprehension activities in oral communication of 8th grade at teacher Washington Yanez Alomoto high school de la Estudiante Ingrid Elizabeth Mujica Salas 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 esta apta para continuar con el proceso de revisión final.

Atentamente,

MSc. Carlos Valle
8912219771
Guayaquil, 20 de Agosto del 2018

Msc
Silvia Moy Sing 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 4 de Julio del 2018 en el cual se me designó asesor de Proyectos Educativos de la Licenciatura en Ciencias de la Educación Especialización LENGUAS Y LINGÜÍSTICA, tengo el honor de informar lo siguiente:

Que la estudiante: Ingrid Elisabeth Mujica Solís

Diseñaron y ejecutaron el Proyecto Educativo:

TOPIC: ROLL OF READER COMPREHENSION ACTIVITIES IN ORAL COMMUNICATION.

PROPOSAL: A REVIEW OF READING COMPREHENSION EXERCISES TO DEVELOP THE READING ABILITY.

El mismo que ha cumplido con las directrices y recomendaciones dada por la sustra.

Los participantes han ejecutado las diferentes etapas constitutivas del proyecto.

Por lo expuesto se procede a la APROBACIÓN del proyecto y poniendo a vista
Consideración de rigor para los efectos legales correspondientes.

Muy atentamente

Msc. Carlos Valle Nivarro
Professor Advisor
Guayaquil, 17 de 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 Roll of reader’s comprehension activities in oral communication of 8th grade at teacher Washington Yanez Alomoto high school de la Estudiante Ingrid Elizabeth Mujica Salas indicando que ha cumplido con todos los parámetros establecidos en la normativa vigente:

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Dando por concluida esta tutoría de trabajo de titulación, CERTIFICO, para los fines pertinentes que el estudiante esta apta para continuar con el proceso de revisión final.

Atentañente,

MSc. Carlos Valle
0912319771
Guayaquil, 17 de 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.

Acuerdo del Plan Tutorial

Nosotros, Carlos Valle Navarro, docente tutor del trabajo de titulación “Roll of reader’s Comprehension Activities in oral Communication”, estudiante Ingrid Elizabeth Mujica Salas de la Carrera de Lenguas y Lingüísticas comunicamos que acordamos realizar las tutorías semanalmente en el siguiente horario 18:00pm -19:00 pm los días MIERCOLES.

De igual amanerad 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,

Ingrid Elizabeth Mujica Salas

09065000327

Msc. Carlos Valle Navarro
0912219771
Guayaquil, 17 de 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 Roll of reader’s comprehension activities in oral communication of 8th grade at teacher Washington Yanez Alomoto high school de la Estudiante Ingrid Elizabeth Mujica Salas indicando que ha cumplido con todos los parámetros establecidos en la normativa vigente:

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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 esta apta para continuar con el proceso de revisión final.

Atentamente,

MSc. Carlos Valle
091219771
CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado, tutor del trabajo de titulación certifico que el presente trabajo de titulación ha sido elaborado por ..., con mi respectiva supervisión como requerimiento parcial para la obtención del título de ...............................................................

Se informa que el trabajo de titulación: "", ha sido orientado durante todo el período de ejecución en el programa antiplagio (indicar el nombre del programa antiplagio empleado) quedando el % de coincidencia.

https://secure.urkund.com/view/16964445-251036-988649fDccxDgkxDADBv6

MSC CARLOS VALLE NAVARRO
C.I.: 0912219771
APPENDIX II
OBJECTIVES: A review of reading comprehension exercises to develop reading ability for the pupils of eight course prof. Washington Yanez Alomoto public school.

This survey has purpose of obtaining information on certain aspects inherent to the variables of the topic and the project to be carried out to obtain the most accurate data to be analyzed.

Read carefully the instructions.

MARK WITH A “X” OR “√”

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<tr>
<th>N°</th>
<th>QUESTIONS</th>
<th>CA</th>
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<th>NE</th>
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<td>The oral communication methodology teachers will apply if they use a review of reading exercises.</td>
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<td>11</td>
<td>A review of reading exercises can contain basic readings.</td>
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<td>12</td>
<td>Students can follow advices and exercises of review of readings.</td>
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APPENDIX III
At Teacher Washington Yanez Alomoto high school handed the surveys to students of 8th grade.
THE INSTITUTION
THE RECTORADO

The author explains the surveys to students with the presence of the English teacher.
The author showing a review of Reading comprehension activities in oral communication to the Principal Msc. Grecia Ruiz at “Waxhington Yanez Alomoto” high School
The author with the advisor MSc. Carlos Valle Navarro checking the project.

The author with English teacher.