TOPIC
Fostering Reading skill through vocabulary knowledge.

PROPOSAL
To design of a didactic guide to foster the reading skill through vocabulary knowledge.

AUTHORS
MARTILLO BRAGANZA SOFÍA STEFANIE
HERAS CASTRO ELIZABETH CAROLINA

PROJECT´S ADVISOR
MSc. LARRY TORRES VIVAR

2017
DIRECTIVOS

MSc. Silvia Moy-Sang Castro
DECANA

MSc. Wilson Romero
SUBDECANO

MSc. Alfonso Sanchez
DIRECTOR GENERAL

MSc. Larry Torres Vivar
SUBDIRECTOR

Ab. Sebastian Cadena
SECRETARIO GENERAL
MSc.
SILVIA MOY-SANG CASTRO, ARQ.
DECANA DE LA FACULTAD DE FILOSOFIA
LETRAS Y CIENCIAS DE LA EDUCACION
CUIDAD.-

De mis consideraciones:

En virtud que las autoridades de la Facultad de Filosofía, Letras y Ciencias de la Educación me designaron Consultor Académico de Proyectos Educativos de Licenciatura en Ciencias de la Educación, Mención: lenguas y lingüística, el día 15 Agosto del 2016.

Tengo también informar lo siguiente:

Que los integrantes: Martillo Braganza Sofia Stefanie con C:C: 09248995889 y Heras Castro Elizabeth Carolina con C:C 0930054960 diseñaron el proyecto educativo con el Tema: Fostering Reading skill through vocabulary knowledge.

Propuesta: Design of a didactic guide to foster the reading skill through vocabulary knowledge.

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

I WANT TO DEDICATE THIS PROJECT TO MY MOTHER BECAUSE SINCE I WAS A VERY LITTLE GIRL SHE MOTIVATED ME TO HAVE GOALS AND TO STRUGGLE TO ACHIEVE THEM AND MAKE THEM VALUE ALL THAT I HAD AROUND ME AND ALSO TO MY STUDENTS BECAUSE I WILL TRY TO MAKE THE THINGS BETTER IN ORDER TO HELP THEM TO LEARN MORE AND MORE. I REALLY HOPE THAT THIS PROJECT HELP THEM A LOT.

MARTILLO BRAGANZA SOFÍA STEFANIE

I DEDICATE THIS PROJECT TO GOD, FOR GIVING ME THE OPPORTUNITY TO LIVE AND ACHIEVE MY OBJECTIVES. MY MOTHER CARMEN CASTRO AND MY FATHER JUAN HERAS, FOR GIVING ME THE LIFE, FOR BEING THE FUNDAMENTAL PILLAR IN ALL MY EDUCATION AND HAVING SUPPORTED ME AT ALL TIMES, TO LOVE ME A LOT, TO BELIEVE IN ME, FOR ITS ADVICE, INCUATED VALUES, FOR THE CONSTANT MOTIVATION THAT IT HAS ALLOWED ME TO BE A PERSON OF GOOD, FOR THE EXAMPLES OF PERSEVERANCE THAT HAS ALWAYS INFUNDED ME, FOR THE VALUE SHOWN TO LEAVE FORWARD AND FOR HIS LOVE. MY BROTHER GUSTAVO HERAS, FOR BEING WITH ME AND SUPPORT ME IN EVERY STEP I HAVE GIVEN.

HERAS CASTRO ELIZABETH CAROLINA
ACKNOWLEDGMENT

I want to thank Jehovah God first of all for making my way to success and making me a good person through his norms and laws written in his word the Bible to my parents for all his stress during these years his love and affection and my teachers for all their instruction included my tutor all of them have made it possible for me to reach this goal of which I feel very pleased.

MARTILLO BRAGANZA SOFÍA STEFANIE

I THANK GOD FOR ALLOWING ME TO REACH THIS GOAL. I THANK MY PARENTS FOR THEIR UNCONDITIONAL LOVE, SUPPORT IN EVERY DECISION AND PROJECT THAT I HAVE STARTED AND FOR TRUSTING IN MY DECISIONS. TO MY BROTHER FOR SUPPORTING ME IN THE COURSE OF MY CAREER AND FOR WHAT HE TEACHES ME EVERY DAY. THIS WORK HAS BEEN A GREAT BLESSING AND I THANK THEM FOR THE FACT THAT MY GOAL IS FULFILLED. THANK YOU FOR BEING PRESENT AT ALL TIMES OF MY LIFE AND AT THIS STAGE THAT IS VERY IMPORTANT TO ME, OFFERING ME THE BEST.

HERAS CASTRO ELIZABETH CAROLINA
TOPIC: Fostering Reading skill through vocabulary knowledge.
PROPOSAL: Design of a didactic guide to foster the reading skill through vocabulary knowledge.
RESEARCHERS: MARTILLO BRAGANZA SOFÍA STEFANIE HERAS CASTRO ELIZABETH CAROLINA
PROJECT’S ADVISOR: Msc. LARRY TORRES

ABSTRACT
The present research work has been developed in a scientific-practical-cultural level in order to contribute with new academic contents to improve the teaching of the English language in public institutions of this country. For this reason, the reading skill has been specifically chosen, because it is the one that both teachers and students do not give the proper importance to and this implies that the students do not develop critical thinking in classrooms or in households. This is because they lack basic knowledge of vocabulary that in previous years of study has not been acquired correctly, which brings as a consequence the little interest in reading and the low level of understanding in what students are reading. With all the above, the authors of this project have decided to develop a didactic guide that contains activities and vocabulary exercises which have been selected according to the needs of the students and their academic level. On the other hand, it has also been followed by the established levels in the elaboration of educational projects arranged by the University of Guayaquil and the Faculty of Philosophy. Likewise, the research tools, the methodology and all the reference in obtaining results, was very well used by researchers to find a possible solution to the problem. Finally, the support that the entire educational community gave to the elaboration and execution of this project was highly valued as it meant a point of trust for this work.
El presente trabajo de investigación se ha desarrollado en un plano científico-práctico-cultural con el fin de aportar con nuevos contenidos académicos para mejorar la enseñanza del idioma inglés en instituciones públicas de este país. Por esta razón, se ha escogido específicamente la habilidad lectora, ya que es la que tanto profesores como estudiantes no le dan la importancia debida y esto conlleva a que los educandos no desarrollen el pensamiento crítico ni en los salones de clase ni en hogares. Esto se debe a que carecen de conocimiento básico de vocabulario que en años anteriores de estudio no ha sido adquirido correctamente lo que trae como consecuencia el poco interés por la lectura y el bajo nivel de entendimiento en lo que está leyendo. Con todo lo expuesto, los autores de este proyecto han decidido desarrollar una guía didáctica que contiene actividades y ejercicios de vocabularios los cuales han sido seleccionados de acuerdo a las necesidades de los estudiantes y a su nivel académico. Por otra parte, también se ha seguido los estamentos establecidos en cuanto a la elaboración de proyectos educativos dispuestos por la Universidad de Guayaquil y la Facultad de Filosofía. Así mismo, los instrumentos de investigación, la metodología y todo lo referente en cuanto a la obtención de resultados, fue muy bien aprovechada por los investigadores para encontrar una posible solución al problema. Finalmente, el apoyo que se obtuvo de toda la comunidad educativa fue muy valorada ya que significó un punto de confianza para este trabajo.
**TOPIC:** FOSTERING READING SKILL THROUGH VOCABULARY KNOWLEDGE.

**PROPOSAL:** DESIGN OF A DIDACTIC GUIDE TO FOSTER THE READING SKILL THROUGH VOCABULARY KNOWLEDGE.

**AUTOR/ES:** MARTILLO BRAGANZA

SOFÍA STEFANIE HERAS CASTRO

ELIZABETH CAROLINA

**REVISORES:** Msc. LARRY TORRES

**INSTITUCIÓN:** UNIVERSIDAD DE GUAYAQUIL

**FACULTAD:** FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

**CARRERA:** Lenguas y lingüísticas

**FECHA DE PUBLICACION:** 2017

**N. DE PAGS:**

**AREAS TEMÁTICAS:** Pedagogy, Didactic, Sociology, English

**KEY WORDS**

**READING SKILL**

**LEARNING**

**PROCESS**

**ABSTRACT:** The present research work has been developed in a scientific-practical-cultural level in order to contribute with new academic contents to improve the teaching of the English language in public institutions of this country. For this reason, the reading skill has been specifically chosen, because it is the one that both teachers and students do not give the proper importance to and this implies that the students do not develop critical thinking in classrooms or in households. This is because they lack basic knowledge of vocabulary that in previous years of study has not been acquired correctly, which brings as a consequence the little interest in reading and the low level of understanding in what students are reading. With all the above, the authors of this project have decided to develop a didactic guide that contains activities and vocabulary exercises which have been selected according to the needs of the students and their academic level. On the other hand, it has also been followed by the established levels in the elaboration of educational projects arranged by the University of Guayaquil and the Faculty of Philosophy. Likewise, the research tools, the methodology and all the reference in obtaining results, was very well used by researchers to find a possible solution to the problem. Finally, the support that the entire educational community gave to the elaboration and execution of this project was highly valued as it meant a point of trust for this work.

**CONTACTO EN LA INSTITUCIÓN:**

Nombre: Escuela de lenguas y Linguística, Facultad de Filosofía, Ciencias de la Educación.

E-mail: llenguasylinguistica@ug.edu.ec
<table>
<thead>
<tr>
<th><strong>REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FICHA DE REGISTRO de tesis</strong></td>
</tr>
<tr>
<td><strong>TEMA:</strong> FOSTERING READING SKILL THROUGH VOCABULARY KNOWLEDGE.</td>
</tr>
<tr>
<td><strong>PROPUESTA:</strong> DESIGN OF A DIDACTIC GUIDE TO FOSTER THE READING SKILL THROUGH VOCABULARY KNOWLEDGE.</td>
</tr>
</tbody>
</table>
| **AUTOR/ES:** MARTILLO BRAGANZA  
SOFÍA STEFANIE  
HERAS CASTRO ELIZABETH CAROLINA  |
| **REVISORES:** Msc. LARRY TORRES |
| **INSTITUCIÓN:** UNIVERSIDAD DE GUAYAQUIL  |
| **FACULTAD:** FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN |
| **CARRERA:** Lenguas y Lingüística  |
| **FECHA DE PUBLICACIÓN:** 2017  |
| **N. DE PAGS:** |
| **ÁREAS TEMÁTICAS:** Pedagogía, Sociología  |
| **PALABRAS CLAVE:** READING SKILL, LEARNING PROCESS  |
| **RESUMEN:** El presente trabajo de investigación se ha desarrollado en un plano científico-práctico-cultural con el fin de aportar con nuevos contenidos académicos para mejorar la enseñanza del idioma inglés en instituciones públicas de este país. Por esta razón, se ha escogido específicamente la habilidad lectora, ya que es la que tanto profesores como estudiantes no le dan la importancia debida y esto conlleva a que los educandos no desarrollen el pensamiento crítico ni en los salones de clase ni en hogares. Esto se debe a que carecen de conocimiento básico de vocabulario que en años anteriores de estudio no ha sido adquirido correctamente lo que trae como consecuencia el poco interés por la lectura y el bajo nivel de entendimiento en lo que está leyendo. Con todo lo expuesto, los autores de este proyecto han decidido desarrollar una guía didáctica que contiene actividades y ejercicios de vocabularios los cuales han sido seleccionados de acuerdo a las necesidades de los estudiantes y a su nivel académico. Por otra parte, también se ha seguido los estamentos establecidos en cuanto a la elaboración de proyectos educativos dispuestos por la Universidad de Guayaquil y la Facultad de Filosofía. Así mismo, los instrumentos de investigación, la metodología y todo lo referente en cuanto a la obtención de resultados, fue muy bien aprovechada por los investigadores para encontrar una posible solución al problema. Finalmente, el apoyo que se obtuvo de toda la comunidad educativa fue muy valorada ya que significó un punto de confianza para este trabajo. |
| **N. DE REGISTRO (en base de datos):** |
| **N. DE CLASIFICACIÓN:** |
| **DIRECCIÓN URL (tesis en la web):** |
| **ADJUNTO URL (tesis en la web):** |
| **ADJUNTO PDF:** SÍ  
NO |
| **CONTACTO CON AUTORES/ES:** |
| **E-mail:** |
| **CONTACTO EN LA INSTITUCIÓN:** Nombre: Escuela de lenguas y Lingüística, Facultad de Filosofía, Ciencias de la Educación.  
E-mail: ff.lenguasylinguistica@ug.edu.ec |
# TABLE OF CONTENTS

DIRECTIVOS ........................................................................................................... ii
DEDICATION ........................................................................................................ iv
ACKNOWLEDGMENT .......................................................................................... v

xi ............................................................................................................................... 9

TABLE OF CONTENTS ....................................................................................... 10
CHAPTER I: ........................................................................................................... 14
CHAPTER II: ........................................................................................................ 14
CHAPTER III: ....................................................................................................... 14
CHAPTER IV ......................................................................................................... 14
CHAPTER III ....................................................................................................... 51

METHODOLOGY, PROCESS, ANALYSIS, AND DISCUSSION ...................... 51
OF RESULTS ......................................................................................................... 51

METHODOLOGICAL DESIGN .......................................................................... 51
TYPE OF RESEARCH .......................................................................................... 52
Field Research .................................................................................................... 52
Exploratory Research ......................................................................................... 53
Descriptive research .......................................................................................... 54

POPULATION AND SAMPLE .......................................................................... 54
Population ........................................................................................................... 54
Sample ............................................................................................................... 55

METHODS OF THE INVESTIGATION ............................................................. 59
Empirical Method .............................................................................................. 59
Inductive Method .............................................................................................. 59
Deductive Method ............................................................................................ 60

TECHNIQUES AND INSTRUMENT OF THE RESEARCH ............................. 60

TECHNIQUE OF RESEARCH .......................................................................... 60
Survey ............................................................................................................... 60

ANALYSIS OF RESULTS ............................................................................... 66
In this statement students answered that the English teacher does not use motivation techniques that awake the interest for reading skill. They need the support of different methodology that motivate them while receiving English classes.

In this statement most of the students agreed that they want to use English vocabulary in real life. It happens since they have realized that this language is very important all over the world especially in modern society where the social networks are part of the daily life and the main tool for communicating is the English.
GENERAL OBJECTIVE ................................................................................................................. 81
SPECIFIC OBJECTIVES ................................................................................................................ 81
  PSYCHOLOGICAL ASPECT ........................................................................................................ 82
  LEGAL ASPECT .......................................................................................................................... 82

  Art. 144 Digitalized Thesis.- All the institutions of Higher Education must deliver the thesis that are elaborated previous to obtain their university degree, in digitalized format in order to be integrated to the National Information System of Higher Education for its public spreading, respecting the author’s rights. ......................................................................................................................... 83

FEASIBILITY OF THE APPLICATION ......................................................................................... 83
  Financial ..................................................................................................................................... 83
  Human ....................................................................................................................................... 83

CONCLUSIONS .............................................................................................................................. 84
INTRODUCTION

It goes without saying that the teaching learning process of the English language in Ecuador is one of the most important issues facing administrators today. The most important language, the most spoken, the most used at any field, must be considered as essential tool either for personal or professional developing. Taking into consideration all these previous words is relevant that the authors of this investigation want to contribute with this project to strengthen not only the teaching but also the learning of this language that means a kind of motivation for students. Besides, it is aimed at developing the cognitive-communicative competence by integrating the basic principles of conscious practical method for the systematization of the contents that contribute to the development of the reading skill.

In addition, the study of the different ways in the teaching Basic English helps students to communicate in an orally and written form that the authors of this research consider the most important skills that students must develop to put them in practice in different situations in their daily lives. Likewise, all the students have the potential of acquiring new knowledge in different situations of life that should be exploited to activate and develop it in real life either through academic institutions or social networks.

The teaching of the English language in context should contribute to the functional ability to build their own information of the students; this practice gives a better formation in the context of the education.

On the other hand, the proposal of this project is going to facilitate better ways of teaching in order to find possible solutions to the problem since it count with the support of the whole educational community.
This work has been divided in four chapters as follows:

**CHAPTER I:**
The problem, location the problem in the context, conflict situation, scientific fact, causes, objectives of investigation, questions of the investigation, justification and importance.

**CHAPTER II:**
The theoretical frame, antecedents, Theoretical, Epistemological, Pedagogical, Psychological, and Legal foundation.

**CHAPTER III:**
The methodology, design of the investigation, form, types, levels, instrument of the investigation, methods, techniques, survey to the students, operationalization of variables, chi square, analysis of results, chi square, conclusions, and recommendations.

**CHAPTER IV**
The proposal, justification, objectives of the proposal, feasibility description of the proposal, legal aspect, pedagogical aspect, psychological aspect, conclusion, bibliography, annexes section.
CHAPTER I
THE PROBLEM

CONTEXT OF RESEARCHING

Nowadays, the teaching of the English language in public institutions has suffered meaningful changes which have improved the acquisition of this language considerably. However, there are still many failures both in the academic model and teachers that make that the progress of it is stopped without solution. For that reason, the researchers of this investigation will try to contribute with the improvement of the English.

The academic institution where the research is going to carry out is the Unidad Educativa “Francisco Huerta Rendón.” It was created in May 1971, attached to the Faculty of Philosophy, Letters and Science of Education of the University of Guayaquil. It is located in Las Aguas Av. in the north of the city. Currently, this institution counts with 36 teachers for 400 students. However, the number of them have decreased due to the change of shift only in the morning.

CONFLICT SITUATION

The problem that was detected at the first time when the researchers were doing the observations classes and students of ninth year of Basic Education at Unidad Educativa Francisco Huerta Rendón showed low level in their performance of reading skill. Both teachers and students the development of this skill always has been a big challenge in the teaching learning process since most the time for teachers it is not so important when acquiring a second language, students feel boring when
reading, and another reason is the lack of didactic resources that serve to practice this skill.

First of all, teachers are limited at the moment of explaining the class for several reasons, such as, inappropriate methodology for transmitting new knowledge related to reading skill, they use the traditional approach because they have not upgraded their knowledge. Besides, they neither practice this skill constantly, because they do not give the real importance that this skill deserves. All of these, and the little quantity of homework that they send to the students make that this skill not be developed correctly.

Second, considering that reading is a skill that for students is not so important like the others, it is very essential for the researchers to change the mind of the students, even the teachers’ one, since they do not develop this skill in a correct way. They only limit to practice reading some paragraphs and do not use strategies to understand it. Besides, the bad pronunciation and the lack of knowledge of the words make that students have obstacles in this process.

Finally, the scarce of didactic material is another cause, the students do not receive a good motivation in the learning of the English language since the teachers only work with the same didactic material every day, limiting to develop more strategies and techniques that help to the correct acquisition of this skill. They might have a good handbook that would contribute with better information about the topic given in class.

**SCIENTIFIC FACT**

Deficiency in the development of the Reading skills in students of ninth year of Basic Education at Unidad Educativa Francisco Huerta Rendón of Parroquia Tarqui, Guayas Province, Guayaquil City, during the school year 2016-2017.
CAUSES

Reading skill is not considered as an important skill for students, since it is not taught properly.

Vocabulary Knowledge transmitted by teachers are not enough to develop reading skill.

In the academic process both teachers and students only use one didactic resource which limits the acquisition and development of this skill.

FORMULATION PROBLEM

What is the incidence in the application of a didactic guide with vocabulary knowledge in order to foster the reading skills in students of ninth year of Basic Education at Unidad Educativa “Francisco Huerta Rendón” in the school year 2016 – 2017?

OBJECTIVES

General

To analyze the correct use of vocabulary knowledge through a field study, literature review, and statistical analysis in order to reinforce the reading skill.

Specifics

To determine the most appropriate innovative techniques based on a bibliographic and statistical analysis.
To identify the causes through bibliographic and statistical analysis, students surveys and interviews in order to encourage this skill.

To design a booklet with activities based on vocabulary knowledge.

RESEARCHING QUESTIONS

When was detected the problem?
Were identified the causes of the problem?
Will the objectives of the problem accomplish totally?
How does the elaboration of this work justify?
What kind of foundations will help with the scientific research?
Will the instruments of investigations give true information?
Who will be the beneficiaries of this investigation?
Will the content of the proposal be according to the students’ needs.

JUSTIFICATION

The influence of vocabulary knowledge in the development of reading skill has become one of the transcendental ways of learning a new language and in this way to catch the attention of the students. That is the reason why this educational project focuses in providing modern ways of teaching this skill that sometimes it is not interested both students and teachers. Thus, the teaching learning process will increase positively and all of them will feel motivated for acquiring and developing this skill. Likewise, the methodology, strategies, and techniques that teachers use for practice this skill are not the most appropriate for students since they are not satisfied even they feel boring when practice it.

For that reason, with the previous words it is determinant to include a vocabulary knowledge as a part of the procedure in giving a prompt for a
better performing. In that way the learners will understand what the writer is trying to say and it will be useful for increasing knowledge.

This scheme has as propose to design a didactic guide of activities that help students to advance in the development of the learning through practical exercises that make them recognize the new words and to comprehend the readings as in to improve the performance and feel more motivated to learn.

The usefulness of this didactic guide will make that students practice more reading skill in class, since teachers will have several options to choose the best strategy according to the topic of the day. Besides, students will put in practice all the knowledge acquired in class in real life through social networks, chatting with friends or making an opinion during exercises of reading, since they will be interested in participating in this kind of activities when it is necessary.
CHAPTER II
THEORETICAL FRAMEWORK

BACKGROUNDS

The development of the reading skill is one of the critical issues within the success of the teaching learning process of the English language. Most of the time, the practices of this skill become in a challenge both teachers and students who frequently do not give the importance that it deserves.

Likewise, the vocabulary plays an important role when students acquiring a foreign language since knowing new words or possessing backgrounds knowledge will be a real advantage at the moment of pitting in practice the English language in real life. For that reason, the researchers of this project want to contribute reinforcing the teaching learning process even with only one kill but will help to develop the others one.

On the other hand, the researchers of this investigation before starting this project were looking for in the library of the Faculty and internet works related to this, finding others with similar topics but with different characteristics and focused in another viewpoint. For that reason, this investigation is considered original, since contains own opinions, ideas, and expressions that will generate benefit for the whole educational community.

THEORETICAL FOUNDATION

VOCABULARY KNOWLEDGE

Definition
Vocabulary is the knowledge of words and word meanings.

“The knowledge of a word not only implies a definition, but also implies how that word fits into the world.” Steven Stahl (2005)

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 program:

- Wide or extensive independent reading to expand word knowledge
- Instruction in specific words to enhance comprehension of texts containing those words
- Instruction in independent word-learning strategies, and
- Word consciousness and word-play activities to motivate and enhance learning

According to Schmidt N. (2000) vocabulary knowledge is fundamental to reading skill; students cannot understand text without knowing what most of the words mean. A wealth of research has documented the strength of the relationship between vocabulary and comprehension. The proportion of difficult words in a text is the single most powerful predictor of text difficulty, and a reader’s general vocabulary knowledge is the single best predictor of how well that reader can understand text.

Increasing vocabulary knowledge is a basic part of the process of education, both as a means and as an end. Lack of adequate vocabulary
knowledge is already an obvious and serious obstacle for many students, and their numbers can be expected to rise as an increasing proportion of them fall into categories considered educationally at risk. At the same time, advances in knowledge will create an ever larger stage of concepts and words that a person must master to be literate and employable.

The purpose of this work is to lay out, on the basis of the best available research, how students can use vocabulary instruction most effectively to improve reading skill.

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.

Researches made by Meara P. and Milton J. (2003) show 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.

TEACHING VOCABULARY KNOWLEDGE

According to Akbarian (2010) the main goal when providing reading vocabulary instruction is to develop an association between the printed form of a word and its meaning or meanings, in the case of a word with more than one meaning. It appears the deeper and richer that association, the more likely the reader will remember the meaning of the word when she encounters it in a passage she is reading.

An issue that affects word-meaning instruction is deciding which words to teach. The short-term answer is fairly simple: Teach the meaning of words that will be important in the material being read today. If the student does not know the meaning of words that are essential to understanding what is currently being read, then those words need to be the target of current vocabulary instruction.

There is also a need for all students to develop a wide vocabulary to use in the variety of reading situations they might encounter. No word lists can cover all possible reading situations. However, there are list of words that apply to more specific situations. These words can be used for instruction
of students whose word-meaning vocabulary knowledge is well below that of their peers.

A list of words considered to be essential for each grade level has been developed by R. J. Marzano, J. S. Kendall, and D. E. Paynter (2005). It may be useful to teachers wanting to provide more general but grade-appropriate vocabulary instruction.

Researchers do not agree on how most of a student’s vocabulary knowledge is learned. Some evidence shows that a reader learns the meaning of more words from reading and using language than by direct instruction of vocabulary words (Nagy, Herman, & Anderson, 1985). This would seem to indicate that the number of words taught through direct instruction will probably not be enough to develop the level of vocabulary knowledge demonstrated by competent adult readers. However, Andrew Biemiller (2001) has reported that 80% of the root words students learn by sixth grade are the result of direct instruction. Regardless of the number of words learned through this method, no reading research has argued against providing direct instruction in vocabulary. A complete reading instruction program should include opportunities for direct and indirect growth in word knowledge.

Teaching word meanings in isolation should be avoided. The large number of multiple-meaning words makes teaching words out of context an uncertain situation. Students may successfully learn one meaning of a word but find that the meaning does not apply in the story or textbook that they are currently reading.
ASSESSING VOCABULARY KNOWLEDGE

According to Richards (2016) there are two main purposes for assessing a reader’s vocabulary knowledge.

The first is to assess the general level of a reader’s vocabulary knowledge to determine if it is sufficient for her grade level.

The second purpose is to determine if she knows the meaning of a specific word or set of words to guide immediate instruction.

According to Laufer B. (2005) there is another method of measuring the general level of a student’s vocabulary is to look at the results of the vocabulary subsection of a standardized test. When a standardized exam contains a subsection that measures the student’s vocabulary knowledge, the student’s performance on that section of the exam is reported in norms. Those norms can be used to estimate the student’s general level of vocabulary knowledge. For example, a common norm used to describe performance on standardized exams is called a grade equivalent score. This score is the grade level of the students in the norm group who performed the same on the vocabulary exam as your student performed on the vocabulary exam. This and other norms can be used to get an idea of the student’s general vocabulary level.

In the same way, Henriksen B. (2009) states that some care needs to be taken when using the results of standardized achievement tests. The most widely used format is the multiple-choice measure in which the student selects, from among several choices, a short definition or a synonym for a target word. Such tests usually measure vocabulary knowledge at level 3, rather than the student’s full continuum of word knowledge. If teachers
want to use such a test, examine the students’ raw scores to see if they are above a level that could have been made by chance guessing. A number of standardized reading achievement tests may allow a student who may essentially not read at all to score well into the norms and to have a vocabulary achievement score well above her actual vocabulary ability. Some students do poorly on standardized tests of vocabulary knowledge because they lack sufficient decoding ability. If a student does much better on an individually administered oral vocabulary test, teachers may then assume that a lack of adequate word-attack skills is contributing to the low score on the standardized test.

Another method of testing students’ general knowledge of vocabulary, according to Kamil M. and Hiebert H. (2005) is to ask them the meaning of several words that appear in textbooks at their grade level. This will give them an estimate of how well the students’ vocabulary knowledge matches their grade level. However, it will not allow them to compare the vocabulary achievement of students with those in the country as a whole. If teachers in a school with a large group of students from a low socioeconomic level, this method of testing vocabulary knowledge may give the “tunnel vision,” because students with only a normal vocabulary may appear very good in comparison to other students in the class.

When there is a need to determine if a student knows the meaning of a specific word rather than the general vocabulary level, just ask to say what the word means. Unfortunately, that is difficult to do with a large group of students. Two methods that can be used to determine if a group of students knows the meanings of a specific set of words are a self-check assessment or a multiple-choice assessment. In the self-check assessment, the student simply looks at a list of words and places a check mark by the words of which she knows the meaning. In the multiple-choice assessment, a teacher provides the target word and a choice of several possible meanings or synonyms.
The self-check assessment is easy to make, but it is subject to students being overly optimistic in what they think they know or underestimating what they know if they are insecure. The multiple-choice assessment provides more reliable evidence of what the student knows, but good multiple-choice items can be difficult to write. Multiple-choice assessments also allow guessing and provide a hint in that the meaning of the vocabulary word is one of the choices. Nation ISP (2006).

**READING SKILL**

**Definition**

Reading is a process of constructing meaning by interacting with text; as individuals read, they use their prior knowledge along with clues from the text to construct meaning. Research indicates that effective or expert readers are strategic (Baker & Brown, 1984a, 1984b). This means that they have purposes for their reading and adjust their reading to each purpose and for each reading task. Strategic readers use a variety of strategies and skills as they construct meaning (Paris, Wasik, & Turner, 1991).

A strategy is a plan selected deliberately by the reader to accomplish a particular goal or to complete a given task (Paris, Lipson, & Wixson, 1983; Paris, Wasik, & Turner, 1991). When students are able to select and use a strategy automatically, they have achieved independence in using the strategy. Along with the strategies that expert readers use, they also use a number of comprehension and study skills. It is clear from research that readers develop the use of strategies and skills by reading and writing and being given the support they need to grow in these processes (Wells, 1990).

The goal of all reading instruction is to help students become expert readers so that they can achieve independence and can use literacy for
lifelong learning and enjoyment. Learning to use strategies effectively is essential to constructing meaning. Readers who are not strategic often encounter difficulties in their reading (Paris, Wasik, & Turner, 1991). These early difficulties in reading may influence the way readers learn throughout the rest of their lives (Anderson, Hiebert, Scott, & Wilkinson, 1985).

**IMPORTANCE**

The reading in the opinion of Isabel Sole is an interactive process in which anyone who reads builds in an active way his interpretation of the message from its experiences and prior knowledge, of their assumptions and of their ability to infer certain meanings (Cited in Lomas, 2011, p. 119). The reading of any material contributes to improve the comprehension of the students up to the level at which they are able to continue to learn by themselves, throughout their lives, so that they can develop a constructive role in society as citizens.

Teaching how to read is one of the fundamental goals of the school which must be held accountable in large part by promoting the reading of texts and to promote the development of comprehension. With this objective, it is necessary to delve deeper into the content of the texts, as well as techniques and strategies applied in school activities that can facilitate the ability of reading comprehension in students.

**THE READING COMPREHENSION A CORE COMPETENCY**

Largely the knowledge acquired by a student will arrive through reading. During the teaching-learning process, from primary to postgraduate education, you need to read a variety of texts to appropriate different knowledge and the importance of the fact, lies not only in content, but also in the amount, style and purposes for reading.
Often it is considered that students know how to read, because they can see the signs and repeat them orally, or because they have the ability to decode a text written. However, the decoding does not understand and this is the result of a first reading level with which should not settle the reader (Huerta, 2014, p.2).

The OECD, points out that the concept of reading comprehension, taken up by many countries, it is a much wider concept than the traditional notion of the ability to read and write (literacy), in this sense, the OECD points out, that the training reader of individuals for effective participation in the modern society requires the ability to decode the text, interpret the meaning of the words and grammatical structures, as well as constructing meaning. The reading comprehension involves, therefore, the ability to understand and interpret a wide variety of text types and as well as to give meaning to what is being read to relate it to the contexts in which they appear.

The project "International Study of progress in comprehension" (PIRLS) Acronyms in English, (2013) Belonging to the International Association for the Evaluation of Educational Achievement (IEA) Acronyms in English, evaluates the reading of the students, and affirms that the reading aims to understand how the world is and has been and why things work the way they do, and that readers can go beyond the acquisition of information and use it to practice reasoning and action (Cited in Pérez, 2012, p. 28).

Reading is an important concept in the process of comprehension, Echevarría (2011), He says that now is conceptualized as a process based on the text, interactive nature, with specific purposes, and that depends on both the text and the person who reads. Reading is a complex process and coordinated approach that includes regular or perceptual
operations, linguistic and conceptual, and readers in turn represent concepts and facts that are described in the text. (Bello, 2011, p.9).

Readers not only are interrelated with the information within a sentence, but also with information of successive proposals using the semantic relationships and referential that is found in the text. To Sole (2012) read comprehensively is a dynamic process between the reader and the text, the process by which the first attempts to meet the objectives that guide their reading and what you can do with the establishment of coherent connections between the information they possess in their cognitive structures and the new that supplies the text.

From the point of view of Quispe Santos, The ability to understand accompanies us throughout our existence and represents one of the most significant expressions of human knowledge. Thanks to her we enjoyed the benefits of science and technology, the pleasures of art and all humanities, until our historic environment, economic and socio-cultural varied that touches us mean (2012, p. 14). However, it is not always sufficient skills we acquire the reading comprehension, probably because the educational systems are not assured of the same.

So reflect the tests applied in our school systems, in the so-called countries in development and that are in the process of the same, especially those countries that reflect certain deficiencies in ensuring a quality education in the early years of schooling. Understanding is a word defined by the Dictionary of the Spanish Language (2010) at its twenty-second edition, such as the faculty, ability or insight to understand and penetrate the things.

The PISA program launched in 1997 by the OECD, comprehension is defined as the ability to understand, use and analyze texts in order to achieve the objectives of the reader, develop their skills
and potential and participate in society (Pérez, 2013, p. 27). To Marcela Manuale (2011), the understanding is a state of training to exercise certain activities of understanding as the explanation, exemplification, application, justification, comparison and contrast, contextualization and generalization (p.17).

A conceptualization more about reading comprehension, is Isabel Sole (2012) Who says that the understanding that each performs depends on the text in front of it, but it also depends on and on other issues, own of the reader, among which more could be noted as the prior knowledge with which addresses the reading, the objectives that the president and the motivation that you feel toward reading. However, before we go any further we should explain what is meant by previous knowledge or knowledge (p. 34).

Along the life thanks to the interaction, we have with others, and in particular, with those with whom you can play with us a role of educators, we are building a few representations about the reality, of the constitutive elements of our culture, understood in a broad sense as the values, conceptual systems, ideologies, communication systems and procedures.

The schemes of knowledge according to Coll (1983) It may be more or less elaborate, maintain a greater or lesser number of relationships between yes, submit a variable degree of internal organization, represented in a given moment in our history our knowledge, always on and always expandable (Cited in Sole, 2013, p. 34). Ausubel (1983) In his book, Educational Psychology a cognitive point of view, it mentions that reading comprehension is achieved when the student relate new knowledge with previously acquired; but it is also necessary that the student is interested in learning what you are showing.
One of the difficulties that is perceived to link the new knowledge with the already acquired, is that the reader does not read with the purpose to expand their knowledge, which are arranged in the reading from a given text, therefore, this prevents you can store and dispose of them at the right time. David Cooper (2014), Presents another definition of comprehension in which considers this as the process of developing the meaning for the track to learn the relevant ideas of the text and match them with the ideas already have, i.e. it is the process through which the reader interacts with the text. (p. 19). The same explains three essential aspects in reading comprehension.

The first of these refers to the constructivist nature of reading, for a proper understanding of a text, it is necessary that the reader is dedicated to construct meanings while reading. In other words it is necessary for the reader to read the different parts of a text giving personal meanings and interpretations while reading. The understanding turns out to be a final product of any act of reading in the distinguished two fundamental moments: the process of reading, during this event, the reader is trying to make sense of the text; and the second time is the completion of the act of reading, at this time is to understanding how product as it is the result of the process of reading.

The process of interaction with the book, it is the second aspect that stands out Cooper (2011) In the comprehension and refers to the person who begins to read a text, not about to the so devoid of experiences, emotions, opinions and knowledge related directly and indirectly with the theme of the text. In other words the reader brings a set of features cognitive, experiential and attitudinal factors that influence the meanings that brings the text.

According to Cooper the nature of the reading is interactive, because the text does not have meanings, but that these emerge from the
interaction between what is proposed in the text and what the reader brings to the text (Cited in Khemais, 2012, p. 3). The third aspect of the reading comprehension as a strategic process, in which the reader is changing its strategy reader or the way lee according to their familiarity with the subject, its purposes when reading or the type of text. That is to say the reader accommodates and changes their reading strategies according to what you need (Cited in Khemais, 2012, p. 4).

With all of this, reading comprehension is a construction of knowledge that has to teach and learn formally and informally, systematic or deliberate through an ongoing process as explained by theorists in the preceding paragraphs. To understand this construction a will start with the definition of the term learning as a process through which are acquired or modified abilities, skills, knowledge, behaviors or values as results of the study, experience, education, reasoning and observation. This process can be analyzed from different perspectives, so that there are different theories of learning.

Cognitivism is a paradigm that is complex and difficult to treat because it involves or set of currents that studying human behavior from the perspective of knowledge as well as of other processes or dimensions related to these (memory, attention, intelligence, language, perception, among others) assuming that such behavior can be studied in their sources or capabilities and in their achievements (Beltran, 1989). Cognitivism is a paradigm that is complex and difficult to deal with the theoretical paradigm used as a basic resource type inference given that it is the study of cognitive processes and entities not directly observable (Bruner, 2012).

In addition, this paradigm is responsible for studying the processes of learning by the student, establishes that the learner builds their knowledge in stages, through a restructuring of mental schemes, in which
the student moves through the stages of assimilation, adaptation, and accommodation, reaching a state of equilibrium. It is a process of scaffolding, where new knowledge by learning should be highly significant and the student must show a positive attitude toward new knowledge, where the basic work of the teacher is to create learning situations, i.e. it should be based on actual facts for meaningful.

The theory of cognitive-genetic psychology, whose representatives are Piaget, Bruner, Inhelder y Ausubel, set out four principles that explain the learning; in the first, learning is seen as the acquisition not hereditary in the exchange with the medium is an incomprehensible without linking it to the dynamics of the internal development, in the second, it refers to the cognitive structures, which are regulatory mechanisms which are subordinated to the influence of the environment and intervene to learn, the third, establishes that the link between learning and development leads to the concept of level of competition and ends with a fourth postulated that mentions that the knowledge is never a mere copy figurative of the real, is a subjective development that leads to the acquisition of organized representations of the real and in the formation of formal instruments of knowledge (Sacristan, 2015, p.44).

Within the theory of cognitive-genetic psychology Ausubel stands out as a representative, who explains that to learn something, is equivalent to form a representation, an own model, of that which is the object of learning; implies being able to attribute meaning to the content in question, in a process that leads to a personal construction, subjective, of something that exists objectively (Sole, 2011, p. 38). To Ausubel (1983) learning is significant when the contents are related so not arbitrary and substantial (not at the foot of the letter) with what the student already knows.
By substantial non-arbitrary relationship it must be understood that the ideas relate to any existing appearance specifically relevant to the student's cognitive structure, such as an image, a symbol already significant, a concept or a proposition (p.18). Ausubel (1983), for its part believes that the cognitive structure of each subject is a hierarchical organization and logic, in which each concept occupies a place depending on their level of abstraction, generality and ability to include other concepts. The same, is responsible for the school learning, which defines it as a type of learning that alludes to the organized bodies of significant materials, focuses its analysis on the explanation of the learning of bodies of knowledge that include concepts, principles and theories (Sacristan 2015, p. 46-48).

For him, there are two types of learning that can occur in the classroom the first referred to the way in which knowledge is acquired and the second refers to the way in which knowledge is subsequently incorporated into the structure of knowledge or cognitive structure of the apprentice (Diaz-Barriga, 2011, p. 35-36). The first type of learning is further subdivided into two types; learning by reception and discovery learning while those of the second type, it is also subdivided into programming by reception and meaningful learning.

The two explain the process of meaningful learning from the perspective of teaching cognitive. The significant learning, either by receipt or discovery, is opposed to the mechanical, repetitive, learning by rote. Includes the acquisition of new meanings (Sacristan, 2015). The essence of the meaningful learning lies in the fact that the ideas expressed symbolically are related so not arbitrary, but substantial with what the student already knows. The learning material is potentially significant for the. This type of learning is a key piece in the issue of reading comprehension as the new knowledge is incorporated in a substantive manner in the student's cognitive structure.
The significant learning develops the autonomy and the critical sense of the student, through a reflective process and continued. Such learning is personal, due to the fact that significant new information depends on the particular interests or points of view of the person, this reflects a provision of the student to be made of the information and retain. This type of learning develops creativity, because if the new information comes into conflict with the cognitive structure of the person and there is an interaction on the part of this in learning, as far as possible will be partnerships that will enable to assimilate the new content (Moreno, 2013, p.10).

The conditions for the meaningful learning are more demanding, because understanding is somewhat more complex than memorizing. It is necessary that the contents as apprentices, comply with certain conditions for the programming carried out by the student can be incorporated into the structure of knowledge in a significant way, that is to say that the new acquisitions relate to what he already knows, following a logic, with sense and not arbitrarily. Moreno (2012), shares the idea of Ausubel on the conditions for the meaningful learning (p.13).

a) The proposed content as an object of learning must be well organized in such a way as to provide the student their assimilation, the establishment of relations between him and the knowledge you already own. Along with a good organization of the contents, in addition to an adequate presentation by the teacher, which favors the attribution of meaning to them by the student?

b) The student must make an effort to assimilate it, that is to say, to express willingness to the proposed learning. Must be motivated to do this, have an interest in and believe that you can do it.

c) Have a cognitive structure with the necessary knowledge and willing, where bind the new proposed programming, that is to say refers to a database, enough to approach learning in a first moment
that will make it possible to establish the relationships needed to learn.

To achieve this, it is necessary to develop in students, basic cognitive processes; these refer to all those operations and processes involved in the thinking of the information, such as attention, perception, encoding, storage and retrieval (Díaz-Barriga, 2011). The basic cognitive processes are essential for the implementation of all other development processes.

To Coll, The design of any plan to facilitate the learning process, and therefore the process of teaching to study has to rely on a number of constraints and budgets of cognitive character (Cited in Rubio, 2013, p. 246).

a) Level of development: the organization and the mental structure of the student, in correspondence with its evolutionary state, make it possible or not certain programming as well as the use of certain strategies of study.

b) Level of prior knowledge: the most influential factor on learning is the quantity, clarity and organization of knowledge already has the student. The previous knowledge is used as a tool for reading and interpretation of the new.

c) Level of significance of learning: quality and intensity of the links established between the new learning materials and prior knowledge.

d) Level of functionality of learning: learning is functional to the extent that the knowledge acquired can be applied effectively in many situations.

e) Activity level required in the learning: refers to domestic activity and not to the simple manipulation or exploration of objects and situations.

f) Level of student's comprehensive memory: it is not the level of theorizing as mere memory of events or situations, but as comprehensive memory, i.e. the ability to increase the wealth of the
elements and the relationships that form the cognitive structure of the subject.

g) Goal-cognition level of student: is the set of concepts that the student has on their own learning strategies and on the control mechanisms to evaluate the progress of the own learning. The indicators at this level are: the ability of the student to determine what's important, and the amount of time needed to assimilate the content to learn.

READING STRATEGIES

Wenden (1987 cited in Alderson 2000) notes that the strategies have been labeled differently in the literature and goes on to list the following: techniques, tactics, potentially conscious plans, consciously employed operations, learning skills, basic skills, functional skills, cognitive abilities, language processing strategies and problem-solving procedures.

A general distinction has often been made between strategies and skills. However, for some, they denote essentially the same processes.

Brown (2007 P.119) defines strategies as the ""specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information."

He differentiates between strategies and styles. Styles are "consistent and rather enduring tendencies and preferences within an individual". Styles are what distinguish from others they are rather consistent and defy changes. Strategies on the other hand, vary within individuals from moment to moment as the specific problems and contexts change.

Pani defines reading strategies as “the mental operations involved when readers approach a text effectively to make sense of what they read. Good readers apply more strategies more frequently and more effectively than poor readers.” (Pani 2004)

According to Brown (2007), the literature on second language acquisition has differentiated between two broad categories of strategies: learning strategies and communication strategies. Simply put, the former relates to input whereas the latter pertains to output and how students produce language either in speech or writing.

As reading is considered to be a receptive skill, teachers are concerned with learning strategies here. Among the learning strategies cited in the literature, the metacognitive and cognitive strategies are most relevant to reading. Metacognition is concerned with monitoring, or watching, and evaluating the success of the learning process. Cognitive strategies, on the other hand, relate to the specific contexts and learning tasks. Note that these strategies are part of people’s overall capacity in dealing with problems and tricky situations. This capacity is called strategic competence (see Bachman 1990, Bachman and Palmer 1996, Canale and Swain 1980).

The impact of these strategies on reading is conceived to be of utmost importance in any act of reading. Brown (2001), points out that "reading comprehension is a matter of developing appropriate, efficient comprehension strategies" (ibid P. 306).
The author goes on to enumerate ten such strategies:
1. Identify the purpose in reading.
2. Use graphemic rules and patterns to aid in bottom-up reading.
3. Use different silent reading techniques for relatively rapid reading.
4. Skim the text for main ideas.
5. Scan the text for specific information.
6. Use semantic mapping or clustering.
7. Guess when you aren't certain.
8. Analyze vocabulary.
10. Capitalize on discourse markers to process relationships.

Interestingly enough, there have been some studies which have enumerated poor readers’ characteristics. Lau (2006), for example, cites the following in the literature:

1. They do not know how to construct the main ideas and macrostructure of the texts.

2. They are not familiar with the text structure and do not make use of the text structure to organize the main ideas.

3. They have little prior knowledge and do not know how to activate their knowledge to facilitate text comprehension.

4. They have difficulties in drawing inferences to achieve in-depth understanding of the texts.

5. They lack metacognitive ability, and are not aware of the problems that emerge during reading and do not know how to monitor their reading process. Empirical investigations have been done into the usefulness of strategy instruction on reading.
Wright and Brown (2006) investigated the impact of explicit strategy instruction on reading comprehension of students of a foreign language. The authors concluded that although the results indicated that the participants’ awareness of some strategies and their ability to reflect upon their reading did increase," other strategies seemed harder to acquire. They also pointed out that some learners faced difficulties in acquiring some complex strategies.

The use of strategies after they have been learned has also been related to a variety of factors. For example, it is claimed that there is a close relationship between strategy use and motivation or the goal of reading. Generally, it is conveyed that the higher the motivation and the more important the goal, the more learners utilize strategies.

The definition provided here highlights some aspects of reading strategies:
1. They are conscious
2. They change from moment to moment
3. They are regarded as tactics (for attacking a problem)
4. Their use depends on the specific reading tasks
5. Context is a determinant factor
6. They are aimed at improving performance
7. They make up for the breakdowns in comprehension.

The final point is that although the literature generally indicates usefulness of these strategies for efficient reading, other factors may also be involved in their application. As we saw above, goal of reading is one such factor.

EPISTEMOLOGICAL FOUNDATION

Humanism
Humanism, in the broadest sense, means valuing the human being and the human condition. In this way, it is related to generosity, compassion and concern for the assessment of the attributes and relationships.

**Humanism and education**

Meaningful learning is a pervasive one that does not consist of a simple increase in knowledge, but weaves together every aspect of the existence of the individual.

Its application to the classroom, if we consider the human tendency to auto-update and understand the important role of education in the expression of this trend, the question is how materialize these ideas in the classroom.

In this way, Martin (1988) raises a non-directional education should be avoided:

- Control accompanied by lack of confidence in the student.
- Traditional, creative or effective tests.
- The tests such as beginning and ending of education.
- The belief what is taught is what you learn.
- Identify the education with the accumulation of knowledge.
- Give more importance to the procedure and not to the results.

**Characteristics.**

The most important characteristics of humanism are:

- Interest in human beings and everything around them.
- The willingness to acquire the total knowledge
The elaboration of this project is based on relationship between students and teachers, in this way, the researchers can perform activities aimed at improving foreign language learning.

Teaching to appreciate the more simple qualities of others. Remember that all human skills require efforts for their correct acquisition and development. Besides, demonstrate that these efforts are not in vain.

Students must assimilate and dominate their knowledge, phenomena and extreme emotions of life, according to their ages.

**PEDAGOGICAL FOUNDATION**

Nowadays, in some levels of education of Ecuadorian educational model it is common talk about "pedagogical constructivism", which makes it necessary to clarify the context of origin, theorization and application of it in education.

"Constructivism is a confluence of various psychological approaches that emphasize the existence and prevalence in cognoscitive of active processes in the construction of knowledge, which explain the origin of behavior and learning. It is claimed that knowledge is not received passively, nor is a faithful copy of the environment". Frida Díaz-Barriga (2004)

**Characteristics**

The constructivist teaching consider that the human learning is always an interior construction, even in the case that the educator go to a masterly exhibition, because this may not be significant if their concepts do not fit or are inserted into the previous concepts of the students. Even more in the constructivist teaching, whose purpose is precisely to facilitate and maximize the processing inside the student with a view of their development.
Within constructivism current is considered to the teacher as thoughtful professional who performs a work of mediation between the knowledge and the learning of their students, to share experiences and knowledge in a process of negotiation or construction joint knowledge and a teaching aid adjusted to the diversity of needs, interests and situations that engage their students. The central role of the teacher is essentially to orient and guide the constructive mental activity of students, who will provide pedagogical assistance adjusted to their competition.

**Importance**

It is important to point out that teachers must put together interesting and meaningful experiences that promote the cognoscitive development according to their necessities and conditions of it.

**Application**

In the current pedagogical model, the English teaching as foreign language is selected for the communicative approach, which the main objective is to achieve the communicative competence of the student. It means, incentivize the development the interest for this language, distinguished for its appropriate usage and taking it into account for long-life.

In the educational process, students must use several forms as well as that replace or supply the acquisition of vocabulary from another perspective. In the modern teaching methodologies of foreign languages it is common observe the development of comprehension using modern strategies which are not necessary apply methodological aspects.

The main objective of this project consists of designing a strategy that helps to the development of strategic competence in reading skill from the systematic treatment of some extra elements that they show more expressiveness and significance to the information transmitted.

The practical utility of this work will allow solutions to methodological problems of working with the strategic competition in the teaching-learning
process of foreign language, which will enable the development of the reading skill in students of ninth year of Basic Education at Unidad Educativa Francisco Huerta Rendón.

In the constructivist model makes that students think independently and understand significantly the world. The academic institutions should promote the cognitive development of the student in accordance with the needs and interests of them. The teacher must structure interesting and meaningful experiences that promote such development. Important thing is not the learning of content but development and strengthening of mental structures of knowing and learning.

It is not about to memorize content but to engage in a dynamic process of knowledge that develop cognitive skills through discovery and problem-solving models. The objective of education, within this pedagogical model, is to generate understanding, autonomy of thought and, as a result, creative people.

On the other hand, it is important to note that the process of implementation of these constructivist principles in education are still utopian because in schools there are teachers that do not want to change their methodology of work because they do not want upgrade their knowledge, it is complicated since all students are not able to acquire the new information.

**SOCIODOLOGICAL FOUNDATION**

**Definition**

"The sociology of education is the branch of sociology that studies education related with social phenomenon. Therefore, studies the origin of social education, social manifestations, social content, social institutions, social development, social conditions, social source, social objectives, social possibilities, and social agents" (Quintana Cabanas, 1989, p. 31)
Society and Education

Social reality is a complex studies, because it is subject to change and the growing diversity. These phenomena explain that sociology, almost from its origins, tend to expand their knowledge to diversify, its object of investigation in specific studies, thus giving rise to the appearance of special sociologies.

The future of a society depends on the members that belong it. Whether the human being wants to prepare for the social, economic, political, commitments to be successful person, it is necessary to establish a teaching-learning process system integrator, in order to fill them up with experiences that allow to enrich daily, awaken the sense of commitment and social sensitivity.

Individuals, are expose to a constant change in their vision of social world, which is demanding new and varied forms of adaptation to their needs, and education is the most appropriate way to understand these processes of change and responding in different and appropriate ways to facilitate and make easier all these social processes.

Importance

It is important to establish and mark the object of study of the sociology of education, because most of the cases it can be confused with other sciences of education such as Pedagogy.

Society changes continuously and teachers must have the necessary tools to analyze and understand what is happening, the reason of the actions of learners, the mechanism that they produced for then proceed properly.

The researchers of this project consider that it will be very useful, since it will improve the teaching of the English language. Besides, teachers can face students learning problems, looking for their prior knowledge and backgrounds, thus, use the empathy in order to try of solving some of
these problem and understand the difficulties that they have in acquiring this second language.

PSYCHOLOGICAL FOUNDATION

The Psychology sometimes may be for teachers an important tool that they have to take into consideration at the moment of imparting their classes. They can take advantage of it as a motivator for the development of their capabilities significantly.

Definition

"Educational psychology is an interdisciplinary science that is identified with two different fields, but interdependent among themselves. On the one hand, psychology by other education, these two sciences provide the educational psychology of a scientific, constituent and ownership structure that makes up the study of learning; as a psychological phenomenon that basically depends on the skills, individual differences in mental development, and as a factor of education, for the purpose of teaching or relationship between students and teaching." Calero, Mavilo Pérez, (1999; P. 22)

Importance

In the field of education, psychology is priority in the teaching-learning process of the English language, since it provides basics principles such as the relationship that must exist between teachers and students, the behavior of the students in class and outside of it, the evolutionary constraints of subject learning, interpersonal relations between the educational community.

Characteristics

Psychology constitutes the main auxiliary science of pedagogy, taking into account that the learner is the cornerstone of the whole educational,
formative process. Training process that not only requires an organic knowledge of the child, but in particular of the psychic aspect of it; and in a special way, much of that training has much to do with intelligence, reason, memory, attention, interests of the child and all of these are psychic phenomena.

**Psychology and education**

Psychology in education focuses on the process of learning and the phenomena that constitute it as memory, forgetfulness, knowledge transfer and learning difficulties. At the same time the interaction between teacher and student, the environment and the educational context. It brings to the teaching methodology and the recruitment of the student environment.

It is very important for teachers apply different forms of psychology inside the classroom. Since is relevant to know the behavior of the students in order to engage and involve them in the English class. Thus, teachers can create harmony and quite atmosphere to develop and improve the relationship between teachers and students that in a teaching-learning process is very important.

**FUNDAMENTACION LEGAL**

Constitución de la República del Ecuador Sección quinta

**Educación**

**Art. 26.-** La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y las sociedades tienen el derecho y la responsabilidad de participar en el proceso educativo.

Ley Orgánica de Educación Intercultural
De los principios generales

Capítulo único, principios y fines

Art. 2 Principios:

bb. Plurilingüismo. Reconoce el derecho a todas las personas, comunas, pueblos y nacionalidades a formarse en su propia lengua y en los idiomas oficiales de relación intercultural: así como en otros de relación con la comunidad internacional.

Reglamento a la Ley Orgánica de Educación Intercultural

Título I. Del Sistema Nacional de Educación

Capítulo I.- Del Concejo Nacional de Educación

Art. 3.- Nivel Distrital intercultural y bilingüe. Es el nivel de gestión desconcentrado, encargado de asegurar la cobertura y la calidad de los servicios educativos del Distrito en todos sus niveles y modalidades, desarrollar proyectos y programas educativos, planificar la oferta educativa del Distrito, coordinar las acciones de los Circuitos inter culturales o bilingües de su territorio y ofertar servicios a la ciudadanía con el objeto de fortalecer la gestión de la educación de forma equitativa e inclusiva, con pertinencia cultural y lingüística, que responda a las necesidades de la comunidad.
CHAPTER III

METHODOLOGY, PROCESS, ANALYSIS, AND DISCUSSION OF RESULTS

METHODOLOGICAL DESIGN

In the first instance, it is important to mention that the present study will be not experimental, due to that the aim is not to make changes based on the variables of the project. Thus, the research design is based specifically on the collection of information necessary to identify each one of the reasons that facilitate the deficiency in the development of reading comprehension.

The authors have focused in the main object of this research and analyze whether the teaching strategies have a big incidence in the improvement of the reading skill in students of ninth year of Basic Education at Unidad Educativa “Francisco Huerta Rendón.”

The methods that the researchers applied during the all process that lasted this investigation were the qualitative and quantitative ones, since working together they can contribute with analyzing and collecting true information through a simple study in the place where the events are happening. Besides, applying them the researchers can obtain a precise understanding of the fact.

On the other hand, putting in practice this method, the researchers of this investigation could notice the relationship between teachers and students in classroom and how the problem affects the teaching learning process.
Finally, by means of different techniques of investigation made to the sample selected of the population, it was possible to identify such problem easier and obtain real information in order to create statistical graphics that will help to understand better the inconvenient and solve it.

According to the foregoing by Balluerka & Vergara (2011), the design, is a structure that exerts a particular control in the study, since that is the one that details the guidelines that will be carried out in the research, where the researchers evaluate the resources and tools needed for its implementation.

TYPE OF RESEARCH

During the time that lasted the analysis of the variables, it is mandatory to apply different types of research that give a general idea of the sources in order to find information and obtain possible solutions to the problem which is the reading skill.

Field Research

It is a scientific process that allows to the researchers gathering new information in the social field reality at the same time analyze the situation for diagnosing the elements that belong to this area and discover the requirement.

This type of research was applied in this investigation since it helped to associate the real academic atmosphere with the problem that is occurring inside of the classrooms. Besides, applying it, the researchers had the opportunity to interact with teacher and students and experiencing the low performance in the reading skill.
Historical Research

The historical research refers to all data investigated scientifically, since it must follow specifics rules that make the process more viable and easier to be investigated with the previous information obtained.

In this project, the contribution of this research was essential for the development of it, since the researchers could obtain information about the reading skill and vocabulary knowledge before starting with the advance of this investigation.

Exploratory Research

As stated by Bernal (2014), the main intention of the exploratory research is to take on the part of the investigator a particular understanding of the problem or event, this type of study is used when the researchers has low knowledge about the problem to be investigated. (P 64)

In regard to the exploratory research, it was taken into account in the present investigation since it is necessary for the authors to get topics relating to deficiencies in understanding the reading of the English language in the students.

Regarding to the way in which it is intended to remove the information, the secondary sources were necessaries to utilize, being the main to consider the scientific texts, scientific libraries, newspapers; for then to arrive at a level of discernment higher, to accommodate further studies, necessary to give answers to the questions based on the problematic
Descriptive research

As mentioned by Lopez (2011), descriptive research has as main goal, the arriving to delineate something, usually the facts or events that integrate the issue that is under study, exposing clear references of the problem, giving answers to what, how, when, where and why of the same (P 56)

In the descriptive research what specifically is intended to develop, are statistical studies that allow you to specify the aspects, properties and characteristics of the problem that possess the students of 8th year of the Basic Educational Unit Francisco Huerta Rendon.

It is therefore necessary to use study techniques, as the survey to assist the author, arrive to collect data that reflects the current situation of the problem and show the reality of the facts as they develop.

POPULATION AND SAMPLE

Population

According to Guardia and Pero (2011), In theory, is called population, the set of individuals or elements that have characteristics or properties of interest on the part of the investigator, when the size is known, there is a finite population, otherwise is infinite. (P. 81)

The population to consider in this research consists of the Director, teachers, and students.

<table>
<thead>
<tr>
<th>Group</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>400</td>
</tr>
<tr>
<td>Teachers</td>
<td>36</td>
</tr>
</tbody>
</table>
Sample

As mentioned by Taucher (2011), it is considered shows a part of the population, also be considered representative, since it reflects the characteristics of the population to which it belongs, it is important to mention that, its size is represented by the letter n. (P. 76)

For the calculation of the sample size will be used the formula that corresponds to the finite population, the same that will be exposed to then with their respective resolution.

\[
\begin{align*}
    n & = \frac{Z^2 \times N \times P \times Q}{((e^2(N - 1)) + (Z^2 \times P \times Q))} \\
    n & = \frac{1,960^2 \times 400 \times 0,50 \times 0,50}{((0,05^2(400 - 1)) + (1,960^2 \times 0,50 \times 0,50))} \\
    n & = \frac{1,960^2 \times 400 \times 0,50 \times 0,50}{((0,0025(399)) + (1,960^2 \times 0,50 \times 0,50))} \\
    n & = \frac{3,8416 \times 400 \times 0,50 \times 0,50}{(0,0025 \times 399) + 0,9604} \\
    n & = \frac{384,16}{0,9975 + 0,9604} \\
    n & = \frac{384,16}{1,9579} \\
    n & = 35
\end{align*}
\]

<table>
<thead>
<tr>
<th>Authority</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>437</td>
</tr>
</tbody>
</table>
For the calculation of the sample size was taken as the level of confidence a 95%, being 1.96 The Z value due to the percentage value chosen, on the other hand, it was felt a margin of error of 5%, a probability of success of 50%, and a failure with the other 50%, being the total value of the individuals who will be part of the investigation.

<table>
<thead>
<tr>
<th>Group</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>35</td>
</tr>
<tr>
<td>Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Director</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>37</strong></td>
</tr>
</tbody>
</table>
OPERATIONALIZATION OF VARIABLES
<table>
<thead>
<tr>
<th>VARIABLES</th>
<th>DIMENSIONS</th>
<th>INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INDEPENDENT VARIABLE</strong></td>
<td><strong>VOCABULARY KNOWLEDGE</strong></td>
<td></td>
</tr>
<tr>
<td>Generalities</td>
<td>Definitions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Characteristics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Potential problems</td>
<td></td>
</tr>
<tr>
<td>Auditive activities</td>
<td>Pre-listening</td>
<td></td>
</tr>
<tr>
<td></td>
<td>During listening</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post-listening</td>
<td></td>
</tr>
<tr>
<td>Auditive strategies</td>
<td>Cognitive</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Metacognitive</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Socio affective</td>
<td></td>
</tr>
<tr>
<td>Auditive comprehension processes</td>
<td>Bottom-up</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Top-down</td>
<td></td>
</tr>
<tr>
<td>Teacher's role during auditive comprehension activities</td>
<td>Preceding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>During</td>
<td></td>
</tr>
<tr>
<td><strong>DEPENDENT VARIABLE</strong></td>
<td><strong>READING SKILL</strong></td>
<td></td>
</tr>
<tr>
<td>Generalities</td>
<td>Definitions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Characteristics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Functions</td>
<td></td>
</tr>
<tr>
<td>Software</td>
<td>Educative program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Free program without the use of internet</td>
<td></td>
</tr>
<tr>
<td>Impact of interactive activities</td>
<td>Virtual learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Blended learning</td>
<td></td>
</tr>
<tr>
<td>Interactive activities and student's learning</td>
<td>Availability</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accessibility</td>
<td></td>
</tr>
</tbody>
</table>
METHODS OF THE INVESTIGATION

The methods that were applied in this research define, consider and measure the data obtained during the development of the process of investigation of the variables. The methods must be related to the object of the study, it means, the low performance in the reading skill.

**Empirical Method**

According to Neuman (2011) it is a research that focuses in observations led to elaborate different hypothesis.

This method was drawn on in this research because it allowed to have a better interpretation of the relationship that exist between the two variables that are object of this study.

**Inductive Method**

This method is based in the evident personal experiences to reach general conclusions. The application of the inductive method in the current investigation deals with the study of the situations from the particular to the general.

This project focuses on the students of ninth year at Unidad Educativa Francisco Huerta Rendón and their low performance in the reading skill. With this, the problem is detailed based on all information gathered and creates hypotheses which are going to be proved during the investigation.
Deductive Method

To the opposite of the previous method, this one works with the general information to reach specifics results. It means that all the explanation about the two variables involved in the investigation will be proved and analyzed through different instruments of investigation in order to assess the correlation of the variables and the influence one on top of another and how this impacts on the academic development of the students of ninth year at Unidad Educativa Francisco Huerta Rendón.

TECHNIQUES AND INSTRUMENT OF THE RESEARCH

The Questionnaire

As stipulated by Martinez (2011), The questionnaire, is one that is formed by a set of questions drawn up sequentially, taking as its primary objective, to obtain information about a group relative, either of a general population or a sample in particular. (P. 109)

The questionnaire to be formulated for the study will be focused mainly for the implementation of surveys; therefore, the research questions will be closed, because the researcrchers need to gather timely data, being the Likert scale the main method to use.

TECHNIQUE OF RESEARCH

Survey

As stipulated by Alvira (2011), the survey, is widely used in research projects as a procedure for the study since accommodates data
collection, giving the guarantee to the researchers in order to analyze the information collected through its systematic interrogation methods. (P. 53)

Apply the survey since that technique allows the author to be able to get to the data in an orderly fashion and detailed, given that the results are displayed as a percentage, making it easier for the author obtaining the data and its corresponding analysis, giving quantitative and qualitative methods.
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFIA LETRAS Y CIENCIAS DE LA EDUCACION
ESCUELA DE LENGUAS Y LINGÜÍSTICAS
INTERVIEW TO THE TEACHER

OBJECTIVE:
To recognize problems that teachers have when they transmit knowledge in their learners.

1. What kind of reading techniques do you implement in your classes?
_____________________________________________________.

2. How could your students identify the main ideas in the readings?
_____________________________________________________.

3. Why is it important to use a variety of reading techniques in class?
_____________________________________________________.

4. What reading techniques could help the students to recognize specific information?
_____________________________________________________.

5. Do you consider that learning vocabulary the reading skill will improve?
_____________________________________________________.

6. What kind of reading comprehension exercises do you develop in class?
_____________________________________________________.

7. What types of Readings do you use to make the students learn new words?
_____________________________________________________.

8. Why is it effective to use funny readings with the students?
_____________________________________________________.

9. How beneficial would an additional didactic guide be in your lessons?
_____________________________________________________.

10. What kind of reading exercises would you like to have in the guide?
_____________________________________________________.
INTERVIEW TO THE DIRECTOR

OBJECTIVE:

To know the viewpoint of the director about the application of the additional didactic resource in students.

1. Why do you think is it important to promote reading skill?
   ________________________________________________________________.

2. How could the institution encourage teachers to develop reading skill?
   ________________________________________________________________.

3. According to your opinion, what kind of difficulties affect the academic development of the students?
   ________________________________________________________________.

4. How the institution could collaborate in the advance of the reading Comprehension of the learners?
   ________________________________________________________________.

5. Will you support the application of an additional didactic material in students?
   ________________________________________________________________.
UNIVERSIDAD DE GUAYAQUIL  
FACULTAD DE FILOSOFIA LETRAS Y CIENCIAS DE LA EDUCACION  
ESCUELA DE Lenguas y Lingüísticas  
SURVEY TO THE STUDENTS  

OBJECTIVE:  
To diagnose difficulties that exist in the development of reading skills in the learning process of the students.

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>STATEMENTS</th>
<th>TOTAL Y DISAGREE</th>
<th>DISAGREE</th>
<th>INDIFERENT</th>
<th>AGREE</th>
<th>TOTAL Y AGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>You like to understand what you read in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>You consider that reading is an important skill.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The English teacher practices reading skill constantly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The English teacher uses motivation techniques for developing reading skill.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Learning new words will help you to develop reading skill.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>You like to practice vocabulary in a different way.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Vocabulary is important when learning English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>You want to use English vocabulary in real life.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The teacher must use different didactic resources for teaching English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>You will support the application of the new additional resource in the English subject.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**RESULTS OF SURVEYS**

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>STATEMENTS</th>
<th>TOTALLY DISAGREE</th>
<th>DISAGREE</th>
<th>INDIFFERENT</th>
<th>AGREE</th>
<th>TOTALLY AGREE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>You like to understand what you read in English</td>
<td>10</td>
<td>17</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>35</td>
</tr>
<tr>
<td>2</td>
<td>You consider that reading is an important skill.</td>
<td>12</td>
<td>2</td>
<td>8</td>
<td>3</td>
<td>10</td>
<td>35</td>
</tr>
<tr>
<td>3</td>
<td>The English teacher practices reading skill constantly</td>
<td>20</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>35</td>
</tr>
<tr>
<td>4</td>
<td>The English teacher uses motivation techniques for developing reading skill.</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>25</td>
<td>0</td>
<td>35</td>
</tr>
<tr>
<td>5</td>
<td>Learning new words will help you to develop reading skill.</td>
<td>20</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>35</td>
</tr>
<tr>
<td>6</td>
<td>You like to practice vocabulary in a different way.</td>
<td>0</td>
<td>6</td>
<td>17</td>
<td>6</td>
<td>6</td>
<td>35</td>
</tr>
<tr>
<td>7</td>
<td>Vocabulary is important when learning English</td>
<td>0</td>
<td>12</td>
<td>13</td>
<td>10</td>
<td>0</td>
<td>35</td>
</tr>
<tr>
<td>8</td>
<td>You want to use English vocabulary in real life.</td>
<td>15</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>35</td>
</tr>
<tr>
<td>9</td>
<td>The teacher must use different didactic resources for teaching English.</td>
<td>11</td>
<td>20</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>35</td>
</tr>
<tr>
<td>10</td>
<td>You will support the application of the new additional resource in the English subject.</td>
<td>2</td>
<td>30</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>35</td>
</tr>
</tbody>
</table>
ANALYSIS OF RESULTS
Survey to students

STATEMENT 1: You like to understand what you read in English

CHART OF FREQUENCY 1

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>10</td>
<td>29%</td>
</tr>
<tr>
<td>Agree</td>
<td>17</td>
<td>49%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>8</td>
<td>22%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Francisco Huerta Rendón
Researchers: Sofía Martillo and Carolina Heras

GRAPHIC N° 1

Source: Unidad Educativa Francisco Huerta Rendón
Researchers: Sofía Martillo and Carolina Heras

COMMENT

The students consider that understanding what they read, it would be convenient for them to develop the reading skill. It is a good point for the researchers since they will introduce the new material with the willingness of them.
ANALYSIS OF RESULTS
Survey to students

STATEMENT 2: You consider that reading is an important skill

CHART OF FREQUENCY 2

<table>
<thead>
<tr>
<th>ALTERNATIVE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>12</td>
<td>34%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>8</td>
<td>23%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>10</td>
<td>29%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Francisco Huerta Rendón
Researchers: Sofía Martillo and Carolina Heras

GRAPHIC N° 2

Source: Unidad Educativa Francisco Huerta Rendón
Researchers: Sofía Martillo and Carolina Heras

COMMENT
In this statement most of the students consider that reading is an important skill. For that reason the researchers have to take advantage of this aspect in order to apply the new didactic resource that contains useful information of vocabulary for developing this skill.
ANALYSIS OF RESULTS
Survey to students

STATEMENT 3: The English teacher must practice reading skill constantly

CHART OF FREQUENCY 3

<table>
<thead>
<tr>
<th>ALTERNATIVE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>20</td>
<td>57%</td>
</tr>
<tr>
<td>Agree</td>
<td>15</td>
<td>43%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Francisco Huerta Rendón
Researchers: Sofía Martillo and Carolina Heras

GRAPHIC N° 3

Source: Unidad Educativa Francisco Huerta Rendón
Researchers: Sofía Martillo and Carolina Heras

In this statement the whole students expressed that they want to practice reading skill constantly. It happens since they realized that developing this skill they will develop other skills such as speaking, pronunciation, fluently, etc.
ANALYSIS OF RESULTS
Survey to students

STATEMENT 4: The English teacher uses motivation techniques for developing reading skill

CHART OF FREQUENCY 4

<table>
<thead>
<tr>
<th>ALTERNATIVE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Agree</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td>Disagree</td>
<td>25</td>
<td>72%</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Francisco Huerta Rendón
Researchers: Sofía Martillo and Carolina Heras

COMMENT

In this statement students answered that the English teacher does not use motivation techniques that awake the interest for reading skill. They need the support of different methodology that motivate them while receiving English classes.
ANALYSIS OF RESULTS
Survey to students

STATEMENT 5: Learning new words will help you to develop reading skill

CHART OF FREQUENCY 5

<table>
<thead>
<tr>
<th>ALTERNATIVE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>20</td>
<td>57%</td>
</tr>
<tr>
<td>Agree</td>
<td>15</td>
<td>43%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Francisco Huerta Rendón
Researchers: Sofía Martillo and Carolina Heras

GRAPHIC N° 5

Comment
In this statement the majority of the students have answered that acquiring new words they will understand what they read and consequently will develop not only the reading skill but also will foster the reading comprehension.
ANALYSIS OF RESULTS
Survey to students

STATEMENT 6: You like to practice vocabulary in a different way

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Agree</td>
<td>6</td>
<td>17%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>17</td>
<td>49%</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>17%</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>6</td>
<td>17%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Francisco Huerta Rendón
Researchers: Sofía Martillo and Carolina Heras

GRAPHIC N° 6

Source: Unidad Educativa Francisco Huerta Rendón
Researchers: Sofía Martillo and Carolina Heras

COMMENT

In this statement the answers of the students result a little confuse because they are not sure what really they want regarding with the teaching of the English language. The researchers have to make their best in order to incentivize and raise awareness that it is an important tool both academic and personal life.
ANALYSIS OF RESULTS
Survey to students

STATEMENT 7: Vocabulary is important when learning English

CHART OF FREQUENCY 7

<table>
<thead>
<tr>
<th>ALTERNATIVE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Agree</td>
<td>12</td>
<td>34%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>13</td>
<td>38%</td>
</tr>
<tr>
<td>Disagree</td>
<td>10</td>
<td>28%</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Francisco Huerta Rendón
Researchers: Sofía Martillo and Carolina Heras

GRAPHIC N° 7

Source: Unidad Educativa Francisco Huerta Rendón
Researchers: Sofía Martillo and Carolina Heras

COMMENT
In this statement the answers are divided, it happens since the English teacher has not motivated students in the importance of this language has today. Besides, students do not know that learning vocabulary they will reinforce the acquired knowledge. For that reason the proposal counts
with useful vocabulary according to the annual planning made by the teacher.

**ANALYSIS OF RESULTS**

**Survey to students**

**STATEMENT 8:** You want to use English vocabulary in real life.

**CHART OF FREQUENCY 8**

<table>
<thead>
<tr>
<th>ALTERNATIVE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>15</td>
<td>43%</td>
</tr>
<tr>
<td>Agree</td>
<td>20</td>
<td>57%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Source:** Unidad Educativa Francisco Huerta Rendón  
**Researchers:** Sofía Martillo and Carolina Heras

**GRAPHIC N° 8**

**Source:** Unidad Educativa Francisco Huerta Rendón  
**Researchers:** Sofía Martillo and Carolina Heras

**COMMENT**

In this statement most of the students agreed that they want to use English vocabulary in real life. It happens since they have realized that this language is very important all over the world especially in modern society.
where the social networks are part of the daily life and the main tool for communicating is the English.

ANALYSIS OF RESULTS
Survey to students

STATEMENT 9: The teacher must use different didactic resources for teaching English.

CHART OF FREQUENCY 9

<table>
<thead>
<tr>
<th>ALTERNATIVE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>11</td>
<td>31%</td>
</tr>
<tr>
<td>Agree</td>
<td>20</td>
<td>57%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>4</td>
<td>12%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Francisco Huerta Rendón
Researchers: Sofía Martillo and Carolina Heras

GRAPHIC N° 9

COMMENT
In this statement most of the students want that the English teacher use different didactic resources since they noticed that the textbook no has enough information that develop the reading skill. For that reason, the authors of this project intend to present this new additional material that
contains useful information that will arouse the interest of the students for this skill.

ANALYSIS OF RESULTS
Survey to students

STATEMENT 10: You will support the application of the new additional resource in the English subject.

CHART OF FREQUENCY 10

<table>
<thead>
<tr>
<th>ALTERNATIVE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Agree</td>
<td>30</td>
<td>86%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>3</td>
<td>8%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Francisco Huerta Rendón
Researchers: Sofía Martillo and Carolina Heras

COMMENT
In this final statement most of the students answered that they want to support the application of a new didactic material. They are sure that
practicing with this new resource they will improve the reading comprehension and will be more participative in class.

**CHI SQUARE**

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

**Independent Variable:** Vocabulary Knowledge

**Dependent Variable:** Reading skill

The value P is less than 0.05, for that reason it could affirm that vocabulary knowledge has influence in reading skill.
<table>
<thead>
<tr>
<th></th>
<th>Válido</th>
<th>Perdidos</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>N</strong></td>
<td>35</td>
<td>0</td>
<td>35</td>
</tr>
<tr>
<td><strong>Porcentaje</strong></td>
<td>100.0%</td>
<td>0.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

✓ The students present low development in the performance of the reading skills which influences negatively in their scholastic yield.

✓ The students have difficulties in understanding about what they read, making it impossible develop this skill.

✓ There is no activities that incentivize the participation of the students in reading classes.

✓ The English teacher uses only one didactic material making difficult the acquisition of the second language.

✓ Students are interested in developing the reading skill. However, the poor motivation of the teacher does not help to achieve what they desire.
RECOMMENDATIONS

✓ It is necessary to apply an additional didactic material in the teaching learning process of English language since it will foster the interest for the students.

✓ It is important that activities related to reading skill are practiced daily.

✓ It is important to make the teachers train on the appropriate use of new teaching approaches in order to fully take advantage of these during the classes.

✓ It is necessary to consider the necessities of the students in reading skills in order to reach an optimal level according to the academic year in which they are.

✓ It is advisable to promote a learning context of fellowship and dialog because this will help students feel motivated and they will put in practice in real life.
CHAPTER IV
THE PROPOSAL

DESIGN OF A DIDACTIC GUIDE TO FOSTER THE READING SKILL THROUGH VOCABULARY KNOWLEDGE IN STUDENTS OF NINTH YEAR AT UNIDAD EDUCATIVA FRANCISCO HUERTA RENDÓN IN THE SCHOOL
YEAR 2016 - 2017

JUSTIFICATION

The use of the English language in social aspects has been more frequent, from the little schemes to the great globalization, this language has become more important day by day.

From this viewpoint modern education has been influenced by this meaningfully language, since the use of it is common in all educational processes, but also the new approaches must be implemented in the teaching learning process to the instruction in all the subjects and even more if they are taught in foreign languages. With this, it will be able to count on didactic and innovative resources to teach and learn.

Students must develop the necessary skills to master the English language. Routine processes such as the use of the book, the board, markers, are more frequent and they motivate students any more. For that reason, the best way to begin acquiring a second language is learning new words daily since even students do not use or do not understand the correct use of grammar, knowing vocabulary they can understand what they read easier.
Thus, the innovative didactic resource with vocabulary will produce different moods in students when practicing reading skill.

**GENERAL OBJECTIVE**

To improve the reading skill in students of ninth year at Unidad Educativa Francisco Huerta Rendón through the application of a didactic guide with vocabulary

**SPECIFIC OBJECTIVES**

- To implement a useful guide with vocabulary in order to incentivize the participation of the students in class.
- To apply didactic activities that encourage students to develop their reading skill by means of new words.
- To assess the progress of the students in order to affirm the new knowledge.

**PEDAGOGICAL ASPECT**

Modern education requires innovative strategies and methodologies that arouse and incentivize the interest for the teaching learning process in students. They must be applied knowing the necessities of the students and the annual planning made by the teacher. Thus, it is done thanks to the contribution of the pedagogy for the development and execution of this educational project since it has helped to select the most appropriate approach according to the students’ necessities that were detected during the observation and demonstrative classes. Besides, it was taken as example for teachers in order to continue with the same model for transmitting the new knowledge to new generations.
SOCIOLOGICAL ASPECT

Sociology is an important issue that must be taken into consideration in the elaboration of an educational project and its contribution has been very significant because all the people involved in it were recognized in their different stylus of living. It means, it was known in what conditions they live either economic or social, as well as with simple personal questions adapted to the academic content, it was possible to get information about their cultures, religions, etc. which is very important for the relationship that must exist in the teaching learning process between teachers and students.

PSYCHOLOGICAL ASPECT

In the same way, the psychological part has been an important component that has contributed a lot with the realization of this investigative work and has been considered for making actions that were priority in the selection of the general topics, such as talents, attitudes, abilities, emotions, etc. of the students.

LEGAL ASPECT

The constitutional law of the Republic of Ecuador, official registry # 298, section third of the functioning of Higher Education institutions.
Art. 144 Digitalized Thesis.- All the institutions of Higher Education must deliver the thesis that are elaborated previous to obtain their university degree, in digitalized format in order to be integrated to the National Information System of Higher Education for its public spreading, respecting the author’s rights.

FEASIBILITY OF THE APPLICATION

Financial

The different expenses that were necessaries during the realization of this project such as copies, transportation, cardboard, markers, pen drives, snacks, etc. were covered by the researchers.

Human

It evidenced that the teachers required didactic tools to plan the teaching processes in a dynamic way. Additionally, the directives agreed with the necessity of employing an additional didactic resources. Therefore, the necessary human talent consist of director, teachers, students and personnel staff that contributed a lot in this process.

DESCRIPTION OF THE PROPOSAL

This Proposal will be applied during the school year 2016-2017 with students of ninth year of Basic Education at Unidad Educativa Francisco Huerta Rendon. The didactic guide will include some useful activities based on vocabulary with the intention of fostering the reading skill.

This didactic guide has been made in harmony with the instructions received by the corresponding authorities in order to improve the Reading skills which is one that students present most difficulties in develop it.

OUTLINING
The didactic guide is a supplementary academic support that have been adapted to the students necessities at Unidad Educativa Francisco Huerta Rendon in order to motivate apprentices to be more interested in the learning process.

**ACTIVITIES**

Worksheets and Tasks will be practice in order to develop Reading Skills.

**APPLICATION**

The Proposal will be managed by Authorities, teachers of the English Area, Area’s Director and Tutor.

**METHODOLOGY FOR THE PROPOSAL**

This proposal will apply a new method in the English Teaching process called Assessment Input Model Language Production (A, I, M, L, P) through this method with try to know what the students know in order to introduce the new topic, developing in this case Reading Skill and then make that the students show what they learnt.

A. - **Activate** previews knowledge and attention engagement in order to connect old and new understandings and enhance the interest in the theme class.

I. - **Introducing** new vocabulary.

M. - **Model** presentation Reading skill or listening skill

L. - **Language**: Noticing and discovering the grammar points or the new vocabulary

P. - **Production**: practicing the language learned and skills developed

**CONCLUSIONS**

After applied the new additional didactic resource it was evident that students changed their mind regarding to the acquisition of a new
language, in this case the English one. The willingness that they demonstrated during the time that lasted the application of it, it was amazing since they participated in class voluntary and the desire to develop and understand what they have read awoke the curiosity of them.

Furthermore, teachers were grateful with the collaboration of this new didactic resource because they will have another material for teaching vocabulary to foster the reading skill.
BIBLIOGRAPHY


Farvardin MT, Koosha M. (2011) The Role of Vocabulary Knowledge in Iranian EFL Students’ Reading Comprehension Performance: Breadth or Depth? Theory and Practice in Language Studies; 1, No. 11, 1575-1580.


Hu HC, 2000 Nation ISP. Unknown word density and reading comprehension. Reading in Foreign Language; 13(1), 403-430.


and Breadth of Vocabulary Knowledge and Reading Comprehension among Iranian EFL Learners. Journal of English Language Teaching and Learning; No. 222, 97-127.


Richards JC. 2016 The role of vocabulary teaching. TESOL Quarterly; 10(1): 77-89.

Ricketts J, Nation K, Bishop D. 2007 Vocabulary is important for some, but not all reading skills. Scientific Studies of Reading; 11(3), 235-257.


ANNEXES 1
DOCUMENTS
Guayaquil, 15 de Agosto 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-Autor de Proyectos Educativos.

En dicha designación consta el nombre del estudiante de la Escuela de Lenguas y Lingüística: MARTÍN BRAGANZA SOFÍA STEFANIE Y HERAS CASTRO ELIZABETH CAROLINA

TOPIC: “FOSTERING READING SKILL THROUGH VOCABULARY KNOWLEDGE” PROPOSAL: “TO DESIGN OF A DIDACTIC GUIDE TO FOSTER THE READING SKILL THROUGH VOCABULARY KNOWLEDGE”

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

Atentamente,

MSc. Augusto Sánchez Ávila, Leda
DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA
Msc. Alfonso Sánchez Ávila
Director de la Escuela de Lengua y Lingüística
Facultad de Filosofía, Letras y Ciencias de la Educación
Universidad de Guayaquil
Ciudad.

De mis consideraciones:

Luego de presentarle un cordial saludo, tengo bien a informarle que la Unidad educativa Francisco Huerta Rendón acepta con mucho agrado el desarrollo del proyecto de Titulación Educativo por los Sres. Egresados: MARTILLO BRAGANZA SOFÍA STEFANIE y HERAS CASTRO CAROLINA ELIZABETH, requisito previo a la obtención del Título de Licenciadas en Ciencias de la Educación, especialización Lengua Inglesa y Lingüística, aplicado a los estudiantes de Primero de Bachillerato General Unificado paralelo C.

Tema: Fostering Reading skill through vocabulary knowledge.
Propuesta: Design of a didactic guide to foster the reading skill through vocabulary knowledge.

De antemano quedo de usted muy agradecido por su atención a la presente.

Atentamente,

[Names and signatures]
Urkund Analysis Result

Analysed Document: EDUCATIONAL PROJECT MARTILLO-HERAS.docx (DJ6834587)
Submitted: 2017-08-24 19:45:00
Submitted By: sophy_martillo@yahoo.com
Significance: 3%

Sources included in the report:

Instances where selected sources appear:

3
Incentives institutional strategies in order to develop the listening skill in students during year of Science Basic Education at the United States "Victor Emilio Estrada" located in Puerto Albán, David Gualda. DIRECCION

UNIVERSIDAD DE GUAYAQUIL
Facultad de Filosofía, Letras y Ciencias de la Educación
Escuela de Lengua y Línguística
DIRECCION

DOCUMENTO: EDUCATIONAL PROJECT MARTILLO-HERAS.docx (B0084358F)

Presentación: 2017-08-23 17:36:00

Pruebas: sophie martillo@yahoo.com

Fecha: 2017-08-23 17:35:00

Resumen:
EDUCATIONAL PROJECT SOPHA MARTILLO

INTRODUCCION

3% A fomentar el programa, se comprueban en el presente de 4 horas

...
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
SISTEMA DE EDUCACIÓN SEMI-PRESENCIAL
CARRERA: LENGUAS Y LINGÜÍSTICA

CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado LARRY TORRES VIVAR, tutor del trabajo de titulación
certifico que el presente trabajo de titulación, ha sido elaborado por MARTILLO
BRAGANZA SOFÍA STEFANIE con C.C: 09248966880 y HERAS CASTRO
ELIZABETH CAROLINA con C.C: 0930054860 con mi respectiva supervisión como
requerimiento parcial para la obtención del título LICENCIADO EN CIENCIAS DE LA
EDUCACIÓN en la carrera LENGUAS Y LINGÜÍSTICA.

Se informa que el trabajo de titulación Fostering Reading skill through
vocabulary knowledge. PROPUESTA: Design of a didactic guide to foster
the reading skill through vocabulary knowledge, ha sido orientado durante
todo el período de ejecución en el programa antipiragio URKUND, quedando el 3%
coincidencia.

Msc. Larry Torres Vivar
C.C. No. 0913004347
ANNEXES 2
PHOTOS
With our tutor Msc. Larry Torres Students: Sofía Martillo and Carolina Heras

In the Unidad Educativa Francisco Huerta Rendón
With the Principal of Unidad Educativa Francisco Huerta Rendón Msc. Washington García Melena

With one of The English Teacher Lic. And some of their students where we applied the project.
DIDACTIC GUIDE VOCABULARY TO FOSTER READING SKILL
1. Lilly is my aunt, red hair, always nice
2. Tommy is my cousin, he wears glasses.
3. Joseph is my grandpa
4. Tom is my uncle, he is blonde
5. Sofia is my blonde mother
6. My sister Lillie loves the bows
7. My father Paul has a moustache
8. My cousin Anny looks like Lilly my aunt
9. My brother Charles looks like my father
10. Christopher is Charles’ twin
11. I am Karen, I have long brown hair
12. My cousin Chris is auburn too
13. Sarah is blonde, is my older sister
14. Kenny is my older brother, he is blonde too.
**Family members**

**family**

Peter  Michael  Susan  Sparky  Michi  Sarah  Tommy

**Complete the sentences with the words from the box**

Peter is Michael’s ____________________.
Susan is Sara’s _____________________.
Tommy is Peter and Susan’s ________________.
Michael is Sarah’s ____________________.
Sarah is Tommy’s _____________________.
Michi and Sparky are the family’s __________.

<table>
<thead>
<tr>
<th>Mum</th>
<th>Dad</th>
<th>Sister</th>
<th>Brother</th>
<th>Son</th>
<th>Pets</th>
</tr>
</thead>
</table>
Reading & Vocabulary

1) Read and complete the text with the words from the table. You can choose each word only once. There is one example.

<table>
<thead>
<tr>
<th>cousins</th>
<th>dad</th>
<th>best friend</th>
<th>sister</th>
</tr>
</thead>
<tbody>
<tr>
<td>parents</td>
<td>uncle</td>
<td>brother</td>
<td>grandpa</td>
</tr>
<tr>
<td>mum</td>
<td>wife</td>
<td>grandparents</td>
<td>teammates</td>
</tr>
<tr>
<td>aunt</td>
<td>English</td>
<td>grandma</td>
<td>Australia</td>
</tr>
</tbody>
</table>

Hello! My name is Sara and this is my favourite photo. This is my (0)_______brother______ James. My (1)_______, Jessica, likes to make funny faces. We live in a big house with our (2)_______ in London. We like doing many activities at the weekends. I enjoy riding my bike in the park. My (3)_______ is very beautiful and she has got long blonde hair. My (4)_______ has got short black hair and he likes swimming. My (5)_______ live next to our house. We eat all together every Sunday at their house. They have a big backyard and my (6)_______ likes to play football with my dad and my brother. My mum makes all the food with my (7)_______. We sometimes call my mum’s sister who doesn’t live with us in Britain. They live in (8)_______ which is 20 hours far away from us. My (9)_______ and my (10)_______ came in Britain every two years and they have got two children, Mary and John. Mary is 10 years old and John is only 6 years old. He speaks (11)_______ very well. I miss my (12)_______ a lot and I can’t wait to play table games with them again. My dad’s brother is Nick and his (13)_______ is Mary. They live in Italy. My (14)_______ comes and sleeps with me every Saturday. Her name is Helen and she is very beautiful. We like playing basketball and we are in the same school team. We practise every Monday and Thursday for the match with our (15)_______.
2) Read the text again and answer the following questions.

0. Where does Jessica live?  
   London

1. What is the name of Sara's brother?

2. What does Sara's family like doing at the weekends?

3. What does Sara like doing at the weekends?

4. When does the family eat all together?

5. How old is John?

3) Read the sentences and (circle) True (T), False (F), and Doesn't Say (DS).

0. Jessica's bike is pink.  
   T   F   DS

1. John speaks Greek very well.  
   T   F   DS

2. Sara plays football with Mary and John.  
   T   F   DS

3. Nick and Mary live in Italy.  
   T   F   DS

4. Helen goes to Sara's house every Friday.  
   T   F   DS

5. Sara and Helen practise for the basketball matches every Tuesday and Friday.  
   T   F   DS
## Vocabulary Worksheet - Weather

**Match words and pictures:** What's the weather like? It's ...

<table>
<thead>
<tr>
<th>autumn (fall)</th>
<th>cloudy</th>
<th>foggy</th>
<th>freezing</th>
<th>hot</th>
<th>rainy</th>
<th>snowy</th>
<th>spring</th>
<th>stormy</th>
<th>summer</th>
<th>sunny</th>
<th>windy</th>
<th>winter</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
</tr>
</thead>
</table>

**Write the words**

1. What comes after winter: .................................................................
2. You need an umbrella when it's ......................................................
3. Dogs are often afraid when it's ......................................................
4. When leaves turn red it's .................................................................
Anna and Mike are going on holiday. Help them to complete the words with the missing letters. Then, find the words on the wordsearch.

H_T
R_IN_
SN_W_
C_O_DY
S_N_Y
C_LD
S_OR_Y
W_ND_

Now, help Charles and Maria to complete with the correct season. Then, find all the words (from this and form the first exercise on the wordsearch).

A S U N N Y M N
S P N W S W Q B
S R V R T I S S
O I H C O N N U
C N O V R Y O M
L G T S M U W M
O G K D Y X Y E
U A T C O L D R
D W W I N T E R
Y R A I N Y Z O
P Y F A L L I L
2. Fill in the words from the table:
1. Put on your sweater. It is very ___ today.
2. It is ___ today. Take the umbrella.
3. Let’s go to the beach. It’s very ___.
4. Look at the window. It is ___ today.
5. It is ___ today. It may rain.
6. It’s ___ today. Let’s make a snowman.
7. The wind is ___. Don’t catch a cold.
8. The weather is ___ today. Take your umbrella.
9. The weather is ___. Let’s go for a walk.
10. It is ___ today. I can hardly see anything.
11. I like this weather. It is ___ and ___.

3. Speak about the weather in the following cities:
   - Ottawa: 6°C
   - Athens: 32°C
   - Prague: 31°C
   - Oslo: 26°C
   - Paris: 5°C
   - Delhi: 30°C
   - London: 12°C
   - Montreal: 8°C
   - Lisbon: 28°C
   - Cairo: 29°C

4. Read and say what weather is described:
Weather
I like to watch the way the wind can spin a weather vane.
I like to wear my big blue boots to splash with in the rain.
I like to ride my bright red sled on cold snowy days.
I like to feel the sun’s warm rays when I wade in the ocean waves.
Wind, rain, snow, and sun
Every kind of weather is wonderful and fun!
(http://www.squido.com)

5. Read and change the underlined words:
A: A lovely day, isn’t it?
T: Yes, it’s fine today, but the weatherman said it may rain very soon. We must be ready for that.
A: You know, our weather is always changeable.
T: Yes, you’re right. It is unpredictable.
A: Well, it’s getting cool. I think it’ll be colder soon and very windy.
T: Hmm, it’s cold now. I’m freezing. I don’t like cold weather.
A: The weather forecast said lowering of temperature in all the regions.
T: Then let’s take a bus and return home.

6. Read the weather forecast and make up your own weather forecast:
   - Look at the map. In the north of the country it will be cold and rainy. But the rain may move to the north-east and it will bring cold weather there.
   - In the central part it will be mostly dull. It will be snowy and the day will be dull and cold.
   - As you can see on the map, in the south it is sunny or partly cloudy, a bright clear day with sunshine. It may be windy later.

7. Choose the best quotation about the weather:
   - Climate is what we expect, weather is what we get. - Mark Twain
   - Rain showers my spirit and waters my soul. - Emily Logan Decens
   - Rainbows apologize for angry skies. - Sylvia Vooral
   - When snow falls, nature listens. - Antoineville van Kleef
   - Anyone who says sunshine brings happiness has never danced in the rain. - Author Unknown
Vocabulary Worksheet – Animals

Write the names of the animals in the correct column (*)

<table>
<thead>
<tr>
<th>Pets</th>
<th>Farm animals</th>
<th>Wild animals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(*) More than one answer possible (some animals fit into several categories)

More worksheets available on www.ESLprintables.com

Author: PhilipR
## Animal Riddles 2

**Can you find out what I am?**

<table>
<thead>
<tr>
<th>I can fly. I am not a bird. I sleep during the day. I am black.</th>
<th>I have four legs. I live on the farm. I eat. I give milk.</th>
<th>I live in China. I am a kind of bear. I am black and white. I eat bamboo.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have four legs. I live in the field. I am cunning or sly. I love chickens.</td>
<td>I can swim. I have eight arms. I have a soft body. I can change colour.</td>
<td>I have two legs. I lay eggs. I live on the farm. I cluck.</td>
</tr>
<tr>
<td>I can swim. I have a hard shell. I move sideways. I have eight legs.</td>
<td>I eat grass. I live in Africa. I am black and white. I look like a horse.</td>
<td>I live in the forest. I eat grass. People hunt me. I have antlers.</td>
</tr>
<tr>
<td>I have no legs. I can swim very well. I look like a snake. I am slippery.</td>
<td>I live on the farm. I look like a horse, but have longer ears. I bray or hee-haw.</td>
<td>I am a small pet. I don’t have a tail. I keep food in my cheeks. I am active at night.</td>
</tr>
<tr>
<td>You can ride me. I don’t drink often. I live in the desert. I have a hump.</td>
<td>You can eat me. I am white. I bleat or baad. I give wool.</td>
<td>I’m a kind of pet. I am orange. I live in a bowl. I can swim.</td>
</tr>
<tr>
<td>I am a small pet. Some people eat me. I am not a pig. I am not from Guinea.</td>
<td>I live in the sea. I am not a fish. You can’t eat me. I usually have 3 arms.</td>
<td>I am a small animal. I like sugar. I have six legs. I am red or black.</td>
</tr>
</tbody>
</table>

More worksheets available on [www.ISLcollective.com](http://www.ISLcollective.com)

Author: PhillipR
“WHO’S THE BOSS HERE?”

There were a lot of animals at the river and there was a lot of noise. But then the lion came and the animals were quiet. The lion walked slowly to the river. He looked at the water. He saw his face in the water and he smiled. He liked his big, strong face.

The lion put his big strong foot on a mouse’s tail.

“Who’s the boss here?” the lion asked. “You are” the small mouse said nervously. “Right answer” the lion said.

The lion put his face nose-to-nose with a monkey.

“Who’s the boss here?” the lion asked. “You are” the monkey said quickly. “Right answer” the lion said.

Then the lion saw an elephant. “You! Big nose!” he said. The elephant did not look at the lion. “Big nose! I’m talking to you!” the lion said angrily. “I don’t have a nose. I have a trunk” the elephant said. “OK Big trunk. Who’s the boss here?” The elephant did not answer, but his big long trunk moved quickly. It picked up the lion and threw him into the river.

“OK. OK “the wet lion said. “You are angry because you do not know the answer”

1. Choose the correct answer.
   A. the animals were quiet because
      a. they wanted to drink     b. the lion was there     c. there was a lot of noise
   B. the mouse .................... the right answer.
      a. did not know     b. asked for     c. gave
   C. The mouse gave ............... answer
      a. the same     b. a wrong     c. a long
   D. The lion .................... the elephant
      a. was friendly to     b. said hello to     c. talked to
   E. The lion was angry because the elephant ....................
      a. had a big nose     b. talked     c. did not answer.
   F. The elephant trunk was ............
      a. very strong     b. not big     c. short
   G. The elephant did not ....................
      a. know the answer     b. like the question     c. throw the lion into the water

2. Answer the questions.
   a. What do you think happened next?
<table>
<thead>
<tr>
<th>Adjective to Describe</th>
<th>Character and Personality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attentive</td>
<td></td>
</tr>
<tr>
<td>Calm</td>
<td></td>
</tr>
<tr>
<td>Cheeky</td>
<td></td>
</tr>
<tr>
<td>Intelligent</td>
<td></td>
</tr>
<tr>
<td>Faithful</td>
<td></td>
</tr>
<tr>
<td>Pessimistic</td>
<td></td>
</tr>
<tr>
<td>Friendly</td>
<td></td>
</tr>
<tr>
<td>Happy</td>
<td></td>
</tr>
<tr>
<td>Hardworking</td>
<td></td>
</tr>
<tr>
<td>Honest</td>
<td></td>
</tr>
<tr>
<td>Nervous</td>
<td></td>
</tr>
<tr>
<td>Humble</td>
<td></td>
</tr>
<tr>
<td>Lively</td>
<td></td>
</tr>
<tr>
<td>Obedient</td>
<td></td>
</tr>
<tr>
<td>Optimistic</td>
<td></td>
</tr>
<tr>
<td>Outgoing</td>
<td></td>
</tr>
<tr>
<td>Easygoing</td>
<td></td>
</tr>
<tr>
<td>Impatient</td>
<td></td>
</tr>
<tr>
<td>Patient</td>
<td></td>
</tr>
<tr>
<td>Polite</td>
<td></td>
</tr>
<tr>
<td>Popular</td>
<td></td>
</tr>
<tr>
<td>Reserved</td>
<td></td>
</tr>
<tr>
<td>Tidy</td>
<td></td>
</tr>
<tr>
<td>Rude</td>
<td></td>
</tr>
<tr>
<td>Distracted</td>
<td></td>
</tr>
<tr>
<td>Shy</td>
<td></td>
</tr>
<tr>
<td>Silly</td>
<td></td>
</tr>
<tr>
<td>Unfriendly</td>
<td></td>
</tr>
<tr>
<td>Selfish</td>
<td></td>
</tr>
<tr>
<td>Naughty</td>
<td></td>
</tr>
<tr>
<td>Unhappy</td>
<td></td>
</tr>
<tr>
<td>Lazy</td>
<td></td>
</tr>
<tr>
<td>Dishonest</td>
<td></td>
</tr>
<tr>
<td>Talkative</td>
<td></td>
</tr>
<tr>
<td>Unpleasant</td>
<td></td>
</tr>
<tr>
<td>Untidy</td>
<td></td>
</tr>
</tbody>
</table>
**Personality Adjectives**

- bad-tempered
- big-headed
- bossy
- cheerful
- clever
- confident
- dishonest
- dull
- easy-going
- friendly
- generous
- helpful
- impatient
- jealous
- lazy
- loyal
- mean
- modest
- moody
- patient
- polite
- quiet
- rude
- selfish
- sensible
- sensitive
- serious
- shy
- sociable
- talkative
- tidy
- unfriendly
- untidy

**What are they like?**

Complete each sentence with an adjective from the box. There are some extra.

**Example:**

Susan is the most person I've ever met. She's always smiling and telling jokes.

1. Ada is very . She always says “Please” and “Thank you”.
2. Patrick is very . He always does well in tests.
3. Sandra is so . She believes that nobody is better than her. She should be more __________.
4. My cousin Martha often tells me what to do. She's a bit __________.
5. Don't say unkind things to her - she's very __________.
6. My sister is always very . Everything in her room is in the right place. Nothing is __________.
7. If your homework is difficult, you can ask Helen. She is always very __________ and she'll explain it to you.
8. Jim doesn't do crazy things. He's very __________.
9. My aunt is often angry. She's really __________.
10. Get up! Don't be __________, Susan!

**Talk about you...**

1. I really like people who are __________ and __________.
2. I don't like people who are __________ or __________.
3. My best friend is __________, __________, and __________.

**Bingo!**

Choose nine words from the box.

- __________
- __________
- __________
- __________
- __________
- __________
- __________
- __________
- __________
## Describing People from Tip to Toe

Describe these people: age, posture, their physical appearance and clothes. The list of words and the example below will help you.

### Example of description:

**Number 2:** He's a strongly-built man. He's probably in his thirties, maybe 35 or 36. He has dark skin and he's bald. He's standing with his hands in his pockets. He's formally-dressed in a plain blue shirt and well-presssed dark blue trousers. He's also wearing a leather black belt and well-polished black shoes.

<table>
<thead>
<tr>
<th>Height and weight</th>
<th>tall</th>
<th>average height</th>
<th>fat</th>
<th>strongly-built</th>
<th>well-built</th>
<th>slim</th>
<th>petite</th>
<th>short</th>
<th>thin</th>
<th>chubby</th>
<th>skinny</th>
<th>slender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age and skin</td>
<td>elderly</td>
<td>in his/her late forties</td>
<td>in his/her early thirties</td>
<td>middle-aged</td>
<td>teenage</td>
<td>wrinkled face</td>
<td>freckles</td>
<td>pimples</td>
<td>scar</td>
<td>flawless skin</td>
<td>clean shaven face/head</td>
<td></td>
</tr>
<tr>
<td>Hair</td>
<td>straight</td>
<td>wavy</td>
<td>curl</td>
<td>bald</td>
<td>moustache</td>
<td>medium length</td>
<td>dyed</td>
<td>dark</td>
<td>blonde</td>
<td>grey-haired</td>
<td>fair</td>
<td>beard</td>
</tr>
<tr>
<td>Posture</td>
<td>arms folded</td>
<td>his/her hands on his/her hips</td>
<td>hands clasped</td>
<td>hands by his/her sides</td>
<td>his/her hands in his/her pockets</td>
<td>standing</td>
<td>lying</td>
<td>squating</td>
<td>seated</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clothes style</td>
<td>formally-dressed</td>
<td>casually-dressed</td>
<td>neatly-dressed</td>
<td>unlaced dressed</td>
<td>trendy</td>
<td>old-fashioned</td>
<td>creased</td>
<td>scruffy</td>
<td>glamorous</td>
<td>flamboyant</td>
<td>sexy</td>
<td>vintage</td>
</tr>
<tr>
<td>Accessories</td>
<td>belt</td>
<td>watch</td>
<td>earrings</td>
<td>bracelet</td>
<td>necklace</td>
<td>ring</td>
<td>piercings</td>
<td>bow</td>
<td>tie</td>
<td>tattoo</td>
<td>glasses</td>
<td>mobile phone</td>
</tr>
<tr>
<td>Clothes</td>
<td>smart</td>
<td>baggy</td>
<td>loose</td>
<td>tight</td>
<td>patched</td>
<td>well-pressed</td>
<td>long</td>
<td>short-sleeved</td>
<td>woolen</td>
<td>cotton</td>
<td>denim</td>
<td>handcrafted</td>
</tr>
<tr>
<td>Clothes patterns</td>
<td>checked</td>
<td>striped</td>
<td>plain</td>
<td>spotted</td>
<td>flowered</td>
<td>print</td>
<td>tartan</td>
<td>paisley</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shoes</td>
<td>well polished</td>
<td>leather</td>
<td>comfortable</td>
<td>high-heeled</td>
<td>flats</td>
<td>sports</td>
<td>barefoot</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Aren't firefighters cool?

Yesterday I was playing videogames in my room when I heard people screaming. I went out and saw my neighbors' house was on fire!

In less than 10 minutes the firemen arrived and fought against the fire for one hour until they made it. Wow! They are really brave! One of them entered the house and saved the Johnson's dog that was trapped in the fire.

I made a decision: I want to be a fireman when I grow up. I'll be strong and brave enough to fight against the fire, to save people's lives and property. I can't wait! I can already see it in the newspaper: "Brave fireman rescues a family of four". Mom will be really proud.

Mark true (T) or false (F). When it's false, you'll have to justify your answer orally:
- The boy's house was on fire. ( )
- The boy thinks the firemen are brave. ( )
- He admires the firefighters. ( )
- It took long the firemen to arrive. ( )
- It took one hour to extinguish the fire. ( )
- The boy's neighbors have a pet. ( )
- A fireman saved the dog's life. ( )
- The boy wants to be a firefighter when he grows up. ( )
- He wants to be as strong and brave as the firefighters. ( )

Answer the questions:
What was the boy doing when the neighbors' house caught fire?

Did he want to be a fireman before that day?

Why did he decide to be a fireman in the future?

What qualities does he think are essential for being a fireman?

What can he already see in the newspaper?

Who do you think the newspaper is referring to?

How does the boy think his mother will feel? Do you agree with him?
Have you ever seen a house burning up?

Do you know someone whose house burned out? What difficulties did the house owner face because of that?

Do you think that a house burning is the worst thing that can happen to a family? Why (not)?

What can we do to avoid it?

The boy wants to be strong and brave like the firemen. He wants to be as strong and brave as the fireman. Complete with comparison of equality:

1. A TV is [expensive]
2. My sister is [stubborn]
3. Snow White was [white]
4. Physics is [difficult]
5. John is [dumb]

Complete with the comparative of equality in the affirmative or negative (A bike is not as expensive as a car.) in order to make sense:

1. Mary is [tall] Tom: he is 4 feet and she is 3 foot 10.
2. Clara’s mother is her role model. She wants to be [intelligent] her mother when she grows up.
3. Let’s buy the radio at that other store, because it is [expensive] it is here.
4. This pair of pants is [black] that one because that one is newer.
5. I love science because it’s [tough] math. I hate math!
NOTHING BUT SPORTS!

Write the names of the sports under the correct pictures:

<table>
<thead>
<tr>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Judo</td>
<td>Windsurfing</td>
<td>Volleyball</td>
<td>Cycling</td>
</tr>
<tr>
<td>Baseball</td>
<td>Hiking</td>
<td>Archery</td>
<td>Sailing</td>
</tr>
<tr>
<td>5.</td>
<td>6.</td>
<td>7.</td>
<td>8.</td>
</tr>
<tr>
<td>Racket</td>
<td>Stick</td>
<td>Ice skate</td>
<td>Golf</td>
</tr>
<tr>
<td>9.</td>
<td>10.</td>
<td>11.</td>
<td>12.</td>
</tr>
<tr>
<td>Motorcycle</td>
<td>Tennis</td>
<td>Horseback riding</td>
<td>Horse racing</td>
</tr>
<tr>
<td>13.</td>
<td>14.</td>
<td>15.</td>
<td>16.</td>
</tr>
<tr>
<td>Soccer</td>
<td>Cricket</td>
<td>Rowing</td>
<td>Ice skating</td>
</tr>
<tr>
<td>17.</td>
<td>18.</td>
<td>19.</td>
<td>20.</td>
</tr>
<tr>
<td>Tennis</td>
<td>Fencing</td>
<td>Boxing</td>
<td>Rock climbing</td>
</tr>
<tr>
<td>21.</td>
<td>22.</td>
<td>23.</td>
<td>24.</td>
</tr>
<tr>
<td>Polo</td>
<td>Table tennis</td>
<td>Rugby</td>
<td>Weightlifting</td>
</tr>
<tr>
<td>25.</td>
<td>26.</td>
<td>27.</td>
<td>28.</td>
</tr>
<tr>
<td>Golf</td>
<td>Skiing</td>
<td>Motorcycling</td>
<td></td>
</tr>
</tbody>
</table>
Label the pictures. One is already done for you.

1. weightlifting
2. bowling
3. rugby
4. tennis
5. archery
6. soccer
7. golf
8. gymnastics
9. badminton
10. ice-skating
11. skiing
12. cycling
13. polo
14. ice-hockey
15. judo
16. scuba diving
17. jogging
18. boxing
19. surfing
20. karate
1. Useful words and phrases:
- Go in for...
- A fan/a spectator
- Do judo/exercise/yoga/aerobics/sport
- Play volleyball/basketball/Chess/table tennis/football
- Go cycling/running/jogging/skateboarding/jumping
- Go to figure-skating lessons/the gym
- Beat/defeat/lose/win...
- The loser/the winner
- Score the goals/poins
- End in a draw
- Hold the record
- Break the Olympic record
- Give up/take up...
- Be in good shape
- Be fit
- Lift weights
- Admire...

2. Read and say what sport it is about:
A: You know, now I go to ___ lesson(s)!
B: Really? And how are you doing?
A: Great! I'm totally delighted! First we learn to dance in a room and then we practice on ice.
B: How interesting...
A: It's a very beautiful sport. Why don't you go with me?
B: Me? Well, I don't like when it's cold. Then, it's very dangerous. You can fall and break something.
A: Don't be afraid! Every sport is a bit dangerous. Besides, after these lessons all our friends will envy us!
B: But it's dangerous!
A: Not at all! There is special protection on your knees. It's absolutely safe!
B: OK, maybe I'll come to one lesson.
A: Yeah! I'm so happy! I'll have a partner again!
B: And what happened to your previous partner?
A: Nothing terrible... Last lesson I fell over him and broke his arm.

3. Read and change the underlined words:
- P: Say, what's your favourite sport?
- B: It's hard to say. I like chess a lot, but I guess I like tennis better.
- P: Do you play much tennis?
- B: Yes, quite a bit. How about a game sometime?
- P: Sorry, I'm strictly a spectator. Hockey, football, volleyball, golf... I watch them all.

4. Fill in the missing words:
- B: Did you go to the ___ game on Saturday?
- A: No, I couldn't make it.
- B: You missed a really ___ game!
- A: Oh, really? Who ___?
- B: Our college did. They ___ really well.
- A: I really wanted to go.
- B: It was really exciting!
- A: What was the ___?
- B: The score was ___.
- A: That was a really close game.
- B: That's what made it so ___.

5. Your experience:
What's your favourite sport? Do you prefer playing or watching sports? Do you go in for sports? How often do you exercise? Where do you exercise? Do you have a regular fitness programme? How often do you take long walks? Where do you go? What else do you do to keep fit? What is your favourite sports team? Who is your favourite sportsman?

6. Guess: What sport is this?
a) Each team may have up to eleven players.
b) The two contestants must bow to each other at the start of the contest. They should wear white clothing. Contestants must only attack the arms and legs of their opponent. They should not get overexcited.
c) Each team must have eleven players. The two teams should wear different colours. Only the goalkeeper is allowed to play with his/her hands or arms.
d) The game can be played by two or four players. The players should not wear white. The players must change positions after each game. The ball must touch the table on both sides of the net each time it is hit.
Working list SPORT

Sport
Sport holds an important place in our life. When we listen to the radio in the morning, we can always hear sport news. When we open a newspaper, we can always find information about some game or other or an article about our favorite kind of sports. Television programmers about sport are also very popular, and we can watch something interesting every day. Sport helps people to keep in good health. Sport also makes us more organized in our daily activities. National game and sports competitions are popular in our country. People go in for many kinds of sports. There are sports grounds near every school, every institute, every factory and plant. Besides there are sports clubs and sport school in every town. Many people go there for training.

Sports in Russia
There are different sporting societies and clubs in Russia. Many of them take part in different international tournaments and are known all over the world. A great number of world records have been set by Russian sportsmen: weightlifters, tennis players, swimmers, figure skaters, high jumpers. Our sportsmen also participate in the Olympic Games and always win a lot of gold, silver and bronze medals. There are also a lot of amateur clubs and keep-fit centers in Russia where people go in for aerobics, yoga, body-building, swimming, skating, jogging.

A healthy way of life
Sport is probably as old as the humanity itself. It has been developing with the development and growth of the mankind people all over the world are very fond of sports and games. We all need to exercise. Even if you don't plan to make a career in sport you still have to practice. Regular exercises give you more energy. That is why many people who suffer from general tiredness should take more exercise than more rest. Exercise makes you feel and look better. The best exercise is one, which is involved, in repeated movements: walking, jogging, swimming.

Kinds of sports
- Many people do sports on their personal initiative. They go in for skating, table tennis, swimming, volleyball, football, bodybuilding, etc. All necessary facilities are provided for them: stadiums, sport grounds, swimming pools, skating rinks, skiing stations, football fields.
- The most popular outdoor winter sports are skiing, hunting, hockey and in the countries where the weather is frosty and there is much snow - skating, snowboarding, and cross-country skiing. Some people greatly enjoy figure-skating and ski-jumping.
- Summer affords excellent opportunities for swimming, boating, cycling, skating and many other sports.
- All the year round many people do boxing, wrestling, athletics, gymnastics and track and field events.
- There are sport games, football, golf, tennis, cricket, volleyball, basketball and so on. Among indoor games the most popular are snooker, table tennis and chess.

Kinds of fitness
- Aerobic fitness conditions heart and lungs. Aerobic means "with oxygen". The purpose is to increase the amount of oxygen that is delivered to your muscles, which allows them to work longer.
- Muscle strengthening. One can get more powerful muscles, which can do bigger jobs or which will work longer before becoming exhausted.
- Running is a well-known fitness workout: it's cheap, can be done anywhere, at any time and it is very effective.
- Swimming is very healthy for spinal column, helps to prevent heart diseases, implicates major muscle groups and is an effective slenderize exercise.
- Cycling provides healthy heart and it's interesting and pleasant.
1. Couch potato - someone who is lazy and watches a lot of TV
2. Early bird - someone who likes getting up early in the morning
3. Fair-weather friend - someone who is good when everything is fine
4. Daredevil - someone who takes unnecessary risks
5. Crybaby - someone who cries a lot and for no good reason - not a real baby
6. Jack of all trades - someone who can do many things very well
7. Night owl - someone who loves to stay up late
8. Heart of gold - a really good person
9. Troublemaker/class clown - the first causes trouble and the second makes everyone laugh.
10. Old as the hills - someone who is very old
11. Pain in the neck - someone who is really annoying and causes you a lot of aggravation
12. Good as gold - children who are very well behaved
13. A whizz - someone who is really good at something - like computers or math
14. Barrel of laughs - someone who is very funny
15. Black sheep - the bad egg in the family - the one who is always in trouble
16. Busybody - someone who has his/her nose in everyone else’s business
17. Fat cat - someone who is rich and successful - usually old
18. Chatterbox - someone who talks non-stop
19. Nutty as a fruitcake - someone who is a bit crazy
20. Cheapskate - someone who hates to spend money
21. Backseat driver - someone who gives orders when you are driving
22. Worrywart - someone who worries about every little thing
23. Slimeball - an awful person who is also untrustworthy
24. Cold fish - a cold-hearted person
25. Oddball - a weirdo - a strange person
26. Copycat - someone who copies others
27. Armchair critic - someone who criticizes others usually without knowing anything

People Idioms