UNIVERSIDAD DE GUAYAQUIL

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

CARRERA DE LENGUAS Y LINGÜÍSTICA

EDUCATIONAL PROJECT

PREVIOUS TO OBTAINING THE LICENCIADO DEGREE IN ENGLISH LANGUAGE AND LINGUISTICS

TOPIC

THE INFLUENCE THAT THE CORRECT USE OF BASIC VOCABULARY HAS IN THE DEVELOPMENT OF READING SKILL

PROPOSAL

DESIGN OF A DIDACTIC GUIDE WITH BASIC VOCABULARY IN ORDER TO DEVELOP THE READING SKILL IN STUDENTS OF TENTH YEAR AT UNIDAD EDUCATIVA FISCAL NOCTURNA “ALONSO VELOZ MALTA”

RESEARCHERS

CLARILDA ISABELA CAICEDO MARTÍNEZ
FLOR MARÍA ANCHUNDIA CRUZ

PROJECT’S ADVISOR

MSC. LARRY TORRES VIVAR

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UNIVERSIDAD DE GUAYAQUIL
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Que las integrantes: CLARILDA CAICEDO con C:C: 0802188565 y FLOR MARÍA ANCHUNDIA con C:C 0920064524 diseñaron el proyecto educativo con el Tema: THE INFLUENCE THAT THE CORRECT USE OF BASIC VOCABULARY HAS IN THE DEVELOPMENT OF READING SKILL

Propuesta: DESIGN OF A DIDACTIC GUIDE WITH BASIC VOCABULARY IN ORDER TO DEVELOP THE READING SKILL IN STUDENTS OF TENTH YEAR AT UNIDAD EDUCATIVA FISCAL NOCTURNA “ALONSO VELOZ MALTA”

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:

MSc. Larry Torres Vivar
Consultor Académico
DEDICATION

To dear family and husband Juan Suarez to my daughters Noelia Isaias and Samuel who always help me and comprehension during elaboration of this project.

GRATITUDE

To god who has given life blessings and wisdom to me to my family because they have been patient encouraging and supporting me to continue with my aspirations to the tutor who guided me with his constant wise knowledge.

CLARILDA CAICEDO
DEDICATION

To dear family and husband Luis Angulo to my daughters Emily Yulexi and Daniel who always help me and comprehension during elaboration of this project.

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To my children who have been my best motivation to my friends and classmate for the special moments that we have shared to my teacher for their invaluable pieces of advice

FLOR ANCHUNDIA
TOPIC: The influence that the correct use of basic vocabulary has in the development of reading skill

PROPOSAL: Design of a didactic guide with basic vocabulary in order to develop the reading skill.

RESEARCHERS: Clarilda Caicedo y Flor María Anchundia

PROJECT’S ADVISOR: Msc. Larry Torres Vivar

ABSTRACT

Currently, the role of vocabulary in the teaching of reading skill has become an important part in the learning process and it also has been considered in one of the essential issues treated in academic environment. One of the reason what this topic was selected is the poor comprehension that students have at the moment of read some text, paragraph, and even sentences, it happens because they do not possess an extensive prior knowledge that can help them not to translate but to interpret the general idea about what they have read. Besides this skill has been well recognized in first language acquisition for that reason is imperative its correct socialization. However, in relation to a socio-cultural context, for example in public high schools where English is designated as foreign language and most of the students do not give the real importance that this subject deserves and it occurs since teachers are not encouraging them to learn the English in an appropriate way, the relationship between knowledge and learners are separated by a wall that prevent the improvement of this language. The development of this work has been designed according to the students needs and the deficiency that shows the public education in this country.

VOCABULARY READING SKILL LEARNING PROCESS
TEMAS: La influencia que el uso correcto del vocabulario tiene en el desarrollo en la habilidad de lectura

PROPUESTA: Diseño de una guía didáctica para desarrollar la habilidad de lectura.

Investigadores: Clarilda Caicedo y Flor María Anchundia
Consultor Académico: MSc. Larry Torres Vivar

RESUMEN

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**TITULO Y SUBTITULO**

**Topic:** The influence that the correct use of basic vocabulary has in the development of reading skill

**Proposal:** Design of a didactic guide with basic vocabulary in order to develop the reading skill in students of tenth year at Unidad Educativa fiscal nocturna “Alonso Veloz Malta”

**AUTOR/ES:** Clarilda Caicedo

**INSTITUCION:** UNIVERSIDAD DE GUAYAQUIL

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**KEY WORDS** Vocabulary, Reading Skill, Learning Process

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**CONTACTO CON AUTORES/ES:**
- **Teléfono:** 0986392177
- **E-mail:** ff.lenguasylinguistica@ug.edu.ec
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<td>Teléfono: 0986392177                            E-mail:</td>
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<tr>
<td>CONTACTO EN LA INSTITUCION:</td>
<td>Nombre: Escuela de lenguas y Lingüística, Facultad de Filosofía, Ciencias de la Educación. E-mail: <a href="mailto:ff.lenguasylinguistica@ug.edu.ec">ff.lenguasylinguistica@ug.edu.ec</a></td>
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INTRODUCTION

We live in an age where the communication plays an important role in modern society and the main tool to do it is the language either speaking or writing. However, to be a polite person is necessary not only reading but also comprehend or understand what is the reading about. For that reason, the topic selected for the elaboration of this project is the reading skill, since it is considered the support to develop the productive skills such as the writing and speaking skills, because it contributes with new vocabulary, good pronunciation, and grammar structure for a better performance.

This topic was selected because it can be observed that students like to read but generally they do not understand what they are reading, or they do not possess a good pronunciation. Besides, they do not receive corrections that improve the way of reading because teachers do not apply the appropriate didactic strategies and techniques.

Reading is the first approach to a new language, which when it is treated properly becomes a great aid to achieve language awareness and helps students build a stronger foundation for the learning of a foreign language. Language production suffers when students face trouble dealing with reading, because of this situation, there is a necessity of developing a project that provides a solution for the problem while serving as a modern tool for the adequate teaching of English reading skills.

The main purpose of this work seeks to increase the students’ desire and motivation on learning English language, to improve their reading abilities and therefore their production of it, by providing them new techniques, they can apply on a daily basis plus challenging, and interactive class activities to keep their enthusiasm high, which is an important feature of meaningful learning.
In a section of this work, it is aimed to display the foundations that sustained this project in a special way; we wanted to draw attention to constructivism because it allows students build their knowledge around previous experiences, becoming one of the most effective teaching models nowadays that relies on high levels of motivation and innovative techniques.

In order to help us in the development of this project, different books, works and websites have been consulted, for that reason a detailed list has been added in the bibliography.

We have also included an annex section, where all the additional material that were used or gathered during the development of this project can be found, such as: documents, interviews, photos, didactic material, etc.

Finally, the content of this work has been divided in five chapters in order to highlight and properly explain the stages. We went through for the correct investigation and development of the project, which are the following:

**CHAPTER I: THE PROBLEM**

Outline of the problem, location of the problem in context, problem situation, scientific fact, causes, the approach to the problem, variables, objectives, questions of the investigation, justification.

**CHAPTER II: THE THEORETICAL FRAME**

Background, theoretical, epistemological, pedagogical, sociological, and legal foundation.

**CHAPTER III: METHODOLOGY**

Ways, types and level of the investigation, procedures and instruments of the investigation, application of the investigation instruments, analysis of results, conclusions and recommendations
CHAPTER IV: THE PROPOSAL

Antecedents, justification and importance, the fundamental problem, objectives, feasibility, description of the proposal, legal, pedagogical, and psychological aspect, conclusions, and bibliography.
CHAPTER I

THE PROBLEM

OUTLINE OF THE PROBLEM

Location of the problem in context

The problem detected is related with the poor reading activities that show the students of tenth year of basic education at Unidad Educativa Fiscal Nocturna “Alonso Velóz Malta” which was selected for the this research.

The Unidad Educativa was built in the year 1975 with another name and with only one shift, but with the years it changed its name and the institution was rebuilt. Nowadays it counts with a big building of two floors, it has 36 classrooms where students receive their classes. Besides, it has an English, Physics, and Chemistry Labs, where students can practice and develop their knowledge through experiments.

This institution has 1386 students that are divided in the three shifts, each course has about 35 – 40 students, 46 teachers, one chairman, and the staff.

PROBLEM SITUATION

During the observation practices, it was noticed that there was shortage of didactic material that only focused in encouraging the reading skills in young learners of the English language, and due to this situation; the classes were limited and boring. This negative situation had not been considered with the real importance in the institution, since we could overhear that once they wanted to increase the material to improve the language teaching without success, and according to the necessities for
the learning of Basic English, it would have been impressive to count with such material to fulfill the English teaching target.

After knowing this situation, we commented it to the authority of the school, as well as some teachers and parents about this necessity, who certainly agreed on giving a solution to this problem. We recommended working with a project that will benefit the institution in the English field and, that these suggestions should be taken by other teachers to work with the rest of the levels, so they can reinforce our ideas.

Children can receive the English language easier than older people, therefore, they can gradually assimilate it better and feel themselves secure with this foreign language, however in the institution there are not didactic resources such as innovative reading materials that develop the students’ skills, so the pupils feel unmotivated, despite of the limited effort that the teacher makes in class.

Up to now, according to our research, we were informed that all the attempts have been insufficient for solving the necessities in the English classes of this school, which currently, are making the students get low grades, especially when it deals with reading skills, and as result of this, unfortunately, the pupils get a low level of learning.

**SCIENTIFIC FACT**

Deficiency in the performance of the reading skill in students of tenth year at Unidad Educativa “Alonso Velóz Malta” due to inappropriate use of strategies and techniques that allow to develop this ability.

**CAUSES**

In this problem we have been able to observe the following causes

- Students do not like to
➢ read in English, because teacher does not use the appropriate techniques to motivate the reading.

➢ Teachers only work with the book given by the government, it leads to the lack of an additional didactic material.

➢ Students are not familiarized with the new vocabulary since teachers do not know how teaching it.

➢ Students do not posses prior knowledge because the teaching of the English language has not been required at early years.

APPRAOCH TO THE PROBLEM

What is the incidence in the design a didactic guide with useful exercises and vocabulary in order to develop the reading skills of the students of tenth year of General Basic Education at Unidad Educativa Alonso Veloz Malta?

VARIABLES

Independent:

Basic Vocabulary

Dependent:

Reading skills

OBJECTIVES

General:

➢ To detect the causes that influence in the deficiency of reading skills in students of tenth year at Unidad Educativa “Alonso Veloz Malta”.
Specifics:

- To analyze the strategies and techniques used by the teacher.
- To determine the possible solution that will be taken into consideration.
- To improve the reading skill through vocabulary

QUESTIONS OF THE INVESTIGATION

Will the objectives achieve totally?

Will this project be relevant for the educational community?

What kind of foundation will help to support the bibliographic content?

Will the methodology be the most appropriate in order to develop this project?

Will the techniques help to collect true information?

Will the proposal be able to be performed?

Will the expectations be met according to the objectives?

JUSTIFICATION

The application and design of the didactic guide with useful vocabulary will be a good contribution to Unidad Educativa “Alonso Velóz Malta”, since it will help the students to develop the reading skills through knowing new words by means of activities and exercises that will keep them motivated at any time.
It is necessary to encourage reading skill since early years of study, because, it will help students to become into good readers and develop the reading comprehension. Besides, being a good reader they will learn more vocabulary and they also will know more grammar structure.

This additional material will be a useful didactic resource not only for students but also for teachers of this institution, since; they will be able to apply it in the classes as a methodological strategy for improving the reading skills.

Taking advantage of the English language will open more opportunities at personal and professional field, the areas where it is used have no limits specially currently where the communication and the relationship between people are an important tool to develop the knowledge. For that reason, the educational community will feel satisfied with the scholastic yield of the students since they will increase their grades that will be reflected at the end of the school year.

In addition, the design and application of the didactic guide will be contributing to the requirement of the society, specifically in the academic field, and the positive effect that it will have will be accepted for all people who are involved in the teaching learning process.
CHAPTER II
THE THEORETICAL FRAME

BACKGROUND

This project is going to be carried out at Unidad Educativa Fiscal Nocturna “Alonso Velóz Malta”, and it is also going to be supported by the Directive of the institution, who with enthusiasm wants to contribute to the performing of this work for the benefit of the students.

Nowadays, the methodology used in English classes has changed for the benefits of the education, there are many strategies for teaching English to young learners, where scientific educational instruments are applied, therefore, it is necessary to use didactic materials that can ease the learning in the English classes and arouse the encouragement of the students.

The principal aim when performing this project will be to develop the reading skills, it means the understanding and comprehension through a useful vocabulary, which will contribute to the improvement of the scholastic yield of the students, so they will have a solid foundation for their upcoming academic studies.

The topic of this project, was looked up in the library of the Philosophy Faculty, where it was found some similar works, but focused from a different point of view, besides, any of them have been performed in the same institution, for that reason it is considered original.
THEORETICAL FOUNDATION

READING

Definition

According to William defines reading as a process whereby one looks at and understands what has been written. William (1984)

Rohani Ariffin defines reading as a highly personal activity that is mainly done silently, alone. There is a clear understanding that reading is something related to the activity of acquiring information and it is done either silently or aloud. Rohani Ariffin (1992:1)

Reading is an interactive process between the reader and the writer.

Brunan W.K (1989) for instance defines reading as a two way interaction in which information is exchange between the reader and the author”.

Smith (1973) also shares the same attitude. This is proved by his line:

"Reading is an act of communication in which information is transferred from a transmitter to a receiver"

Reading is the skill or activity of getting information from a written source. It is a complex cognitive process of decoding symbols for the intention of constructing or deriving meaning. It is actually a process that requires a great deal of active participation by the reader.

Reading helps to develop language intuition, by putting lots of correct sentences in the head; so the brain can imitate them by producing similar sentences to express the intended meaning. When it is read and listened a lot, paying attention to useful vocabulary, soon the brain starts to use new words and phrases in the speaking and writing, this is called language intuition.

Reading is the basic foundation on which academic skills of an individual are built. The education system knows this fact very well; hence it is given
a top priority in primary education. Many educators believe that children need to learn to analyze text, even before they can read it on their own, and comprehension instruction generally begins in pre-Kindergarten or Kindergarten.

**IMPORTANCE**

Reading is important because it develops the mind. The mind is like a muscle that needs to be exercised. Understanding the written word is how the mind grows in its ability. Teaching young children to read, helps them develop their minds.

Reading develops the imagination, TV and computer games have their place in our lives, but they are no more than an amusement. The word amusement comes from two words "a" [non] and "muse" [think]. So amusement stands for non-thinking activities.

With reading, a person can go anywhere in the world or even out of it, they can be a king, an adventurer, or a princess, the possibilities are endless. Non-readers never experience these joys to the same extent.

Reading is fundamental to function in today's society. There are many adults who cannot read well enough to understand the instructions on a medicine bottle, filling out applications becomes impossible without help; even following a map becomes a hard work. Day by day, reading activities become a source of frustration, anger and fear, because of the lack of reading skills.

Finally, we can determine reading as a fundamental practice that helps to develop the cognitive abilities and increase the vocabulary; hence we must inculcate it day by day on students since an early age.
CHARACTERISTICS

Reading is interactive because depends on the perceptual, cognitive and linguistic processes. It requires of the senses, previous knowledge and the ability of using the language, in order for the reader to understand the information.

Reading is traditional and it is a great form of media that is never going to die. Whether the writing is on a newspaper or on a more modern screen, it does not matter, as the main characteristic of text and reading is that it is never going to be useless in the modern world.

In conclusion, reading is the activity of comprehending the ideas behind the words. It is done individually, and the ability of reading is enhanced with constant practice.

QUALITIES OF A GOOD READER

Great reading is more than just sounding out letters and words. It involves thinking on many levels. When teachers use modeling, coached practice, and reflection, they can help their students to think while they read and build their comprehension.

Good readers:

- Draw on background knowledge as they read
- Make predictions as they read
- Visualize the events of a text as they read
- Recognize confusion as they read
- Recognize a text’s structure as they read
- Identify a purpose for reading
- Monitor their purpose for reading the text

TYPES

Skimming

It is the most rudimentary type of reading. Its object is to familiarize you as quickly as possible with the material to be read. You may use it for entire books or for shorter sections.

Skimming may also be used to search out certain short passages you have lost. Though you feel completely lost, the act of skimming will refresh your memory and lead you to the passage.

Skimming is used to identify the main ideas of a text quickly. When you read the newspaper, you are probably not reading it word by word; but, you are scanning the text. Skimming was designed to read at a speed three or four times faster than normal reading. People often skim when they have lots of material to read in a limited amount of time.

Skimming consists of quickly running one`s eyes across a whole text for its gist. It gives readers the advantages of being able to predict the purpose of the passage, the main topic, or the message and possibly some of the developing of the supporting ideas. Brown (2001)

Scanning

Scanning is a technique that we often use when looking up a word in the telephone book or dictionary. You search for key words or ideas. In most cases, you know what you are looking for, so you are concentrating on finding a particular answer. Scanning involves moving your eyes quickly down the page seeking specific words and phrases.

Scanning is a quickly searching for some particular piece for information in a text. Brown (2001).
**Extensive**

The purpose of extensive reading is for pleasure and information. Reading extensively means reading widely and in quantity. It means reading large amounts with the main objective of getting a global understanding of what you are reading.

Extensive reading studies show that by reading a lot of interesting texts, foreign language students learn new vocabulary and review old vocabulary, besides improve their attitude toward reading and language learning, improve their writing ability, and learn to read more fluently.

**Intensive**

The intensive reading technique is used for a high degree of comprehension and retention over a long period of time. It is basically a study technique for organizing readings that will have to be understood and remembered.

Intensive reading involves learners reading in detail with specific learning aims and tasks. It can be compared with extensive reading, which involves learners to read texts for enjoyment and to develop general reading skills.

Intensive reading activities include skimming a text for specific information to answer true or false statements or filling gaps in a summary, scanning a text to match headings to paragraphs, and scanning jumbled paragraphs and then reading them carefully to put them into the correct order.

**Reading process**

Reading is a complex interaction between the text, the reader and the purposes for reading, which are shaped by the reader's prior knowledge and experiences.

The reading process involves five stages that are essential for the accomplishment of a comprehended reading, they are: word attack skills, comprehension, evaluation, application and retention.
Word Attack Skills

Word attack skills is based on the ability to recognize the sounds that make up words and to put those sounds together, called phonemic awareness. More advanced word attack skills involve using images related to the vocabulary, context, prefixes or suffixes or a dictionary to determine what a word means.
It provides the pupils with the skills to recognize and understand words that are directly taught as part of a vocabulary.

Comprehension

The entire brain must be involved in learning to read. Specialized areas of the brain control different functions. Only after the decoding process is fully operative, the brain can be freed to higher level comprehension skills.
When the initial reading instruction method includes all the skills needed for decoding words, meaning and content automatically occur in a natural, orderly and efficient process.

Evaluation

Evaluation involves a careful assessment of what has been read and comprehended. Its objective is to diagnose if the information related to the treated reading was acquired. It involves a different area within the brain that is required for decoding and comprehension.

Application and Retention

Once the information has been read and properly evaluated, it can be applied in a meaningful way by the reader. The reader can take the new knowledge, and then decide what to accept or reject and how to apply it to his or her individual needs.
Fluency

When the first four steps function comfortably, the reader usually finds that reading is a pleasant and effective way to learn and experience factors that would be inaccessible without the knowledge gleaned from reading.

The method used to teach reading, must include all the sounds and rules in an orderly, progressive sequence; when it does, reading becomes a positive, rewarding experience.

MENTORS

According to Piaget's stages, teaching reading can be accomplished by using the cognitive stages that he developed. The stages suggest that children begin by collecting sensory and motor information, and then gradually organize that information into first symbolic thoughts.

Reading requires both the understanding of symbolic thought to translate sounds into letters, and abstract thought to translate words into ideas.

The stages are: Sensorimotor, Preoperational and Concrete Operations.

Sensorimotor Stage (birth to age 2)

Provide soft books and board books that a baby can chew on and manipulate to introduce the idea that reading is important. Babies use sensory and motor experiences in this stage to build a knowledge base.

Read the baby's favorite books multiple times. Multiple readings teaches babies to recognize the speech patterns needed to understand text and facilitates the sensorimotor stage task of learning to prolong enjoyable things.

Point out interesting details in books you are reading. This teaches the words associated with the pictures. It also teaches a baby how to organize
sensory information so that she can focus on the most important elements of the story, which is important for reading comprehension.

**Preoperational Stage (age 2 to 7)**

A child at this stage is beginning to generally understand past and future, but needs frequent repetitions of familiar stories to grasp sequences.

Ask open-ended questions about stories. Help the child develop the ability to switch perspective and understand the character's point of view. The ability to change perspectives is necessary for good reading comprehension.

Respond to the child's developing understanding of symbolic thought with pre-reading activities. Introduce letters and numbers; hereby children begin to realize that words are symbols for ideas.

**Concrete Operations (age 7 to 12)**

Logical and abstract thoughts are the characteristic developmental tasks at this stage. These cognitive skills form the baseline for reading with comprehension to develop. Build on the phonetic skills established during the preoperational stage to teach independent reading.

Use classroom discussions to reinforce emerging reading skills. Use discussions to explore the Piagetian tasks of learning to understand abstract concepts through literature. Encourage your student to use his emerging sequencing skills to predict what happens after the story is over. Have students share their ideas in discussion to maximize both comprehension and abstract reasoning.

**ADVANTAGES**

Once, we have read about the Piaget’s stages, we are aware all the benefits that are obtained with reading.
Regular reading habit enhances our vocabulary and relieves us from stress; in addition, it also makes us feel fresh. It works as a relieving pill for our tired mind.

Reading helps people to learn and improve English. For example, there are many words which we do not know, so when we read a book, we learn these words. If we do not know the meaning of the word, we write it and then look it up in the dictionary, which helps us to learn new words and the meaning of words.

CONCLUSION

To sum up, we define reading as a necessary and fundamental activity for the development of the English language and improvement of the scholastic yield on students, which can be achieved with good didactic materials and constant applied practice.

It is important to take into a count that reading is almost in everywhere, and every moment, therefore, everyone must be prepared with good reading skills for getting success in the different situations.

VOCABULARY

Definition

Vocabulary is the collection of words that an individual knows (Linse, 2005:121).

There are some experts who give definitions of vocabulary.

Hatch and Brown (2005:1) define that vocabulary as a list of words for a particular language or a list or set of word that individual speakers of language might use.

Webster Dictionary (1985:1073), vocabulary is define as a list or collection of words usually alphabetically arranged and explained or lexicon, stock of words use in language or by class, individual, etc.

While according to Roget (2000:1036), vocabulary is:
a. A list of words often defined or translated.

b. All the words of Language.

c. Specialized expression which are indigenous to a particular field, subject, trade or subculture.

Sometimes, it’s difficult to determine the words that students related to vocabularies such as: meaning, spoken/written forms, collocations, connotations, grammatical behavior, etc. (Linse, 2005:121)

According to research on vocabulary it has concluded that learning vocabulary should be based not only on the acquisition of words. We must have in mind that is should include lexical chunks, phrases, greetings like: good morning, welcome, you’re welcome, thank you. Which comprise individual lexical units.

Laufer (2007:54) states that vocabulary learning is at the heart of language learning and language use. In fact, it is what makes the essence of a language. Without vocabularies, speakers cannot convey the meaning and communicate with each other in a particular language.

Vocabulary consists of the set of words of a language. This vocabulary includes people who share a common language and that in turn can be grouped in a dictionary. Therefore the vocabulary is defined as a language that includes individual elements and common expressions that adds meaning that are essential in the process of increasing a vocabulary. As we learn more new words and phrases easier when we express ourselves and in turn develop the ability to understand a reading or a message in a dialogue or conversation.

It will also allow a better development in listening skill that plays a very important role when analyzing, interpreting or understanding readings,
commands, indications, which will allow a better development when responding or exchanging ideas in a clear and safe manner with people we meet in our daily lives. Communication is a necessity and it will be more effective if one has a good vocabulary with simple but fundamental terms when talking with one or more persons.

Vocabulary is an important aspect in teaching language, as stated by Edward (1997:149)

“Vocabulary is one of the important factors in all language teaching; students must continually learn words as they learn structure and as they practice sound system”.

The vocabulary is the set of words that a person dominates or used in their daily conversations. It means that, if a language has a vocabulary of 100,000 words, a person could handle 60,000 words. Therefore that person’s vocabulary is smaller than the general language vocabulary.

A person who try to learn other language than his native language will have the need to undergo several hours of study to learn vocabulary. Because it is essential to manage in that other language.

It should be noted that there are two distinct types of vocabulary. One of them is known as active vocabulary, which a person who not only understands itself but also uses it frequently when expressed.

The second is called passive vocabulary. Unlike the other this is one that anyone can understand without any difficulty and unaided but then can not be used when expressed, at the time to write or speak it.

Typically, the vocabulary of a person with education or cultural level relates. This entails that there is a greater variety of words, greater intellectual capacity. The richness of vocabulary is essential to adapt to society and succeed when communicating with people from a wider range instrument. We must remember that the vocabulary we use with a friend is
different from what we use to communicate with a person older than us or a stranger.

**CHARACTERISTICS**

**Multiple Exposures**

Word learning is shaped through multiple exposures over time and across multiple contexts.

**Frontload Vocabulary**

Before teaching content or having students read text, front – load vocabulary to increase comprehension.

**Nonlinguistic Representations**

Have students create pictographs, mental images, or pantomimes when learning new words.

**Teach independent word learning Strategies**

Includes context clues, word families, word parts, reference tools, and a personal approach to building vocabulary.

**Context Clues**

Using context to determine word meaning works better for nonfiction and informational text than with fiction.

**Read Aloud**

Use read aloud to expose students to higher – level vocabulary than they may read independently.
Rich and Varied Language Experience

Engage students in speaking, listening, reading and writing with new vocabulary.

Role of the Dictionary

Effective vocabulary instruction does not rely solely on dictionary definitions. Have students create personal, kid-friendly definitions.

Directly Teach Individual Words

- Pronounce the word.
- Explain in kid-friendly terms.
- Encourage elaborations through personal examples.
- Assess informally and formally (not just matching!).

Independent Reading

Wide reading builds vocabulary. Increase the amount of time for independent reading a long time to talk about reading.

IMPORTANCE

To learn English first, then discipline must have clear the objectives. It's not news to hear the story in which hundreds of students do not understand almost anything concerning this language. There are many techniques that empower learning English. An important technique is to meet fully the English vocabulary because it covers a large part of the basic knowledge of the language. To achieve this goal first should be a close relationship between teachers and students.

English vocabulary is essential to learning and teaching the language so that if we do not have sufficient knowledge of vocabulary we could not have the ability to understand others or to express our own ideas.
The knowledge of word meanings and the ability to access that knowledge efficiently are recognized as important factors in reading and listening comprehension, speaking and writing fluency. Thus, vocabulary knowledge helps students with language comprehension.

Like Widdowson (2000), McKeown (2002) argue that vocabulary knowledge is the heart of a language comprehension and use.

Additionally, Barra (1995) suggests that to comprehend a text successfully students need to have sufficient word knowledge. This is to say that the comprehension of a language depends on the amount of words that are known in that language. Also, students need to have sufficient word knowledge to understand what they read. Students can understand a writer’s message only if they know the meaning of most of the words used in a text.

Nation (2001) states that readers need to know at least 97% of the vocabulary in a text for an adequate understanding of it. Without knowledge of the key vocabulary in a text, a learner may have serious trouble in understanding the message, that is, word knowledge is crucial to reading comprehension and determines how well students will be able to comprehend the texts they read. So, having students with a large amount of vocabulary knowledge is essential to language comprehension. In addition, vocabulary helps students with language production.

Hubbard (2003) states that the more words a student knows the more precisely that student can express the exact meaning they want to. Based on this view, to communicate effectively students need to know a large number of word meanings.

Likewise, Cardenas (2001) states that vocabulary is used to determine the proficiency a student has in oral context. This is to say that vocabulary is an essential component to determine how much a student is able to
communicate successfully. So, students have to overcome the lack of vocabulary knowledge in order to communicate effectively.

Language teachers should focus on effective instruction to teach vocabulary to help students to develop their vocabulary knowledge in order to communicate successfully. However, the focus of the instruction was not always on the vocabulary. So, the next section is intended to provide a brief background of vocabulary instruction.

Wilkens (1992) wrote that "whereas without a very little grammar can be expressed without vocabulary nothing can be conveyed ".

In some languages it is not necessary to use grammar, due to some useful words and expressions, we can be able to communicate us. As students develop greater fluency and expression in the English language, it is of great importance to acquire a productive vocabulary that allows them to strengthen their ability to communicate.

According to one of the statements made to students of eighth year at Unidad Educativa Fiscal Nocturna “Alonso Velóz Malta”, the 80% of them affirm that teachers must give a big importance to the vocabulary in the teaching learning process of a foreign language.

It is essential that teachers employ audiovisual materials because the human brain takes over when you see and hear. This method encourages vocabulary knowledge which gives a balanced nexus at work that meets the teacher and the student.

It should be noted that the teaching of a language, particularly English, evolving over the years more and more. This is when last elements fuse with the present to achieve better development in students and prevent errors occurring when teaching the classes, you can apply this strategy should be taken as the first domain. They have both teachers and students in the use of English. This domain must be distinguished in the
knowledge possessed by each so far. That is a subcategory that set the level of knowledge of all teachers and all students.

Schmitt (2010), "students bring dictionaries and grammar books not to communicate".

Learning English vocabulary allows students to understand and can communicate with others. Learning vocabulary is vital to dominate and reach fluency

Because the vocabulary is always increasing in number, it is a challenge to learn. An example of the above are the terms "Internet, email, bugs, router" among others. Today everyone knows how to use these terms.

There are several ways to expand our vocabulary. Even native English speakers, who continue to acquire vocabulary need to practice and increase knowledge on different fields and therefore increasing their vocabulary.

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins (1972)

**TYPES**

Based on the importance of vocabulary, teachers should consider some types of vocabulary that can be taught to young learners. It will be discussed in the following section.

There are some types of vocabulary as stated by Nation (2000), Aeborsold and Field (2007). They are active or productive vocabulary and passive or receptive vocabulary.

Active or productive vocabulary refers to language items which learner can use appropriately in speaking or writing Aeborsold and Field, (2007:139). It is line with Nation (2003:25) who states that productive vocabulary refers to the words that
students can pronounce, spell and write. It involves how to use the words in grammatical pattern.

Passive or receptive vocabulary refers to language items that can be recognized and understood in the context of reading or listening (Aeborsold and Field, 2007). This receptive vocabulary, as stated by Nation (2000), refers to the words that students can be organized when they are heard and they are expected to be able to distinguish a word which has similar sound.

From the explanation above, it can be concluded that there are different types of vocabulary, this is relevant to the fact that people have different ways in understanding words in terms of visual, aural, oral and written words. Not all words suit that are needs by the learners, so vocabulary selection is important to be considered to teach learners and these criteria for vocabulary selection will be discussed below.

**Passive Vocabulary**

Is the person who understand without help or with very little help, but is not able to use it autonomously.

It’s when we are able to understand every word when we hear it or read it. Understand its meaning quite accurately within a context but we are not able to use or produce the level of speaking or writing.

**Active Vocabulary**

It is comprising smoothly, but also can be use when you need it without help. Therefore, the larger vocabulary of a person is the passive vocabulary, and if a person does not have a word "stored" in their passive vocabulary, hardly the word may become part of your active vocabulary.

This process seems to be a gradual and relatively slow process as there would be a learning but an acquisition. Once the form is already "tied" the
subject should be trying to “access” to this form repeatedly. The first few times require a long time, and possibly some help, but that time or that need help will be reduced gradually. The more times that subject tries to access that way, more "accessible" will be.

**Strategies to teach Vocabulary**

Teaching vocabulary in a foreign language has not received the attention that is required. Directed teaching of vocabulary elements such as: nouns, adjectives, collocations, proverbs, idioms, etc. They are very important as any other aspect of the language must be integrated during class.

1 Students must provide a link between signifier and signified, to integrate better and faster to their vocabulary. Must submit new words through drawings or images, which has a better impact for beginners.

2 Synonyms and antonyms help a lot because when working with adjectives, it is good that associations between a word and its meaning by relating it to the word of opposite meaning is encouraged. If we refer to the physical description, you can use this strategy. This partnership helps the students memories easier the access to the two terms of few words.

3 Inventing words is helpful because often students are afraid of making mistakes and looking foolish, if you are encouraged to try a new word they do not know, it is advisable to form new words from a root word that can be a verb or noun. Example if the subject is class, and trade shops, can suggest the word "fruit" that a referral could be greengrocers. If students are told to form new words by this process we would get the most hits.

4 Give the definitions of new words and not the meaning direct help to familiarize them with common structures found in the definitions. For instance: What does a nurse do? Who helps the doctor and serves patients in a hospital?
Help the student to run the new word orally. After the scribe. That is the sound you've heard the transcribed and finally tell the meaning of the word. Experience the meaning of a new word and then associate the meaning reinforces the links between various skills such as listening comprehension, oral and written.

**How to teach vocabulary?**

Vocabulary is the knowledge of words and word meanings.

As Steven Stahl (2005) wrote:

"Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world."

Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies. According to Michael Graves (2000), there are four components of an effective vocabulary teaching:

1. Wide or extensive independent reading to expand word knowledge

2. Instruction in specific words to enhance comprehension of texts containing those words

3. Instruction in independent word-learning strategies, and

4. Word consciousness and word-play activities to motivate and enhance learning
Components of vocabulary instruction

The National Reading Panel (2000) concluded that there is no single research-based method for teaching vocabulary. From its analysis, the panel recommended using a variety of direct and indirect methods of vocabulary instruction.

Intentional vocabulary teaching

Specific Word Instruction

- Selecting Words to Teach
- Rich and Robust Instruction

Word-Learning Strategies

- Dictionary Use
- Morphemic Analysis
- Cognate Awareness
- Contextual Analysis

According to the National Reading Panel (2000), explicit instruction of vocabulary is highly effective. To develop vocabulary intentionally, students should be explicitly taught both specific words and word-learning strategies. To deepen students’ knowledge of word meanings, specific word instruction should be robust (Beck et al., 2002). Seeing vocabulary in rich contexts provided by authentic texts, rather than in isolated vocabulary drills, produces robust vocabulary learning (National Reading Panel, 2000). Such instruction often does not begin with a definition, for the ability to give a definition is often the result of knowing what the word means. Rich and robust vocabulary instruction goes beyond definitional knowledge; it gets students actively engaged in using and thinking about word meanings and in creating relationships among words.

Research shows that there are more words to be learned than can be directly taught in even the most ambitious program of vocabulary
instruction. Explicit instruction in word-learning strategies gives students tools for independently determining the meanings of unfamiliar words that have not been explicitly introduced in class. Since students encounter so many unfamiliar words in their reading, any help provided by such strategies can be useful.

Word-learning strategies include dictionary use, morphemic analysis, and contextual analysis. For ELLs whose language shares cognates with English, cognate awareness is also an important strategy. Dictionary use teaches students about multiple word meanings, as well as the importance of choosing the appropriate definition to fit the particular context. Morphemic analysis is the process of deriving a word's meaning by analyzing its meaningful parts, or morphemes. Such word parts include root words, prefixes, and suffixes. Contextual analysis involves inferring the meaning of an unfamiliar word by scrutinizing the text surrounding it. Instruction in contextual analysis generally involves teaching students to employ both generic and specific types of context clues.

**Fostering word consciousness**

A more general way to help students develop vocabulary is by fostering word consciousness, an awareness of and interest in words. Word consciousness is not an isolated component of vocabulary instruction; it needs to be taken into account each and every day (Scott and Nagy, 2004). It can be developed at all times and in several ways: through encouraging adept diction, through word play, and through research on word origins or histories.

According to Graves (2000)

"If we can get students interested in playing with words and language, then we are at least halfway to the goal of creating the sort of word-conscious students who will make words a lifetime interest."
Multiple exposures in multiple contexts

One principle of effective vocabulary learning is to provide multiple exposures to a word’s meaning. There is great improvement in vocabulary when students encounter vocabulary words often (National Reading Panel, 2000).

According to Stahl (2005), students probably have to see a word more than once to place it firmly in their long-term memories. "This does not mean mere repetition or drill of the word," but seeing the word in different and multiple contexts. In other words, it is important that vocabulary instruction provide students with opportunities to encounter words repeatedly and in more than one context.

Restructuring of vocabulary tasks

- Intentional instruction of vocabulary items is required for specific texts.
- Repetition and multiple exposures to vocabulary items are important.
- Learning in rich contexts is valuable for vocabulary learning. Vocabulary tasks should be restructured as necessary.
- Vocabulary learning should entail active engagement in learning tasks.
- Computer technology can be used effectively to help teach vocabulary.
- Vocabulary can be acquired through incidental learning. How vocabulary is assessed and evaluated can have differential effects on instruction.
- Dependence on a single vocabulary instructional method will not result in optimal learning.

It is often assumed that when students do not learn new vocabulary words, they simply need to practice the words some more.
Research has shown, however, that it is often the case that students simply do not understand the instructional task involved (National Reading Panel, 2000). Rather than focus only on the words themselves, teachers should be certain that students fully understand the instructional tasks (Schwartz and Raphael, 1985).

The restructuring of learning materials or strategies in various ways often can lead to increased vocabulary acquisition, especially for low-achieving or at-risk students (National Reading Panel, 2000).

According to Kamil (2004),

"Once students know what is expected of them in a vocabulary task, they often learn rapidly."

**Incidental vocabulary learning**

The scientific research on vocabulary instruction reveals that most vocabulary is acquired incidentally through indirect exposure to words. Students can acquire vocabulary incidentally by engaging in rich oral-language experiences at home and at school, listening to books read aloud to them, and reading widely on their own. Reading volume is very important in terms of long-term vocabulary development (Cunningham and Stanovich, 1998).

Kamil and Hiebert (2005) reason that extensive reading gives students repeated or multiple exposures to words and is also one of the means by which students see vocabulary in rich contexts.

Cunningham (2005) recommends providing structured read-aloud and discussion sessions and extending independent reading experiences outside school hours to encourage vocabulary growth in students.
Instruction for English language learners

An increasing number of students come from homes in which English is not the primary language. From 2001 to 2011, the number of students who spoke English with difficulty increased by 124 percent (National Center for Education Statistics, 2012). In 2011, students who spoke English with difficulty represented approximately 5 percent of the school population—up from 3 percent in 2001.

Not surprisingly, vocabulary development is especially important for English-language learners (ELLs). Poor vocabulary is a serious issue for these students (Calderon et al., 2005). ELLs who have deficits in their vocabulary are less able to comprehend text at grade level than their English-only (EO) peers (August et al., 2005). Findings indicate that research-based strategies used with EO students are also effective with ELLs, although the strategies must be adapted to strengths and needs of ELLs (Calderon et al., 2005).

Diane August and her colleagues (2005) suggest several strategies that appear to be especially valuable for building the vocabularies of ELLs. These strategies include taking advantage of students’ first language if the language shares cognates with English, teaching the meaning of basic words, and providing sufficient review and reinforcement. Because English and Spanish share a large number of cognate pairs, the first instructional strategy is especially useful for Spanish-speaking ELLs. These students can draw on their cognate knowledge as a means of figuring out unfamiliar words in English. A second instructional strategy for ELLs is learning the meanings of basic words—words that most EO students already know. Basic words can be found on lists, such as the Dale-Chall List (Chall and Dale, 1995). A third instructional strategy that ELLs particularly benefit from is review and reinforcement. These methods include read-aloud, teacher-directed activities, listening to audiotapes, activities to extend word use outside of the classroom, and parent involvement.
Playing coding to build vocabulary in different categories as could be clothes, animals, sports, transportation. For example coded lists five names not very large animal. Including a name that is very common non intended to teach. They can be organized into small groups with the aim of being the first to identify 5 names.

You can use a dictionary. "RITEG" will quickly be coded as "Tiger". Once they have grasped the idea of the game, you can provide them the opportunity to create their own word lists to practice with his teammates.

Synonyms draw play to increase vocabulary as they learn to use a dictionary. He asked the students to draw pictures of simple objects, such as tables, cats or houses. Then we proceed to group them so that between them describe the drawings challenge with the help of the dictionary when they deserve it. For example, "That table is old", "That cat is nice" The first student to indicate the correct synonymous wins.

Play the cases of missing vowels, this game is to combine, increase vocabulary and spelling. Spellings It is located in a column and leaves the vocal side of each word. In the other column, the definitions are located in a different order. They can use dictionaries when needed. They are challenged to be the first to write all the words to their respective members and unite them with their definitions. For example: "clnt" the whole word would be "hot". For students in lower grades are used monosyllabic words (eg "sl" meets "is to give food taste" which means "salt").

Use of the Vocabulary

It is very important that we give good use to express the words of a vocabulary, so if we express it in a way not suitable we understood with a different meaning.

The expression we can give to an audience with a theme explain a thought. It allows us to be able to be understood by an excellent speech and we must listen to attentively.
Surely, you've heard politicians making a speech, a TV host and even to teachers when you listen to them. Well, so you can express as well or better than them you need to be attentive and correct your errors which are very common in oral communication, such as: crutches, hesitations, repetitions and poor vocabulary:

Hesitation: They are very similar to those hesitations, but differ in that they reveal insecurity when they talk, then leaves his position quite clear. The most used are:

I do not know, but, well .... I'm not sure ... like ... or, it's like ...; the latter originally used for comparison, but if we use them constantly, we can eliminate credibility to our speech.

The vocabulary is the set of words in a language pertaining to the use of a region. Appropriate use of vocabulary for each occasion is of vital importance. When use words must be taken into account, inter alia, the social status of the recipient, his situation and social customs. Furthermore phrases should not be used with superlative words or unsafely, and we must avoid difficult words, technical or obscure; instead they should use simple and concise words.

Technical words should be used only in situations being treated with skill in the terminology. So, if you are talking to ordinary people whose intellectual level is low, just use simple words, whereas if receptors are knowledgeable, will have to use language that fits. Using a wrong vocabulary, you could end up implying something undesirable.

Words have enormous power over the emotional state, and may enhance or limit performance of an individual.

**VOCABULARY IN TEACHING READING**

Vocabulary plays an important role in word recognition. Beginning readers use knowledge of words from speech to recognize words that they
encounter in print. When children ‘sound out’ a word, their brain is working hard to connect the pronunciation of a sequence of sounds to a word in their vocabulary. If they find a match between the word on the page and a word in they have learned through listening and speaking, and it makes sense to them, they will keep reading. If a match is not created, because the word they are reading is not found in their vocabulary, comprehension is interrupted. This is the case even if they are able to generate the correct pronunciation through the decoding process.

It stands to reason, and research, that vocabulary is important for reading to learn as well as learning to read. For understanding of text, students need to be familiar with the meaning of at least 95 percent of words in any book or passage they read. Decoding instruction by itself will not guarantee that students will gather enough meaning to learn from what they are reading.

**EPISTEMOLOGICAL FOUNDATION**

**Constructivism**

Is a current of teaching based on constructivist theory of knowledge. It postulates the need to provide to the students with tools that allow them to create their own procedure to solve a problematic situation, which implies that their ideas are modified and keep learning.

Constructivism in the education proposes a paradigm in which the teaching-learning process it is perceived and performed as a dynamic process, participatory and interactive of the subject. So that the knowledge is an authentic construction, managed by the person who learns (by the knowing subject).

In other words Constructivism is basically a theory based on the observation and scientific study about how the people learn. It is to say that people construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences. When something new is encountered, it is necessary to reconcile with other
previous ideas and to experience, maybe changing what we believe, or maybe discarding the new information as irrelevant.

In any case, we are active creators of our own knowledge. To do this. We must ask questions, explore and evaluate what we know.

The student is considered as a possessor of the knowledge that belong to him/her, based on these, the student will have to build new knowledge. It is to say from the previous knowledge of the student; the teacher guides the students to enable the acquisition of their new and significant knowledge. Being the main actors of their own learning. An educational system that adopts the constructivism as a psycho-pedagogical line is oriented to carry out an educational change at all levels.

According to Piaget, assimilation is the key since the new information that a person receives is assimilated and compared to previous knowledge.

Most of the time accommodation is required. For this reason, it is essential a transformation in mental structures according to the new circumstances.

The human constructivism refers to significant learning. The social constructivism based on alternative ideas, conceptual changes, and theories about the information process. In addition, the social interaction is necessary between the students in this type of constructivism.

The radical constructivism maintains that knowledge in the human mind is not a reflection from the outer environment. In fact it denies the possibility for teachers to transmit the knowledge to the students since both of them can create their own meaning.

In order to have a concrete idea of how the constructivism theory inside in nowadays education, I shall expose some characteristics of a traditional classroom and a constructivist one.

**Advantages**
Children learn and enjoy learning more when they are actively involved, rather than passive listeners.
Education works best when it concentrates on thinking and understanding rather than on memorizing. Constructivism concentrates on learning how to think and understand.

Constructivist learning is transferable. In constructivist classrooms, students create organizing principles that they can take with them to other learning settings.

Constructivism gives students ownership of what they learn, since learning is based on students’ questions and explorations and often the students have a hand in designing the assessments as well.

Constructivist assessment engages the students’ initiatives and personal investments in their journals, research reports, physical models, and artistic representations. Engaging the creative instincts develops students’ abilities to express knowledge through a variety of ways. The students are also more likely to retain and transfer the new knowledge to real life.

Constructivist students learn activities in an authentic, real-world context, constructivism stimulates and engages students. Students in constructivist classrooms learn to question things and to apply their natural curiosity to the world.

Constructivism promotes social and communication skills by creating a classroom environment emphasizing in collaboration and exchange of ideas. Students must learn how to articulate their ideas clearly as well as to collaborate on tasks effectively by sharing projects with a group students must therefore exchange ideas and so must learn to “negotiate” with others and to evaluate their contributions in a socially acceptable manner. This is essential to success in the real world, since they will always be exposed to a variety of experiences in which they will have to cooperate and navigate among the ideas of others.
SOCIOLOGICAL FOUNDATION

The world is characterized by large changes in scientific, technological, social and cultural.

Changes that determine that in the near future the society will act under other paradigms. It is perceived a society characterized by changes in the social relationship, and in the distribution and access to the information, in this world will have a vital importance the knowledge as a generated source of richness.

The age of the information and the technology has come and the educational system cannot stay silent, in a changing world is incomprehensible and unacceptable an immobility educational system.

Today’s society demands that the educational system; to prepare the students scientifically and technologically and allow that they develop a set of values that allow them to become in active beings conscious, reflective, capable of being active agents of their own development.

Therefore, it is important that the educational institutions assume their role as a part of the society, in search of the holistic development of the students, allowing them the access to the technology as an alternative in the optimization of the technological education, using methods, active techniques and technological resources that allow a significant learning and at the same time, to transform the learners into builder of their own learning, providing a continuous process of innovation.

PEDAGOGICAL FOUNDATION

Educational projects generally include a Pedagogical Foundation because Pedagogy is the systematic and scientific study of education. The Pedagogy generates opportunities for Processing, uses, and applies the learned knowledge, to the personal and social life, but is important to distinguish between Pedagogy and Didactic.
Pedagogy is the science that studies the education, and Didactic is the discipline or set of techniques that facilitate the learning, therefore we can say that the didactic is a discipline within the pedagogy. This leads us to look for the difference between education and pedagogy. The education is a constant activity while Pedagogy is an intermittent activity.

The education is exerted on the children by their parents and teachers. This action is in all moments, and it is general, there is not a moment during the day, in which younger generations, are not in contact with their elders, and that, therefore, the youngsters receive from them, their educational influence. It is what makes that the pedagogy at least in the past, was intermittent, while the education is continuous. The education can be conscious and unconscious, while the pedagogy is always and necessarily a product of reflective consciousness.

As a practice the education has an objective that is to adapt the individuals to live in society. As a theory the pedagogy has an object of study that are the practices, processes and educational systems.

In conclusion we can say that Pedagogy has been always and necessarily a discursive construction, as a result of a conscious reflection, on policies, practices, processes, or purposes of the Institutions or the educational systems.

**PSYCHOLOGICAL FOUNDATION**

**The teaching guide in relation to psychology**

A tutorial is a system of expression, representation and communication, based on a set of units and well-defined rules whose use implies a particular form of behavior. The Guide allows mentally represent us the world without being the object forward. There are many definitions of didactics depending on the perspective where the author is set, but there
are a number of regularities that are present in all definitions of the didactics:

- It is a system composed of units whose structure or organization can be formally analyzed (phonemes, words...)
- The acquisition and use of teaching resources allows us to interact with the medium and therefore enter in communication processes. It is a process of socialization.
- It is a specific behavior of the human species.

Didactics is composed of units and structures, i.e., that could be those as others either, for example there is no direct relationship between the phonemes of table and its referent. This language is specified in different languages or cultural manifestations.

Didactics are the different conventional signs or particular manifestations of language serving as a medium of expression to a particular community and whose units and grammar are learned the language has common aspects: units, restrictions, rules despite diversity.

PHILOSOPHICAL FOUNDATION

Philosophy and its contribution to education

In philosophy, new education allows a development of language that serves as a source of information, traditional philosophy, which helps the development of the role of the teacher, with respect to the change in the way of teaching the formalism, the importance of memorization and, above all, the authoritarianism of the educational institution is no longer seen as a training model to be followed by what methods have changed but always took into account the philosophy as the development for new teaching methods since it give rise to all other sciences.
This allows the educational activity to respond to the principles and tenets of the need, desire, internal discipline, the spontaneity and freedom of students. The adopted conclusions and educational references.

Because of this you must take in account jobs that facilitate learning, teaching, and the value that it deserves the language and literature, so we can educate students who most worry about the development of their capabilities and can be carried out as learning entities that are indispensable to society and the world.

In addition we can say I constructivism; learning is the product of the processes of assimilation and balance (or adaptation); this phase is the ideal State. Where students come to a State of balance or adaptation to the environment. The purpose of Constructivism is that students adapt to State in which live and thus know what defects are, and what we can do to avoid them.

LEGAL FOUNDATION

THE CONSTITUTION OF ECUADOR

Article 26. - Education is a right for people throughout their lives and an inescapable and unavoidable duty of the State. It constitutes a priority area of public policy and State investment, guarantee of equality and social inclusion and an indispensable condition for the good life. Individuals, families and society have the right and the responsibility to participate in the educational process.

Article 27. - Education will focus on the human being and ensure its holistic development, within the framework of respect for human rights, the sustainable environment and democracy; it will be participatory, mandatory, intercultural, democratic, inclusive and diverse, quality and
warmth; promote gender equity, justice, solidarity and peace; stimulate critical sense, art and physical culture, individual and community initiative, and the development of skills and abilities to create and work.

**Article 28.** - Education respond to the public interest and will not be at the service of individual and corporate interests. Ensure universal access, retention, mobility and exit without any discrimination and mandatory at the level initial, basic and secondary education or equivalent.

**Science, technology, innovation and ancestral knowledge**

**Article 385.** - The national system of science, technology, innovation and ancestral knowledge, within the framework of respect for the environment, nature, life, culture and sovereignty, will have as a purpose:

1. Generate, adapt and disseminate scientific and technological knowledge.

2. Recover, strengthen and enhance the ancestral knowledge.

3. Develop technologies and innovations that boost domestic production, raise efficiency and productivity, improve the quality of life and contribute to the realization of the good living.

**Article 386.-** The system shall include policies, programs, actions, resources, and be incorporated into State institutions, public research institutes, universities and polytechnics and individuals, public and private companies, non-governmental organizations and natural or legal persons, as are activities of research, technological development and innovation and those linked to the ancestral knowledge.

The State, through the competent body, coordinate system, establish goals and policies, in accordance with the National Development Plan, with the participation of the actors that comprise it.
**Article 387.** – It is the responsibility of the State:

1. Provide and promote the incorporation of the knowledge society to achieve the objectives of the regime's development.

2. Promote the generation and production of knowledge, promoting scientific and technological research, and enhance the ancestral knowledge, and contribute to the realization of good living.

3. Ensure the dissemination and access to scientific and technological knowledge, the usufruct of their discoveries and findings within the framework of the provisions of the Constitution and the law.

4. Guarantee freedom of creation and research in the framework of respect for ethics, nature, the environment, and the rescue of ancestral knowledge.

Recognize the status of researcher in accordance with the law
WAYS OF THE INVESTIGATION

The development of this investigation is going to be made under the field modality, considering the place where it is going to be applied. According with the objectives, this project is developed using the best elements of investigation, which will help to detect the problems related to the scarce production of reading activities.

For its purpose, it is an action investigation because it tries to solve a real and evident problem. The objective consists on improving the real educative practice in a determined place.

TYPES OF INVESTIGATION

This investigation has the following typology.

* For its nature, it is exploratory and descriptive type. This investigative work is going to be developed considering the published and the internet bibliography available, besides, it is considered the aspects that are involved: The institution, the community and the environment.

* For its application, it is feasible, because after going through the investigative stages of the research (analysis, synthesis, comparison and generalization); it attempts to find a solution for the problem.

* In the same way there has been feasibility with the time and we also have gotten the necessary resources to apply the instruments to collect data.
LEVEL OF INVESTIGATION

This investigation is going to be performed in three levels: exploratory, descriptive and explanatory.

In the first level, this investigation is descriptive because it has an objective to clarify concepts, to get relationship with the investigating topics in order to facilitate the approach to the problem. In this level we started with the antecedents of the study trying to compile the theoretical material that will be the foundation of this investigation.

In the second level, the investigation is descriptive because we have described some characteristics and relationships among the elements and components of the problem. Also through the description we have been able to identify some characteristics and elements of the problem.

In the third level, this investigation is explanatory because it contributed with the development of the scientific knowledge when doing an analysis about the cause of the problem and its consequences.

PROCEDURES OF THE INVESTIGATION

The mechanisms as well as the criteria necessary for this analysis are the following:

• Formulation of the problem
• Development of the theoretical frame
• Design of the investigation
• Application of the instruments
• Processing of the collected data
• Analysis of the results
• Conclusion and recommendations
INSTRUMENTS OF THE INVESTIGATION

Methods
The methods are procedures, techniques, or ways of doing something, especially in accordance with a definite plan. They are systems that have been adapted to improve the teaching-learning process; they are used as a guide for observation. The methods we will use in this investigation are:

Direct Observation
The main advantage of direct observation is that an event, institution, facility, or process can be studied in its natural setting, thereby providing a richer understanding of the subject.

The observation will be employed to obtain primary data about the problem, reason of our study, and also to verify the statements formulated during the elaboration of this work.

Inductive
The inductive method is deeply entrenched in Science education. Using the inductive method, the teacher presents the students with a specific challenge or problem, such as an experiment that needs to be interpreted, or a real-world problem that needs to be solved. The students must then use their base-knowledge to investigate, test, analyze and come to their own conclusion or solution.

Deductive
It is the process of reasoning by which conclusions are drawn by logical inference from given premises. This teaching method has a positive impact on the quality of knowledge accumulation.
Analytic- synthetic
This method consists on separating the objects of study in two parts and once its essence has been comprehended, builds a whole.

Scientific
The scientific method involves identifying a problem, learning what is already known about that problem, thinking of a solution or answer (called a hypothesis), doing an experiment to test your hypothesis, and reaching a conclusion based on what you learned.

Heuristic
It refers to experience-based techniques for problem solving, learning, and discovery. Where an exhaustive search is impractical, heuristic methods are used to speed up the process of finding a satisfactory solution.

Techniques
The techniques are ways or tools to develop the activities to get a conclusion for a problem.

The techniques that we will use in the development of this investigation are the following: Interview, Survey and Sampling.

Interview
It is a formal meeting used for getting information in an investigation. It can be defined as the interaction between the investigator and the subjects of the study.

In this investigation the authority and the English teacher of the school will be interviewed, for getting facts or antecedents related to the English learning in the institution.
Survey
It is a method for collecting quantitative information about items in a population. It allows researchers to collect a large amount of data in a relatively short period of time.

This method of investigation is very useful because we are going to be able to gather the necessary information of a representative sample of the people affected by the problem.

The survey technique was applied in students of eighth year at Unidad Educativa “Alonso Velóz Malta”. The results of the survey were carefully analyzed, as can be seen further in this chapter.

Population
To get the necessary data about this work, we will not use the entire population but a representative sample.

The population is a group of individuals or items that share one or more characteristics from which data can be gathered and analyzed. The high school’s population is four hundred nineteen, divided into students, teachers, and authorities.

Sample
It is a certain amount of a population that is used to represent the entire group as a whole. When doing research, it is often impractical to survey every member of a particular population because the quantity of people is too large. The characteristics of a sample are size and be representative.

<table>
<thead>
<tr>
<th>STRATUM</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAFF</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>Authorities</td>
</tr>
<tr>
<td>Teachers</td>
</tr>
<tr>
<td>Students</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>
LIKERT SCALE

The Likert scale is a commonly used survey tool that requests an assessment of some variable from among a range of potential responses.

To assess end user acceptance of a software program, for example, as in the figure below, a Likert scale might provide a series of statements and five responses ranging from "I strongly agree" to "I strongly disagree."

The main responses are:

Strongly agree

Agree

Neutral

Disagree

Strongly disagree
## OPERATIONALIZATION OF VARIABLES

<table>
<thead>
<tr>
<th>VARIABLES</th>
<th>DIMENSIONS</th>
<th>INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEPENDENT VARIABLE</td>
<td>IMPORTANCE</td>
<td>Develops the mind and imagination. A person can go anywhere in the world.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develops cognitive abilities.</td>
</tr>
<tr>
<td>READING SKILL</td>
<td>TYPES</td>
<td>Skimming</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Scanning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Intensive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Extensive</td>
</tr>
<tr>
<td></td>
<td>CHARACTERISTICS</td>
<td>Depends on the perceptive, cognitive, and linguistic process.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Requires prior knowledge to understand the information.</td>
</tr>
<tr>
<td>INDEPENDENT VARIABLE</td>
<td>DEFINITION</td>
<td>List of words that a person can posses.</td>
</tr>
<tr>
<td>VOCABULARY</td>
<td></td>
<td>All the words of a language.</td>
</tr>
<tr>
<td></td>
<td>CHARACTERISTICS</td>
<td>Multiple exposures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Frontload Vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nonlinguistic representation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Context clue</td>
</tr>
<tr>
<td></td>
<td>IMPORTANCE</td>
<td>Essential to learn and teach new language.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Knowledge of word meaning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Helps students with language comprehension.</td>
</tr>
</tbody>
</table>
CHI SQUARE TEST

Objective.- To demonstrate the relation between the Independent and Dependent variable.

Independent Variable: Vocabulary
Dependent Variable: Reading Skill

What is the influence in using vocabulary to develop the writing skill.

Level of significance: Alpha = 0.05 or 5%.

As we can observe the value P is lower than 0.05, for this reason we can say that there is relation between the two variables. Therefore, vocabulary has a big influence in the development of reading skill.
SURVEY TO THE STUDENTS

SPECIFIC INFORMATION

Write an X in the answer that you consider more appropriate

Strongly Agree (1), Agree (2), Neutral (3), Disagree (4), Strongly Disagree (5).

<table>
<thead>
<tr>
<th>STATEMENTS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>You consider English is important for you</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The English teacher gives interesting classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You want to participate in Reading activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You like to understand what you read.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your teacher must use reading activities to improve the English classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The reading activities are useful for you.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You acquire new vocabulary each class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your teacher uses modern techniques to teach vocabulary.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You want to learn new words in a different way.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning vocabulary you will understand paragraphs easier.</td>
<td></td>
<td></td>
<td></td>
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</table>
## RESULTS OF SURVEY TO THE STUDENTS

<table>
<thead>
<tr>
<th>STATEMENTS</th>
<th>STRONGLY AGREE</th>
<th>AGREE</th>
<th>NEUTRAL</th>
<th>DISAGREE</th>
<th>STRONGLY DISAGREE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>You consider English is important for you</td>
<td>35</td>
<td>5</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>41</td>
</tr>
<tr>
<td>The English teacher gives interesting classes</td>
<td>21</td>
<td>9</td>
<td>4</td>
<td>2</td>
<td>5</td>
<td>41</td>
</tr>
<tr>
<td>You want to participate in Reading activities</td>
<td>26</td>
<td>6</td>
<td>0</td>
<td>4</td>
<td>5</td>
<td>41</td>
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<td>You like to understand what you read</td>
<td>40</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
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<td>Your teacher must use reading activities to improve the English classes</td>
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<td>12</td>
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<td>19</td>
<td>11</td>
<td>2</td>
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<td>41</td>
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<tr>
<td>You acquire new vocabulary each class</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>15</td>
<td>18</td>
<td>41</td>
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<tr>
<td>Your teacher uses modern techniques to teach vocabulary</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>30</td>
<td>41</td>
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<tr>
<td>You want to learn new words in a different way</td>
<td>38</td>
<td>2</td>
<td>1</td>
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<tr>
<td>Learning vocabulary you will understand paragraphs easier</td>
<td>32</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>41</td>
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</tbody>
</table>
ANALYSIS OF RESULTS

SURVEY TO STUDENTS

SAMPLE: 41 STUDENTS

STATEMENT 1: You consider English is important for you

CHAPTER OF FREQUENCY # 1

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>35</td>
<td>82%</td>
</tr>
<tr>
<td>AGREE</td>
<td>5</td>
<td>15%</td>
</tr>
<tr>
<td>NEUTRAL</td>
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<td>0%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>1</td>
<td>3%</td>
</tr>
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<td>STRONGLY DISAGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>41</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

SOURCE: Unidad Educativa “Alonso Velóz Malta”
RESEARCHERS: CLARILDA CAICEDO AND FLOR MARÍA ANCHUNDIA

ANALYSIS

Most of the students answered that the English language is important for them. It is necessary to take advantage of this information in order to introduce the new didactic material that will help in the acquisition of this foreign language.
ANALYSIS OF RESULTS

SURVEY TO THE STUDENTS

SAMPLE: 41 STUDENTS

STATEMENT 2: The English teacher gives interesting classes

CHAPTER OF FREQUENCY # 2

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>21</td>
<td>40%</td>
</tr>
<tr>
<td>AGREE</td>
<td>9</td>
<td>27%</td>
</tr>
<tr>
<td>NEUTRAL</td>
<td>4</td>
<td>12%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>5</td>
<td>15%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>41</td>
<td>100%</td>
</tr>
</tbody>
</table>

SOURCE: Unidad Educativa “Alonso Velóz Malta”
RESEARCHERS: CLARILDA CAICEDO AND FLOR MARÍA ANCHUNDIA

ANALYSIS

The majority of the students answered that the English teacher does not give interesting classes, it is due to the scarce of new strategies and techniques, It is necessary to apply new methodology and that develop the students’ abilities easily.
ANALYSIS OF RESULTS

SURVEY TO THE STUDENTS

SAMPLE: 41 STUDENTS

STATEMENT 3: You want to participate in reading activities

CHAPTER OF FREQUENCY # 3

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>26</td>
<td>55%</td>
</tr>
<tr>
<td>AGREE</td>
<td>6</td>
<td>18%</td>
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<tr>
<td>DISAGREE</td>
<td>4</td>
<td>12%</td>
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<tr>
<td>STRONGLY DISAGREE</td>
<td>5</td>
<td>15%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>41</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

SOURCE: Unidad Educativa “Alonso Velóz Malta”
RESEARCHERS: CLARILDA CAICEDO AND FLOR MARÍA ANCHUNDIA

ANALYSIS

In this statement a big amount of students answered affirmatively, the rest the other alternatives, it is good for the application of the proposal since students want to collaborate with it.
ANALYSIS OF RESULTS

SURVEY TO THE STUDENTS

SAMPLE: 41 STUDENTS

QUESTIONS # 4: You like to understand what you read

CHAPTER OF FREQUENCY # 4

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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</thead>
<tbody>
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<td>97%</td>
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<td>0%</td>
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<td>0%</td>
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<tr>
<td>STRONGLY DISAGREE</td>
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SOURCE: Unidad Educativa “Alonso Velóz Malta”
RESEARCHERS: CLARILDA CAICEDO AND FLOR MARÍA ANCHUNDIA

GRAPHIC# 4

SOURCE: Unidad Educativa “Alonso Velóz Malta”
RESEARCHERS: CLARILDA CAICEDO AND FLOR MARÍA ANCHUNDIA

ANALYSIS

Almost all the students (97%) want to understand what they read in English, but there is a small percentage that show resistance to the new education. We have to put our best in order to convince them that this language will open doors in their future.
ANALYSIS OF RESULTS

SURVEY TO THE STUDENTS

SAMPLE: 41 STUDENTS

STATEMENT 5: Your teacher must use reading activities to improve the English classes.

CHAPTER OF FREQUENCY # 5

<table>
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SOURCE: Unidad Educativa “Alonso Velóz Malta”
RESEARCHERS: CLARILDA CAICEDO AND FLOR MARÍA ANCHUNDIA

ANALYSIS

A large amount of students answered that the teacher must use reading activities for imparting this skill. With the application of this proposal not only students but also teachers will gain interest for the development of this ability; therefore, this project is headed to motivate both teachers and students in the teaching learning process.
ANALYSIS OF RESULTS

SURVEY TO THE STUDENTS

SAMPLE: 41 STUDENTS

QUESTIONS # 6: Reading activities are useful for you.

CHAPTER OF FREQUENCY # 6

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SOURCE: Unidad Educativa “Alonso Veloz Malta”
RESEARCHERS: CLARILDA CAICEDO AND FLOR MARÍA ANCHUNDIA

ANALYSIS

A high percentage of students answered that they do not have reading activities in their English classes. It is important to change the strategies of teaching and apply reading activities through vocabulary, since it is a good way to improve the reading skills.
ANALYSIS OF RESULTS

SURVEY TO THE STUDENTS

SAMPLE: 41 STUDENTS

QUESTIONS # 7: You acquire new vocabulary each class.

CHAPTER OF FREQUENCY # 7

<table>
<thead>
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SOURCE: Unidad Educativa “Alonso Velóz Malta”
RESEARCHERS: CLARILDA CAICEDO AND FLOR MARÍA ANCHUNDIA

GRAPHIC#7

SOURCE: Unidad Educativa “Alonso Velóz Malta”
RESEARCHERS: CLARILDA CAICEDO AND FLOR MARÍA ANCHUNDIA

ANALYSIS:

A considerable percentage of students answered that they do not receive new vocabulary in each class, it demonstrates that they lack of new words, for that reason they do not understand what they read. It is very important that students make awareness in the acquisition of this skill.
ANALYSIS OF RESULTS

SURVEY TO THE STUDENTS

SAMPLE: 41 STUDENTS

QUESTIONS # 8: Your teacher uses modern techniques to teach vocabulary.

CHAPTER OF FREQUENCY # 8

<table>
<thead>
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SOURCE: Unidad Educativa “Alonso Veloz Malta”
RESEARCHERS: CLARILDA CAICEDO AND FLOR MARÍA ANCHUNDIA

Almost the whole students affirm that the English teacher does not use modern techniques to teach vocabulary. With the application of this didactic guide they will take advantage of its content in order to reinforce the teaching of this second language, specially the reading skill.
ANALYSIS OF RESULTS

SURVEY TO THE STUDENTS

SAMPLE: 41 STUDENTS

QUESTIONS # 9: You want to learn new words in a different way

CHAPTER OF FREQUENCY # 9

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<tr>
<td><strong>TOTAL</strong></td>
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SOURCE: Unidad Educativa “Alonso Velóz Malta”
RESEARCHERS: CLARILDA CAICEDO AND FLOR MARÍA ANCHUNDIA

ANALYSIS

Almost all the students are willing to learn new words in a different way, they expect new techniques that help them to enjoy the English classes. This is an advantage because the students want to learn English and the teacher can use this material to develop reading skills.
ANALYSIS OF RESULTS

SURVEY TO THE STUDENTS

SAMPLE: 41 STUDENTS

QUESTIONS # 10: Learning vocabulary you will understand paragraphs easier.

CHAPTER OF FREQUENCY # 10

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SOURCE: Unidad Educativa “Alonso Velóz Malta”
RESEARCHERS: CLARILDA CAICEDO AND FLOR MARÍA ANCHUNDIA

Most of the students answered that learning vocabulary they will gain interest for the English subject, because they will understand what they read in the book, for that reason is a good moment to apply the didactic guide that will strengthen the academic process.
CONCLUSIONS AND RECOMMENDATIONS

Conclusions:

The students’ active participation during the exercises prepared for this investigation confirmed the interest in learning English in a new way.

The students’ initial idea about English being difficult changed when they used material with practical activities that were more fun for their ages.

Their confidence grew when they noticed that the texts were not so difficult to be read, once they knew the involved vocabulary.

The use of didactic guide made the students show more willingness to learn new things.

The students were motivated when they use vocabulary to reinforce the reading skill.

The desire of learning English increased even in the students that did not show interest at the beginning of this investigation.

The students showed better results when working with vocabulary activities that included reinforcement of exercises of the knowledge they had acquired in class.

Recommendations:

It is necessary to suggest the English Teacher the use of different strategies to motivate the students’ learning of English.

The teachers should use in their classes, different types of vocabulary exercises that are capable of engaging the students’ interest for the reading skill.
It is necessary to innovate and update the didactic material constantly by using different ways, as a form of updating the English classes, so students can get involved in the new teaching techniques era.

It is important the students to develop abilities to work cooperatively, because this will help them become more involved in their individual progress as well as the progress of the rest of the class.
CHAPTER IV
THE PROPOSAL

ANTECEDENTS

The principal reason that inspired us to perform this project was the poor participation in class of the students of tenth year at Unidad Educativa Fiscal Nocturna “Alonso Velóz Malta” during the reading activities. Even though they have the English subject every single day, they showed shortcomings when reading, since they were not able to understand the messages clearly and to solve the activities related to the readings.

According to the results of the investigation, we were able to observe that at the beginning of the demonstrative activities the students were not motivated enough. At first, the students did not understand the benefits of reading. Then, we noticed a pleasant change in their perception about English, so their willingness to learn, improved considerably. Their interest for reading increased enormously since they enjoy learning new words in each reading.

JUSTIFICATION

Nowadays, public education faces a massive rehabilitation on providing students with efficient changes in education; that is why the current government has seen the necessity to improve the level of the English language, in this case, the reading skills. It is necessary to develop this skill in the early years because when they grow up they will have a good performance in the use of the English language.

Our proposal is justified because we consider this is a good way to contribute with the improvement of the students’ skills in reading.
The lack of reading activities in English classes is prejudicial for the students, since, they grow without experiencing the joy and benefits that reading can offer to them. For that reason, we have elaborated an useful didactic guide which is not only full of exercises and activities, but with motivating and amusing teaching techniques that will help the students increase their motivation and enthusiasm when reading in English.

We truly believe this instrument will become a great aid for the learning of English, helping teachers and students achieve a positive change in the yield.

OBJECTIVES

General:

➢ To evaluate the use of the didactic guide with vocabulary activities in order to affirm if it has been put in practice correctly in students of tenth year at Unidad Educativa Fiscal Nocturna “Alonso Velóz Malta”

Specifics:

➢ To keep up the motivation level of the students.
➢ To develop interactive and participative activities to increase the students’ desire to learn English.
➢ To apply all the components of the didactic guide properly to achieve integral language skills.

IMPORTANCE

This proposal will benefit both the institution and the students because they will be able to improve their scholastic achievement immediately while learning English in an entertained way. Besides, they will have a solid
foundation that will allow them to perform even better in their subsequent high school studies.

Teachers of the English area will be happy and satisfied with the application of this new didactic resource for the teaching of English, because they will produce and create more interactive and participative classes keeping up students’ motivation.

FEASIBILITY

Our proposal is feasible due to the support of the school authority, teachers, parents and other members of the educative community, in a special way, for the collaboration of the students who have been truly motivated to learn English through reading. That is to say, we have the essential human resources to reach a solution for the problem, reason of our study.

We also have the financial resources required to develop the guide and the assistance of the people who have contributed with the development of this proposal.

Human Resources

- It had the willingness of students of tenth year at Unidad Educativa Fiscal Nocturna “Alonso Velóz Malta”, who at all times supported this project.

- In the same way, it had the support and contribution of the English teacher who gave us time and some advices and recommendations about the students.

Financial Resources

- It could count with the economic resources to satisfy the necessities presented in the development of this investigation.
DESCRIPTION OF THE PROPOSAL

The main goal of this proposal is improving the reading skills through basic vocabulary in the students of tenth year of General Basic Education at students from Unidad Educativa Fiscal Nocturna “Alonso Velóz Malta”.

To perform this proposal, it was used the appropriate methodology, strategies, and techniques according to the academic content that the textbook used by the teacher has and students’ needs. Furthermore, it was applied using the different audiovisual resources and didactic materials such as vocabulary flashcards, games, posters, etc, that helped students to understand better the English language.

The Didactic Guide contains useful and entertained activities that were selected taking into account the academic content of students of tenth year at Unidad Educativa Fiscal Nocturna “Alonso Velóz Malta” and also their needs. These activities correspond to vocabulary exercises, crosswords, cloze techniques, reading comprehension, synonyms, antonyms, and others.

PEDAGOGICAL ASPECT

This proposal is significant on its pedagogical aspect, because it fulfills the principles of constructivism in order to facilitate the success of the teaching process. Besides, the content of the didactic guide was made taking into consideration the communicative approach that it is the more effective educational trend currently.

It is required that students continue working and practicing with the didactic guide that is related with vocabulary, so they can strengthen their acquired skills, improve the scholastic yield and succeed on the learning of English.
PSYCHOLOGICAL ASPECT

As teachers, we are interacting with students sharing time with them and helping them acquire new knowledge, so we get involved with them and we have the responsibility to influence them positively, giving our advices, encouragement and comforting them.

The main reasons to do that are: to provide an environment where significant learning can be achieved and to make students have a good time while learning. When learners are motivated, they are able to leave aside their necessities and difficulties in life and put all their effort in their studies, so it can be reflected in the scholastic accomplishment at the end of the scholar year.

LEGAL ASPECT

The elaboration of this project was made according to the Constitution, First Division of the Ecuadorian education law, which says:

“Art. 350.- El sistema de educación superior tiene como finalidad la formación académica y profesional con visión científica y humanista; la investigación científica y tecnológica; la innovación, promoción, desarrollo y difusión de los saberes y las culturas; la construcción de soluciones para los problemas del país, en relación con los objetivos del régimen de desarrollo”.

Art 3-The aims of education in Ecuador:

c) To encourage the spirit of research, creative activity and responsible at work, the principle of human solidarity and sense of social cooperation to fully comply with the aims of education, the Ministry will promote the active and dynamic public and private institutions and the community.
The current education where scientific and technological development requires the learning of several languages including English is one of the most important for its global outreach, also requires the use of proper materials to facilitate the teaching-learning at all levels of education is, in the basic cycle and high school level.

It is therefore essential that the institutions offer such material in order to generate a dynamic learning process, creative student capabilities offering also a motivating environment that facilitates this process.

CONCLUSIONS

First of all, we want to emphasize that it was interesting to work with the students of this institution, because they needed help to improve their English level. After applying the proposal, we realized that there has been a change in them; especially in their willingness to learn the language. Besides, the level of the English language has been increased which has been reflected in their performance during the last English classes they had with us.

Furthermore, we noticed that their participation during the English classes improved considerably, because of the use of the didactic guide they felt motivated in learning this language.
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HOMOPHONES

Homophones are words that sound the same but have different meanings and spellings. Circle the correct homophone to complete the sentence.

The wind (blew / blue) the tent over.

Last week I (road / rode) a horse for the first time.

My dog hurt his (paws / pause).

I (won / one) the tennis match.

My mom will (sew / so) me a dress.

I need to brush my (hair / hare).

We need to chop some (wood / would).
Completing sentences using picture clues
Kindergarten Reading Comprehension Worksheet

Write the last word in each sentence. Use the picture as a clue.

I see the ________________

deer
door

I see the ________________
frog

I see the ________________
gate

I see the ________________
hat

I see the ________________
ham

I see the ________________
pail

plate
Read the story and answer the questions.

"Brrr! This damp air makes me shiver," said Peg-Leg Pete. "I sure do hope we spot Wilma soon." It was a clear morning and Captain Cork was wide awake as he looked through his spyglass. He and his brave crew had been sailing for many weeks. They were hoping to see their friend, Wilma the Whale. The trip was getting pretty dull with nothing but ocean to look at. The Captain knew they were on the correct course because they had seen Wilma many other times.

Suddenly there was a loud splash. It was Wilma! As everybody cheered, Wilma made a fancy flip in the water as if to say hello. It was great to see her again.

a) When do you get damp and shiver?

b) When are mornings not clear?

c) Why was the captain wide awake?

d) Name a brave person you know.

e) Why was the trip getting dull?

f) Why was their course correct?

g) Draw a picture of Wilma's fancy leap. Use another piece of paper.
Reading Readiness

Read the words in the word box.
Read each sentence.
Fill in the blank with a word from the word box to complete each sentence.

plane  apple  desk  fish  house

The _______ is sweet.

I live in a _______.

A _______ flies in the air.

A _______ can swim.

I do homework at a _______.

apple

desk

fish

house
There was a little bluebird up in a tree.
I looked up at him and he looked down at me.
He looked so pleasant just sitting with a smile,
That I stared at him for a little while.
But then he did something that took me by surprise.
He smacked me with a snowball right between my eyes!

1. Circle the rhyming words in the poem.

2. What does it mean when something “takes you by surprise”? ________________________________

3. Which word is a synonym for pleasant?
   sad   nice   smart

4. What funny thing happened at the end of the poem?
   ____________________________________

Read this poem at home three more times and have someone initial each time you read it. _____ _____ _____
Let's Practice Digraphs.

Cut out the words at the bottom of the page. Look at each picture and say its name. Paste the correct word under each picture.

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SLIPPERS
H T U S M I W S R
S C A R V E S S J O
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P L P N K S O R K E
M T A A B K X T E R
U E E A H C E I T S
J N G I A O R E N G
S K I R T S E O H S

Mysterious word: __________
Bank Robbery

Directions: Complete the story. Use the words in the box.

Last Friday afternoon, a bank \( \underline{1} \) ______ went to a bank in Los Angeles. He gave the bank teller a canvas bag, pointed a \( \underline{2} \) ______ at her and said, “Give me the \( \underline{3} \) ______! Hurry!”

The teller put the money in the bag, but when the robber turned to leave, the teller pressed a silent alarm button with her \( \underline{4} \) ______. The alarm alerted the police.

When the police arrived at the bank, the robber was in the lobby. He was pointing his gun at the bank \( \underline{5} \) ______ and his assistant. They both had their hands up in the air.

The police \( \underline{6} \) ______ the bank and blocked the front door and the back door. They trapped the robber inside the bank.

The police captain used a megaphone and told the robber to put down his gun and come out with his hands up in the \( \underline{7} \) ______. The bank robber said no. He said he would never \( \underline{8} \) ______.

While the captain talked to the robber, two \( \underline{9} \) ______ entered the bank from a secret \( \underline{10} \) ______. They arrested the bank robber.
Cans of Food

Directions: Complete the story. Use the words in the box.

Andre’s wife, Iris, is visiting her mother in Iowa. She left this morning, and she won’t be back until (1) _______ week. Before she left, she bought a lot of cans of food so Andre could (2) _______ his own meals. She bought cans of soup, tuna (3) _______, chili, spaghetti, and vegetables. She bought enough food for the whole week.

Iris is a great cook, and she prepares all the meals for the family. Andre doesn’t cook, so she had to show him how to use the microwave and the electric can (4) _______. She left the can opener on the kitchen counter and told him to be sure to put the (5) ________ in plastic containers once he opened the cans.

Poor Andre! He thinks that he is supposed to open all the (6) ________ of food and put the contents in plastic containers. He doesn’t understand what his wife meant. She meant that he should put the uneaten portion of food in plastic (7) ________.

For the past hour, Andre has been (8) ________ cans of food and putting it in plastic containers. He’s frustrated because there aren’t enough containers for all the food. He needs to go to the store to (9) ________ more, but he doesn’t want to leave the opened cans of food on the counter because the (10) ________ might eat the food or it might spoil.
Family Photos

Rosario and Karen are at work. Karen has pictures of her family on her desk. Rosario wants to know who is in the (1) _________.

“Hi, Karen. How (2) _________ you today?” says Rosario.

“I’m fine,” answers Karen. “How (3) _________ your weekend?”

“It was okay. We didn’t do anything special. I cleaned the house Saturday, and Benny and the kids went to see a (4) _________.
We ordered pizza and chicken wings for (5) _________, so I didn’t have to cook,” says Rosario.

“That’s good. You had a relaxing weekend,” says Karen.

“Hey, who are the (6) _________ in the photos?” says Rosario.

“This is a picture of my daughter and my mother. My mom came out to visit us last summer. She (7) _________ in Montana. And this is a picture of my husband and I when we got married. The last picture is of our dog, Ralph,” says Karen.

“I’ve never met your (8) _________ How long have you been married?” says Rosario.

“We’ve been married for twenty-four years. Our (9) _________ is in June,” says Karen. “Our daughter is eighteen years old. What about you? Are you married?”

“No, I’ve been dating my boyfriend for two years. We talked about marriage, but we decided to (10) _________,” says Rosario.
Learning English

Arturo and Miguel are brothers. They moved from (1) _______ to the United States in 1997. Arturo speaks more English than Miguel because he took English classes for two (2) _______.

"Why do you always watch TV shows in English?" asks Miguel.

"You know I don’t (3) _______ them very well."

"It helps me improve my English," says Arturo. "Besides, I like American TV (4) _______."

"I don’t like them," says Miguel. "I don’t understand what the people are saying. They speak too (5) _______."

"That’s because you didn’t take English classes. I told you to come to class with (6) _______," says Arturo.

"I speak English pretty well. That’s why I’m talking to you in English," says Miguel. "I don’t need classes."

"If you speak English so well, why can’t you understand the people on TV?" (7) _______ Arturo.

"Because they speak (8) _______ fast. I already told you that. Don’t you listen?" says Miguel.

"I heard you. Your English is pretty good, but it would be better if you took classes," says Arturo. "The (9) _______ I went to also has job training classes. You should go."

"I’ll think about it," (10) _______ Miguel.

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<th>too</th>
</tr>
</thead>
<tbody>
<tr>
<td>years</td>
<td>understand</td>
<td>asks</td>
<td>school</td>
<td>says</td>
</tr>
</tbody>
</table>
Sharing a Computer

<table>
<thead>
<tr>
<th>resume</th>
<th>important</th>
<th>book</th>
<th>done</th>
<th>pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>late</td>
<td>homework</td>
<td>teacher</td>
<td>help</td>
<td>by</td>
</tr>
</tbody>
</table>

Directions: Complete the story about the picture. Use the words in the box.

Frankie needs to use the computer to do his (1) __________, but his father is using it. His father is writing a resume.

"Hey, dad. Are you almost finished writing your (2) __________? I need to use the computer to do my homework," says Frankie.

"No, son. I’m not (3) __________," says his dad. "I need to finish this resume (4) __________ tonight."

"My grades are (5) __________ dad, and if I turn my homework in (6) __________, I won’t get an A in my English class," replies Frankie. "Mrs. Warner is a very strict (7) __________, and she takes points off for assignments that are turned in late."

"Okay. I’ll (8) __________ you with your homework so you can finish it faster, and then I’ll work on my resume. How long do you think it will take us?" says Frankie’s dad.

"It’ll probably take us about an hour to finish it. I finished the first two pages, but I still have to write four more (9) __________," says Frankie.

"Okay, let’s get started," says Frankie’s dad. "I see that you have your (10) __________."
A. Look at each picture and match the adjective that best describes it. Choose from the list. Write the number on the box.

PERSONALITY ADJECTIVES PUZZLE

<table>
<thead>
<tr>
<th>1. BEAUTIFUL</th>
<th>2. FUNNY</th>
<th>3. HELPFUL</th>
<th>4. BORED</th>
<th>5. STRONG</th>
<th>6. HAPPY</th>
</tr>
</thead>
</table>

Describe the people you know:

1. Your Father – My father is ____________________________________________
   ____________________________________________

2. Your best friend – My best friend is ____________________________________________
   ____________________________________________

3. Your favorite sports athlete – My favorite sports athlete is
One of the things I like best about school is my art class. We have a great teacher named Mrs. Hilbert. She is a wonderful artist. I love to watch her draw and paint. She taught us how to mix paint to make just the right colors for our paintings. She plays good music while we draw and paint. We draw and paint almost everyday in class. Some days we look at pictures of other artists. It is interesting to do this. It helps me to think of things that I want to paint or draw. We have an art exhibit in May this year. Our work will be in one of the banks in our town. We are inviting people from the community to our exhibit. Our parents are invited to go with us. I have three paintings I am working on now. I hope one of them will be chosen to be in the exhibit. I like having a goal to work toward.

**ANSWER THE QUESTIONS:**

1. What is one of the favorite classes of this student?
   a. math  
   b. reading  
   c. art  
   d. music

2. The author describes Mrs. Hilbert as a ____________
   a. nice lady  
   b. wonderful artist  
   c. sweet person  
   d. beautiful person

3. What did Mrs. Hilbert teach the class to do?
   a. bake chocolate cake  
   b. write great stories  
   c. mix paint  
   d. do long division

4. Why does it help this student to see the works of other artists?
   a. to learn to draw  
   b. mix paint  
   c. to think about what she wants to paint  
   d. none of these

5. Where will the art exhibit be?
   a. at the library  
   b. at one of the banks  
   c. at the school  
   d. at one of the churches

6. What does this student hope will happen with her paintings?
   a. one of them will be sold  
   b. one of them will be chosen for the exhibit  
   c. one of them will be of her younger sister  
   d. one of them will be lost
The Story of St. Patrick

Saint Patrick’s Day is March 17th. This day is both an Irish religious and national holiday. Immigrants from Ireland brought this celebration to the United States.

Saint Patrick is a very famous and important person in Ireland. He was not actually born in Ireland. He was born in Great Britain. At 16 years old he was kidnapped by pirates and taken to Ireland where he was sold as a slave. As a slave he was forced to work as a shepherd. He spent many long hours alone taking care of the sheep out in the fields. He felt lonely and afraid. During this time Patrick began to think about God. He repented from his sin and unbelief and he turned to God with all his heart.

Patrick had a dream in which God told him to leave Ireland by going to the coast. He was able to escape and returned to his family. Soon after he returned home, he had another dream in which the people of Ireland were calling out to him, “We beg you to come and walk among us once more.” He went to France and studied to become a priest. He returned to Ireland as a missionary.
The Story of St. Patrick
Vocabulary Exercise #1

Match the word on the left with the correct meaning on the right.

1. _____ legend
2. _____ slave
3. _____ missionary
4. _____ repent
5. _____ kidnap
6. _____ beg
7. _____ shamrock
8. _____ gospel
9. _____ escape
10. _____ immigrant
11. _____ Great Britain

A. a person who moves to another country to live
B. to take somebody away by force and demand money for his/her safe return
C. to get away from a place that you do not want to be
D. a little plant with three leaves
E. the good news about Jesus Christ
F. a short story from long ago
G. the countries of England, Scotland and Wales
H. to be very sorry about something you have done, to have a change in heart and mind
I. a person who is owned by another person, and has to work for that person
J. a person who is sent to teach about God
K. to ask somebody for something strongly
Synonyms
Words that have the same or similar meanings.

able, capable, ask, question, beginner, novice, big, vast, blend, mix, brave, heroic, carry, lug, continue, endure, cry, weep, different, diverse, difficult, hard, eat, consume, end, finish, find, discover, friend, buddy, funny, hilarious, great, grand, happy, joyous, help, assist, high, lofty, idea, thought, just, fair, keep, hold, kind, helpful, late, tardy, laugh, giggle, little, tiny, look, glance, love, adore, make, construct, mistake, error, neat, tidy, obey, yield, occur, happen, one, single, page, sheet, pair, duo, play, frolic, praise, acclaim, respect, honor, revise, correct, right, proper, rule, law, smart, clever, speed, haste, still, silent, stop, holt, story, tale, take, seize, terrify, frighten, tiny, diminutive, trip, journey, uneasy, restless, use, operate, value, worth, walk, stroll, winner, victor, word, expression, write, record.

Remember: A synonym may work for only one meaning of a word.
**Symmetry**

Decipher. Choose the matching symposium for the words in italics.

<table>
<thead>
<tr>
<th>trash</th>
<th>happy</th>
<th>road</th>
<th>sack</th>
<th>rug</th>
<th>chef</th>
<th>see</th>
<th>ill</th>
</tr>
</thead>
<tbody>
<tr>
<td>sick</td>
<td>cook</td>
<td>glad</td>
<td>street</td>
<td>garbage</td>
<td>carpet</td>
<td>look</td>
<td>bag</td>
</tr>
</tbody>
</table>

---

**Instructions**

- For each pair of words, draw a line connecting the symmetrical images. Example: trash to sick, happy to cook, road to glad, sack to street, rug to garbage, chef to carpet, see to look, ill to bag.
Synonyms are Fun

Find the synonym of the highlighted word from the word box.

<table>
<thead>
<tr>
<th>mistakes</th>
<th>broad</th>
<th>bright</th>
<th>blank</th>
<th>jump</th>
</tr>
</thead>
<tbody>
<tr>
<td>brag</td>
<td>exhausted</td>
<td>careful</td>
<td>dangerous</td>
<td>copied</td>
</tr>
</tbody>
</table>

I left an answer box (empty) __________ on my science test.

The football player has very (wide) __________ shoulders.

The monkey at the zoo (imitated) __________ my actions.

Leah was extremely (cautious) __________ while carrying the vase.

I made many spelling (errors) __________ in my English essay.

Nell likes to (boast) __________ about being great a tennis player.

I am (tired) __________ from karate class.

To get to the other side, you must (leap) __________ on rocks.

My new necklace has a (shiny) __________ red gemstone.

It's (risky) __________ to cross in the middle of the street.
Synonyms

Directions: Change the underlined word to its synonym.

above   shut   tiny   bravery   start
shout   sick   chilly   difficult   large

1. Can you please close the door?

2. It is cold outside, so I need to put on a coat.

3. In the library we are not allowed to yell.

4. The bird flew over the tree.

5. We honor George Washington for his courage.

6. Some insects are very small.

7. I did not go to school today because I felt ill.

8. My older sister helped me begin my homework.

9. Learning to tie my shoes is very hard.

10. The mailman delivered a big box.
## Practice Test: Synonyms and Antonyms

Say the word at the beginning of each row. Fill in the circle next to the word in that row that means the **same**.

<table>
<thead>
<tr>
<th></th>
<th>make</th>
<th>jump</th>
<th>loud</th>
<th>build</th>
<th>nail</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>big</td>
<td>little</td>
<td>pickle</td>
<td>elephant</td>
<td>large</td>
</tr>
<tr>
<td>2.</td>
<td>yell</td>
<td>shout</td>
<td>tell</td>
<td>brother</td>
<td>whisper</td>
</tr>
<tr>
<td>3.</td>
<td>car</td>
<td>bike</td>
<td>auto</td>
<td>truck</td>
<td>bear</td>
</tr>
<tr>
<td>4.</td>
<td>over</td>
<td>right</td>
<td>under</td>
<td>above</td>
<td>see</td>
</tr>
</tbody>
</table>

Say the word at the beginning of each row. Fill in the circle next to the word in that row that means the **opposite**.

<table>
<thead>
<tr>
<th></th>
<th>up</th>
<th>little</th>
<th>down</th>
<th>over</th>
<th>ugly</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>small</td>
<td>huge</td>
<td>boy</td>
<td>tiny</td>
<td>rock</td>
</tr>
<tr>
<td>7.</td>
<td>long</td>
<td>short</td>
<td>big</td>
<td>under</td>
<td>left</td>
</tr>
<tr>
<td>8.</td>
<td>morning</td>
<td>day</td>
<td>night</td>
<td>star</td>
<td>girl</td>
</tr>
<tr>
<td>9.</td>
<td>hot</td>
<td>up</td>
<td>warm</td>
<td>mug</td>
<td>cold</td>
</tr>
</tbody>
</table>
CV / Job Interview

A) Circle the correct answer: (10)

1. He is studying in a
   a) Training placement  b) Training period  c) Training center

2. He can speak
   a) Some German  b) Very German  c) Well German

3. There are several ___ in this department.
   a) Vacancy  b) Vacances  c) Vacancies

4. I am experienced and will bring my
   a) How-know  b) Know-how  c) How-do

5. My
   a) Training school  b) Training period  c) Training center

6. I lost my
   a) Driving licence  b) Drivers license  c) Drive license

7. You should apply ___ this position.
   a) To  b) For  c) About

8. Do you speak English __?
   a) Currently  b) Fluent  c) Fluently

9. I am
   a) Computer good  b) Computer literate  c) Computer well

10. Arabic is my
    a) Mother tongue  b) Native mother  c) Language mother

B) Find synonyms for the underlined words/ phrases: (10)

1. I am __ to speak two languages.

2. Please find __ my CV and cover letter.

3. She is __ of many departments at work.

4. They are all __ for the same job.
SYNONYMS and ANTONYMS
(describing character)

A synonym is a word which means the same as another word: {large} and {big} are synonyms.
An antonym is a word which means the opposite of another word: {nice} and {horrible} are antonyms.

Ex. 1) Match the adjectives (1-11) with their synonyms (A-K). Decide if each pair is positive or negative and write them in the chart.

| 1 angry | A rational |
| 2 calm  | B shy       |
| 3 vain  | C obstinate|
| 4 intelligent | D conceited|
| 5 timid | E clever   |
| 6 selfish | F furious |
| 7 impolite | G egotistical |
| 8 irritable | H amiable |
| 9 sensible | I grumpy   |
| 10 stubborn | J easy-going |
| 11 friendly | K rude     |

Positive
---

Negative
---

angry – furious

Ex. 2) Find 8 words which all mean ‘sad’ in this word search. The synonyms are given in the box.

U N Y W G P
A B V S I H L I
S L U F R A T T O T
E H U V C I E R O I
T I D E S O R O M F
K O A T E L H S Y U
M I S E R A B L E L

Ex. 3) Choose the correct antonym for each word.

1 timid
- A noisy
- B brave
- C obstinate
- D fine

2 truthful
- A false
- B different
- C incorrect
- D dishonest

3 neat
- A messy
- B reliable
- C lazy
- D tidy

4 miserable
- A active
- B cheerless
- C cheerful
- D funny

5 sensitive
- A impolite
- B upset
- C thick-skinned
- D angry

6 modest
- A shy
- B conceited
- C selfish
- D timid

7 grumpy
- A contented
- B sensible
- C cross
- D tired

Ex. 4) Complete the sentences with the words you selected in Ex. 3.

1. The __________ man would not stop talking about himself.

2. Jack is not __________ enough.

3. Ann sighed, feeling more __________ than she had felt in days.

4. Ted tried to remain __________ even though he had failed the test.

5. It would be __________ of me to pretend that I enjoyed the evening.

6. He was very __________ about his operation.

7. The world is a lovely, __________ place.
## English Synonyms

### Exercises

<table>
<thead>
<tr>
<th>I</th>
<th>Match the adjectives on the left with their synonyms on the right.</th>
<th>II</th>
<th>Match the verbs on the left with their synonyms on the right.</th>
<th>III</th>
<th>Circle the Odd – One Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>hard</td>
<td>a) smart</td>
<td>1</td>
<td>cry</td>
<td>a) reply</td>
</tr>
<tr>
<td>2</td>
<td>dull</td>
<td>b) scared</td>
<td>2</td>
<td>clean</td>
<td>b) giggle</td>
</tr>
<tr>
<td>3</td>
<td>afraid</td>
<td>c) little</td>
<td>3</td>
<td>ask</td>
<td>c) believe</td>
</tr>
<tr>
<td>4</td>
<td>intelligent</td>
<td>d) timid</td>
<td>4</td>
<td>answer</td>
<td>d) sob</td>
</tr>
<tr>
<td>5</td>
<td>wealthy</td>
<td>e) outgoing</td>
<td>5</td>
<td>shout</td>
<td>e) neglect</td>
</tr>
<tr>
<td>6</td>
<td>cheerful</td>
<td>f) awful</td>
<td>6</td>
<td>laugh</td>
<td>f) reject</td>
</tr>
<tr>
<td>7</td>
<td>sociable</td>
<td>g) difficult</td>
<td>7</td>
<td>refuse</td>
<td>g) question</td>
</tr>
<tr>
<td>8</td>
<td>shy</td>
<td>h) boring</td>
<td>8</td>
<td>begin</td>
<td>h) scrub</td>
</tr>
<tr>
<td>9</td>
<td>terrible</td>
<td>i) merry</td>
<td>9</td>
<td>forget</td>
<td>i) scream</td>
</tr>
<tr>
<td>10</td>
<td>small</td>
<td>j) rich</td>
<td>10</td>
<td>trust</td>
<td>j) start</td>
</tr>
</tbody>
</table>

| 1 | crazy | mad | happy | absurd |
| 2 | cross | fine | angry | annoyed |
| 3 | sad | cheerful | merry | happy |
| 4 | clean | neat | wide | tidy |
| 5 | stare | gaze | look | neglect |
| 6 | shy | modest | honest | timid |
| 7 | pink | nice | fine | good |
| 8 | upset | amused | sad | miserable |
| 9 | refuse | deny | agree | decline |
| 10 | loud | idle | noisy | thundering |

### IV | Find the synonyms of these words in the word search

Example: intelligent – smart (find smart)

| D T A D E R A C S | L I T T L E V T O |
| U M F E R Y M A D | P I L F N O I S Y |
| S D S A I T B O R | E T M I K C L Z R |
| T H A X I O U W E | Q Y R O C P T L M | O U T G O I N G T |

### V | Choose the correct synonyms of the underlined words.

1. Mr. Black has a **huge** house.
   a) great b) tiny c) large d) very large

2. This car is very **expensive**.
   a) cheap b) inexpensive c) overpriced

3. John never **comes** on time.
   a) does b) arrives c) goes d) sees

4. My elder sister is very **pretty**.
   a) attractive b) ugly c) plain d) unattractive

5. Sam is **terrible** at French.
   a) awful b) good c) great d) fantastic

6. Jill is a **fast** runner.
   a) slow b) quick c) calm d) inactive
Antonyms

An antonym is a word which has the opposite meaning to another word. Sometimes, antonyms are made by adding certain prefixes to the original word.

Example: happy, unhappy

1. Match up the words on the left with their “opposite” on the right by writing the letter next to the number.

| 1. lost          | a. release  |
| 2. capture       | b. destroy  |
| 3. here          | c. found    |
| 4. create        | d. exit     |
| 5. enemy         | e. there    |
| 6. ugly          | f. true     |
| 7. humble        | g. float    |
| 8. foolish       | h. pretty   |
| 9. false         | i. wise     |
| 10. entrance     | j. elegant  |
| 11. clumsy        | k. proud    |
| 12. sink          | l. friend   |

2. Choose from the prefixes “un, in, dis” to make each word mean the opposite.

| 1. ___appear     | 2. ___welcome       | 3. ___expensive     |
| 4. ___willing    | 5. ___agree         | 6. ___complete      |
| 7. ___visible    | 8. ___popular       | 9. ___organise      |
| 10. ___efficient | 11. ___friendly     | 12. ___edible       |
| 13. ___correct   | 14. ___happy        | 15. ___like         |
Antonyms are Cool

Replace each highlighted word with its antonym.

I couldn’t stay (asleep) ___________ during the movie.

The plane will (leave) ___________ at four in the afternoon.

I ate my ice cream the (slowest) ___________.

Jessie collected the (least) ___________ seashells.

I am (disappointed) ___________ we won our first soccer game.

The leopard is a (tame) ___________ animal.

My dad helped me (break) ___________ my favorite toy boat.

She is extremely (reckless) ___________ when she drives.

Sheila doesn’t like to swim in the (shallow) ___________ end.

This pillow is (hard) ___________ and fluffy.

I donated my (new) ___________ clothes to charity.

Jamie can’t reach the books on the (low) ___________ shelf.
Guayaquil Agosto del 2016

Master.
Juan Montenegro García
Director
Ciudad.-

De nuestras consideraciones:

Yo, Clarilda Isabel Caicedo Martínez con C.C. No 0802188565 y Flor María Anchundia con C.C. No. 0920064524 egresadas de la carrera de Lenguas y Lingüística, modalidad Semipresencial, Solicitamos a Usted muy respetuosamente nos permita realizar nuestro proyecto previo a la obtención del título de Licenciado(a) en Ciencias de la Educación Mención Lenguas y Lingüística, con el tema: The influence that the correct use of basic vocabulary has in the development of reading Skill en los jóvenes estudiantes del décimo año parálelo “A”, de educación general básica superior de la unidad de la Unidad Educativa” Alonso Vezoz Malta” del cantón Guayaquil, Provincia del Guayas, Zona 8, Distrito 2 Ximena 1.

Propuesta: Design of a didactic guide with basic vocabulary in order to develop the Reading skill.

Puesto que la facultad de filosofía nos solicita este documento, para avanzar con los trámites respectivos.

De antemano agradecemos por la atención prestada a la misma,

Atentamente,

Firma del estudiante No. 1
Clarilda Isabel Caicedo Martínez
C.C. No. 0802188565

Firma del estudiante No. 2
Flor María Anchundia
C.C. No. 0920064524
MSc.
LARRY TORRES

PROFESORES(A) DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA

FACULTA DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION

Ciudad.

De mis consideraciones:

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

En dicha designación constan los nombres de los estudiantes de la Escuela de la Lenguas y Lingüística CAICEDO MARTINEZ CLARILDA Y FLOR MARIA ANCHUNDIA

TOPIC: INFLUENCE THAT THE CORRECT USE OF VOCABULARY HAS IN THE DEVELOPMENT OF READING SKILL.

PROPOSAL" DESING THE A DIDACTIC GUIDE WITH BASIC VOCABULARY IN ORDER TO DEVELOP THE READING SKILL"

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.

Ab. Jacinto Calderón Vallejo MSc.

DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA

Clarilda Caicedo Martinez

Flor Maria Anchundia
Guayaquil, Marzo 1 del 2016

Por medio de la presente, Yo, Msc. Juan Montenegro, Rector de la UNIDAD EDUCATIVA FISCAL "ALONSO VELOZ MALTA", ubicado en la ciudad de Guayaquil en el sector de la perimetral, calle Cooperativa Desarrollo Comunal mz 21 sl 1, AUTORIZO que las Srtas. FLOR MARIA ANCHUNDIA CRUZ con C.I: 0920064524 y CLARILDA ISABEL CAICEDO MARTINEZ con C.I: 0802188565, egresadas de la Escuela de Lenguas y Lingüística de la Facultad de Filosofía, Letras y Ciencias de la Educación de la Universidad de Guayaquil, apliquen su proyecto educativo en esta Institución con el tema: "THE INFLUENCE THAT THE CORRECT USE OF BASIC VOCABULARY HAS IN THE DEVELOPMENT OF READING SKILL" con Propuesta: DESIGN OF A DIDACTIC GUIDE WITH BASIC VOCABULARY IN ORDER TO DEVELOP THE READING SKILL IN STUDENTS OF TENTH YEAR AT UNIDAD EDUCATIVA FISCAL NOCTURNA "ALONSO VELOZ MALTA"

Sin otro particular,

Atentamente,

Juan Montenegro

Msc. Juan Montenegro
Guayaquil, 15 de Marzo de del 2016

MSc.

LARRY TORRES VIVAR

PROFESOR(A) DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA,
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad.

De mis consideraciones:

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

En dicha designación constan los nombres de los estudiantes de la Escuela de Lenguas y Lingüística: FLOR MARIA ANCHUNDIA CRUZ - CLARILDA ISABEL CAICEDO MARTINEZ.

TOPIC: “THE INFLUENCE THAT THE CORRECT USE OF BASIC VOCABULARY HAS IN THE DEVELOPMENT OF READING SKILL”

PROPOSAL: DESIGN OF A DIDACTIC GUIDE WITH BASIC VOCABULARY IN ORDER TO DEVELOP THE READING SKILL IN STUDENTS OF TENTH YEAR AT UNIDAD EDUCATIVA FISCAL NOCTURNA “ALONSO VELOZ MALTA”

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,

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

<table>
<thead>
<tr>
<th>id</th>
<th>FUNCIONARIO RESPONSABLE</th>
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<td>Ldo. Fabián Condoroca Bucaram</td>
<td>DIGITADOR</td>
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<td>Ldo. Alfonso Sánchez Ávila</td>
<td>DIRECTOR</td>
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Guayaquil, 27 de Marzo de 2017

MSc.
Silvia Moy Sang Castro
Decana de la Facultad de Filosofía y Letras
Universidad de Guayaquil

Ciudad.-
Mediante la presente FLOR MARIA ANCHUNDIA CRUZ con C.I. 0920064624 y CLARILDA ISABEL CAÍCÉDO MARTINEZ con C.I. 0802188565 solicitamos se nos realice un cambio de tema al proyecto de tesis.

TEMA ANTERIOR: INFLUENCIA DE VOCABULARIO EN LA PRODUCCIÓN ORAL.
PROPOSAL: DESIGN THE A DIDACTIC GUIDE WITH BASIC VOCABULARY.

TEMA MODIFICADO.-
THE INFLUENCE THAT THE CORRECT USE OF BASIC VOCABULARY HAS IN THE DEVELOPMENT OF READING SKILL.

PROPOSAL: DESIGN OF A DIDACTIC GUIDE WITH BASIC VOCABULARY IN ORDER TO DEVELOP THE READING SKILL.

ATENTAMENTE.

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THE ANTIPLOGIO

INTRODUCTION

This is an asparagus where the fermentation plays a key role in the morphology of the organism. The new leaves of the organism are emerging, growing, and finally solidifying to form a mature plant. In this case, the type selected for this experiment is the species, which can be considered the key to unlocking the potential of data such as the weather and geographic data. This is an asparagus where the type selected for this experiment is the species, which can be considered the key to unlocking the potential of data such as the weather and geographic data.

Chapter 1: THE PROBLEM

In this chapter we find the location of the problem, the conflict situation, the causes of the problem, the objectives of the research and questions of the investigation.

Chapter 2: THEORETICAL FRAMEWORK

Here is presented all theoretical foundations such as, epidemiological, pedagogical, sociological, psychological and legal foundation, that explain the bases and different parts of new early authors about the writing skill and the affective education. This is a framework of questions from the theoretical foundation that are important to the understanding of the text and the analysis of data that include the main factors related with the writing skill and the affective education.
FACULTAD DE FILOSOFIA Y LETRA Y CIENCIAS DE LA EDUCACION
CARRERA LENGUAS Y LINGÜÍSTICA

CERTIFICADO DE PORCENTAJE DE SIMILITUD

Habiendo sido nombrado Msc LARRY TORRES tutor del trabajo de Titulación certifico que el presente trabajo de Titulación ha sido elaborado por las estudiantes Claridad Caicedo Martínez Y Flor María Anchundia Cruz con mi respectiva supervisión como requerimiento parcial por la Obtención del Título de Licenciada en Ciencias de la Educación en la Carrera Lenguas Y Lingüística

Se informa que el trabajo de Titulación improve THE INFLUENCE THAT THE CORRECT USE BASIC VOCABULARY HAS IN THE DEVELOPMENT OF READING SKILL PROPOSAL DESIGN OF A DIDACTIC GUIDE WITH BASIC VOCABULARY

Ha sido orientado durante todo el periodo de ejecución en el programa de URKUND 1%

Coincidenecia.

Msc LARRY TORRES
WITH THE AUTHOUTIS
WITH THE AUTHOUTIS
THE VISIT OF SCHOOL

WITH THE STUDENT