EDUCATIONAL PROJECT
IN FULFILLMENT OF THE REQUIREMENTS FOR OBTAINING THE ENGLISH LANGUAGE AND LINGUISTICS DEGREE

LICENCIADO EN CIENCIAS DE LA EDUCACIÓN

TOPIC
“INFLUENCE OF EXTENSIVE READING TO IMPROVE READING COMPREHENSION”

PROPOSAL
DIDACTIC GUIDE BASED ON ACTIVITIES TO IMPROVE READING COMPREHENSION

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En virtud de la disposición de la Autoridad Académica de la Escuela de Lenguas de fecha 27 de Noviembre del 2017 en el cual se me designo Asesor de Proyectos Educativos de la Licenciatura en Ciencias de la Educación, Especialización Lenguas y Lingüística, tengo a bien informar lo siguiente: Que los estudiantes María Gabriela Moreno Navarrete y Clemencia Maritza Burgos Rivas, diseñaron y ejecutaron el Proyecto Educativo:

TOPIC: Influence of extensive reading to improve reading comprehension.

PROPOSAL: A design of a didactic reading guide activities for teachers to promote the English reading comprehension in the students.

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

Los participantes han ejecutado las diferentes etapas constitutivas del proyecto, por lo expuesto se procede a la APROBACIÓN del proyecto y pone a vuestra consideración de rigor para los efectos legales correspondientes.

Muy Atentamente,

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

MSc. LUCILA SANCHEZ PEREZ
DEDICATION

To God, for all that strength and patience He gave us, as well as, the joys and accomplishments that have projected in our life and in our family.

To our parents who showed us their support to continue with our dream of being a professional and being able to help the society.

MARIA GABRIELA MORENO NAVARRETE
CLEMENCIA MARITZA BURGOS RIVAS
ACKNOWLEDGEMENT

Our gratitude to our parents for having supported us all this time, we give them this student triumph.

Special thanks to Msc Lucila Sanchez for directing us in the elaboration of the thesis through his advices to be able to successfully complete this achievement.

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CLEMENCIA MARITZA BURGOS RIVAS
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ABSTRACT
The problem found in students of the eighth year Clemente Yerovi High School, was that learners struggled with reading comprehension in English language. The present research was carried out in order to improve and encourage students to practice reading and reading comprehension skills.

The researchers of the present project, through a bibliographical, static and field study were able to collected data, which lead to conclude that extensive reading is the most appropriate method for students as a result motivation and reading comprehension.

It was directed to the elaboration of a Didactic guide that includes short readings, (stories and articles) they obey to students interest, each includes exercises and activities to be developed through PRE READING, WHILE READING, POST stages by students guided by the EFL teacher.

The Didactic guide is focused on applying extensive reading to motivate learners to the habit of reading for pleasure and through it the development of reading comprehension skills.

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TÍTULO Y SUBTÍTULO: INFLUENCIA DE LA LECTURA EXTENSIVA PARA MEJORAR LA COMPRENSIÓN LECTORA.

PROPUESTA: GUÍA DIDÁCTICA BASADA EN ACTIVIDADES PARA MEJORAR LA COMPRENSIÓN LECTORA.

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PALABRAS CLAVE: Lectura Extensiva, Comprensión Lectora, EFL estudiantes, estrategias de lectura, motivación

RESUMEN: El problema encontrado en los estudiantes de octavo año de la escuela secundaria Clemente Yerovi fue que los alumnos tenían dificultades para comprender la lectura en el idioma inglés. La presente investigación se llevó a cabo para mejorar y alentar a los estudiantes a practicar la lectura y la comprensión lectora.

Los investigadores del presente proyecto, a través de un estudio bibliográfico, estático y de campo, pudieron recopilar datos, lo que llevó a la conclusión de que la lectura extensa es el método más apropiado para los estudiantes como resultado de la motivación y la comprensión lectora.

Se dirigió a la elaboración de una guía didáctica que incluye lecturas breves, (historias y artículos) que obedecen al interés de los estudiantes, cada uno incluye ejercicios y actividades que se desarrollarán a través de las etapas de PRE LECTURA, MIENTRAS QUE LEE Y DESPUÉS DE LA LECTURA por estudiantes guiados por el profesor de EFL.

La guía didáctica se centra en aplicar una lectura extensa para motivar a los alumnos a la costumbre de leer por placer y a través de ella, a desarrollar habilidades de comprensión lectora.

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ABSTRACT

The problem found in students of the eighth year Clemente Yerovi High School, was that learners struggled with reading comprehension in English language. The present research was carried out in order to improve and encourage students to practice reading and reading comprehension skills.

The researchers of the present project, through a bibliographical, static and field study were able to collected data, which lead to conclude that extensive reading is the most appropriate method for student’s motivation and reading comprehension.

As a result was directed the elaboration of a Didactic guide that includes short readings, (stories and articles) that obey to students interest, each section includes exercises and activities to be developed through PRE READING, WHILE READING, POST READING stages by students guided by the EFL teacher.

The Didactic guide is focused on applying extensive reading to motivate learners to the habit of reading for pleasure and through it the development of reading comprehension skills.

Key words: Extensive Reading, Reading Comprehension, EFL students, reading strategies, motivation.
TEMA: Influencia de la Lectura Extensiva para mejorar la Comprensión Lectora.

PROPUESTA: Guía Didáctica basada en actividades para mejorar la comprensión lectora.

INVESTIGADORES: Maria Gabriela Moreno Navarrete y Clemencia Maritza Burgos Rivas

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RESUMEN

El problema que se encontró en los estudiantes del octavo año del Colegio Fiscal Clemente Yerovi, donde los estudiantes no han aprendido inglés durante el tiempo de su educación por lo cual el presente trabajo se realizó con la finalidad de mejorar e incentivar a los estudiantes con el idioma inglés.

Los investigadores del presente proyecto mediante un estudio bibliográfico y de campo pudieron obtener datos recopilados se pudo concluir que la lectura extensiva es el método más apropiado para la estimulación del estudiante y mejorar su comprensión lectora.

Luego de datos obtenidos se direcciono a la elaboración de una guía Didáctica que incluye Lecturas pequeñas, Historias y artículos de la actualidad cada sección con sus ejercicios y actividades correspondiente para que así cubran y abarquen al interés del estudiante y se aplique los métodos esenciales para el interés de una lectura que se menciona en la guía tales como PRE READING, WHILE READING, POST READING como una herramienta para se usada para el maestro como una posible solución.

Palabras claves: Lectura Extensiva, Comprensión Lectora, EFIL estudiantes, estrategias de lectura, motivación
This project contains all the necessary information on how to develop extensive reading in English Classes as: content, objectives, methodology, evaluation criteria etc, everything necessary to successfully develop the understanding of Reading guidelines, same that will help teachers to guide student studying in a dynamic way.

To carry out this guide the authors have consulted the English National Curriculum Guidelines. In addition this PROJECT contains several elements designed to support and enrich the educational strategies that could be implemented every day, therefore the teacher could apply it depending on the needs presented in his class group.

The proposed content is to practice weekly readings; the teacher must organize and adjust the needs and characteristics of the group. The formal is very simple and practical to facilitate planning. The complete treatment of readings makes the students improve their Reading ability through the use of additional useful features including all the activities and teaching techniques to guide the work of each Reading.

The present academic Project is for four chapters:

**CHAPTER I.**- The Problem, Conflict situation, Scientific fact, Causes, Formulation of the Problem, General objective, Specific Objectives, Justification.
CHAPTER II.- Operationalization of Variables, Background, Theoretical Conceptual Framework, Philosophical Foundation, Psychological Foundation, Sociological Foundation, Pedagogical Foundation, Social Constructivism, Types of Reading, Extensive Reading in English: Definition and principles, Reading Comprehension Developing.

CHAPTER III.- Methodology, Process, Analysis and Discussions of Results, Type of Investigation, Techniques and Research Instruments, Analysis of the Survey Applied to Students, Conclusions.

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Extensive reading in English: definition and principles

1. Simple reading text

2. Multiplicity of free text

3. Love to read

4. Read what you can

5. Fast reading

6. The pleasure of learning information

7. Simple and silent

8. Credit in extensive orienting reading

9. An extensive reading

10. The teacher an example

Benefits of extensive reading

Reading comprehension

Construct backdrop intelligence

- Draw on students' existing intelligence
- Build students' background knowledge
- Take students on a trip of the text
- Use a "photo-walk."
- Use outlines to develop comprehension
- Concentrate on the key vocabulary
- Include guide words and symbols
- Use a "photo travel" for the lexicon
- Teach students to lively participate in the lexicon
- Offer students exercises with new words
- Incorporate new words into discussions and activities

Check comprehension frequently

- Use informal comprehension checks
- Test Comprehension with student-friendly questions
- No matter what the level of proficiency of students, ask questions that require high-level thinking
- Use graphic organizers
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CHAPTER I

THE PROBLEM

RESEARCH CONTEXT

The present investigation was made at Clemente Yerovi high School located in the Sauces II corresponding to second sector of fourth district in Guayaquil, Guayas. This educative unit began with 849 students. Its mission is to achieve an education with quality, and critical thinking in students to encourage them and help to change the society.

Currently, Clemente Yerovi Educational Unit has three thousand-five hundred students. It works in two schedules, and has fourteen teachers in the English subject.

CONFLICT SITUATION

In first place, the observation of this investigation highlights many problems that are influencing on the English learning in the 8th-grade students of Basic General Education at Clemente Yerovi Educational Unit. Students feel confused about the development of the English classes and they have difficulties to understand the reading texts and this acts as a barrier to make the students do not study actively for the acquisition of English language skills and abilities.

On the other hand, it also brings the strategies applied on English language do not belong to the student's requirements, changing the learning process of each class and the main objectives by the English Area, disturbing the students' attention and creating bad behavior in the classrooms. However, the books used are not useful and do not encourage students to read and they feel fear to express orally themselves in the English language.
In addition, the students show troubles to comprehend the teacher during the transmission the knowledge provoking confusion in the students to participate in reading activities. Moreover, it can be observed students do not want to participate, the teachers do not apply didactic material and they both students and teachers do not have an integration plan to improve reading.

In conclusion, the specified obstacles are intimately linked to the development of learning and have a harmful impact on the acquisition of reading, therefore, the goals are not achieved and learning remains empty. Therefore, the urgent demand to create educational projects that help to solve these issues.

**SCIENTIFIC FACT**

Low comprehension of reading in the 8th-grade students at Clemente Yerovi Educational Unit, located in the second zone of district six in Guayaquil, Guayas, 2017-2018.

**CAUSES**

- Teachers do not use teaching material.
- Students do not participate actively in the classroom.
- Teachers do not motivate students to read.

**FORMULATION OF THE PROBLEM**

How does extensive reading influence in the reading comprehension in the 8th-grade students at Clemente Yerovi Educational Unit, of the second zone of fourth district, in Guayaquil, Guayas, in the period academic 2017-2018?
OBJECTIVES

GENERAL OBJECTIVE

Analyze the influence of extensive reading in the English reading comprehension making an execution of methods and techniques of research, bibliography and statistics to create a reading didactic guide for students.

SPECIFIC OBJECTIVES

● To demonstrate the influence of extensive reading making methods and techniques of research, bibliography and statistics.
● To describe the reading comprehension making empirical techniques, bibliographic and statistical methods.
● To create a reading didactic guide for the improvement of extensive reading making a conclusion of the obtained results.

RESEARCH QUESTIONS

● What is the influence of extensive reading in the learning of reading comprehension?

● Which are the reading activities do students do to improve extensive reading?

● What is the importance of the implementation of the research methods to improve reading comprehension?

● Which are teaching materials teachers can apply to the students to improve extensive reading on the reading comprehension?

● What kind of advantages and disadvantages in the implementation of reading activities for the improvement of English reading comprehension of the students?
JUSTIFICATION

This project is selected to demonstrate teachers and authorities the relevance in the improvement of the reading comprehension to help students in the learning English.

First, this work starts making a view of the English class on the eight-year of the educational unit mentioned to design a reading didactic guide for help teachers in the improvement of reading comprehension in the students. This guide has the reading activities agree to students which support and encourage them to study better.

In the other hand, this project gives reading strategies in the reading comprehension learning and develop shapes for extensive reading application. However, the importance of reading comprehension must be understood by parents as a way that permit allows the exchange of communication in the social sphere and from this appears the obligation to offer habits that feed and increase the extensive reading through reading comprehension. This educational work will benefit for a long time and will provide the educational community with suitable students to face the current study skills. Also, teachers will benefit from new methodological strategies that will help encourage reading habits and make reading comprehension very enriching for students.

Finally, the English language is very relevant nowadays and constantly changes in its methods of teaching within the education at all levels, and in the reading comprehension of the students helps to develop their intellect through strategies and reading activities and the teachers the tools necessary to teach in a creative and capable way.
CHAPTER II

BACKGROUND

In the current days; In education issues, it is necessary to progress as the world changes and evolves, the reality in which we live forces us to generate changes that positively affect social, professional or personal relationships. Training us to be better prepared and to be more competitive is an obligation of the first order, not only concerning education, technology and society are directly associated in the educational environment.

Likewise, the learning of the English language has also generated important changes in this evolutionary process since everything is transformed and we are the ones who make these transformations an aspect of opportunity.

The present investigation is directed towards the improvement of an essential capacity in terms of the understanding of meaningful learning in the learning of the English language so that students can communicate in a compressive manner. Within the Clemente Yerovi school, there are no files related to reading comprehension and extensive reading that are the variables of this research project, and there is no evidence to help improve these areas of learning in the English language or activities based on improving Reading English during school hours.
Freire, (2005), in his work pedagogy of the oppressed says that methodology arises from social practice to return, after reflection, on the same practice and transform it. In this way, the methodology is determined by the context of struggle in which educational practice is located. The frame of reference cannot be rigid or universal, it must be constructed by men in their quality of knowledgeable subjects, capable of transforming their reality.

Previous research studies were found in works developed by students of the school of the Faculty of Philosophy at the University of Guayaquil, although none of the researches reviewed works on the two variables that are developed in this research work.

Currently, within education it is imperative to advance in a global and real way as it suffers changes in society and its different areas. Therefore, students must be compulsorily trained on the basis of current methodologies and are related to the educational field.

This project will improve the acquisition of reading in terms of reading comprehension through extensive reading in foreign language learning and will help students to read in an understandable way.

The Clemente Yerovi Educational Unit does not have projects linked to the variables of extensive reading or reading comprehension. In addition, this institution does not have files that help to improve these variables.
For Freire, (2005), in his work, The pedagogy of the oppressed, he describes that the method wakes up from society, reflects, works and transforms. In this way, the methodological strategies are established due to the environment of struggle that leads to educational action and the frame of reference should not be rigorous, or complete, but erected by men and women in their position as knowledgeable and capable of changing their current reality.

Some projects created by students of the Faculty of Philosophy of the University of Guayaquil were found, however none treated the two variables described in this research.

Martínez and Esquivel, in Mexico, in 2017, in their work, "Effects of the instruction of reading strategies, mediated by ICT, in the comprehension of English reading", describe the research in a group of students to the application of reading activities in English books and averaging of interactive tools and in contrast to another group that uses copies in their respective classrooms and their respective teachers to determine the advances in reading comprehension in English. This project uses a quantitative vision with a quasi-experimental design of pre and posttest with control in pairs and experimental group, as well as standardized tests for the evaluation of the comprehension of the text and the level of reading
comprehension in Spanish that was measured as a variable of intervention. The data recorded positive were in the experimental group, associated with the frequency of use of multimedia tools. In addition, data on the relationship in reading comprehension in English was included with 64 students, divided into two pre-trained groups at the level corresponding to the practice of reading in English. The control group consisted of 33 students and the experimental group by 31, aged between 16 and 19 years. Regarding the subsequent measurement of the reading speed, in the experimental group it increased, although not significantly, but it reflected considerable data in the comprehension questions contained at the end of the reading, since it went from an average. Initial score of 2.8 to a score end of 6.1 (in a maximum of 9). For the control group, there was a significant increase in ppm (118), although the responses in the understanding showed a smaller variation: from 4.8 to 6.

Padilla, in Ecuador, in 2016, in his work, intensive reading as a didactic strategy in the development of written production in third-level English students of the ESPOCH extension program, describes the results obtained on the influence of intensive reading as a strategic didactic to improve and increase reading in students by applying a pre-test to both the experimental group of students and the control group to know the range of performance. In the first data, a plan of active participation with the experimental group is applied, which consists of the use of intensive reading activities, with special emphasis on reading and exploration to
improve the rapid reading processes and, at the same time, increase semantic and syntactic competences of the participants. After the intervention period, a subsequent test is applied to the two groups using quantitative qualitative methods based on a rubric for written production. Based on the analysis of data from previous and subsequent tests, the alternative hypothesis of the research is accepted, which establishes a positive impact of intensive reading as a didactic strategy in the development of written production. Finally, a proposal is offered that consists in the creation of an exercise manual with structured activities to gradually develop the writing ability by applying the teaching strategies.

Govea, in Venezuela, in 2011, in his thesis, the influence of extensive reading on the attitude and critical understanding of students of English as a foreign language, analyzes how extensive reading affects the attitude and Critical understanding of short comics of students of English as a foreign language. With 42 students from a population of 63, the sample filled two questionnaires, one on the attitude towards reading in English as a second language and another on the critical understanding of short stories. The experimental group received an extensive reading program for 24 hours, during which each student had to complete an extensive reading questionnaire after reading each story, while the control group remained isolated from the independent variable, the results showed that the program promoted positive approaches to reading in English as a
foreign language and increasing the level of critical understanding of stories, confirming the experimental hypothesis.

THEORETICAL CONCEPTUAL FRAMEWORK

This project develops relevant fundamental aspects within the reading comprehension. In the Clemente Yerovi Educational Unit there are deficiencies with regard to the learning process in reading ability. The student at the beginning of learning learns to read and then reads to learn and this last part is where always having shortcomings in the acquisition of knowledge to avoid problems in the future.

This research work is determined by the contributions of the theoretical and educational foundations for the learning process of reading, the sociocultural and psycholinguistic point of view. In addition, new methodologies emerge as a support tool for the theories and final data of the research obtained.

Vygotsky (1978) says that some referring authors determine the relevance of the exchange of the communication in the social scope and within the process of teaching-learning. In addition, also within the initial education of students within the cultural and academic framework (Snow, Burns, & Griffin, 1998).
By Ninio and Bruner (1978) the learning process of reading begins easily in informal environments such as family exchange. Also, the strategies and activities most applied in the first learning of the students is the formal written language. In addition, there are comic strips, the creation of knowledge and structures that participate in written culture through the exchange of communication between parents and their children in moments of shared reading.

Vygotsky (1979) describes the area of proximal development does not progress for what the student already knows, but on new exchanges of communication between elders. In addition, Vygotsky, differentiated the constructivist foundation of the learning process and, on the other hand, defended the relevance of intercommunication with all the people surrounding the student, and not only with the teachers in the classroom.

**PHILOSOPHICAL FOUNDATION**

The teachers use didactic material prepared and created by themselves as conceptual maps, graphs, flashcards, and others. Also, these tools are known as didactic support and always use a different presentation according to the theme (Johansson, 2006).

The teachers themselves are the didactic supports when teaching a class since they have the knowledge and experience to do so (Harmer J., 1990).
Regarding the methodology and strategies surrounding the development of reading in the classroom, teachers should prioritize all activities dedicated to the learning process as these are of great help for students in the acquisition of a second language (Harmer J., 2007).

The experience of the teachers plays a fundamental role in the learning process of the students since they forge the bases in the acquisition of new knowledge.

The opportunity provided by the reading skill is alive as the students receive the constant support of the teachers in their training. The most effective way that the student can increase their reading level is by using activities and stimulating readings that awaken interest in the foreign language (Nuttall, 2015).

The number of skills and reading skills is a very necessary tool in the process of learning a second language and students can master reading efficiently in the acquisition of new words, read, express themselves orally (Harmer, 1991).
For professors, reading skills have many advantages in learning a second language, such as oral expression, reading expositions, and activities within the classroom, always using stimulation and motivation to read.

Teachers should always motivate students to read so that they can deeply examine the text to be read and learn new topics (Nuttal, 2015).

The reading skill must be expanded in every way so that students display their knowledge beyond a simple reading, but perform extensive reading activities that lead them to discover new reading skills.

**PSYCHOLOGICAL FOUNDATION**

The extensive reading is done in any place that is not related to the classroom and students perform it for pleasure and satisfaction; And intensive reading is what is found in the texts that students use daily (Harmer J., 2007).

Students often block learning, since English teachers set goals and classes in the second language. This limits the learning of the reading skill and the only one capable of breaking that limitation are the teachers who must reach the students in a motivating and stimulating way so that they interact in class without fear (Nuttall, 1996).
SOCIOLOGICAL FOUNDATION

There are many social factors that interfere in the learning of the English language and in some way, they will always affect the normal process in the acquisition of reading.

One of those drawbacks are the English texts. The use of books without the didactic support and the necessary stimulation will cause students to block learning inside and outside the classroom.

In addition, another drawback would be the environment of the English class, that is, the development of the class and its infrastructure. If the teacher does not create a stimulating and motivating class the students will have another reason to block the knowledge and will not pay due attention. And if their area of learning is not to their liking, teachers should find a suitable place to teach their class.

On the other hand, the texts bring many topics that demand the realization of other activities that the teacher must have the astuteness to implement reading exercises and that help to complement the knowledge of each of the classes.
Finally, parents should help their students to follow the practice of reading from home and provide the necessary comforts and help with the home study space to stimulate the student to read.

PEDAGOGICAL FOUNDATION

According to the Education Teaching, the ability to read within the learning process is considered very important, since it contains the need to motivate students for efficient absorption and correct development in their educational life. The reading skill is directly linked to other skills that are needed in the English language and that with the tools and strategies that the teachers give to the students, they can increase their reading comprehension.

A very important change within the processes of learning and education is the advance in the communication between the societies since it is done in a stimulating way in the classroom and this helps to improve the curricular plan and specially to improve the strategy and skills in reading (Kozman, 1991).

There are also many philosophers and scholars who recommend the use of didactic support to increase interest in reading skills and also based on
the fact that the human being has multiple very diverse intelligences since
the student uses his visual skills when absorbing knowledge (Brinton, 2001).

In the study of reading skills should involve teachers and students so that
the learning process is an exchange of ideas, questions, discussions, and
intervention that with the necessary stimulus help to improve reading
comprehension, not only oral but also written (Nuttall, 1996).

SOCIAL CONSTRUCTIVISM

The constant learning in the learning process of the reading
comprehension that the student is getting gives him an intellectual growth
that places him within the social context (Luckmann, 1984).

Teachers must have the capacity for understanding to make students use
their critical and reasoning thinking through the appropriate tools and
strategies to measure them (Brown and Kelley, 1986).

The constructive social approach in the field of the process of learning a
second language has taken a lot of momentum today.
However, the socio-constructivist discourse is of little importance for professors who cover the area of English and together with the students become unknown spectators to the development and improvement of reading.

This project allows teachers and students the opportunity to create representation within reading in a participatory and strategic way to develop efficient structures during learning.

**READING**

To begin the theoretical part of this project you need to establish the reading definition. According to the Collins Dictionary, reading is "the act of a person to read."

**KINDS OF READING**

According to Brown (Brown H., 2004) in reading, there is a variety of types of reading that are typically identified as perceptive reading, selective reading, interactive reading and extensive reading.
**Perceptive Reading**

In accordance with the system of equivalences established for listening skills, in this part similar definitions are given, except for different topics to capture a particularity of reading skills.

The perceptive reading activities include giving attention to the elements of distance more broadly for the speech: alphabet, phrases, sentences, punctuation and other graphemes. The process from least to greatest is understood.

**Selective Reading**

This class is undoubtedly an instrument of examination models. In order to determine the reading recognition of the properties of the vocabulary, grammar rules or reflective discourse of the language in a very short distance of language where they only use traditional tasks such as: basic tasks in images, simultaneity, certain or uncertain, multiple options, etc.

The motivations include short sentences, short paragraphs and simple drawings. Short answers are deliberate. You can mix the descending and ascending processes.
Interactive Reading

Some types of interactive reading encompass communication intervals of several sets of sentences in several pages in which the student has to relate in a psychological way. In other words, the act of reading is an act with a psychological point of view. Reading is an action of exchange of meaning and the reader contributes to the reading a system of sketches to assimilate it, and the acceptance is the result of that interaction. The traditional genres that are due to interactive reading are events, short events and stories, extensive syntheses, summaries, logos, recipe books, exercises and others.

The course of an interactive activity is to locate the important features (vocabulary, symbolism, grammar rules and speech) in the readings of prudent magnitude with the goal of keeping everything that is processed. The vertical process is traditional in those activities despite the need for high utilization cases.

Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, advertisements, instructions, recipes, etc. The focus of an interactive task is to identify the relevant characteristics.
(lexical, symbolic, grammatical and discourse) within texts of moderately short length in order to retain the information that is processed.

Top-down processing is typical of such tasks, although some cases of upward performance may be necessary.

**Extensive Reading**

This type of reading addresses more than two pages of a page and covers technical articles, experiments, tests, projects, summaries, comic strips, stories, and manuals.

In addition, the study of reading often points to extensive reading as intervals with a longer speech, such as longer readings and texts that are read outside of the educational institution.

The objectives of the examination take advantage of the globalized understanding of a reading by means of the students instead of asking the evaluated ones to extend short fragments. It is assumed that the vertical reading process is for longer jobs.

**Phases of reading development**
According to Chall (1983) lays out her stages of reading development as: Pre-reading; Initial reading; Confirmation, Fluency, Ungluing from Print; Reading for Learning the New; Multiple Viewpoints; and Construction and Reconstruction—A World View.

**Phase 0.**

**Pre-reading: Birth to Age 6**

This stage covers a longer duration and very likely occupies a large number of alterations unlike the other stages (Bissex, 1978).

It begins with the arrival of the child or child in this world until the beginning of formal education. Children who come from an educated culture with a set of writing in letters tackle a series of studies on letters, syllables, sentences and texts. Students according to their growth are exercising their observation in some linguistic theories such as construction of sentences and words.

They manage to absorb many studies about the origin of words; equal sounds, rhyme and alliteration, and those they are synthesized and mixed to form solid words.
Phase 1

Initial Reading, or Decoding, Phase: Grades 1-2, Ages 6-7

The basic appearance of this stage is to study the unjustified system of letters and relate them to the pieces that correspond to the spoken words.

Within this stage, children and adults will keep all the study of knowledge that has about reading as it is the case of knowing what the use of letters is and how to avoid confusions.

At this stage, children and adults internalize cognitive knowledge about reading, such as what letters are for, how to know that a bow is not an error and how to know when a mistake is made.

In this stage it has been called offensively as a “guessing and memory game,” or as “grunting and groaning,” “mumbling and bumbling,” or “barking at print,” depending on whether the techniques to start reading is a vision or a phonetic sense.
The qualitative change that occurs at the end of this stage is the insight gained about the nature of the spelling system of the particular alphabetic language used.

**Phase 2**

**Confirmation, Fluency, Ungluing from Print: Grades 2-3, Ages 7-8.6**

Basically, reading in Stage 2 is solidified what was studied in Stage 1. Reading like tails and stories before heard increases fluency. Stage 2 reading is not for obtaining new knowledge, but for confirming what is already learned to the reader.

The content of what is read is basically familiar, the student read and focuses attention on the words, that are the most common, and high-frequency words. And with the basic coding abilities and different points of view inside of Stage 1, the student can take benefits of what is spoken in the story and book, connecting it to his or her acquired knowledge and language.

Besides, some supplementary, more complicated phonetic factors and reasons are studied in Stage 2 and even later, it comes out that what a lot of students’ study in Stage 2 is to apply their decoding speech, and the overabundances of the texts read.
They achieve audacity and ability in using context and thus achieve fluency and speed in reading.

Phase 3

Reading for Learning the New: A First Step.

In Stage 3, they begin the long journey of reading to "learn the new": new studies to acquire, extensive and new information, reasoning and experiences.

As far as their reasoning, lexicon and underlying cognitive qualities are still defined at this stage. The first steps of reading the Stage are better finished with clear instruments and objectives, from a way of seeing, and restricted in intrinsic techniques.

This contrasts with Stage 4, where different points of view, intrinsic language and ideals are sought, as well as the courtesies of interpretation.

Phase 4

Multiple Viewpoints: High School, Ages 14—18

The basic aspect of reading in Stage 4 is that it means according with the whole points of view. For example, in comparison to an basic educational
student's book on Ecuadoran history, which assumes Stage 3 reading, the book at the high-school level dealing with several perspective. Analyzed to the books in the lower grades, the texts of high-school are more weight and length and that is considered deeper about the treat and the vision.

This stage can basically affect the ability to accord with sheets of cases and definitions can easily tries a cover of data and definitions counted to those absorbed before. These other perspectives can be learned. Nevertheless, the decisive education was studied earlier. Without the basic intelligence obtained in Stage 3, reading supports with several perspectives would be arduous.

Phase 5

Construction and Reconstruction—A World View: College, Age 18 and Above

In Stage 5, the student has studied some texts and comics in a detailed and precise way that the student needs for himself, starting with the conclusion, the development or the introduction.

The student at this level knows what he should read and not. In this stage you can also select the written or printed material in areas of difficult
comprehension. If all the people can reach this stage or to the university, they are totally ready for learning and studying.

Extensive reading

Definition

Grabe and Stoller (2002) states that extensive reading is known as the treatment to instruct and study a foreign language and in which the students acquire a very high volume of readings in English and within the language sufficiency.

Extensive reading is a treatment in which students are encouraged to practice reading many comic strips in English in a manner free of examinations (Renandya, 2007).

Students have a duty to choose what they want to read based on their personal goals, tastes and also, to absorb readings foreign to the books assigned by the ministry of education.

On the other hand, the secret factors of extensive reading are due to volume and multiplicity, and not to the condition of the readings.
The principles of extensive reading are considered in ten premises:

**Simple reading text**

This kind of reading is easy to follow and interpret by students and does not have any lexicon or linguistics. In this reading, the lexicon is easy to recognize by the student in all the content of the text, reason why, the objectives will be easy to achieve.

**Multiplicity of free themes**

In the library of the educational unit there is a complex amount of texts at the student's pleasure such as monographs, publications in several languages and with different reading degrees with heterogeneous skills.

In addition, for the student who masters a grade higher than the initials, literature is a very relevant connection, since they can acquire through reading books created for native speakers of English.

**Love for reading**

The student seeks to read what interests him and catches his attention. This reading is done in a certain place that is not the classroom, and the
student chooses to read without the fear that the teacher is the one who makes him read. It is here, where the students feel at ease and leave aside topics that are not of their interest.

**Read what you can**

Students get many advantages when doing extensive reading, as they increase their ability to learn. The more you read, the greater the advantages gained. This is a realistic goal since the books written for beginners of languages are very short.

**Fast reading**

The reading should be fast and fast, since the texts are easy to read and there is no need to use the dictionaries. In addition, students do not have the need to search for the meaning of unknown words as this prevents and blocks fast reading.

**The pleasure of learning and understanding**

Students enjoy the pleasure of reading with the use of extensive reading, as it provides them with knowing and absorbing many interesting data and also the advantage of understanding with efficiency and sufficiency.

**Simple and silent**
The reading is done in a certain place outside of class and with a very simple sequence to read. In the classroom, students perform activities of the English class in the assigned texts. The teacher takes the students to a quiet and quiet area so that the extensive reading is pleasant and enjoyable.

**Credit in extensive reading**

Students find extensive reading a fun and comprehensive way to learn by using and creating questions that reinforce their knowledge.

**An extensive orienting reading**

The student knows and knows the advantages of extensive reading, and guides himself, in applying it correctly.

The teacher monitors and checks the progress in reading and supervises it so that the student increases their skills and deeds.

**The teacher is an example**

The teacher becomes an example for the students as he also reads with his disciples so that they follow him. The teacher knows the texts and
shares his reading experiences with his students to create fun reading clubs (Day & Bamford, 2002).
**Benefits of extensive reading**

This type of extensive reading has many advantages and has been applied for a long time in research, projects, books, journals, monographs and other documents.

Students that apply the extensive reading will be more firm, accurate and increase their skills and knowledge. Also, this reading reflects a lot of stimulation to read and awakens a lot the interest in English and its learning (Bamford & Day, 2004).

**Reading comprehension**

**Definition**

Comprehension is the goal of reading, but it can be the most difficult skill to master, especially for English language learners.

The students often have problems mastering science, math, or social studies concepts, for example, because they cannot comprehend the textbooks for these subjects.

**Reading comprehension developing**

According to Breiseth (2018) says that English language learners that know of English efficiency and reading abilities will benefit from learning skills, which allow them to:
• Read more accurately.
• Follow a text or story more closely.
• Identify important events and concepts in a text.
• Master new concepts in their content-area classes.
• Complete assignments and assessments.
• Feel motivated to read in school and for pleasure.

Breiseth (2018) also, manifest that there are several ways to promote the skills and abilities of reading comprehension in students and sometimes standard activities applied by teachers in classrooms are a good start.

The project focuses on the build background knowledge, teaching vocabulary explicitly, and checking comprehension frequently.

**Construct backdrop intelligence.**

• **Draw on students' existing intelligence**

There is a possibility that students already have their own learning obtained but find it difficult to apply in English and try to find advantages to relate to the knowledge of other students with new studies. The use of the student's mother tongue and their peers should be allowed for the application of a "brainstorm" to know what they know before entering a topic.
• **Build students' background knowledge**

Students with limited studies or detention do not have the same degree of study as other students and also with history and culture issues. When starting a new evaluation, find notes can be understood especially.

• **Take students on a trip of the text.**

When entering a new reading, direct the students to a "virtual tour". Different components of reading such as introduction, development, conclusion, vocabulary are taught and their benefit is analyzed. Describe how the reading is formed by highlighting the letters, titles, and introductions.

When the students have studied these elements they will obtain an individual perspective of the reading. Remember students need to know and know how to use reading resources.

• **Use a "photo-walk."**

Teachers can use this strategy for fiction or nonfiction texts. Walk through the book with the students, pointing out photographs, illustrations, and other graphic components.

Ask them what they can see about the pictures and how they think those details may relate to the story or content.
• **Use outlines to develop comprehension.**

  Provide a short and simple analysis of a reading duty or oral conversation before a new evaluation.

  This will help the initial students to take the relevant information as they listen or read.

• **Concentrate on the key vocabulary**

  Choose the lexical your students need to know to support their reading development and learning content area and provide student-friendly definitions of the key vocabulary.

• **Include guide words and symbols**

  Remember that students may also need explicit instruction in signal or directional words ("because" and "explain") and in addition, to the key content vocabulary ("photosynthesis" and "evolution").

• **Use a "photo travel" for the lexicon**

  Once the students know the definition of a new word, ask them to connect those new words with the images they see in the text.

• **Teach students to lively participate in the lexicon**

  Teach students to underline, highlight, take notes and make a list of words of unknown vocabulary while reading.
• **Offer students exercises with new words**

Make sure your students can:

- Define a Word
- Recognize when to use that word.
- Understand multiple meanings (such as the word "party").
- Decode and spell that word.

• **Incorporate new words into discussions and activities.**

For students to really know a word, they must use it, or they will lose it. Use new words in class discussions or outside class, in other contexts, such as field trips. Teach vocabulary explicitly.

**Check comprehension frequently**

• **Use informal comprehension checks**

To test students' ability to sequence materials, for example, print sentences from a section of text on strips of paper, mix strips and have students put them in order.

• **Test Comprehension with student-friendly questions**

After reading, assess students' comprehension with carefully crafted questions, using simple sentences and the key vocabulary of the text. These questions can be in:
• Literal level (Why do the leaves turn red and yellow in the fall?)
• Interpretation level (Why do you think you need water?)
• Applied level (How much water will you give? Why?)

• No matter what the level of proficiency of students, ask questions that require high-level thinking:

  Evaluate the real level of knowledge of students with questions of analysis, interpretation or explanation

• Graphic managers:

  The graphics allow students to order data and thoughts efficiently and without the second language. They are classified into Venn diagrams, K-W-L graphs, comic strips, fact tables and consequences and time lines.

• Different ways to show what students know:

  All types of didactic and written support are forms that serve students to exhibit their understanding during and to develop their reading and writing skills in the English language.
• **Extract**

  Students use activities to summarize, oral or written, everything learned:

  
  Read the readings briefly.
  
  Insert only relevant data
  
  Avoid the least important.
  
  Use clues about reading.

**READING STRATEGIES**

Within reading there are many strategies that provide revealing skills to understand different kinds of writing. In addition, this is according to everything the student has in their native language and their cultural background. On the other hand, the activities are applied efficiently and the most important is extracted with the minimum effort (Gomez & Ávila, 2009).

Teachers rely on text endorsed by the state using some activities that lead students to better absorption and representation within the classroom individually or collectively.

Among the activities are storm of ideas, graphic managers, KWL tables (Know-Want-Learn), comparison-contrast tables, question-answer connection and bilateral teaching-learning.
Brainstorming

Brainstorming is the broad development of thinking (Osborn, 1969). The goal of thinking is to generate many ideas as you can and has four premises:

- There is no criticism of thoughts or ideas.
- All ideas are valid.
- Group work must be done with the ideas of the other groups.
- The storm of ideas is used for students to develop their thoughts and ideas in a total way on different topics and whose objective is to find solutions to any concern.

The traditional methods to overcome blockages and create new thoughts did not lead to the construction of reality and this led to the definition that is known in the world as brainstorming.

For this reason, this technique is used prior to any topic, since it is vital to awaken their reasoning regarding their linguistic level and the subject studied.

The student based on a specific topic must exchange their ideas and participate using their reasoning and thus translate new definitions to expose and represent them in class.
The storm of ideas is very simple, since it is about the association of ideas about a word written by the teacher.

**Balance charts-analysis**

This technique serves to find differentiated and identical quantities to reach the reading. In the first place, the student finds the similar data and then exposes the opposite data with his own criteria (Jones & Hunter, 1989).

**Coordinating tables**

These tables are known as graphic organizers, web pages, organizational charts and concept maps. The coordinating cadres have visual figures to expose data and students are able to invent maps and organize the data according to main ideas, subtopics and details, in succession, show the relationships between the different forms, according to the inequalities and inequalities between two or more definitions, for their structures, as in the aspects of a story and many other areas of reading."

**K-W-L**

This strategy is a great invention, and it is a graph of 3 columns that helps to capture the components before, during and after a reading text (1986):

- K means Knowledge (What do I already know about this topic?)
• W means Will or Desire (What do I think I will learn about this topic?)

• L means Learned (What did I learn about this?)

**Question-answer relationship**

They are help questions for students and they are related to the answers they expect to find. Students with this strategy become very cautious to find the questions according to their level of knowledge. The understanding of the students is very relevant when looking for answers to the questions that are in the books and that the students know the subject to be treated (Jones R., 2007).

**Reciprocal teaching**

It refers to four activities of understanding and that serve to extract, ask, clarify and prevent how to reach bilateral teaching-learning. Also, this activity refers to developing students’ understanding of ideas and that they present their points of view in class with their classmates (1986).

The activities that can be covered in a text to read are:

"**Just here**"

This type of question involves the search of data to arrive at the answers. These are sometimes called information questions such as How many ...? Who ...? Where is ...? What is it ...?
"Think and search"

These questions refer to the main ideas of reading and students should look for answers within ideas and have phrases such as the main idea of the passage is, what caused, compares and contrasts.
CHAPTER III

METHODOLOGY, PROCESS, ANALYSIS AND DISCUSSIONS OF RESULTS

METHODOLOGICAL DESIGN

This research work seeks to examine the impact of extensive reading on the process of reading comprehension in students of the eighth grade of basic education through the creation of a reading guide to improve reading skills through qualitative techniques and methods of study, and quantitative.

Qualitative method

This method of investigation is given from a holistic and methodical point of view of the procedures in which the students' learning is calculated through written evaluations, contributions, oral and written lessons, based on a quantitative length.

Qualitative method

This type of qualitative method handles the task of examining and determining the degree of academic knowledge of the students. Likewise, to investigate their participation, the constant aspects of change, and to
provide feedback on everything learned and their abilities and skills that affect the acquisition of reading.

This aspect of the research was able to analyze the attitude of the eighth-grade students at the Clemente Yerovi Public Secondary School, in the city of Guayaquil, to evaluate the intercommunication between the students and the teacher. During this project, informative data was collected that will be statistical data to describe the hypothesis and the level of failures in reading comprehension and thus prevent future problems in the acquisition of the English language.

In this part of the project the triangulation was analyzed, as a survey applied to the students to know their strengths and weaknesses in the reading comprehension, and also, it conducted an interview for the teacher of the English language and finally, an observation guide with Linkert scale for students with ten propositions.

The aforementioned instruments are reliable and necessary to achieve the analysis for the application of a reading guide with pre-reading activities and that will help the development of students’ abilities and skills towards reading.
### OPERATIONALIZATION OF VARIABLES.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Dimensions</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Independent variable:</strong> Extensive reading</td>
<td>Reading.</td>
<td>Definition.</td>
</tr>
<tr>
<td></td>
<td>Types of reading.</td>
<td>Reading in silence. Reading in loud voice.</td>
</tr>
<tr>
<td></td>
<td>Extensive reading.</td>
<td>Foundations Benefits Programs Objectives Types</td>
</tr>
<tr>
<td><strong>Dependent variable:</strong> Reading Comprehension</td>
<td>Reading comprehension</td>
<td>Definition</td>
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<td></td>
<td>Reading strategies</td>
<td>Structure perception</td>
</tr>
<tr>
<td></td>
<td>Main Approaches</td>
<td>Division</td>
</tr>
</tbody>
</table>
POPULATION AND SAMPLE

In this research work, the eighth-grade students of the A and B parallels were selected from the mixed fiscal school Clemente Yerovi, located north of the city of Guayaquil.

The population was 45 students belonging to parallels A and B. As for the number of students does not exceed 100 samples, the population of the two parallels was used.

**POPULATION**

**TABLE 1**

<table>
<thead>
<tr>
<th>N</th>
<th>DETAILS</th>
<th>PEOPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EFL teachers</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Students</td>
<td>45</td>
</tr>
</tbody>
</table>

**TOTAL**

|       |                | 46     |

**SAMPLE**

**TABLE 2**

<table>
<thead>
<tr>
<th>N</th>
<th>DETAILS</th>
<th>PEOPLE</th>
</tr>
</thead>
<tbody>
<tr>
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<td>EFL teachers</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Students</td>
<td>45</td>
</tr>
</tbody>
</table>

**TOTAL**

|       |                | 46     |
RESEARCH METHODS

INDUCTIVE METHOD

Francis Bacon, quoted by Davila, (2006), was the first to propose a new method for acquiring knowledge, affirming that thinkers should not be enslaved by accepting as absolute truths the premises transmitted by the authorities in the matter. In his opinion, the researcher had to draw general conclusions based on facts collected through direct observation to obtain knowledge it is essential to observe the nature, collect particular data and make generalizations from them.

The results obtained throughout an interview and a survey about the problem over a 45-students population gave as conclusion that the proposal of a Didactic Guide to improve the reading can be treated effectively in the Clemente Yerovi High School.

DEDUCTIVE METHOD

The great philosophers like Aristotle and his subjects established the deductive method as the systematic reasoning by which the answers and positive data that lead to the norms of the dialectic are obtained.

This method marks the result if the hypotheses of deductive thinking are real, the result will also be real. This thought orders the hypothesis in deductions that provide a definitive evaluation of the value of a result. In
addition, usually in an act without a review, the thought involves stops and you must arrive with real conclusions and arrive at correct results. The implementation was concluded through the deductive method, since when one thinks deductively, and uses safe data to arrive at dialectical data, they are real.

TECHNIQUES AND RESEARCH INSTRUMENTS
A survey and observation guide for the students, an interview for the teachers and an interview for the authorities. The student survey contains fifteen questions with a Likert scale. The observation guide contains fifteen propositions with yes and no options.

THE INTERVIEW
The interview is a technique that is applied in the search of information and in the works and research projects. The interview is an instrument of great importance, planned, serious and responsible for the purposes marked in a given problem.

THE SURVEY
It is a questionnaire of questions organized in advance and that the researcher prepared in order to find answers to a specific problem. During the tabulation of the collected data, satisfactory amounts were obtained on the decision to create a didactic reading guide that will benefit the students to improve their reading comprehension skills.
ANALYSIS OF THE SURVEY APPLIED TO STUDENTS

TABLE 3

1. I feel motivated on English classes.

<table>
<thead>
<tr>
<th>CODE</th>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Totally disagree</td>
<td>15</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>10</td>
<td>22%</td>
</tr>
<tr>
<td></td>
<td>Neither agree or disagree</td>
<td>12</td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>Totally agree</td>
<td>5</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>45</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Survey taken to students from 8th grade of Clemente Yerovi High School

Researchers: Maria Gabriela Moreno and Maritza Burgos.

GRAPHIC 1

Researchers: Maria Gabriela Moreno and Maritza Burgos.

Comment: 33% of the students totally disagree that they feel motivated for reading in English class. This evidence the necessity to apply new techniques to improve the motivation about reading.
TABLE 4
2. I enjoy reading during English classes.

<table>
<thead>
<tr>
<th>CODE</th>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Totally disagree</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>5</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>Neither agree or disagree</td>
<td>6</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>Totally agree</td>
<td>27</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>45</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Survey taken to students from 8th grade of Clemente Yerovi High School.
Researchers: Maria Gabriela Moreno and Maritza Burgos.

GRAPHIC 2

I enjoy reading during English classes

Researchers: Maria Gabriela Moreno and Maritza Burgos.

Comment: 60% of the students totally agree that they like reading during the classes. This evidence that the extensive reading would work to apply techniques to improve reading comprehension.
### TABLE 5

3. I find easy to understand the instructions on the book.

<table>
<thead>
<tr>
<th>CODE</th>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Totally disagree</td>
<td>20</td>
<td>44%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>7</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td>Neither agree or disagree</td>
<td>9</td>
<td>20%</td>
</tr>
<tr>
<td>ITEM 1</td>
<td>Agree</td>
<td>6</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>Totally agree</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>45</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Survey taken to students from 8th grade of Clemente Yerovi High School. Researchers: Maria Gabriela Moreno and Maritza Burgos.

### GRAPHIC 3

I find easy to understand the instructions on the book

- **Totally disagree**: 44%
- **Disagree**: 16%
- **Neither agree nor disagree**: 20%
- **Agree**: 13%
- **Totally agree**: 7%

**Researchers**: Maria Gabriela Moreno and Maritza Burgos.

**Comment**: 44% of the students totally disagree that they find easy to understand the instructions on the book during reading. This evidence that students need to have new reading techniques to know the instructions on the book and increase their interest on reading.
TABLE 6

4. I find interesting the readings on the book.

<table>
<thead>
<tr>
<th>CODE</th>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Totally disagree</td>
<td>19</td>
<td>42%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>5</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>Neither agree or disagree</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>Totally agree</td>
<td>15</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>45</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Survey taken to students from 8th grade of Clemente Yerovi High School.
Researchers: Maria Gabriela Moreno and Maritza Burgos.

GRAPHIC 4

I find interesting the readings on the book

Researchers: Maria Gabriela Moreno and Maritza Burgos.

Comment: 42% of the students totally disagree that they find interesting the readings on the book. This evidence that the students do not feel stimulate for readings. It supports the necessity to provide an extra reading material as extensive reading to improve reading comprehension.
TABLE 7

5. I consider the readings and vocabulary agree on my English level.

<table>
<thead>
<tr>
<th>CODE</th>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Totally disagree</td>
<td>15</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>10</td>
<td>22%</td>
</tr>
<tr>
<td>ITEM 1</td>
<td>Neither agree or disagree</td>
<td>8</td>
<td>18%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>5</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>Totally agree</td>
<td>7</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>45</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Survey taken to students from 8th grade of Clemente Yerovi High School.
Researchers: Maria Gabriela Moreno and Maritza Burgos.

GRAPHIC 5

Comment: 33% of students totally disagree because they feel confused at the time to do the exercises in class. There are many words, exercises, activities and readings that they do not understand so, a didactic guide reading would be very effective to implement to help students.
TABLE 8

6. I consider reading exercises as a complement of reading comprehension development.

<table>
<thead>
<tr>
<th>CODE</th>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally disagree</td>
<td></td>
<td>5</td>
<td>11%</td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>ITEM 1</td>
<td>Neither agree or disagree</td>
<td>5</td>
<td>11%</td>
</tr>
<tr>
<td>Agree</td>
<td></td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td>Totally agree</td>
<td></td>
<td>30</td>
<td>67%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>45</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Survey taken to students from 8th grade of Clemente Yerovi High School
Researchers: Maria Gabriela Moreno and Maritza Burgos.

GRAPHIC 6

Researchers: Maria Gabriela Moreno and Maritza Burgos.

Comment: 67% of the students totally agree that they consider reading exercises to complement the reading comprehension in English classes. This means that they have a good predisposition to improve the reading comprehension with reading activities.
TABLE 9


<table>
<thead>
<tr>
<th>CODE</th>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Totally disagree</td>
<td>13</td>
<td>29%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>6</td>
<td>13%</td>
</tr>
<tr>
<td>ITEM 1</td>
<td>Neither agree or disagree</td>
<td>7</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Totally agree</td>
<td>17</td>
<td>38%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>45</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Survey taken to students from 8th grade of Clemente Yerovi High School. Researchers: Maria Gabriela Moreno and Maritza Burgos.

GRAPHIC 7

![Pie chart showing the distribution of responses to the question: The graphics and instructions in the English book become reading easier.]

Researchers: Maria Gabriela Moreno and Maritza Burgos.

Comment: 38% of the students totally agree that for them the reading becomes easier because of the graphics and instructions. This demonstrates the necessity to apply readings with many more figures or photos that make the readings more understandable.
TABLE 10

8. I consider reading important for my learning development.

<table>
<thead>
<tr>
<th>CODE</th>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Totally disagree</td>
<td>13</td>
<td>29%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>5</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>Neither agree or disagree</td>
<td>10</td>
<td>22%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>9</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Totally agree</td>
<td>8</td>
<td>18%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>45</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Survey taken to students from 8th grade of Clemente Yerovi High School.
Researchers: Maria Gabriela Moreno and Maritza Burgos.

GRAPHIC 8

I consider reading important to my learning development.

Researchers: Maria Gabriela Moreno and Maritza Burgos.

Comment: 29% of the students totally disagree that they consider reading is important to develop learning. This evidence students do not know the real importance of reading to grow as a professional person.
TABLE 11

9. I find easy to learn vocabulary through the readings.

<table>
<thead>
<tr>
<th>CODE</th>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Totally disagree</td>
<td>10</td>
<td>22%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td>ITEM 1</td>
<td>Neither agree or disagree</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>8</td>
<td>18%</td>
</tr>
<tr>
<td></td>
<td>Totally agree</td>
<td>21</td>
<td>47%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>45</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Survey taken to students from 8th grade of Clemente Yerovi High School. Researchers: Maria Gabriela Moreno and Maritza Burgos.

GRAPHIC 9

I find easy to learn vocabulary through the readings.

Researchers: Maria Gabriela Moreno and Maritza Burgos.

Comment: 47% of students fully agree that they find vocabulary that is easy to learn through reading through figures. This demonstrates the need to apply the technique of recognizing vocabulary using figures to stimulate students.
TABLE 12

10. I consider important the use of the dictionary in the reading practices.

<table>
<thead>
<tr>
<th>CODE</th>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally disagree</td>
<td>17</td>
<td>38%</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Neither agree or disagree</td>
<td>5</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>Totally agree</td>
<td>18</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Source: Survey taken to students from 8th grade of Clemente Yerovi High School. Researchers: Maria Gabriela Moreno and Maritza Burgos.

GRAPHIC 10

I consider important the use of the dictionary in the reading practices.

Researchers: Maria Gabriela Moreno and Maritza Burgos.

Comment: 40% of students totally agree and 38% totally disagree. This points to the necessity for students to be shown the importance of looking for key or important words in the dictionary to improve their reading comprehension.
TABLE 13

11. I consider important to recognize words meaning in the readings.

<table>
<thead>
<tr>
<th>CODE</th>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Totally disagree</td>
<td>15</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>10</td>
<td>22%</td>
</tr>
<tr>
<td>ITEM 1</td>
<td>Neither agree or disagree</td>
<td>12</td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>Totally agree</td>
<td>5</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>45</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Survey taken to students from 8th grade of Clemente Yerovi High School
Researchers: Maria Gabriela Moreno and Maritza Burgos.

GRAPHIC 11

I consider important to recognize words in the readings.

- Totally disagree: 33%
- Disagree: 22%
- Neither agree nor disagree: 27%
- Agree: 7%
- Totally agree: 11%

Researchers: Maria Gabriela Moreno and Maritza Burgos.

Comment: 33% of the students totally disagree that they consider important to recognize words in the readings during English classes. This evidence the necessity to apply new techniques to improve reading to facilitate the recognition about the words on the readings.
TABLE 14

12. I enjoy reading biographies, stories, legends on my free time.

<table>
<thead>
<tr>
<th>CODE</th>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally disagree</td>
<td>3</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>Neither agree or disagree</td>
<td>6</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td>ITEM 1 disagree</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>Totally agree</td>
<td>27</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

**Source:** Survey taken to students from 8th grade of Clemente Yerovi High School. **Researchers:** Maria Gabriela Moreno and Maritza Burgos.

 GRAPHIC 12

**I enjoy reading biographies, stories, legends on my free time.**

**Researchers:** Maria Gabriela Moreno and Maritza Burgos.

**Comment:** 60% of the students totally agree that they enjoy reading stories, biographies and legends to increase the in reading comprehension. This evidence that the extensive reading would work correctly to apply techniques to improve reading comprehension about biographies, stories and legends when students are in their free time.
TABLE 15

13. I identify the main idea in the readings.

<table>
<thead>
<tr>
<th>CODE</th>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Totally disagree</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>7</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td>Neither agree or disagree</td>
<td>9</td>
<td>20%</td>
</tr>
<tr>
<td>ITEM 1</td>
<td>Agree</td>
<td>6</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>Totally agree</td>
<td>20</td>
<td>44%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>45</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Survey taken to students from 8th grade of Clemente Yerovi High School.
Researchers: Maria Gabriela Moreno and Maritza Burgos.

GRAPHIC 13

[Pie chart showing the distribution of responses]

Researchers: Maria Gabriela Moreno and Maritza Burgos.

Comment: 44% of students fully agree that they need to identify the main idea in reading through open and closed questions allowing the understanding of the idea of reading so they can exchange ideas among themselves and comment on interesting reflections or parts. This evidence that students have an interest in reading comprehension to find and recognize the main idea.
TABLE 16


<table>
<thead>
<tr>
<th>CODE</th>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Totally disagree</td>
<td>19</td>
<td>42%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>5</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>Neither agree or disagree</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>Totally agree</td>
<td>15</td>
<td>33%</td>
</tr>
<tr>
<td><strong>ITEM 1</strong></td>
<td><strong>Total</strong></td>
<td><strong>45</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Source:** Survey taken to students from 8th grade of Clemente Yerovi High School. **Researchers:** Maria Gabriela Moreno and Maritza Burgos.

**GRAPHIC 14**

I identify sentences, characters and dates in the readings

**Comment:** 42% of the students totally disagree and 33% agree. It means that they have difficulty to understand to identify the sentences, characters and dates in the readings. This evidence that the teacher do not use teaching materials correctly to stimulate their students about readings. In this situation the Didactic Guide Reading will help to improve it.
### TABLE 17

15. I comment my thoughts about different readings.

<table>
<thead>
<tr>
<th>CODE</th>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Totally disagree</td>
<td>15</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>10</td>
<td>22%</td>
</tr>
<tr>
<td>ITEM 1</td>
<td>Neither agree or disagree</td>
<td>8</td>
<td>18%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>5</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>Totally agree</td>
<td>7</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>45</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Survey taken to students from 8th grade of Clemente Yerovi High School.

Researchers: Maria Gabriela Moreno and Maritza Burgos.

### GRAPHIC 15

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

Researchers: Maria Gabriela Moreno and Maritza Burgos.

**Comment:** 33% of the students totally disagree that they have necessity to comment their thoughts about different readings. This evidence the necessity to apply new techniques and methods that students express orally their thoughts correctly.
CHAPTER IV

PROPOSAL:
A didactic reading guide to improve reading comprehension in the students of eighth Grade to support teachers.

JUSTIFICATION.

In the first place, this research work is based on the use of bibliographic techniques and methods and the application of theories and strategies to analyze the eighth-grade students of the Clemente Yerovi education unit during the 2018-2019 school year. This project detected some problems related to extensive reading within the reading comprehension of the students.

In addition, this project is based on the national curriculum of English of the Ecuadorian Ministry of Education and also the unconditional support of the authorities and the educational community of the institution that seek to achieve excellence through this kind of educational projects.

On the other hand, tools and methods were used to collect data such as the interview with the teachers, the survey and the diagnostic test for the students. This information allowed the researchers of this topic to find in the students the aspects that include the extensive reading and that they need to improve within the reading comprehension.
In conclusion, the researchers of this project feel the obligation to design a reading didactic guide to improve reading comprehension. This guide will be the support needed by teachers in the English area so that students feel encouraged to read extensively in English through written activities that will also teach them strategies and techniques that will help them create reading habits and time to complement other aspects related to reading comprehension in English.

OBJECTIVES.

GENERAL OBJECTIVE.

Improve reading comprehension in students through extensive reading activities to help English teachers.

SPECIFIC OBJECTIVES.

- Identify and improve the capacity for extensive reading.

- Suggest extensive reading activities to reinforce the reading comprehension capacity.

- Increase reading comprehension through extensive reading.

- Establish the use of strategies to make an interactive class.
DESCRIPTION OF THE PROPOSAL.

Description

The present investigation is designed to support students of the eight-grade of Basic General Educational that will be executed after the main two academic periods of the school year according to the curriculum. In addition, it should be included in the corresponding units according to the English’s book level A 1. 1.

However, it is important to know that the direct beneficiaries are the students of the eight-grade of Basic General Educational Clemente Yerovi. Since they have a material support that greatly helps in classroom activities; in addition to this, the indirect beneficiaries are the teachers too, as it will give an account of the progress that the student has, and the society will benefit because the students can share their knowledge and apply what you learn with this system of activities.

Teacher’s Didactic manual:

The aspects contained in the proposal are:
I. Introduction
II. Methodological recommendations for the teacher/student
III. Description of the stages.
CONCLUSIONS

This investigation had its beginning in the question of investigating the reading practices, their repercussion within the behavior and the teaching process. In this way, it is necessary to question about the different conceptions of reading, in order to reflect on the contribution of the different theorists who are committed to the formation of critical and reflective readers in today's society.

Due to this research, it can be said that the end was reached, but, the end is always the beginning of other new possibilities that arise because of the pedagogical practices related to the teaching of reading that change every day due to the progress of the information and technology.

From the beginning, we would say that what we most wanted to know was how teachers taught reading. Because what really interested us was to know how teachers configured that relationship, that is, what they created to strengthen their practices and which was the contribution to the cultural expansion of the universe of the students.

It should be noted that the final reflections were inferred from the analysis of the instruments used: questionnaires, interviews, and observation guided by epistemological and methodological criteria.
RECOMMENDATIONS

It is recommended to teachers Clemente Yerovi High School, to implement the English Reading Teaching Guide to develop reading comprehension, as it will help them make their plans motivating the student to learn in a meaningful way so that in later years, they enjoy reading.

Teachers must commit themselves to a education of perception-motor education to which they must apply a perceptive discrimination of the letters and the production of controlled movements to automate them and make the students' progress together.

In order to achieve an adequate concentration in the students, teachers must encourage reading with creativity using a different material that makes the students interested in learning, not reading for reading if not to play with the imagination so that reading is motivating and thus the students feel interested about reading.

Parents, mothers and the family must contribute to the learning process in the students of the eight-grade Basic General Educational since it is a joint work and reinforcement at home is essential to create the habit of work outside and inside of the classroom.
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http://www.education.gob.ec


INTERVIEW APPLIED TO TEACHERS.

1. How long have you been teaching English as a foreign language?

2. What kind of teaching methods and techniques for reading apply to your students?

3. How do you motivate your students to develop reading at home?

4. What activities can be applied to improve extended reading in your students?

5. Do you consider it necessary to create a reading guide to improve reading comprehension?
ANNEXES
ANNEX 1
CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado LUCILA SANCHEZ PEREZ, tutor del trabajo de titulación certifico que el presente trabajo de titulación ha sido elaborado por MARÍA GABRIELA MORENO NAVARRETE Y MARITZA BURGOS RIVAS con mi respectiva supervisión como requerimiento parcial para la obtención del título de LICENCIADO EN LINGÜÍSTICA INGLESA.

Se informa que el trabajo de titulación: "INFLUENCE OF EXTENSIVE READING TO IMPROVE READING COMPREHENSION", ha sido orientado durante todo el período de ejecución en el programa antiplagio (indicar el nombre del programa antiplagio empleado) quedando el 3% de coincidencia.

LUCILA SANCHEZ PEREZ
C.I. 0916446834

https://secure.urkund.com/view/16964/18-251096-988490541xGxGxDADBv6
MSc.
Lucila Sánchez Pérez
PROFESORA 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 y en alcance a la nómina entregada a usted el 15 de Noviembre del 2018, se le comunica que ha sido designado Revisor-Asesor de Proyectos Educativos.

En esta designación consta el nombre de las estudiantes de la Escuela de Lenguas y Lingüística: BURGOS RIVAS CLEMENCIA MARITZA Y MORENO NAVARRETE MARÍA GABRIELA.

TOPIC: "INFLUENCE OF EXTENSIVE READING TO IMPROVE READING COMPREHENSION.

PROPOSAL: "DIDACTIC GUIDE BASED ON ACTIVITIES TO IMPROVE READING COMPREHENSION"

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

Atentamente,

Ing. Carlos Valle Navarro, MSc.
DIRECTOR (e) CIFI
CARRERA LENGUAS Y LINGÜÍSTICA

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<th>FUNCIONARIO RESPONSABLE</th>
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<td>Ing. Carlos Valle Navarro, MSc.</td>
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INFORME DE AVANCE DE LA GESTIÓN TUTORIAL

Tutor: Lucía Sanchez Perez
Tipo de trabajo de titulación: Presencial
Título del trabajo: "Influence of extensive reading to improve reading comprehension"

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MSc. Lucila Sánchez Pérez
PROFESORA DE LA ESCUELA DE LENGUAS Y LINGÚÍSTICA,
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad.

De mis consideraciones:

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Ing. Carlos Valle Navarro, MSc
DIRECTOR (e) CIFI
CARRERA LENGUAS Y LINGУÍSTICA

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

Guayaquil, 22 Enero del 2019

Msc.
Carlos Valle.

DIRECTOR DE LA CARRERA DE LENGUAS Y LINGÜÍSTICA
FACULTAD FILOSOFÍA, LETRAS Y CIENCIAS
UNIVERSIDAD DE GUAYAQUIL

Ciudad.-

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la tutoría realizada al Trabajo de Titulación INFLUENCE OF EXTENSIVE READING TO IMPROVE READING COMPREHENSION de (los) estudiante (s) MARIA GABRIELA MORENO NAVARRETE Y CLEMENCIA MARITZA BURGOS RIVAS indicando ha (n) cumplido con todos los parámetros establecidos en la normativa vigente:

- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral.
- El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se adjunta el certificado de porcentaje de similitud y la valoración del trabajo de titulación con la respectiva calificación.

Dando por concluida esta tutoría de trabajo de titulación, CERTIFICO, para los fines pertinentes, que el (los) estudiante (s) está (n) apto (s) para continuar con el proceso de revisión final.

Atentamente,

_________________________
Msc. Lucila Sánchez Pérez

C.I. 0916446834
<table>
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*El resultado será promediado con la calificación del Tutor Revisor y con la calificación de obtenida en la Sustentación oral.*

---

MSc. Lucía Sanchez Pèrez
No. CI. 0916446834
FECHA: 22 de Enero del 2019
### Título del Trabajo:
Influence of Excessive Reading

### Autor(es):
Marco Naranjo y Bunge Mautz

### ASPECTOS EVALUADOS

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Universidad de Guayaquil

FACULTAD

ESCUELA/CARRERA

UNIDAD DE TITULACIÓN

Guayaquil, Marzo 8/2019

Sr./Sra.
DIRECTOR (A) DE LA CARRERA/ESCUELA
FACULTAD
UNIVERSIDAD DE GUAYAQUIL
Ciudad.-

De mis consideraciones:

Envío a Ud. el informe correspondiente a la REVISIÓN FINAL del Trabajo de Titulación del estudiante Moreno Naranjo y Bunge. Las gestiones realizadas me permiten indicar que el trabajo fue revisado considerando todos los parámetros establecidos en las normativas vigentes, en el cumplimiento de los siguientes aspectos:

Cumplimiento de requisitos de forma:
- El título tiene un máximo de ____ palabras.
- La memoria escrita se ajusta a la estructura establecida.
- El documento se ajusta a las normas de escritura científica seleccionadas por la Facultad.
- La investigación es pertinente con la línea y sublíneas de investigación de la carrera.
- Los soportes teóricos son de máximo 30 años.
- La propuesta presentada es pertinente.

Cumplimiento con el Reglamento de Régimen Académico:
- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral.
- El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se indica que fue revisado, el certificado de porcentaje de similitud, la valoración del tutor, así como de las páginas preliminares solicitadas, lo cual indica el que el trabajo de investigación cumple con los requisitos exigidos.

Una vez concluida esta revisión, considero que el estudiante Moreno Naranjo y Bunge está apto para continuar el proceso de titulación. Particular que comunicamos a usted para los fines pertinentes.

Atentamente,

[Signature]

DOCENTE TUTOR REVISOR
C.I. 0913219358
ANNEX 2
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA.
INTERVIEW.

**Objective:** identify the most relevant aspects to optimize the learning of English language in the students.

**Instruction:** To answer each question objectively according to your criteria.

**Teacher:**

1. - How long have you been teaching English as a foreign languages?

2. - What do you consider is the English proficiency level in 8th grade students?

3. - What type teaching methods and techniques you apply with your students?

4. - What type reading activities do you do with your student? What is the most effective one?

5. - In your opinion, what is the motivation of your students during the development of the reading exercises?

6. - Based on your experience, what aspects should be improved to make extensive reading a habit for your students?

7. - According to your experience what are the main aspects that should be considered for development the reading comprehension?

8. - What difficulties have you had with your students during the reading process?

9. - Describe the educational environment in your classroom.

10. - What types of reading games do you think that your students prefer?
**Objective:** To identify the methods and techniques used for the development of reading comprehension through extensive reading from 8th grade students at Clemente Yerovi high School.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

Reading exercises are performed.

The readings are in accordance with the student context.

The students actively participate in reading exercises during the class.

The teacher encourages student to read in class.

The teacher applies Question and answer exercises about the readings.

The students elaborate summaries about the readings.

Students explain the reading in their own words.

Students applies reading strategies when they read.

The texts are updated.

The readings are in accordance with the vocabulary level of students.

Teacher uses didactic materials are suitable for meaningful learning.

The teacher uses extra material for enhance the reading comprehension skills in class.
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE Lenguas y LINGÜÍSTICA.

Objective: To determine the needs of students for the apprehension of knowledge and the development of the skills included in reading.

Instructions: Read each sentence and mark (X) the corresponding box according to your criteria, understanding that 1 is the lowest level and 5 the highest level.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>In disagreement</th>
<th>indifferent</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>2</td>
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<td>4</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1) I feel motivated in English classes.
2) I enjoy to read during the English class.
3) I found easy to books instructions.
4) I found interesting the readings on the book.
5) I consider the readings and vocabulary are agree on my English level.
6) I like doing exercises to complement the reading comprehension.
7) The graphics and instructions on the book become classes more
8) I consider reading is important to my learning development.
9) I found easy to learn vocabulary through the readings
10) I consider important the use of the dictionary in the reading practices
11) I consider important to recognize words in the readings.
12) I enjoy reading biographies, stories, legends on my free time.
13) I identify the main idea in the readings.
14) I identify sentences, characters and dates in the readings.
15) I comment my thoughts about different readings.
WORKING WITH THE PROJECT ADVISOR

PHOTO 1. THE TUTOR WITH MARIA GABRIELA MORENO AND MARITZA BURGOS

PHOTO 2. STUDENTS RESPOND THE SURVEY

PHOTO 3. STUDENTS OF EIGHTH GRADE GIVING INSTRUCTION TO RESPOND THE SURVEY WITH MARITZA BURGOS
STUDENTS WITH MARIA GABRIELA MORENO AND MARITZA BURGOS

PHOTO 3. STUDENTS OF EIGHTH GRADE

DIDACTIC READING GUIDE

AUTHORS: MORENO, M. AND BURGOS, M. 2019
DIDACTIC READING GUIDE

AUTHORS: MORENO, M. AND BURGOS, M. 2019
INTRODUCTION

This guide contains all the necessary information on how to develop extensive reading in English classes as: content, objectives, methodology, evaluation criteria, etc., everything necessary to successfully develop the understanding of reading guidelines, same that will help teachers to guide student studying in a dynamic way.

To carry out this guide the authors have consulted the English National Curriculum Guidelines. In addition, this guide contains several elements designed to support and enrich the educational strategies that could be implemented every day, therefore the teacher could apply it depending on the needs presented in his class group.

The "Be competent for reading," explains briefly the theoretical basis behind this educational proposal, which has been driven primarily to contribute to the new curriculum: foundations of constructivism, the notions of competence, among others. The guide is designed to take the following aspects:

The proposed content is to practice weekly readings; the teacher must organize and adjust the needs and characteristics of the group. The format is very simple and practical to facilitate planning.

The complete treatment of readings makes the students improve their reading ability through the use of additional useful features including all the activities and teaching techniques to guide the work of each reading.
PARADIGMA

This guide is based on those who believe in the fathers of constructivism, like Jean Piaget (1896-1980) and Lev Vygotsky (1896-1934), among others, who have established the psychological foundation of constructivist learning models.

Piaget's theory has helped teachers to understand how the child interprets the world at different ages. Moreover, Vygotsky's theory has shown the social processes that are involved in the acquisition of intellectual skills.

Previously, it was thought that children were taxable influenced by the environment, however, Piaget spread his theory of cognitive development that showed that children interpret the world in a logical manner that follows predictable patterns of development.

Since 1990, the influence of socio-cultural constructivism has succeeded in increasing, which has been able to confirm through various international studies of the foreign language.

Recommended Methodology

- Obtain general and specific information in reading.
- Understanding reading instructions.
- Read every word in reading and instructions thoroughly.
- Linking the meaning, pronunciation and graphic representation of the words that are related to reading.
- Show open attitudes of comprehension of cultural differences of the environment.
- Transfer to the knowledge of the foreign language that students have on the organization of their own ideas about the text read.
Recommendations

It is recommended to the teachers of the Clemente Yerovi educational unit, to apply the didactic reading guide, since it will be of great help to carry out their planning and it will be very motivating for the students to awaken the taste and interest for reading.

The teachers must determine what will be the days dedicated to reading and commit to the development of this guide so that students acquire new motivations towards reading. In addition, it is recommended that teachers choose a place in the courtyard of the institution to make reading more understandable and stimulating. Also, it is recommended to open topics of discussion regarding the titles of the reading and the main idea.

On the other hand, teachers should encourage students to recreate reading as characters and places for them to assimilate through their creativity. Finally, teachers should motivate students to change the order of the reading paragraphs to understand it better.

Working on reading comprehension

Teacher should ask students to use their five senses to create a mind picture of what is going on in the text. By visualizing what is happening in the text, students are more likely to notice and remember details.

Teacher should make students think about the big idea(s) presented in a text. This will help them figure out the theme of the story. By making connections with other texts or the outside world, students will more easily be able to figure out the overall theme of a text and why the author chose to write about that topic. Teacher should ask questions such as, how does the theme connect to other texts you have read? Or How does this story connect to the world?
Teacher should go beyond of asking simple questions and to know the differences between “thin” and “thick” questions. The definition of thin questions is that the answer is right in the text (you can actually point to the answer in the text). An example of a thin question is “Who is the main character?”.

The definition of thick questions is that the answer is supported by the text. An example of a thick question is “What is a possible lesson that can be learned from the story?”

Teacher should help students to look for main ideas and notice the most important details in a text. By focusing on the events that lead to the solution of the problem and have a better idea of what might be the most important part(s) of a text.

In like manner, students should use their background knowledge and clues from the text to make an inference (something you know that the author does not come right out and tell you).

Finally, teacher should ask students take all the information from the text and tie it together. By summarizing a story, students are recalling the most important details and events in order to prove that they understood the text.
THE READING COMPREHENSION ACTIVITIES
UNIT ONE
SHORT STORIES
## Activity 1

### Every dog has its day

**Lesson plan**

<table>
<thead>
<tr>
<th>Time: 45 minutes</th>
</tr>
</thead>
</table>

### OBJECTIVES:
- Identify and understand the vocabulary and its meaning.
- Read and understand the text.
- Practice reading aloud to encourage pronunciation of words.
- Predict events about the text.
- Relate the text with real life.
- Ask for questions about the text.
- Write and speak about the short story.

### RESOURCES
- Didactic guide
- Dictionary
- Markets
- Whiteboard

### METHODOLOGY:
- Ask students to look for new words they do not know the meaning.
- Work on the worksheet from the guide with questions, complete sentences and true or false exercises. It is possible students work in pairs
- Discover the main ideas and details through brainstorming strategy.
- Write a recap about the text

### BIBLIOGRAPHY: BY JOHN ROUSSELLE
Retrieved and adapted for this booklet from: www.readinga-z.com
EVERY DOG HAS ITS DAY

WRITTEN
Roscoe was a big, ugly bulldog. He wasn't very smart, but he had a
good heart. Roscoe's owner left him chained up outside each day
when he went to work.

Roscoe liked being outside. He was always nice to everyone. He didn't
even bother the rat that lived in a nearby hole.

A group of boys often passed Roscoe on their way to and from school.
One day, one of the boys had a candy bar in his hand as he walked by.
Roscoe jumped up when he smelled that candy bar. He tried to run
over to the boy, but his chain stopped him short

The boys all laughed when they saw Roscoe pulling on his chain. The
boy with the candy bar held it in front of Roscoe's nose. He kept it
just out of reach to tease him. All the boys laughed as Roscoe tried
to reach the candy bar but couldn't.

The next day, one of the boys picked up a stick as he walked up to
Roscoe. He held the stick over Roscoe's head and said, "Want to play
fetch?" Roscoe stood up on his hind legs, but he couldn't reach the
stick.

"Go get it!" the boy yelled as he threw the stick down the alley. Roscoe
tore off running after the stick. When Roscoe reached the end of his
chain, he was yanked off his feet with a yelp. The boys laughed so
hard that one of them fell to the ground.
From then on, those boys never passed Roscoe without doing something mean to him. Sometimes they teased him. Sometimes they called him names. Sometimes they threw things at him, but they never left him alone.

Poor Roscoe was having a hard time. He became really sad. His hair started to fall out, and he stopped eating his food. He was always on the lookout for those boys. He was always wondering what they would do to him next.

The rat that lived in the alley had been watching. She understood that people were sometimes mean to animals for no good reason. She didn’t think it was fair. She didn’t think it was nice. She decided to help Roscoe.

The rat watched and waited. When Roscoe went to sleep for his afternoon nap, she quietly sneaked over to him. She began chewing on Roscoe’s leather collar. She had only chewed through half of it when she heard loud voices down the alley.

The rat raced back into her hole and saw that the boys were coming. Roscoe was awake now and was shaking with fear. When the boys saw Roscoe, they laughed and started throwing sticks at him.
Roscoe didn’t know what to do. He *growled* and *charged* at the boys with all his *strength*. This time when he got to the end of his chain, he *burst* right through his collar.

The boys ran off as fast as they could, but one of them slipped and fell. Before he could get up again, Roscoe was there. The frightened boy thought Roscoe would bite him for all the mean things he had done. When Roscoe saw how scared the boy was, though, he began to *gently lick* his hand.

**PRE-READING**

**EXERCISE 1**

**Instructions:** Before reading the book, fill in the first column with your prediction. During the reading, stop writing your revised prediction in the middle column. When finished reading, write what actually happened in the final column.

<table>
<thead>
<tr>
<th>WORKSHEET</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I predict will happen</td>
</tr>
</tbody>
</table>

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105
EXERCISE 2
Instructions:
Ask students describe the picture in the front page.
WHAT CAN YOU SEE ON THE PICTURE?
Ask a question student about pets and animals they have at home
WHAT ANIMAL DOU YOU HAVE AT YOUR HOME?
Ask a question to the students about
WHAT CAN YOUR PET DO?
Ask a question to the students
WHAT DO YOU THINK THE STORY IS ABOUT?
Do students make a brainstorming about what means
EVERY DOG HAS ITS DAY
EXERCISE 3

Instructions: Ask one student read out the text and help students to look for new words meaning and a list of them. After that give students a worksheet to reinforce the vocabulary learning.

Related the word to the picture

| 1. BOTHER | 2. PULLING ON | 3. CHAIN | 4. SNEAKED | 5. ALLEY | 6. GROWLED |

WORKSHEET

WHILE READING

EXERCISE 1

Instruction: Ask questions to the students about characters and place where the story is happening, after that complete the table.

WORKSHEET

Check your understanding:

Fill the chart with the characters and the setting of the story.
Fill the chart with the Main Idea and three details of the story.

<table>
<thead>
<tr>
<th>MAIN IDEA</th>
</tr>
</thead>
<tbody>
<tr>
<td>DETAIL</td>
</tr>
<tr>
<td>DETAIL</td>
</tr>
<tr>
<td>DETAIL</td>
</tr>
</tbody>
</table>

**EXERCISE 2**

**Check your understanding:**

Read each question carefully and choose the best answer.

1. In this story, the main character, Roscoe, is a  
   a) boy  
   b) narrator  
   c) dog  
   d) mother

2. What happened after the boys realized that Roscoe could not reach the candy bar?
   a) They walked away.
   b) They felt sorry for him and unchained him.
   c) Roscoe bit one of them.
d) They laughed and teased him.

3. When Roscoe charged at the boys, he _____.
   a) walked in a line behind them
   b) rushed toward them, as if to attack
   c) jumped up and down
   d) played fetch

4. How did the rat help Roscoe solve his problem with the boys?
   a) He talked to the boys about being kind.
   b) He bit the boys.
   c) He chewed Roscoe’s collar.
   d) All of the above

5. When a dog growls at you, it usually means.
   a) the dog is friendly
   b) the dog wants to play
      the dog wants to be petted
   c) the dog is angry or dislikes you

6. Why do you think the boys began bothering Roscoe when they hadn’t done so before?
   a) because Roscoe barked at them
   b) because the boys saw that Roscoe couldn’t reach them
   c) because Roscoe wouldn’t leave the boys alone
   d) all of the above

7. Which of the following is not a problem that Roscoe has?
   a) He is nice to everyone.
   b) He is chained up all day.
   c) Boys come by and tease him every day.
   d) He is losing his hair and can’t eat.
1. **Why did the rat chew through Roscoe’s collar?**
   a) She was hungry.
   b) She wanted to tease Roscoe just as the boys did.
   c) She wanted him to get free of his chain and get away from the boys.
   d) All of the above

2. **Who is telling the story Every Dog Has Its Day?**
   a) Roscoe
   b) the rat
   c) a narrator
   d) the boys

3. **What will happen the next time the boys pass by Roscoe?**
   a) They will leave him alone.
   b) They will tease him more.
   c) They will bring another dog.
   d) The rat will bite them.

**POST READING**

**Instructions:** Have students write each problem in the Problems section. Have them write the solution to each problem in the Solutions section.

**EXERCISE 1**

<table>
<thead>
<tr>
<th>WORKSHEET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write three different problems you found on the text and give your opinion about how to solve them</td>
</tr>
</tbody>
</table>

| Problems | Solutions |
Activity 2

Rich man
LESSON PLAN

<table>
<thead>
<tr>
<th>Time: 45 minutes</th>
</tr>
</thead>
</table>

OBJECTIVES:
- Identify and understand the vocabulary and its meaning.
- Read and understand the text
- Practice reading aloud to encourage pronunciation of words
- Predict events about the text.
• Relate the text with real life
• Ask for questions.
• Write and speak about the short story HOW THE SHORT STORY MESSAGE WILL BE USEFUL FOR YOU AT REAL LIFE?

RESOURCES
• Didactic guide  WORKSHEETS
• Dictionary
• Markets
• Whiteboard

METHODOLOGY:
• Ask students to look for new words they do not know the meaning
• Work on the worksheet from the guide with questions, complete sentences and true or false exercises. It is possible students work in pairs
• Discover the main ideas and details through brainstorming strategy.
• Write a recap about the text

BIBLIOGRAPHY: It is a Stories adapted to this booklet, written by L. A. Hill

RICH MAN
Gladys was at school in a small, quiet town in England. She was eighteen years old, and her father and mother were poor, and their house was very small.

Maisie was Gladys's friend. She went to that school as well. Gladys said, "Maisie, I'm going to find a very rich man and I'm going to marry him. Then I'm going to have a beautiful house and a large garden, and a lot of clothes, and a lot of money."

Maisie smiled and said, "Where are you going to find a very rich man, Gladys? There aren't any in our town."

But Gladys was a very pretty girl. Her eyes were blue, and her hair was black and soft. She went to London, and then she went to America. She found a tall, very rich man there, and she married him. She was twenty-two years old then.

Then she and her husband went to England. They went to Gladys's old house, and Maisie came there.

Gladys said, "I've married a very rich man, Maisie, and I've got a beautiful house and a large garden and four gardeners. And I've bought a lot of clothes and I have money as well. My husband's got a plane too, and he flies it!"

Maisie said, "A lot of people have got planes and fly them, Gladys."

"In their house?"

**PRE-READING**

**Instructions:** Before reading the book, fill in the first column with your prediction. During the reading, stop writing your revised prediction in the middle column. When finished reading, write what actually happened in the final column.

**EXERCISE 1**
## EXERCISE 2

**Instructions:** ask students describe the picture in the front page.

**WHAT CAN YOU SEE ON THE PICTURE?**

**Instructions:** Ask a question to the students

**WHAT DO YOU THINK THE STORY IS ABOUT?**

## EXERCISE 1

**Instruction:** Ask one student read out the text and help students to look for new words meaning

## WORKSHEET

Write the word according to the picture
WHILE READING

Instruction: Ask questions to the students about characters and place where the story is happening, after that complete the table.

EXERCISE 1

WORKSHEET

Check your understanding:

Fill the chart with the characters and the setting of the story.

<table>
<thead>
<tr>
<th>CHARACTERS</th>
<th>SETTING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Instruction:** Fill the chart with the Main Idea and 3 details of the story.

<table>
<thead>
<tr>
<th>MAIN IDEA</th>
<th>DETAIL</th>
<th>DETAIL</th>
<th>DETAIL</th>
</tr>
</thead>
</table>

**EXERCISE 2**

**Instruction:** look at these questions. find the right answers. then write the questions and the answers

**Check your understanding:**

1. **Were Gladys's father and mother rich?**
   a) No, they were not.  
   b) Yes, they were.

2. **Did Gladys want to work in her small, quiet town?**
   a) No, she did not.  
   b) Yes, she did.

3. **Who did Gladys want to marry?**
   a) A rich man.  
   b) A tall man.

4. **Were there any very rich men in Gladys's town?**
a) No, there were not. b) Yes, there were a lot. c) Yes, there were some.

5 Did Gladys marry in London, or in America?
a) In London. b) In America.

6 Was her husband a short man?
a) No, he was tall. b) Yes, he was.

7 Where did Maisie see Gladys again?
a) In America. b) In London. c) In their small town.

8 Whose house did they meet in?
a) Gladys's old house. b) Maisie's house.

9 Who flew the plane in this story?
a) Gladys did. b) Gladys's husband did.

10 Where did he or she fly it?
a) In the garden. b) In the house.

POST READING

EXERCISE 1

Instructions: Have students write or speak about the moral that the short story has and which values are immerse in the story

HOW THE SHORT STORY MESSAGE WILL BE USEFUL FOR YOU AT REAL LIFE?

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**Activity 3**

**Mitch and the police officer**

**LESSON PLAN**

<table>
<thead>
<tr>
<th>Time: 45 minutes</th>
</tr>
</thead>
</table>

**OBJECTIVES:**

- Identify and understand the vocabulary and its meaning.
- Practice the use of grammar structure PAST CONTINUOUS
- Read and understand the text
- Practice reading aloud to encourage pronunciation of words
- Predict events about the text.
- Relate the text with real life
- Ask for questions.
- Write and speak about the short story HOW THE SHORT STORY MESSAGE WILL BE USEFUL FOR YOU AT REAL LIFE?

**RESOURCES**
- Didactic guide WORKSHEETS
- Dictionary
- Markets
- Whiteboard

**METHODOLOGY:**
- Ask students to look for new words they do not know the meaning
- Work on the worksheet from the guide with questions, complete sentences and true or false exercises. It is possible students work in pairs
- Discover the main ideas and details through brainstorming strategy.
- Write a recap about the text

**BIBLIOGRAPHY:** Copyright © 2013 Ola Zur | www.really-learn-english.com

MITCH AND THE POLICE OFFICER
Mitch was always driving his motorcycle too fast. Yesterday after work, Mitch was driving his motorcycle home. While everyone else was driving slowly, he was speeding through the streets. He wasn’t paying attention and was driving too fast when he saw the police officer. While the police officer was directing traffic, he saw Mitch speeding down the street. He was waving his arms when Mitch stopped. The police officer wrote him a traffic ticket for speeding. Mitch was not feeling happy when he arrived home.

PRE-READING

Instructions: Before reading the text, fill in the first column with your prediction. During the reading, stop writing your revised prediction in the middle column. When finished reading, write what actually happened in the final column.

EXERCISE 1

Fill this Worksheet at the same time you read from beginning to you finish to read
<table>
<thead>
<tr>
<th>What I predict will happen</th>
<th>Changes in my prediction</th>
<th>What actually happened</th>
</tr>
</thead>
</table>

**EXERCISE 2**

**Instructions:** ask students describe the picture in the front page.

WHAT CAN YOU SEE ON THE PICTURE?
WHAT DO YOU THINK THE STORY IS ABOUT?

**EXERCISE 3**

**Instruction:** Ask one student read out the text and help students to look for new words meaning

**WORKSHEET**

Read the description and write down what it is. Use the box below for help.

Motorcycle - police officer - street - traffic - traffic ticket
speeding work - waving
1. It shows that a person did something wrong while driving and must pay a fine. What is it?

2. It is movement of your hands or arms in the air. What is it?

3. It is the movement of cars on a road. What is it?

4. It is a vehicle with two wheels. What is it?

5. It is movement at a fast pace. What is it?

6. It is your job. What is it?

7. It is a person who enforces the law. Who is it?

8. It is a public road in a city or town. What is it?

WHILE-READING

Instruction: Ask student read the text again and answer the worksheet questions

EXERCISE 1

Read the text and answer the questions

WORKSHEET
Mitch was always driving his motorcycle too fast. Yesterday after work, Mitch was driving his motorcycle home. While everyone else was driving slowly, he was speeding through the streets. He wasn't paying attention and was driving too fast when he saw the police officer. While the police officer was directing traffic, he saw Mitch speeding down the street. He was waving his arms when Mitch stopped. The police officer wrote him a traffic ticket for speeding. Mitch was not feeling happy when he arrived home.

**Check your understanding:**

1. **Where was Mitch driving his motorcycle yesterday after work?**
   a. At work
   b. At home
   c. At school

2. **What was Mitch doing while everyone else was driving slowly?**
   a. He was waving his arms when police officer stopped
   b. He was directing traffic
   c. He was speeding through the streets.

3. **Write TRUE OR FALSE**

   (.........) He wasn’t paying attention and was driving too fast
   (.........) The police officer wrote him a ticket for speeding.
   (.........) Mitch was feeling happy when he arrived home.
   (.........) Mitch was often driving his motorcycle too fast

**POST-READING**

**Instructions:** Have students write or speak about the moral that the short story has and which values are included in the story.

**EXERCISE 1**
HOW THE SHORT STORY MESSAGE WILL BE USEFUL FOR YOU AT REAL LIFE?

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UNIT TWO

Short Articles
## Lesson plan

### Activity 1

<table>
<thead>
<tr>
<th>Time: 45 minutes</th>
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</thead>
</table>

### OBJECTIVES:
- Identify and understand the vocabulary and its meaning.
- Read and understand the text.
- Practice reading aloud to encourage pronunciation of words.
- Predict events about the text.
- Relate the text with real life.
- Ask for questions about the text.
- Write and speak about the short story.

### RESOURCES
- Didactic guide
- Dictionary
- Markets
- Whiteboard

### METHODOLOGY:
- Ask students to look for new words they do not know the meaning.
- Work on the worksheet from the guide with questions, complete sentences and true or false exercises. It is possible for students to work in pairs
- Discover the main ideas and details through brainstorming strategy.
- Write a recap about the text

### BIBLIOGRAPHY:
If you want a brief history of information technology, here is one. Humans were the first "computers". Then machines were invented to carry out the computational tasks. Now these machines have given way to new form of information technology. Information has become accessible from anywhere.

Information technology deals with the acquisition, processing, storage and dissemination of vocal, pictorial, textual and numerical information by a microelectronics-based combination of computing and telecommunications. Thanks to the continuous development of computers, the original computing systems became minicomputers and later personal computers took the lead. Nowadays, mobile phones are dethroning the personal computer and computing is evolving faster to become disembodied more like a cloud, becoming accessible more easily whenever needed. Information technology in this sense has transformed people and companies and has allowed digital technology to influence society and economy alike.
**PRE-READING EXERCISE 1**

**Instructions:** Before reading the book, fill in the first column with your prediction. During the reading, stop and write your revised prediction in the middle column. When finish reading, write what actually the text is about in the last column.

<table>
<thead>
<tr>
<th>What I predict. The text is about....</th>
<th>Changes in my prediction.</th>
<th>What actually the text is about.</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**EXERCISE 2**

**Find the synonyms.**

<table>
<thead>
<tr>
<th>Brief</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>A computer</td>
<td></td>
</tr>
<tr>
<td>Using an electronic system that changes sounds or images into numbers before it stores or sends them</td>
<td></td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>Machines</td>
<td>Able to be reached or easily got</td>
</tr>
<tr>
<td>Accessible</td>
<td>Facts about a situation, person, event</td>
</tr>
<tr>
<td>Digital</td>
<td>Lasting only for a short time</td>
</tr>
</tbody>
</table>
**Vocabulary Words Map**

Complete the vocabulary boxes as directed below.

<table>
<thead>
<tr>
<th>WORD:</th>
<th>Draw a picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence where the word is found:</td>
<td>Meaning according to the context. (Definition from the dictionary)</td>
</tr>
<tr>
<td>What I think the word means:</td>
<td>My picture of what the word means:</td>
</tr>
<tr>
<td>My sentence:</td>
<td></td>
</tr>
</tbody>
</table>
Reading Comprehension activity

*Complete the sentences with the correct option according to the text.*

1. Information technology is changing principally because of ________________
   
   a. the changing needs.
   
   b. new technological advances.

2. According to the author the first computers were ________________
   
   a. calculators
   
   b. humans

3. Development of information technology is the result of ________________
   
   a. advances in computing systems
   
   b. development of machinery in general

4. Nowadays, mobile phones are dethroning the personal computer and computing is ________________
   
   a. computers have become smaller
   
   b. evolving faster to become disembodied more like a cloud
# World Water Day

<table>
<thead>
<tr>
<th>Time: 45 minutes</th>
</tr>
</thead>
</table>

**OBJECTIVES:**
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**RESOURCES**
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- Dictionary
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- Whiteboard

**METHODOLOGY:**
- Ask students to look for new words they do not know the meaning.
- Work on the worksheet from the guide with questions, complete sentences and true or false exercises. It is possible students work in pairs
- Discover the main ideas and details through brainstorming strategy.
- Write a recap about the text.

**BIBLIOGRAPHY:**
World Water Day

World Water Day is observed on March 22 since 1993. It was declared as such by the United Nations General Assembly. This day was first formally proposed in Agenda 21 of the 1992 United Nations Conference on Environment and Development (UNCED) in Rio de Janeiro, Brazil. Observance began in 1993 and has grown significantly ever since.

The UN and its member nations devote this day to implementing UN recommendations and promoting concrete activities within their countries regarding the world's water resources. Each year, one of various UN agencies involved in water issues takes the lead in promoting and coordinating international activities for World Water Day.

In addition to the UN member states, a number of NGOs promoting clean water and sustainable aquatic habitats have used World Day for Water as a time to focus public attention on the critical water issues of our era. Every three years since 1997, for instance, the World Water Council has drawn thousands to participate in its World Water Forum during the week of World Day for Water. Participating agencies and NGOs have highlighted issues such as a billion people being without access to safe water for drinking and the role of gender in family access to safe water.

Retrieved from: http://www.myenglishpages.com/
PRE-READING

EXERCISE 1

The 5-Wh`s

Instructions: Answer -Wh questions about the reading “World Water Day”

- What is the main idea of the article?
- What animals are mentioned in the article?

WHILE READING

EXERCISE # 1

Complete the box
Put the sentences in the correct groups

can`t go to school | make energy
---|---
don`t have toilet | flush the toilet
walk many km per day | cook
can`t wash their hands | brush our teeth
die from diarrhea | grow food

<table>
<thead>
<tr>
<th>We use water to ....</th>
<th>When there isn`t any water, people...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EXERCISE # 2

Order the words in the following sentences.

1. on/since/22/is/1993/World Water/observed/March

______________________________________________
___

2. United Nations/was/in/this/proposed/first/day/formally

______________________________________________
___

3. in/began/observance/1993

______________________________________________
___

4. NGOs/of/a/water/clean/a/promoting/number

______________________________________________
___
POST READING
EXERCISE #1

Reading Comprehension activity
Circle the correct option according to the text.

1. World Water Day was proposed in 1993 in Rio de Janeiro.
   a. True        b. False

2. Only UN member states are involved in the promoting World Water Day.
   a. True        b. False

3. Not everybody has access to drinking water.
   a. True        b. False

EXERCISE #2

Check your vocabulary
Match words and meaning.

Declare United Nations
UNCED Something that a country, person, or organization has that they can use
UN Non-governmental organization
Resource To announce something publicly or officially
NGO United Nations Conference on Environment and Development
## Activity 3

### National Geographic Fossil reveals bite of a shark

**Time:** 45 minutes

### OBJECTIVES:
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- Read and understand the text.
- Practice reading aloud to encourage pronunciation of words.
- Predict events about the text.
- Relate the text with real life.
- Ask for questions about the text.
- Write and speak about the article.

### RESOURCES
- Didactic guide
- Dictionary
- Markets
- Whiteboard

### METHODOLOGY:
- Ask students to look for new words they do not know the meaning.
- Work on the worksheet from the guide with questions, complete sentences and true or false exercises. It is possible students work in pairs.
- Discover the main ideas and details through brainstorming strategy.
- Write a recap about the text.

### BIBLIOGRAPHY:
Retrieved from:
A fossil reveals the bite of a shark to a pterosaur in the Upper Cretaceous. These gigantic prehistoric reptiles dominated the skies and frequented the oceans in search of fish, but under the waves lurked sharks and other carnivorous monsters; the fossil, a cervical vertebra of a 'Pteranodon', preserves an encrusted tooth of an extinct shark.

A fossilized cervical vertebra of a pterosaur of the genus Pteranodon, a flying reptile of the Upper Cretaceous of North America, retains an embedded tooth of the Cretoxyrhina mantelli species, a large extinct shark that also lived at the end of the Cretaceous, suggesting that "the Joint preservation is not casual, but rather evidence of a Cretoxyrhina shark biting a Pteranodon pterosaur," say David Hone, Mark Witton and Michael Habib, the authors of a study published on December 14 at PeerJ. Researchers have studied the strange fossil, excavated in the 1960s in the Niobrara Formation, in Logan County, Kansas, and located in the Natural History Museum of Los Angeles County; Of the more than 1,100 specimens of Pteranodon.

**PRE-READING**

**EXERCISE 1**

**Instructions:** Before reading the book, fill in the first column with your prediction. During the reading, stop writing your revised prediction in the middle column. When finished reading, write what actually happened in the final column.

<table>
<thead>
<tr>
<th>WORKSHEET</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I predict will happen</td>
</tr>
</tbody>
</table>
EXERCISE 2

Instruction: Tell the students to take out a piece of paper where they can draw the animals student think will be mentioned in the article.

WHILE READING

EXERCISE 1

Instruction: Ask questions to the students about animals and place described in the article.

Check your understanding:

Fill the chart with the animals and the setting in the article.
EXERCISE 2

Select with a Tick (✓) the three sentences that appear in the reading.

.............  A fossil reveals the bite of a shark to a pterosaur in the Upper Cretaceous.
.............  The shark has a new baby.
.............  when someone helps you with something important
.............  These gigantic prehistoric reptiles
.............  for a Christmas present in this story.

POST READING
EXERCISE #1

Check your understanding: true or false
Circle the correct answer.

WORKSHEET

1. A fossil reveals the bite of a shark to a pterosaur in the Upper Cretaceous  True False
2. A fossil has memory … True False
3. These kind of cretaceous just ate fish True False
4. These are the most prehistoric reptiles dominated the skies True False
**EXERCISE 2**

**Check your vocabulary**

Match words and meaning.

- **Fossil**  
  *a large fish with very sharp teeth*

- **Upper**  
  *an indication, a sign*

- **Shark**  
  *to dig a hole or channel in the ground*

- **Evidence**  
  *part of an animal or plant preserved in rock*

- **Excavate**  
  *a higher position*