UNIVERSITY OF GUAYAQUIL
FACULTY OF PHILOSOPHY, LETTERS AND SCIENCES OF EDUCATION
SCHOOL OF LANGUAGES AND LINGUISTICS

EDUCATIONAL PROJECT

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE BACHELOR OF EDUCATIONAL IN ENGLISH LANGUAGE AND LINGUISTIC DEGREE

TOPIC:
INCIDENCE OF MOTIVATIONAL STRATEGIES FOR THE DEVELOPMENT OF READING COMPREHENSION

PROPOSAL:
DESIGN A SYSTEM OF MOTIVATIONAL READING ACTIVITIES FOR LEVEL A1.1 READING COMPREHENSION DEVELOPMENT

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GUAYAQUIL, 2019
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PROPOSAL: DESIGN A SYSTEM OF MOTIVATIONAL READING ACTIVITIES FOR LEVEL A1.1 READING COMPREHENSION DEVELOPMENT.

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DEDICATION

To the creator of all things, the one who has given me strength to continue. When I have almost given up, because of this, from the bottom of my heart, I first dedicate this job to God, my Eternal God, Heavenly Father.

To other special matters, I dedicate this thesis to my husband, Victor, who has always been by my side, supporting me, to move forward and demonstrating me that with love and tenderness, everything is possible.

To my sons, Sebastian and Joshua, who are the engine to my life and my motivation to never give up and be an example to them.

To my parents, Alfredo and Rosa, who have always been present to support me and inspire me every day to enforce me to do what I love.

Evelyn Ivette Guilcapi Quinde
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I am eternally thankful to God, for being my guide, who has always guiding me, who has held me with His great love and has allowed me to fulfill this stage of my life.

To all my family, for their comprehension and unconditional support in the course of every year of my university career.

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Last but not least, I want to express my most sincere gratitude to my academic consultant, that with her knowledge and patience, I accomplished this project.

Evelyn Ivette Guilcapi Quinde
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## THEMATIC AREAS:
- English Language

## KEYWORDS:
- Reading Comprehension
- Motivational strategies

## ABSTRACT:
The teacher needs to know that the motivational activities must prevail throughout the whole cycle students are in his or her presence. He must be a didactic person. As the true as the recent statements can be, activities can be the same way and as didactic as possible and applied as much as possible and not only in the English subject or Language Arts as it’s known in other countries. Motivational strategies give us the opportunity to expand wisdom and bend it any way possible, providing the understanding and significant learning when such activities are applied in the classroom. Motivation classes can be the life of the classroom if they are done properly and can play a role in a students’ demeanor all life. This concept reaffirms the importance of improving reading comprehension in the English language through motivational strategies. That is why these motivational activities can be involved with reading activities too. They are like a recording device that can help students achieve retention, meaning, inference and many other competencies involved. This must be helpful due to the vast activities that can also be found in books, on line, and in the average classroom in countries of industrial category, making them interesting to also be shared with the students in developing countries like Ecuador; therefore, the importance of designing the appropriate teaching material in which Eighth grade “A” of Jaime Roldós Aguilera Public School students can improve the reading comprehension is highly required.

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**TEMA:** Incidencia de estrategias motivacionales para el desarrollo de la comprensión lectora. Diseño un sistema de actividades motivacionales de lectura para el desarrollo de la comprensión lectora Nivel A1.1

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**KEYWORDS:** Comprensión lectora, Estrategias motivacionales.

**RESUMEN:**
El maestro necesita saber que las actividades motivacionales deben prevalecer a lo largo de todo el ciclo que los estudiantes estén en su presencia. Debe ser una persona didáctica. A pesar de lo cierto que pueden ser las declaraciones recientes, las actividades pueden ser de la misma manera y lo más didáctico posible y aplicarse tanto como sea posible y no solo en la asignatura de inglés o artes del lenguaje como se conoce en otros países. Las estrategias motivacionales nos dan la oportunidad de expandir la sabiduría de cualquier manera posible, proporcionando el entendimiento y aprendizaje significativo cuando tales actividades son aplicadas en el aula de clases. Las clases de motivación pueden ser la vida del aula si se realizan correctamente y pueden desempeñar un papel en el comportamiento de los estudiantes durante toda la vida. Este concepto reafirma la importancia de mejorar la comprensión lectora en el idioma inglés a través de estrategias motivacionales. Es por eso que estas actividades de motivación también pueden estar involucradas con las actividades de lectura. Son como un dispositivo de grabación que puede ayudar a los estudiantes a lograr retención, significado, inferencia y muchas otras competencias involucradas. Esto debe ser útil debido a las vastas actividades que también se pueden encontrar en libros, en línea y en el aula promedio en países de categoría industrial, haciéndolos interesantes para compartir también con los estudiantes en países en desarrollo como Ecuador; por lo tanto, la importancia de diseñar el material didáctico apropiado en el que los alumnos de octavo grado "A" de los alumnos de la Escuela Pública Jaime Roldós Aguilera puedan mejorar la comprensión lectora que es altamente necesaria.

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ABSTRACT

The teacher needs to know that the motivational activities must prevail throughout the whole cycle students are in his or her presence. He must be a didactic person. As the true as the recent statements can be, activities can be the same way and as didactic as possible and applied as much as possible and not only in the English subject or Language Arts as it’s known in other countries. Motivational strategies give us the opportunity to expand wisdom and bend it any way possible, providing the understanding and significant learning when such activities are applied in the classroom. Motivation classes can be the life of the classroom if they are done properly and can play a role in a students’ demeanor all life. This concept reaffirms the importance of improving reading comprehension in the English language through motivational strategies. That is why these motivational activities can be involved with reading activities too. They are like a recording device that can help students achieve retention, meaning, inference and many other competencies involved. This must be helpful due to the vast activities that can also be found in books, on line, and in the average classroom in countries of industrial category, making them interesting to also be shared with the students in developing countries like Ecuador; therefore, the importance of designing the appropriate teaching material in which Eighth grade “A” of Jaime Roldós Aguilera Public School students can improve the reading comprehension is highly required.

KEYWORDS: Reading Comprehension, Motivational strategies
RESUMEN

El maestro necesita saber que las actividades motivacionales deben prevalecer a lo largo de todo el ciclo que los estudiantes estén en su presencia. Debe ser una persona didáctica. A pesar de lo cierto que pueden ser las declaraciones recientes, las actividades pueden ser de la misma manera y lo más didáctico posible y aplicarse tanto como sea posible y no solo en la asignatura de inglés o artes del lenguaje como se conoce en otros países. Las estrategias motivacionales nos dan la oportunidad de expandir la sabiduría de cualquier manera posible, proporcionando el entendimiento y aprendizaje significativo cuando tales actividades son aplicadas en el aula de clases. Las clases de motivación pueden ser la vida del aula si se realizan correctamente y pueden desempeñar un papel en el comportamiento de los estudiantes durante toda la vida. Este concepto reafirma la importancia de mejorar la comprensión lectora en el idioma inglés a través de estrategias motivacionales. Es por eso que estas actividades de motivación también pueden estar involucradas con las actividades de lectura. Son como un dispositivo de grabación que puede ayudar a los estudiantes a lograr retención, significado, inferencia y muchas otras competencias involucradas. Esto debe ser útil debido a las vastas actividades que también se pueden encontrar en libros, en línea y en el aula promedio en países de categoría industrial, haciéndolos interesantes para compartir también con los estudiantes en países en desarrollo como Ecuador; por lo tanto, la importancia de diseñar el material didáctico apropiado en el que los alumnos de octavo grado "A" de los alumnos de la Escuela Pública Jaime Roldós Aguilera puedan mejorar la comprensión lectora que es altamente necesaria.

PALABRAS CLAVES: Comprensión lectora, Estrategias motivacionales
INTRODUCTION

The investigation results on students with problems in expressing themselves will be of great outcome and academic advantages for the students, teachers and the institution as long as the problem students have is addressed in all the aspects that have been able to be covered thanks to such investigation. The research consists of motivation activities that are going to allow students to practice with meaningful exercises in which they will allow learning to take place. This and many other aspects like motivational strategies will also provide students the maximum training in reading comprehension in and outside of the classroom for students to have adequate practice in the language. The first chapter of this project refers to the problem students from the Eighth Grade “A” from Jaime Roldós Aguilera Public School have. In the second chapter, the theory about finding a solution to the problem will be addressed, giving the motivational strategies in its methods that will apply and how they improve the reading comprehension performance on student including the many aspects and foundations that will be covered with such methods that are needed; the motivational strategies that the proposal will provide will keep students in a learning process that helps them eventually in becoming independent learners and acquiring the English language. The demographics, statistics and mathematical events that show and back up the process and the outcome of the investigation will be referred to in chapter three. It will show the results and the concepts that the teacher of the students from the Eighth Grade and the result of the surveys the students from the Eighth Grade took. The fourth chapter gives the strategies the proposal will put into practice and how the guide will help bring this manifest to reality. The thesis also covers all the standards and parameters that are required in the Good Living Act. The guide is also related to the whole aspects required in the National Curriculum Guidelines that are used for English as a Foreign Language, acknowledging the three key issues that students are to face to reach their goal in learning the English language. Such challenges are the importance
of the English language as a tool equipping individuals to come to full comprehension with people and cultures beyond linguistic and geographic boundaries. The need to align students to the CEFR (Common European Framework Reference) which gives students international recognition and it provides a common basis for the proficiency of the English language is also considered, and the communicative approach that is presently the most recognized, adequate and accepted rule of thumb in the field of language teaching and learning worldwide.
CHAPTER 1
THE PROBLEM

1.1 RESEARCH CONTEXT

This research work developed in the Jaime Roldós Aguilera Public School has as main objective to solve the learning problems in relation to the reading comprehension found in Eighth grade of General Basic Education (EGB) students, from Room “A” in the afternoon session in the 2018-2019 school year. The educational institution is located in the Guayaquil city, Guayas province, in Ximena district, on Don Bosco Avenue and Álava Mestanza.

During the initial observation in this public school; some key shortcomings were evident present in the students about competences in relation to reading comprehension. These deficiencies are seriously affecting the student’s performance, therefore it is necessary to implement a research study that solves these problems.

1.2 CONFLICT SITUATION

During the initial observation, the author was able to identify in the Jaime Roldós Aguilera Public School, problems that directly affected students development of reading comprehension skills were detected.

There is very little interest in the students in participating during reading activities in English class which negatively affect the understanding of the material read, hampering the class objectives. Moreover, the observations determined that there were very few reading exercises during class hours in the week, which is why students would hardly develop any reading skills. On the other hand, the techniques used during reading activities are lacking or inefficient. Reading activities did not allow the development of reading comprehension, nor motivated the student.
It was also observed that the most relevant aspects in the activities development in the English language treatment are vocabulary and grammar. This treatment downplays the reinforcement of the reading skills and written redaction. The main causes are in the form of learning where students are unmotivated with an inappropriate attitude for learning. that allows them to eliminate these deficiencies and strengthen the student's skills in reading comprehension.

1.3 SCIENTIFIC FACT

Deficiency in the reading comprehension in students from Eighth grade of General Basic Education (EGB), Room “A” in the afternoon session of Jaime Roldós Aguilera Public School, Guayaquil city, Guayas province, in Ximena district, during the 2018-2019 school year.

1.4 CAUSES

The following causes were identified:

- Difficulty in recognizing and understanding a basic vocabulary.
- Limited didactic resources or reading activities.
- Poor use of appropriate reading techniques.
- Little use of motivational strategies for reading development.

1.5 FORMULATION OF THE PROBLEM

What is the incidence of motivational strategies in the development of reading comprehension in the Eighth Grade Students, room “A” at Jaime Roldós Aguilera Public School located in Guayaquil city, Guayas province, 2018 – 2019 school year?
1.6 RESEARCH OBJECTIVES

1.6.1 General objective
To identify the incidence of motivational strategies for reading comprehension development through the application of a bibliographic, review field study and statistical analysis to design a system of motivational reading activities for level A1.1.

1.6.2 Specific objectives
- To evaluate motivational strategies through the application of bibliographic, field and statistical research methods.
- To categorize the reading comprehension development through the application of bibliographic, field and statistical research methods.
- To design a system of motivational reading activities for level A1.1 reading comprehension development after analyzing the relevant information collected.

1.7 RESEARCH QUESTION.
- What are the motivational strategies that facilitate the reading exercises?
- What are the motivational strategies that encourage better comprehension in the students during the reading activities?
- What is the current level presented by students in Eighth grade of General Basic Education (EGB), from room "A" in the Jaime Roldós Aguilera Public School?
- What are the theoretical bases that promote the use of motivational strategies for the process of reading comprehension?
- What modifying proposal will allow to optimize the activities based on motivational strategies for the reading comprehension progress?
- How will the design of activities system benefit the improvement of reading comprehension?
1.8 JUSTIFICATION

According to the results obtained in the research process, it was determined that students have deficiencies in aspects related to reading, for this reason it is necessary to develop a motivational strategies program to strengthen reading comprehension in Eighth grade of General Basic Education (EGB), room A, in the Jaime Roldós Aguilera Public School and thus give solution to this problem in the English language learning.

Reading is a main aspect of learning, providing knowledge to students by developing skills necessary to progress in the educational process, by understanding this need for the student community, it is also possible to understand the importance about motivation during the teaching practice. Motivation in reading facilitates students' apprehension of new knowledge and prepares them for the next levels in education, and it is with this project that objectives are established to strengthen these factors addressed through didactic activities and motivational strategies to stimulate learning.

This research thesis has been based on the stipulations of the education law currently in force in Ecuador; National Plan of Development Toda una Vida, Law of intercultural education (LOEI) and curricular guidelines that determine the members involved in a study plan that will develop and socialize the new generations. The curricular plan explains the educational intentions, the field of actions and the orientations expressed in the skills with performance criteria; the methodological orientations; The criteria and indicators of evaluation in educational institutions.

In relation to the European Theoretical Reference Framework, which is a system implemented in educational establishments according to the performance criteria and is regulated by the Division of the Council of Europe Language Policy, this standard divides and classifies the learning process by levels student; explains that the A1 level applied to the eighth grade students of basic general education, that is; for the first levels of studies in high school; Students must be able to understand and relate to
everyday expressions and use phrases to meet basic needs, as well as to understand simple sentences.

This research aims to address the needs found in students of the Jaime Roldós Aguilera Public School, where the development of reading comprehension is a problem that does not allow students to reach the appropriate levels required by the curriculum. One of the main reasons is the lack about motivation that negatively affects student performance; therefore, it is a priority to establish a design of a motivational reading system that provides an efficient solution to these particularities explained and applied directly during English reading classes.

On the other hand; Encouraging and promoting new techniques for reading activities that motivate the student is a real challenge from the traditional perspective of teaching, reaching the established objectives will depend on stimulating the attention of the students mediating texts that are in accordance with their interests. The proposal of this research includes these parameters to encourage the student community.

This investigative study aims to directly benefit to Eighth grade from EGB students in the Jaime Roldós Aguilera Public School by implementing a study that improves the reading comprehension and student performance while fulfilling the necessary level of learning. On the other hand; this investigative study is adaptable to student needs, indirectly benefiting the entire student community, teachers and educational institution.
CHAPTER II
THEORETICAL FRAMEWORK

2.1 BACKGROUND OF THE STUDY

In this part of the theoretical framework, it is necessary to undertake a study of the previous research that has been conducted in relation to the enhancement of Reading comprehension problems. The critical analysis is based on the advantages of motivational strategies and methods that engage students in the reading realm and there will be other comparative research projects on the same topic or others related to it. These research projects that have been previously made are categorized in the reading comprehension category which demonstrate their goals and how they can relate to the outcome when such proposals were applied to the problem students faced with reading.

Reading comprehension is the ability to understand, infer, digest and relate to the reading that a person is doing. Whether the reading may be to inform, persuade or entertain, fiction or non-fiction in which the reading can also categorize itself in many genres, like the stories that will be part of the exercises that show a variety of topics from espionage to thriller to books of general fiction that are also mystery and detective novels too that are prefer just like science fiction books, (Smith, 2016).

The problem that students from the Eighth year at Jaime Roldós Aguilera Public School are facing relates to the lack of understanding in content, the no inference ability in delivery, and the lacking of vocabulary that does not have proper comprehension.

The following researchers state other procedures about reading comprehension and the different objectives that were reached in every such mentioned situations. There are many ways of doing research work on this type of subject. Reading comprehension can be addressed in the many ways that are available. Students achieve utter understanding when reading
in many ways. These research tasks show the many types there are in the research tasks that are mentioned in the following paragraphs.

In a United States national reading panel report from Washington, D.C., teaching children to read: an evidence-based assessment, showed that when students could not read, teachers tried to have students engage with a combination of ideas that encourage students to develop reading skills through inferring exercises, identifying characters, and making conclusions. Students in this study also completed before, during and after exercises. These results demonstrated improvement, knowledge and recognition of new vocabulary and its usage put into practice in class at a moderate pace and in which learning took place with more than 15 percent of the class moving up in vocabulary gradually. (The National Reading Panel, 2016)

Both reading research and practice have undergone numerous changes in the 25 years. For example, the project called Current Development in Second Language Reading Research whose purpose, according to Grabe (2016), was to bring together its solutions for the implications for the classroom, read research from certain assumptions on the nature of the reading process and have these assumptions with general perspectives of the process that is assessed. The specific attention given to this type of interactive approach to reading can examine the research which may argue that reading comprehension is a combination of identification and interpretation skills. The new insights for reading research in reading EFL students in contexts must also be taken into account the many differences between L1 and L2 reading. From the differences reviewed here, it evidential that much more first language reading research is needed. Five important areas of current research which should remain prominent for this decade are reported: schema theory, language skills and automaticity, vocabulary development, comprehension strategy training, and reading-writing relations. Implications from this research for curriculum development are briefly noted, (Grabe, 2016).
Reading skills and engagement with digital, traditional literacies as predictors of reading comprehension proved that students' reading comprehension for fiction and non-fiction texts were examined from the cognitive that included word identification, reading and fluency. It also exposed students to traditional and daily reading habits.

Another cross-sectional sample of 312 students from different countries of South America in early ages of 11 to 14 years or middle adolescence 14 to 15 participated in word identification emerged as a strong predictor of reading comprehension. The students were surveyed and given a variety of words to classify as verbs, nouns, adverbs, adjectives, prepositions, subordinating conjunctions and such. It was a study made as part of speech recognition to see if students could place the value of words in the readings, (Duncan, 2015).

Alvarado and García (2017) conducted a research project in a Durán public High School and determined that methodological strategies can improve students’ reading comprehension by focusing on reading shorter texts that must be done with lots of practice and commitment. Reading was one of the most versatile abilities to learn because students must comprehend what they read. It was an advanced yet demanding skill which combines oral ability and understanding.

The core objective behind this research work was to allow students to obtain necessary reading skills and classroom competences, (Vásconez, Garcia, 2017, p.25) based their project on the conclusions that Duncan, Garcia and Panel made in their research works. They all mentioned reading comprehension as the main focus whether in short texts, engagement with other cross-sectional samples of students from different countries or backgrounds, or by identifying characters in a story will make students able to reach the core objective of understanding the text that has been read with evidential fluency adapted to their cognitive.
According to a study by Lozano and Morán (2017), reading comprehension was an ability that can be acquired gradually with the help of vocabulary, reading exercises that tested comprehension and allowed students to infer information and such with the help of supplementary teaching material as well (p.44). The combination of learning how to use the strategies that allowed students to have utter comprehension and not intervene with pronunciation or decoding of the word, teachers providing short text where identifying characters and other features, using in a story, scanning, skimming, summarizing, sequencing, inference, comparing and contrasting, drawing conclusions, self-questioning, problem solving and relating background knowledge were also concluded in the research work.

Once the fact is established that motivation is a relevant aspect to reach the appropriate level of Reading comprehension, it is necessary to laborate a bit more on the basic theories that Support the development of this investigation.

2.2 THEORETICAL- CONCEPTUAL FRAMEWORK
2.2.1 READING COMPREHENSION
2.2.1.1 READING COMPREHENSION DEFINITION

It is the action or skill of reading written or printed matter silently or aloud. It is involved not only on excerpts of any typed up or scribbled text, but also manifested in poems or other pieces of literature. To understand, infer, digest and relate meaning is what was previously mentioned about reading comprehension. In addition, the persuading to entertain or the fiction to non-fiction reading that is categorized in many genres can also be interpreted as the stories which consist of part of the reading activities showing the variety in the reading realm.
2.2.1.2 READING SKILL DEFINITION

It is the ability of an individual to read, comprehend and interpret written words on a page of an article or any other reading material.

2.2.1.3 READING PROCESS

Reading is a process that involves recognizing words, leading to the development of comprehension. According to research, reading is a process that negotiates the meaning between the text and its reader. Texts used in the middle years often have language, syntax, vocabulary and concepts specific to a particular area of study. Students need to be taught how to decode, understand, comprehend and analyse a range of texts. Setting students the task of reading a text does not help them to learn how to purposefully use roles or resources of the reader to construct meaning from specialised texts related to particular subject areas.

Teachers need to prepare students and guide them through texts so that they will learn more effectively. The stages of reading strategy can be used to scaffold student reading of texts. The strategy can be used with a variety of texts across curriculum areas that can provide significant meaning to students too,

2.2.1.3.1 Pre-reading

Using books for an entire class presents challenges as more complex stories might be difficult for all students to understand (Batt, 2014).

Brinton et al (2016) mention that reading is one of the most critical skill for life along with writing. It is needed to understand signs, to communicate via email, to fill out documents, to evaluate statements on a ballot, to understand and follow instructions on how to use something, to think critically about ads we are exposed to, to find data for pleasure.

Some benefits of reading stated by Gold and Gibson (2016) are:
- It is the foundation for literacy development.
- It is one of the most important activities for successful readers.
- It helps students with a demonstration of phrased and fluent reading.

2.2.1.3.2 While-reading

In this case, the role of the teachers is to model correct pronunciation, stress and intonation of sentences. Teachers also need to feel the story and use body language to transmit the emotions to learners.

The following researchers state other procedures about reading comprehension and the different objectives that were reached in every such mentioned situations. There are many ways of doing research work on this type of subject. Reading comprehension can be addressed in the many ways that are available. Students achieve utter understanding when reading in many ways. These research tasks show the many types there are in the research tasks that are mentioned in the following paragraphs.

2.2.1.3.2 Post-reading

There are many ways to have students develop and reveal if they understood anything about what they have read. One of the many advantages of post Reading is the activities that can show and proof that understanding and learning have taken place. These following activities can be used after a Reading to help students analyze concepts for a deeper understanding of ideas and organize information for later retrieval: Graphic Organizers, quiz questions, summary writing, outlining, writing outlines to organize and remember concepts, creative testing. These strategies provide students a way to summarize, reflect and question what they have just read. They are of important component in the pre, during and after reading as a core of good comprehension strategies, (Robinson, 2018)
2.2.1.4 READING MODELS

2.2.1.4.1 Top-down approach

Thornbury (2016) defines reading comprehension as the action of reading a prepared speech or lecture, or reading a story or an extract from the newspaper, too. Rog (as cited in Bahous, Nabhani & Ouein, 2016) suggests that reading comprehension means to develop children's concepts about the different aspects of the story (printed words, and structure for instance). This author adds that this top-down technique provides children with a wide range of information about written language like processes and functions. Moreover, Dragan (as cited in Bahous et al, 2018) mentions another important fact which is that reading comprehension expands students’ attention span, writing skills, enhance recalling exact details, and the ability to put events in order. Nuttall (2018) contributes to this technique by confirming that it is a useful technique at early stages but she disagrees on its use when it persists far longer than desirable. She suggests that teachers need training on this technique because it is not easy. Moreover, it should not be compared with teaching pronunciation.

2.2.1.4.2 Bottom-up approach

The questioning goes on according to the responses students are given. In order to make this work appropriately and efficiently, learners should use the bottom up technique. This means going from easy to more difficult tasks, students should decode letters, words and structures or individual statements. For Thornbury (2016), reading involves an interaction between different levels of knowledge. He adds that students also bring their purposes to books. Two main personal goals for reading are for information and for pleasure. The objective in our context should be for pleasure, so students are motivated to read and teachers can take advantage of this fact in order to exploit the content to produce learning. To
deepen in this regard, Brinton et al (2014) indicate that engaged readers deal with comprehension and can do something with what they read. They are able to evaluate critically and can demonstrate their new knowledge. This involves a direct connection between comprehension and purpose. Within this context for this level, it cannot relate to the extensive reading where the students is going to read just for self satisfaction, but for a reading that is directed and extensive according to what the teacher demonstrate the student.

2.2.1.5 READING TYPES

Ellis, Spalding and Brenton (2017) remark that young learners that face difficulties in reading might fall behind their classmates in primary levels. This idea is reinforced by Foust et al (2016) who assure reading is a complex process. Therefore, it is important to use reading strategies to prevent instead of fixing reading problems in the future. Schulman and Payne (as cited in Bahous et al, 2016) consider that immersing students in a literature-rich environment, modeling reading and strategies will help learners at literacy development.

Some teachers misunderstand the reading purpose and use it as a testing resource not one that they can use to teach skills or content. A traditional task described by Parker (2016) is to ask comprehension questions (testing approach). A teaching approach focuses on training students at using sub-skills and strategies to become effective readers. Some reading sub-skills are, these are selected for the objective of this study:

Understanding words and identifying their grammatical function. Teaching reading for language study. Teachers can write on the board a sentence and analyze its parts with the class. Other activity can be teachers write some sentences on the board and ask students to compare or contrast them in order to focus on the structure and make them say the parts of that
grammar tense. Teachers can ask intermediate level students to circle different parts of speech. According to the aim of the lesson, teachers can also generate vocabulary development activities using the words in the text.

Brinton et al (2016) support that reading comprehension is closely related to well-developed oral proficiency in English; therefore, those skills should be practiced or observed together in the lessons. In this regard, reading reinforces this suggestion.

Nuttall (2015) focuses on the roles of teachers and students in reading lessons. She mentions that teachers should enjoy and value texts all the time, not only textbooks for the lessons but other kinds of texts and students should notice that and follow the example. Teachers also need to understand what reading involves, how language conveys meaning and how texts are put together. Teachers should observe what students’ needs are in term of strategies. It is also teachers’ responsibility to choose appropriate texts and develop effective tasks, to prepare them to undertake the tasks, to make sure all students work productively, and monitor the progress of the students to check if they are improving accordingly. On the other hand, students also have their duties: take active part in their learning, monitor comprehension, learn text talk (dialogue with the text), take risks, and learn not to cheat.

2.2.1.6 STAGES OF READING COMPREHENSION

Reading comprehension can be distinguished in four different stages as far as the manner and style the readers are categorized. The following are sectioned the best way possible:

2.2.1.6.1 Emergent reader

Numerous studies have linked reading to preschoolers and these children's later success as readers. But some of the parents with whom teachers work, whether they work at Head Start, childcare centers, or
primary grades, have limited reading skills, let alone the fact that Ecuadorian reading audience is non-reading as well compared to the Hispanic, Native American, African American, Irish American, and many other cultures in the United States or other countries alike that have long histories of storytelling. Teachers can learn from these cultural traditions of reading like storytelling, enhancing the literacy experiences in their classroom and providing an important home-school link. The child who is consistently exposed to an oral tradition of stories gains skills that prepare him/her for reading. Some of the most important skills children can gain are: (1) the concept of story; (2) the many strands of plot; (3) comprehension of vocabulary; (4) internalization of character; (5) visualization; (6) natural rhythms and patterns of the language; (7) figures of speech and metaphors; (8) prediction skills; (9) concepts about the world; (10) listening and attending skills; (11) internalizing their culture; and (12) healthy self concept.

Since telling stories is a successful way to encourage literacy, it should be promoted in the classroom. Beginning storytellers can start by sharing their own personal stories, recounting daily events and elaborating on past experiences. A storytelling workshop with a master storyteller, where parents and teachers can learn the basics of storytelling together, can also be sponsored. Listening to storytelling tapes is another alternative. (Lists 11 storytelling tips; contains 17 references.) (Bullard, 2018).

2.2.1.6.2 Novice reader

During the second phase of the reading development process, children are learning the relationships between letters and sounds and amongst printed and spoken words. The child begins to read stories with high-frequency words and phonically regular words and uses emerging skills and insights to “sound out” new one-syllable words (Bullard, 2018).

2.2.1.6.3 Decoding reader

Decoding is the ability to apply your knowledge of letter-sound relationships, including knowledge of letter patterns, to correctly pronounce
written words. Understanding these relationships gives children the ability to recognize familiar words quickly and to figure out words they haven't seen before. These type of readers have the ability to glue together what the content of the passage is and its hidden message can relate to their spark of imagination too (Bullard, 2018).

### 2.2.1.6.4 Fluent reader

Fluency is the ability to read a text accurately, quickly, and with expression. Reading fluency is important because it provides a bridge between word recognition and comprehension.

Fluency is defined as the ability to read with speed, accuracy, and proper expression. In order to understand what they read, children must be able to read fluently whether they are reading aloud or silently.

When reading aloud, fluent readers read in phrases and add intonation appropriately.

Literacy skills are one of the most important areas of ability children develop in their first few years at school. They begin by sounding out words and learning to recognize common vocabulary from books and classroom materials. With sight reading and spelling practice comes greater fluency.

Reading speeds up and comprehension of more complex texts becomes possible as vocabulary knowledge grows exponentially. However, not all students find learning to read such an easy process. Struggling readers can quickly fall behind their peers and may develop low self-esteem and a lack of confidence as a result.

As reading ability impacts performance across all areas of the curriculum, including writing skills, it is important to provide an adequate strategy for training as early as possible. Ideally remediation is tailored to the individual student’s needs, particularly when a learning difficulty is involved.
Different learning difficulties impact on fluency in reading but one of the most common conditions is dyslexia. If a student has poor reading skills and a somewhat inconsistent approach to spelling—they recognize or produce a word correctly one day but not the next—dyslexia may be involved.

There are many types but around 70% of students with dyslexia struggle to split words into their component sounds. It is this lack of phonemic awareness that prevents the accurate sound-letter mapping which is required for spelling and decoding in early reading. A focus on phonics can help students with dyslexia in addition to taking a multi-sensory approach.

Some kids have trouble focusing their attention on the books or classroom worksheets they are meant to be reading. For students with attention related learning difficulties, including attention deficit disorder and attention deficit disorder with hyperactivity, the challenge is not so much in sounding out the words but concentrating long enough to process what they are reading.

Sitting still and controlling impulsive tendencies can also be problematic, particularly for students with ADHD. More crucial is that teachers recognize the root of the problem early on and find strategies to help enhance focus during reading sessions. One idea is choosing a regular time of day when the student is most calm, possibly after an outside exercise break. It is also a good idea to reduce distractions and create a quiet space where they can go to read on their own.

Parents and teachers may observe reading fluency is lacking in individuals with slow processing. This is because the brain requires more time to carry out the complex cognitive processes involved in reading, from word recognition to comprehension.
Ample exposure to print also gets children ready to learn the alphabet. Silly songs such as "Old McDonald Had a Farm" are used to enhance phonemic awareness and help kids develop their control over stress, rhyme and rhythm in language. Discussing their day and reciting sequences of events is a precursor for understanding how narrative works (Bullard, 2018).

Reading skills and engagement with digital, traditional literacies as predictors of reading comprehension proved that students’ reading comprehension for fiction and non-fiction texts were examined from the cognitive that included word identification, reading and fluency. It also exposed students to traditional and daily reading habits.

Another cross-sectional sample of 312 students from different countries of South America in early ages of 11 to 14 years or middle adolescence 14 to 15 participated in word identification emerged as a strong predictor of reading comprehension. The students were surveyed and given a variety of words to classify as verbs, nouns, adverbs, adjectives, prepositions, subordinating conjunctions and such. It was a study made as part of speech recognition to see if students could place the value of words in the readings (Duncan, 2015).

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Garcia and Panel made in their research works. They all mentioned reading comprehension as the main focus whether in short texts, engagement with other cross-sectional samples of students from different countries or backgrounds, or by identifying characters in a story will make students able to reach the core objective of understanding the text that has been read with evidential fluency adapted to their cognitive.

According to a study by Lozano and Morán (2017), reading comprehension was an ability that can be acquired gradually with the help of vocabulary, reading exercises that tested comprehension and allowed students to infer information and such with the help of supplementary teaching material as well (p.44). The combination of learning how to use the strategies that allowed students to have utter comprehension and not intervene with pronunciation or decoding of the word, teachers providing short text where identifying characters and other features, using in a story, scanning, skimming, summarizing, sequencing, inference, comparing and contrasting, drawing conclusions, self-questioning, problem solving and relating background knowledge were also concluded in the research work.

Once establishing the fact that motivation is a relevant aspect to reach the appropriate level of Reading comprehension, it is necessary to elaborate a bit more on the basic theories that Support the development of this investigation.

2.2.2 PEDAGOGICAL FOUNDATION

Reading comprehension, through the teaching of reading strategies, teaching of scientific concepts and inquiry skills, and its explicit support of the development of student intrinsic motivation to read is the core aim of this research work, too. In addition, strategies concerning methodological means are versatile even with the inclusion of technology in the classroom.
Such tasks can be used in the classroom for limitless activities as teachers can develop resources to practice any skill besides enhancement of reading comprehension. Students that were born with this ability so they feel confident, comfortable and motivated using what they are acquainted with.

(Scrivener, 2015) includes that it may be too obvious to say but the single best use of reading to the advantage is probably just to work on reading and/or writing, just the same way people make use of these skills in the corporate world.

So, Scrivener suggests teachers to take advantage of this resource to let students produce texts. Facilitators can organize stations in groups, one student is in charge of writing while the others support by providing more ideas, reading and proofreading. Teachers can encourage students to be creative when designing the final presentation of their work. This leads to another important field of education which is grading. Students can send their final product by mail, print, or on a computer disk. If teachers have a digital version, they can use the reviewing section so they can add comments. Students can make corrections as suggested by the teacher in a less traumatic and faster way (Scrivener, 2015).

2.2.3 DIDACTIC FOUNDATION

Teachers explain the difference between made-up stories and stories based on real life during and after reading. Reading literature also develops skills in reasoning as students learn to predict events or react to characters in the stories, helping them to enhance their reading comprehension with a combination of learning all these skills and putting their reading skills into practice as much as possible, taking comprehension exams and cooperative challenging themselves whenever possible with activities that can conclude if complete understanding about the reading has taken place.
“Reading can be a road to freedom or a key to a secret garden, which, if tended, will transform all of life” this is a quotation from Paterson (2015), author or more than 30 books, including 16 novels for children and young people. In her words she confirms the importance of reading in people’s lives. Students need to be taught strategies to build comprehension which in turn will be skills that will keep them engage with texts. Gold & Gibson (2015) mention, in their study, that a book is a cooperative venture between the writer and the reader. Yet, Crandall & Shin (2015) refer to reading as an interactive process which involves three dimensions (reader, text and writer). This depends on the activities that teachers plan for students to learn from the text. Nuttall (2015) confirms that cooperative learning by saying that readers and writer should have certain similarities if communication is pretended. These common assumptions involve the same code, proficiency and knowledge of the world. She also adds that some texts might be difficult because sometimes there are mismatches between readers and writers. One basic example is that they do not share the same language. Another different may be the level of proficiency of the writer compared to the reader. Beginner students should read at their level not advanced books.

For Morrison et al (2017) reading involves connecting three aspects grammar, vocabulary and knowledge of the world, in other words, discourse. Other terms involved in this process are coherence (connection between sentences) and cohesion (grammatical links). Brinton et al (2017) add to this list important key components like short-term memory and inferential knowledge.

Thornbury (2016) suggests that in order to be effective readers, teachers have to scaffold some strategies that will help learners overcome problems when reading by themselves. Some strategies that can be considered are (p. 45):
• Using contextual and extra-linguistic information to make predictions regarding the topic of the text.
• Brainstorming background (or schematic) knowledge in advance of reading.
• Skimming
• Keeping the purpose of the text in mind.
• Sharing meaning among students
• Guessing the meaning of words from context.
• Dictionary use.

2.2.3.1 TEXT SELECTION
Criteria for reading material selection

If teachers are to develop their own strategically material, they should study the special needs of their population of students. Silberstein (2014) contributes with some indications when creating activities to be used in reading lessons (p.185):

Reading needs:

Find texts that fit students. In the Ecuadorian context, this is not the case, since the authorities provide the books that will be used in the classes. What teachers can do is develop activities to match the readings or look for short texts to reinforce the main text.

Students’ abilities:

Activities implemented in the classrooms should guarantee certain level of achievement for students. Besides, if texts have some challenging activities they tend to work best. Instructors should consider some features when choosing a text like: length, syntactic complexity, topic, vocabulary, discourse structure, and, the reader's previous experience with similar texts.
Authenticity:

Passages should be authentic in the way that they reflect real-world texts. Students need to read a lot and often quickly to build up a store of textual knowledge and experiences with different types of texts. Sometimes teachers need to adapt, edit or simplify passages to make it accessible to students and provide students with authentic reading that otherwise they might not enjoy.

It is noticeable that the way students learn is with constant practice and reasoning the authenticity of what they are reading. Vocabulary plays its part also in the cognitive side of the equation because learning involves presentation of topics and excerpts, practice of such tasks to the fullest and extension of every activity and production of infering what has been read and the way students display the comprehension and interpretation of the reading.

2.2.4 LINGUISTIC FOUNDATION

From the cognitive perspective of learning to read, reading comprehension (or, simply, reading) is the ability to construct linguistic meaning from written representations of language. This ability is based upon two equally important competencies. One is language comprehension—the ability to construct meaning from spoken representations of language; the second is decoding—the ability to recognize written representations of words. These two main foundations of reading are represented by the two supporting legs in the chart depiction of this cognitive framework explain below. Considerable attention has been focused on the relationship between nonverbal communication behavior and student perceptions of the teacher. One important observation is that teachers frequently emit nonverbal messages that contradict their verbal ones, but the effects of this modal discrepancy are not well understood. In the present study, vocal cues are isolated as the nonverbal behavior for study. The interaction of vocal cues and verbal messages is examined with
respect to its impact on teacher credibility. The results indicate that the students' perceptions of sociability are influenced by perceived discrepancy between words and attitudes, promoting motivation as a whole. Perception of competence, on the other hand, appears to be dependent on positive vocal cues.

The ability to read and understand a passage of text depends upon two equally important skills:

- The ability to decode the words in the text
- The ability to understand the language the text is written in

Children who do not have problems understanding spoken language and who are able to fluently and easily decode text do not have problems with reading comprehension. On the other side of the coin, children who do have problems with reading comprehension always have problems with either the ability to understand language or the ability to decode written words or both, (Guthrie, 2017)

Reading comprehension based on the following methods, language comprehension and decoding.
<table>
<thead>
<tr>
<th>LANGUAGE COMPREHENSION</th>
<th>DECODING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background knowledge</td>
<td>Cipher knowledge</td>
</tr>
<tr>
<td>*Pre-reading</td>
<td>Phoneme awareness</td>
</tr>
<tr>
<td>*While-reading</td>
<td>Knowledge of alphabetic principles</td>
</tr>
<tr>
<td>*Post reading</td>
<td>Letter knowledge</td>
</tr>
<tr>
<td>*Phonology</td>
<td>Concepts about print</td>
</tr>
<tr>
<td>*Syntax</td>
<td>Knowledge of alphabetic principles</td>
</tr>
<tr>
<td>*Semantics</td>
<td>Extensive reading</td>
</tr>
<tr>
<td></td>
<td>Comprehensive Reading</td>
</tr>
<tr>
<td></td>
<td>Critical reading</td>
</tr>
<tr>
<td></td>
<td>Motivation</td>
</tr>
</tbody>
</table>

Source: Students' reading comprehension chart
Author: Adopted from Jullie Bullard (2015)

2.2.5 MOTIVATION

2.2.5.1 Motivation Definition

With regards to motivation in English language instruction, particularly in the reading skill, several factors need to be assessed to acquire understanding of this variable. Motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second/foreign language (L2) learning. Motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process; indeed, all the other
factors involved in L2 acquisition, presuppose motivation to some extent (Guthrie, 2017).

2.2.5.2 TYPES OF MOTIVATION

2.2.5.2.1 Intrinsic motivation

It is known that intrinsic motivation arises from within. It is from the urge to do something in self satisfaction or joy. It is born from the wanting of the individual and for many reasons that person may have in mind in order to take it upon him or herself and accomplish such desire. When it comes to education, the student that has been ahead of the Reading tasks, the student that already has completed the grammar exercises and the student that is always participating and/or volunteering answers for any type of class activity is the intrinsic motivated student. Such motives places the student in a class all by itself (Guthrie, 2017).

2.2.5.2.2 Extrinsic motivation

Extrinsic motivation refers to behavior that is driven by external rewards like money, fame, grades, and praise. This kind of motivation arises from outside the individual to reach such goals that are not related to self-satisfaction just because of simple joy and self-reward (Guthrie, 2017).

2.2.5.3 MOTIVATIONAL DEVELOPMENT

Motivational development is the process in keeping levels up by learning and acquiring knowledge by reading, studying and talking to people regarding knowledge and information as keys to help the mind and keeping the aspect of being motivated. Keeping positive attitude, looking at problems and set-backs as a learning opportunity is also a method that can help develop motivation as a whole (Guthrie, 2017).
2.2.5.3.1 Motivational context

The motivational content in the classroom should be the creation of the teacher as one climate of positive attitude which encourages learning and their long-term success. The role of the student falls under being qualitative in knowledge processing and being active in order to increase academic goals and rewards (Miller, 2017).

2.2.5.4 METHODOLOGICAL STRATEGIES

Reading strategies provide opportunities for all students to read, write, listen and speak in a variety of contexts. It also provides the teacher the opportunity to organize lessons and student work in order to encourage students to be accountable. These strategies can cover a variety of unit studies, books on the same subject, teaching comprehension skills like phonics which can be developed after meaning is established or receptive and expressive vocabulary is strong (Grabe, 2016).

A highlight problem is reading comprehension situations that will connect to a student's academic success. Such reading comprehension problems are not limited to the low level reader. There are several reasons that even the best reader in class may have problems understanding the reading that a teacher assigns. One major reason for a lack of understanding or confusion is the course textbook. Many of the content area textbooks in middle and high schools are designed to cram as much information as possible into the textbook. This density of information may justify the cost of textbooks, but this density may be at the expense of student reading comprehension (Kelly, 2019).

Another reason for a lack of understanding is the high level, content specific vocabulary (science, social studies, etc.) in textbooks, those results in an increase in a textbook's complexity. A textbook's organization with sub-headings, bolded terms, definitions, charts, graphs coupled with
sentence structure also increase complexity. There is always room for improving comprehension, no matter how skilled a reader a student may be.

The importance of reading comprehension cannot be understated. Reading comprehension is one of five elements identified as central to the instruction of reading according to the National Reading Panel in the late 1990s. Reading comprehension, the report noted, is the result of many different mental activities by a reader, done automatically and simultaneously, in order to understand the meaning communicated by a text (Kelly, 2019).

With these problems in mind, it can be stated that the following are strategies that will be applied to the investigation.

- **Predicting** the meaning of a text and how the reading relates to the content as a whole for understanding to set in students.
- **Determining** the purpose of a text and the reasons and purpose of the author are given because of such goal.
- **Activation of prior knowledge** in order to have students use examples of the things they already know and relate them to the content of the reading.
- **Connect prior experiences** to the text and have students relate with characters or situations that they may have also experienced just like in the text.
- **Identify word** and sentence meanings in order to decode the text and give a clearer definition of words to the students. Some words may be confusing because of the many meaning some words have.
- **Summarize the text** in order to create new meanings and make the text give a clearer definition and interpretation for the students to relate it to their proficiency level of reading comprehension.
- **Visualize the characters**, settings, situations in the text and help out students to set a plot of the story mentally if necessary so they could
interpret the story in their minds as they read along and conclude to responses they may have of their own.

- **Question** the text so the students can have an idea of where and how and why the reading is taking such route and the story may have such ending. Predicting is another strategy which helps out the outcome and conclusion of the text.

- **Decide** what is not understood in the text by asking students questions that will bring out vital information of the readers and place students on the right track of information.

- **Reflect on the meaning** of a text to see how students interpret the reading in their own words. Have students personalize themselves with the content of the book by paragraphs and by lines or sentences if necessary.

- **Apply understanding** of the text as needed and have students expose parts of the reading in front of the class. Have a mini project or presentation about the book or readers.

### 2.2.5.5 LEARNING ENVIRONMENT

#### 2.2.5.5.1 Definition

An environment where students do not feel accepted or respected is a distraction from learning. A positive learning environment means that a student feels comfortable, has a sense of rapport with their teacher and peers, and believes they can be successful.

According to Barkley (2010), a positive learning leads to endorphins in the blood which in turn gives feelings of euphoria and stimulates the frontal lobe. Essentially, learning becomes a pleasurable experience rather than of one where the student fights or flees. Building a sense of community in the classroom is necessary to foster healthy attitudes towards learning. Having a negative environment where students feel anxious, and disrespected by their teacher and peers is not recommendable. The
environment could become very competitive with students trying to employ techniques of active learning where collaborative learning and support is necessary. The environment would not foster such approach. Also, students would unlikely be intrinsically motivated when they are feeling the impacts of a negative learning environment. The way of how happiness means success and not the other way around is something that should be focused on when students are in the classroom. This places an emphasis on what educators need to do, like create a sense of positivity in students to encourage their success.

According to Achor, If you can raise somebody’s level of positivity in the present, then their brain experiences what is now called a happiness advantage, which is when the brain at positive performs significantly better than it does at negative, neutral or stressed.

### 2.2.5.5.2 Promoting positivity

Achor gives some ideas as how to provide students with a happiness advantage in a positive learning environment:

- Writing down three things students are gracious for everyday for 21 days
- Journaling about one positive experience students have had over the past 24 hours
- Exercising their physical composture.
- Random acts of kindness towards one another and among themselves in the classroom.

Another example can be journaling about a positive outcome from the course each day. This could be something the student has learned. Random act of kindness could mean having students do something nice for another student in the class whether it be providing positive feedback, helping another understand a course concept, etc. (Barkley, 2017).
2.2.5.6 MOTIVATIONAL ACTIVITIES FOR READING COMPREHENSION

The key to encouraging reading habits in kids is reading with them at school and at home from a young age. By reading together often, your child will learn first hand the joys reading can bring, helping him or her develop a motivation to read. However, every student learns and processes information differently. This means that some children may have a natural love of reading, and some may not. If the student falls into the second category, there should not be any type of conflict in the teacher or teachers. There are many different strategies that can be used to motivate students to read. There are activities for a range of levels from A1 to C1 which are related to the Common European Framework of Reference that The Ministerio de Educacion of Ecuador follows through its guidelines and concepts. The following are prime examples of strategies recommended by Samantha Lewis.

- **A carousel of ideas**

  This activity helps students find out what they already know about a topic and encourages them to share ideas about topics before they read a text. Before students read a text, they choose four topics that relate to the text that would be useful for students to think about before reading. A large piece of paper is divided into four triangles by drawing diagonal lines from opposite corners. Write one of the topics in each of the triangles in the center of the piece of paper. Four or more students sit around the piece of paper and are given a time limit e.g. one minute. They write as many ideas as possible relating to the topic in their triangle. When the time’s up, they rotate the piece of paper and have another minute. This time, they read the ideas already written down and add new ones to it. After a minute, they rotate the paper again and add more ideas. Repeat one last time until all students have written in each triangle, they then read all the ideas in each triangle.
• **Ideas continuum**

This activity helps students think about how much they know about a topic and share ideas with each other. Draw a horizontal line on the board. At one end write ‘I know a lot about this’ and at the other end write ‘I know very little about this’.

The teacher says topics or ideas that relate to the text. Students decide how much knowledge they already have about the topics and write them on the line in their notebooks, so if the topic is Australian animals and the student knows quite a lot, they write ‘Australian animals’ towards the ‘I know a lot about this’ end.

Students compare their existing knowledge and those who know a little about one of the topics find someone who knows more than them and they tell each other what they know.

• **Sneak preview**

Show the text on the IWB or with the projector for just 20 seconds. If your classroom is low tech, students can open their books and look at the text for just 20 seconds. The idea is for them to get as much information as possible in a short space of time so they scan the text for key words that include the most important information. Alternatively you could show students a few key words from the text, headings and accompanying visuals and they guess their relevance in the text.

• **Words and pictures**

Show students images related to the text and students work together to write down all the words they can see in the images or related to the images. Then they swap their piece of paper with another group and write synonyms or related words in a different colour next to the other group’s words. This activity helps predict words that might appear in the text and extends students’ vocabulary.
• Peer pre-teaching vocabulary

This is a communicative way of pre-teaching tricky but essential vocabulary. Make a list of words that appear in the text that students need to know in order to understand the text. Write simple definitions for the words and cut them up on individual slips of paper. Divide the students into three groups: A, B and C. Give each group a list of the words they need to understand e.g. if there are nine words altogether, give three different words to each group. Put the nine definitions around the classroom. One student from each group has to go and find the correct definition for one of the group’s words. S/he brings the definition over to the group and they all write it down. Another student goes to find the definition for word 2 and another for word 3. When the three groups have their three definitions, make new groups of three with an A, B and C student in each. They teach each other their words and all students make a note of the words and definitions. The final stage is to check that all students understand all the words with a quick team game that reviews all the new words.

• While reading

Depending on the type of text, students will need to use a variety of reading subskills. Here are some activities you can use to develop the different subskills.

• Scan Reading

When we scan for information our eyes move quickly around a text from side to side or up and down. We don’t read all the information on the page but look for specific pieces of information that we need. Such information could be a number, date, time, place, name or price. Working on scan reading skills lends itself to exploiting authentic materials such as leaflets, posters, tickets, timetables, flyers, what’s on guides or menus.
• **Noticeboard quiz**

Put the authentic materials on a noticeboard and divide the students into teams. One student from each team comes up to the board and the first student to find the answer to a question you ask gets a point. Alternatively you could get students in groups to write a quiz for another group based on the information on the noticeboard.

• **Remove a sentence**

This activity helps students think about text genre and the likely content of each type of text. Using the same texts as above, remove one sentence from each text. Students look at the removed sentences and predict which text they think they have been removed from. Then they scan the noticeboard and check their predictions.

• **Skim Reading**

When we skim a text our eyes follow the text from start to finish. One of the aims of skim reading is to encourage students to read a text quickly and comfortably in order to get an overall understanding of it.

• **Time limit**

Set a realistic time limit for your students to read the text and give them a general question to answer before they read. A typical task could be to choose the best title for a text. To help choose a realistic time limit, time how long it takes you to read the text comfortably and add a bit more time, depending on the level of the students. You could ask students to raise their hand as soon as they know the answer to the task. This is an unobtrusive way of seeing how quickly each student reads the text and which students need to increase their reading speed.
- **Confirm predictions**

  After a pre-reading prediction task students skim the text and confirm which of their ideas from the pre-reading task are mentioned in the text.

### 2.2.6 PHILOSOPHIC FOUNDATION

Several factors in literature-based reading methodology instructions can negatively affect student learning and growth. In a diverse classroom, it may be difficult to find books that all students can relate to at the same time, particularly in classes where all students are reading simultaneously. Using books for an entire class presents challenges as more complex stories might be difficult for all students to understand (Batt, 2014).

- It helps identify the rewards of reading, develops the listeners’ interest in texts and their desire to become a reader.
- It develops key comprehension, understanding and skills especially when listening to others.
- It demonstrates the connections between the printed words and meaning.
- It makes complex ideas more comprehensible and exposes readers to lexis and pattern of structures that are not part of daily speech. When listening, students are getting the necessary scaffolding to do it by themselves later.
- It shares the same content to beginners and fluent readers. In extensive reading, avid readers want to learn from all type of texts, graded readers or authentic texts.

### 2.2.7 PSYCHOLOGICAL FOUNDATION

The Affective Filter hypothesis

According to Krashen one obstacle that manifests itself during language acquisition is the affective filter; that is a ‘screen’ that is influenced by emotional variables that can prevent learning. This hypothetical filter does not impact acquisition directly but rather prevents input from reaching the language acquisition part of the brain. According to Krashen, the affective
filter can be prompted by many different variables including anxiety, self-confidence, motivation and stress.

As the topic of this study is to use a technique in order to comprehend a text, it is important to know what “comprehension” is. Welch (2016) uses a psychology definition which determines that is the process of understanding oral speech or writing. It is the result of the interaction among different kinds of knowledge. One is the linguistic knowledge of words and grammar. Other types of knowledge are situational, cultural and the background concepts of the topic.

It is said that there is comprehension of a text when learners draw on all these types of knowledge in one lesson. Teachers should know these definitions in order to help students develop the different types of knowledge and become successful listeners or readers when they finish their formal schooling years. This author also mentions that comprehension involves psychological operations like perception, recognition and inference. If students lack any of this operations they may fail at comprehend a text. Therefore, planning a reading lesson should include a coherent process that starts with activating students’ prior knowledge of the topic using visuals or the title of the book/story to be read, continuing with predicting exercises, then using motivational reading strategies (previewing, skimming, scanning, guessing from context, inference, among others). As any other strategy, teachers have to introduce, practice, reinforce and recycle them in every single lesson until students can use them independently. It is important also that teachers check understanding of content, new words and instructions. Teachers need to monitor students’ learning at the different stages of the lesson.

If there are reading difficulties, it is suggested to include reading aloud technique as a teaching routine. Wade and Franklin (as cited in Bahous et al, 2018) mention that reading aloud gives students a chance to express
their thoughts, to make connections with the texts and share them, and to collaborate when constructing meaning in groups. Hahn (as cited in Bahous et al, 2018) adds that students acquire habits that would use in their life that he calls habits of the mind.

Lastly, Brinton et al (2017) recall the difference of learning to read and reading to learn. The first requires understanding the conventions of texts. The second refers to using information to increase knowledge. If students do not like reading teachers should motivate them and scaffold activities (enable students to develop and continue to the next step) to help them learn to read. Nuttall (2015) reinforce the scaffolding technique by stating what it involves: encouraging (motivating student to try, praising, learning from their mistakes), prompting (giving cues), probing (asking student to say the reasons behind their answers), modeling and clarifying. Once they have achieved the skills and strategies of effective readers, then a transition should be made so students can start reading to learn.

For Nuttall (2015) agrees that hearing a text with a correct pronunciation is a tremendous aid to comprehension. The students that read show that they interpret the text. The tone of their voice reflects their understanding of the reading.

2.2.8 SOCIOLOGICAL FOUNDATION

The social aspect of this investigation prepares students into developing a communicative language with their surrounding areas as far as their living environment and to the communication involved in social media too. The majority of businesses somehow have some type of item or business preposition in the English language or from an English speaking country, especially with all this globalization involved in the market business and other companies like airports, tourism, as Guayaquil is very well known for, and other entities which the student can relate to and use the English language too (Hynes, 2017).
Current researchers are identifying new characteristics and viewing literacy as collaborative from people of different contexts (Wikipedia is an example), distributed (geographically around the world with the use of new technology), and participatory (Fender & Daniels as cited in Brinton et al, 2016). With the help of motivational strategies, technology and social networks, any person can contribute to the posts online. Research is available and knowledge is shared worldwide. This creates new focuses to experts for new trends in research. Nowadays, students and people in general need to know how to filter information, to identify safe sites, to discard information not relevant, to cite appropriately the different sources, to differentiate facts from opinion, to fight against plagiarism, to use online dictionaries and references, in order to get the correct meaning or function of words according to the context they are working on.

“Reading establishes a mutual relationship between teachers and students through encountering the same stories and characters and experiencing common reactions towards the events” (Bahous, Nabhani, & Ouein, 2018). Students gain from this technique not only the correct pronunciation but grasp the main points of the story and comprehend the sequence, plot, message, and conclusion. Teachers contribute to these aids when they tell the story or when they read the text.

2.3 CONTEXTUAL FRAMEWORK

This concept was founded at Jaime Roldós Aguilera Public School with the 36 students from 8th Grade “A”. The institution was founded in September, 1982 and is located in the City of Guayaquil, Guayas province, in District Ximena on Don Bosco Avenue and Alava Mestanza streets. There are 1986 students and they use the government issued book named “English”. The book focuses in the four language skills, including vocabulary and grammar tasks too. However, such tasks are not in depth to control nor consult the problems that are demonstrated in students lacking reading
comprehension. There are 78 teachers in the morning and evening shift. There are 6 English teachers in the morning and evening shift as well. The students do not use extracurricular material nor any type of resources that may be extra for reading. There is a library, a laboratory for multi-media activities but are not in service as yet. The scarce participation in reading exercises and the constant need of participation in class are factors that contribute to the problem as well.

2.4 LEGAL FOUNDATION

The current Ecuadorian constitution, recognizes the right of Education as an inalienated right to its citizens, Article 26. Children have the right to education, the right to equal opportunity, no discrimination and immune from any other deficiencies, guaranteeing quality and the best type of welfare.

The legal foundation backs up the good living act offering a better way of life to the Ecuadorian citizen, with the equal right to the proper education, without any constrictions, obstacles, or conditions to the right of bearing such privileges and entitlements.

The Ecuadorian government supports this act to the utmost respect of the law and it lies all its responsibilities upon such act, guaranteeing the right to pursuit equality and sovereign as a whole.

The (LOEI) the intercultural organically education law defines the common education as an instrument of society’s transformation and in Article 2, paragraph B, and recognizes particularly children and teenagers as the center of teaching-learning process and the core of the rights.

Moreover, according to the Public Agency of News of Ecuador and South America, the current government has invested on education more than 30 times the last seven presidents. The investment was addressed to new infrastructure in rural institutions all over Ecuador. Education is free in schools, high schools and universities. As per this study, we are considering the ones regarding reading, high school graduates should understand texts
that consists mainly of high-frequency, everyday language and understand the description of events, feelings, and wishes in personal letters.

For eighth graders they should understand and identify simple informational, transactional and expository texts, a single phrase at a time, picking up familiar names, words and basic phrases and rereading if necessary. They should also get the main idea and key information items from basic information, transactional and expository texts.

The curricular guides are as follow for eighth graders concerning its level and reading skills.

- Understand and identify longer, more complex expository, procedural and narrative texts than those in eighth graders (e.g. informational reports, experiments, fairy tales, mystery, etc.) with a satisfactory level of comprehension.
- Use appropriate interpretation strategies to deal with the corresponding text types (i.e. expository, procedural and narrative)
- Understand and identify longer, more complex transactional texts (e.g. job application letters and forms) than those in previous years as well as simple persuasive texts (e.g. persuasive essays, movie reviews, etc.) with a satisfactory level of comprehension.
- Use appropriate interpretation strategies to deal with the corresponding text types (i.e. transactional and persuasive).
CHAPTER III

METHODOLOGY

3.1 RESEARCH METHODOLOGY

The process of this investigation took place in an observatory manner. The empiric method used in this process was to identify the problems that students from Eighth grade “A” from Jaime Roldós Aguilera Public School have.

The mixed method approach is used because it is of quantitative and qualitative concept. There is no problem between both. Therefore it is no dichotomy between both aspects as instruments of the investigation were applying in order to understand the information related to these problems manifestations as well as the same information was analyzed in order to have a better understanding how the problem relates.

3.2 TYPES OF INVESTIGATION

3.2.1 Descriptive research

This investigation falls under the descriptive research category due to the many facts involving the process such as the way that the study was made to the students in which parameters of both variables were questioned in the investigation, placing emphasis on the fact of how can this project address the dependent variable and the methods which are applied in order for the independent variable to sustain and address the problem properly and bringing solution to the cause. The investigation was one of the first type of procedures used in order to have a more accurate knowledge about the variables at hand. Students were asked a variety of questions, then to be exact, that they addressed the dependent variable, which in this case is reading comprehension, and the independent variable, which in this case is motivation. Vocabulary is very important for the communication progress of students. Thus, activities must involve as much cooperative learning as possible. The descriptive term means the detailed part and type of the research as design question, data analysis, and other reliable terms related
to the reading comprehension. The conclusions that the main difficulties found in students ability to learn is a perspective.

The reading comprehension activities were descriptive due to the visible facts that none of the learning environment had to be change in order to continue with such process of the investigation. The information collected was to classify the current status of the problem that students have in understanding the reading of any text or excerpt of a book. This was also able to tell the relationship between the independent variable, which is the aid of motivational strategies, with the dependent variable, which is the improvement of reading comprehension. This gave out the proper steps to determine the changes over time for the following aspects like the statement of the problem that exists in the classroom with the students from the 8th grade “A” from the Jaime Roldós Aguilera Public School, the identification of the information that was needed to solve the problem, the instrumental development selection that was used to gather the information such as interviews, surveys and observations, the population and the sampling determination of the procedure of this investigation, the design of the procedure for collection of the data gathered, the collection and analysis of such data and the generalizations or predictions made.

3.2.2 Exploratory Research

The investigation is exploratory because it will not only complete with the task of concluding if the reading comprehension helps students or not, but it will also bring out other methods into the investigation if they were ever applicable. The investigation needs to support such theory in order for the cause and the dependent variable could be addressed in an operational manner in the research. Students need to show that such guide will moderately improve the reading comprehension in students from the eighth grade, the inference of information when reading and a total comprehension of the text being read by the students. The teacher is also reliable for providing such findings in his classes and the overall performance of the
students individually and as a class, giving a precise of the level of proficiency that can be categorized from the class periodically.

3.2.3 Purposeful Research

Links about reading involving vocabulary activities were investigated and acknowledged with the results that have been provided by other investigations that involve motivational strategies as well and their process. In order to make the research explanatory, the activities had to be broken down so students could get the main objective of what needed to be done for the activity to reach its objectives, motivating students. Vocabulary activities played a major role because most of the students had a better idea once they practiced in class or with their partners and reading comprehension was a lot easier to adapt. There were many different results to the activities, but that was expected due to the fact that not all students had the same proficiency level of the language.

However, the different activities that were used in the classroom also gave different results to the investigation and its process. This investigation fall under the explanatory research spectrum due to the results being used as data in order to reach the hypothesis that will allow for inferences to be related to the associations and outcome from it. This data will give a follow up to show any improvement on the particular effect the investigation has made with its complete research. The fact to see if the investigation has brought up enough evidence to show that the hypothesis falls in favor of the proposal is what will fulfill the investigation complete explanatory research. It’s the best way to see if the reading activities cover the problems that students show in the classroom when it relates to reading comprehension of a text, book or small excerpts of such reading material.
3.2.4 BIBLIOGRAPHICAL RESEARCH

The investigation’s bibliographical research sustains all the scientific parameters covered in the research, making such a reliable source of information about the problem discussed in the process. It can also be considered as a source of details that can be addressed for future references, providing more information to the cause and to other investigations that may have a similar topic of discussion. The bibliographical research is also of a substantial category that can serve as back up for demographical aspects of the investigation, making the research a lot more reliable and effective due to the content and the sources like citations, authors, references and prior cases that have been studied and resolved in a scientific norm.

In this investigation, the bibliographical research helped get the right information about the “motivational strategies” method of learning and the results that can be not just positive, but also very productive according to the types of reading activities conducted in the classroom and the other characteristics that are included when reading comprehension is the goal of the day, the vocabulary in context and the way information is processed by every student throughout a system that will aid teacher and student all the same. The bibliographical research also helped coined all the citations that support the investigation and the facts that back up what details about the research were found. It concretes the investigation by logging all the process and the effects that took place in the classroom when students did and completed the reading comprehension exercises that were also part of the system-guide that was brought into existence thanks to the whole investigation.

3.3 POPULATION AND SAMPLING

3.3.1 Population

Population is an element within the universe in which a problem is concentrated for this type of investigation. The population was found inside
the institution where it was evidential that problem of reading comprehension existed with the students of such course.

3.3.2 Sample

The sample is a subsegment of the population in which the characteristics can be expanded inside the population; it is a representative unit of the population. In this institution, as it was defined, the observation problem was investigated in the Eighth grade, room A. They represent the sample of the investigation; therefore, there is no necessity to do a mathematical presentation since the sample is the same as the population.

<table>
<thead>
<tr>
<th>SUBJECTS</th>
<th>POPULATION</th>
<th>SAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIRECTOR</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>STUDENTS</td>
<td>92</td>
<td>36</td>
</tr>
<tr>
<td>TEACHERS</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>95</td>
<td>39</td>
</tr>
</tbody>
</table>

Source: Jaime Roldós Aguilera Public School
Author: Evelyn Guilcapi Quinde
### 3.4 OPERATIONALIZATION OF VARIABLES CHART

**CHART # 3: OPERATIONALIZATION OF VARIABLES**

<table>
<thead>
<tr>
<th>Type of variable</th>
<th>Dimension</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dependent Variable</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading skill</td>
<td></td>
<td>• Definition</td>
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<tr>
<td>Reading comprehension</td>
<td></td>
<td>• Definition</td>
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<tr>
<td>Reading process</td>
<td></td>
<td>• Pre-reading</td>
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<td></td>
<td></td>
<td>• While-reading</td>
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<td></td>
<td></td>
<td>• Post-reading</td>
</tr>
<tr>
<td>Reading models</td>
<td></td>
<td>• Top-down approach</td>
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<tr>
<td></td>
<td></td>
<td>• Bottom-up approach</td>
</tr>
<tr>
<td>Reading types</td>
<td></td>
<td>• Beginner</td>
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<td></td>
<td></td>
<td>• Intermediate</td>
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<tr>
<td></td>
<td></td>
<td>• Advanced</td>
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<tr>
<td>Stages of Reading comprehension</td>
<td></td>
<td>• Emergent reader</td>
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<td></td>
<td></td>
<td>• Novice reader</td>
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<td></td>
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<td>• Decoding reader</td>
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<td></td>
<td></td>
<td>• Fluent reader</td>
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<tr>
<td>Text selection</td>
<td></td>
<td>• Criteria for reading material selection</td>
</tr>
<tr>
<td>Comprehension</td>
<td></td>
<td>• Extensive reading</td>
</tr>
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<td></td>
<td></td>
<td>• Comprehensive reading</td>
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<tr>
<td></td>
<td></td>
<td>• Critical reading</td>
</tr>
<tr>
<td><strong>Independent Variable</strong></td>
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<td>Motivation</td>
<td></td>
<td>• Definition</td>
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<td>Types of Motivation</td>
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<tr>
<td>Learning environment</td>
<td></td>
<td>• Definition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Promoting positivity</td>
</tr>
</tbody>
</table>

Author: Evelyn Guicapi Quinde
3.5 METHODS, TECHNIQUES AND INSTRUMENTS

The results set the way to use the right methods to address the independent and dependent variable. The method, issues addressed and the results that should be considered to use in the process were all involved and put into practice when the students were engaged in the reading comprehension exercises that placed the deficiencies found in students.

The following techniques and instruments were:

Observation

It is a technique that tries to understand how a phenomenon in an educational institution.

This instrument was developed because of critics that pretend to be observed in the reading class. The investigator is a non-participating entity. Within the observation, it is expected to understand if the criteria are observable or not in an English class.

Survey

It is a questionnaire created in order to get the right amount of information from the students or the source that is in question.

In this task, the survey was created with both variables in mind and the proposal. A total of 15 questions were done addressing the independent variable with 5 questions, the dependent variable with 5 questions and the proposal with the other remaining 5 questions. This way the survey gets the most valuable information from the students and as sincere as possible. The survey was also done with a Likert scale that varied from “Totally agree” choice to “Totally disagree”. This way, the students would have been able to be classified according to the way they feel about the treatment given to the practice of reading comprehension inside the classroom.
Interview

It is a verbal transaction between two people that try to find a problem’s manifestation.

To the interview effect within the institution, a questionnaire with open ended question was created so the teacher would be able to answer about the performance she has referring to the reading comprehension during English classes.

3.6 Analysis and Interpretation of the Results
The results that have been gathered from the application of the instruments of investigation will be analyzed to show the outcomes of the whole information explained in a detailed form. It has been summarized and synthesized with the information placed and put into categories to help understand the problem in a better way. This results were obtained from the students and teachers and have been systematically processed were in the following manner.

3.6.1 Analysis and Interpretation of the Observation.
For the class observation an English class involving reading activities was observed in the Eighth grade of General Basic Education (EGB), room A, in the Jaime Roldós Aguilera Public School. During the observation the following criteria was observed:

<table>
<thead>
<tr>
<th>N.</th>
<th>CRITERIA</th>
<th>YES</th>
<th>NO</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher performs motivational activities.</td>
<td></td>
<td>X</td>
<td>Traditional teaching style is still used.</td>
</tr>
<tr>
<td>2</td>
<td>Activities are in relation with the student's environment.</td>
<td></td>
<td>X</td>
<td>There is no connection between both concept.</td>
</tr>
<tr>
<td>3</td>
<td>Students are actively involved in reading activities.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td><strong>Students are excited about the reading.</strong></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Teacher involves students actively in the reading activity.</td>
<td>X</td>
<td>There are times that the teacher does not do it.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Teacher encourages the student to read.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Students use oral techniques.</td>
<td>X</td>
<td>Such techniques are seldom used in the classroom.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Students perform pronunciation activities.</td>
<td>X</td>
<td>There is not enough practice.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Students seem engaged with reading material used.</td>
<td>X</td>
<td>Some of the students seem engage. Not the whole class.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Readings are in accordance with the vocabulary level of students.</td>
<td>X</td>
<td>The vocabulary level is too advanced in most of the stories.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Teacher uses appropriate teaching materials for the readings.</td>
<td>X</td>
<td>There are times that the teacher does not use the adequate material.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Teacher uses additional didactic materials to strengthen the activities carried out.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Source:** Students from 8th Grade “A” from Jaime Roldós Aguilera Public School.  
**Author:** Evelyn Guilocapi Quinde

It was possible to observe that students were not fully engaged in the reading activities when the teacher was performing the class. Students received little directions from the teacher in regard to what they had to do during the activities. Students were not very interested in the material shown to them and there were moments in which they could not perform the comprehension questions given after the activity. Therefore, it is necessary to implement or to look for a solution that helps the teacher and students overcome the difficulties found in reading comprehension.
3.6.2 Analysis and Interpretation of the Results of the Survey to the students.

The survey was applied during an English class to the students in the institution.

**Item 1:** I feel motivated during reading English classes.

**Class:** Eighth Grade Room “A”  
**Sample:** 36 students

**CHART # 5 Motivation during reading English classes**

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTALLY DISAGREE</td>
<td>12</td>
<td>33%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>20</td>
<td>56%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>3</td>
<td>08%</td>
</tr>
<tr>
<td>AGREE</td>
<td>1</td>
<td>03%</td>
</tr>
<tr>
<td>TOTALLY AGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>36</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Students from 8th Grade “A” from Jaime Roldós Aguilera Public School.  
Author: Evelyn Ivette Guilcapi Quinde

**Figure 1. I feel motivated during reading English classes**

Source: Students from 8th Grade “A” from Jaime Roldós Aguilera Public School.

**COMMENT:** According to the survey, it is obvious that the majority of students are motivated in learning English. However, there must be some type of lack of intrinsic motivation because students are still lacking the mastering of the language when it comes to reading. The purpose of the investigation is to help students reach that initiative and be motivated about reading all on their own.
**Item 2:** I like the student environment during reading English classes.

**Class:** Eighth Grade Room “A”  
**Sample:** 36 students

**CHART # 6** I like the student environment during reading English classes

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTALLY DISAGREE</td>
<td>14</td>
<td>39%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>18</td>
<td>50%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>2</td>
<td>06%</td>
</tr>
<tr>
<td>AGREE</td>
<td>1</td>
<td>03%</td>
</tr>
<tr>
<td>TOTALLY AGREE</td>
<td>1</td>
<td>02%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>36</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Students from 8th Grade “A” from Jaime Roldós Aguilera Public School.  
Author: Evelyn Ivette Guilcap Quinde

**Figure 2.** I like the student environment during reading English classes

Source: Students from 8th Grade “A” from Jaime Roldós Aguilera Public School.

**COMMENT:** The majority of students do not feel the environment adequate during reading classes because students are still lacking domination of the language and inference of information when reading.
Item 3: I feel enthused when I get good grades in English class.

Class: Eighth Grade Room “A”

Sample: 36 students

CHART # 7 I feel enthused when I get good grades in English class

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTALLY DISAGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>AGREE</td>
<td>20</td>
<td>56%</td>
</tr>
<tr>
<td>TOTALLY AGREE</td>
<td>16</td>
<td>44%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>36</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Students from 8th Grade “A” from Jaime Roldós Aguilera Public School. Author: Evelyn Ivette Guilcapi Quinde

Figure 3. I feel enthused when I get good grades in English class

Source: Students from 8th Grade “A” from Jaime Roldós Aguilera Public School.

COMMENT: The whole class of students do feel enthused when they get good grades in order to improve themselves. The pursuit of getting good grades is what pushes students to feel such enthusiasm that makes a difference for them to try to excel in their scores to reach more knowledge about any topic or issue.
Item 4: I like reading in English.

Class: Eighth Grade Room “A”  
Sample: 36 students

CHART # 8 I like reading in English

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTALLY DISAGREE</td>
<td>15</td>
<td>41%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>8</td>
<td>22%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>AGREE</td>
<td>10</td>
<td>28%</td>
</tr>
<tr>
<td>TOTALLY AGREE</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>36</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Students from 8th Grade “A” from Jaime Roldós Aguilera Public School.  
Author: Evelyn Ivette Guilcapi Quinde

Figure 4. I like reading in English

COMMENT: Most students do not like to read. This can be related as a cultural deficiency because the percentage nationwide is pretty low when it comes to reading, regardless the type of reading it may be. The only type of reading that has increased is social media text messages. However, such grammar involved in these types of messages is pretty low as well. Others students do not feel such enthusiasm when it comes to reading.
**Item 5:** I feel motivated with the English reading exercises.

**Class:** Eighth Grade Room “A”

**Sample:** 36 students

**CHART # 9 I feel motivated with the English reading exercises**

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTALLY DISAGREE</td>
<td>15</td>
<td>41%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>8</td>
<td>22%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>AGREE</td>
<td>10</td>
<td>28%</td>
</tr>
<tr>
<td>TOTALLY AGREE</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>36</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Students from 8th Grade “A” from Jaime Roldós Aguilera Public School.
Author: Evelyn Ivette Guilcapi Quinde

**Figure 5. I feel motivated with the English reading exercises**

Source: Students from 8th Grade “A” from Jaime Roldós Aguilera Public School.

**COMMENT:** Most students do not feel motivated with the English reading exercises because the lack of interest they show towards reading material. If it’s not a text or virtual message, they do not bother in having an intrinsic interest in doing so. They would rather hear what needs to be known than reading it. They prefer to watch a video or a movie instead of the book or a set of instructions.
**Item 6:** I understand easily the readings developed in English class.

**Class:** Eighth Grade Room “A”  
**Sample:** 36 students

**CHART # 10 I understand easily the readings developed in English class**

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTALLY DISAGREE</td>
<td>19</td>
<td>53%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>7</td>
<td>19%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>AGREE</td>
<td>7</td>
<td>19%</td>
</tr>
<tr>
<td>TOTALLY AGREE</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>36</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Students from 8th Grade “A” from Jaime Roldós Aguilera Public School.  
Author: Evelyn Ivette Guilcapí Quinde

**Figure 6. I understand easily the readings developed in English class**

![Chart](chart.png)

Source: Students from 8th Grade “A” from Jaime Roldós Aguilera Public School.

**COMMENT:** The majority of students can relate to the lack of understanding they have with reading comprehension questions and the other skills that honed such ability. The class may have about two or three students that are going to private institutes and they may be the only ones that can find the reading pretty easy and understandable. However, the class must be at the same level even though the results may be of mixed category categorizing the students in beginners, medium and advanced levels in the reading world.
Item 7: I am easily distracted during English reading exercises.

Class: Eighth Grade Room “A”  Sample: 36 students

CHART # 11 I am easily distracted during English reading exercises

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTALLY DISAGREE</td>
<td>22</td>
<td>61%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>7</td>
<td>20%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>AGREE</td>
<td>5</td>
<td>13%</td>
</tr>
<tr>
<td>TOTALLY AGREE</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>36</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Students from 8th Grade “A” from Jaime Roldós Aguilera Public School.
Author: Evelyn Ivette Guircapi Quinde

Figure 7. I am easily distracted during English reading exercises

COMMENT: The majority of students do not pay attention and get easily distracted. The strange part is that students recognize such flaw themselves and they may be in the urge to change such condition and improve their learning situation. The few students that do pay attention demonstrate comprehension in the readers and they participate the most as well.
**Item 8:** I feel motivated when I interact with my classmates.

**Class:** Eighth Grade Room “A”

**Sample:** 36 students

**CHART # 12 I feel motivated when I interact with my classmates**

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTALLY DISAGREE</td>
<td>21</td>
<td>58%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>8</td>
<td>22%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>AGREE</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td>TOTALLY AGREE</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>36</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Students from 8th Grade “A” from Jaime Roldós Aguilera Public School.

Author: Evelyn Ivette Guilcapi Quinde

**Figure 8. I feel motivated when I interact with my classmates**

Source: Students from 8th Grade “A” from Jaime Roldós Aguilera Public School.

**COMMENT:** The majority of students do not feel motivated interacting with their peers in the classroom. They may be embarrassed due to the faulty English they may use to express themselves or the mispronunciation of the words when reading part of an excerpt.
Item 9: I like activities about reading to be different from the daily routine.

Class: Eighth Grade Room “A”

Sample: 36 students

CHART # 13 I like activities about reading to be different from the daily routine

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTALLY DISAGREE</td>
<td>20</td>
<td>56%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>8</td>
<td>22%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>AGREE</td>
<td>6</td>
<td>17%</td>
</tr>
<tr>
<td>TOTALLY AGREE</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>36</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Students from 8th Grade “A” from Jaime Roldós Aguilera Public School.
Author: Evelyn Ivette Guclcapi Quinde

Figure 9. I like activities about reading to be different from the daily routine.

Source: Students from 8th Grade “A” from Jaime Roldós Aguilera Public School.

**COMMENT:** The students dislike activities about reading to be different from their daily routine. It is hard enough for most of them to understand reading that is about different topics, let alone reading that cannot relate to their daily lives. The reading most have a connection to them, at least for those that are just beginning to learn the language.
Item 10: I like the didactic material used by the English teacher during reading activities.

Class: Eighth Grade Room “A” Sample: 36 students

CHART # 14 I like the didactic material used by the English teacher during reading activities

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTALLY DISAGREE</td>
<td>19</td>
<td>53%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>AGREE</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td>TOTALLY AGREE</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>36</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Students from 8th Grade “A” from Jaime Roldós Aguilera Public School. Author: Evelyn Ivette Guilcapi Quinde

Figure 10. I like the didactic material used by the English teacher during reading activities.

COMMENT: The students dislike the didactic material for reasons like no vocabulary nor inference because of lack of reading comprehension skills. Students need to be familiar with reading material also, providing the right vocabulary usage and understanding as a whole.
**Item 11:** I would like to try new motivational techniques before reading.

**Class:** Eighth Grade Room “A”  
**Sample:** 36 students

**CHART # 15** I would like to try new motivational techniques for reading

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTALLY DISAGREE</td>
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<td>14%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
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<td>6%</td>
</tr>
<tr>
<td>AGREE</td>
<td>5</td>
<td>62%</td>
</tr>
<tr>
<td>TOTALLY AGREE</td>
<td>19</td>
<td>53%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>36</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Students from 8th Grade “A” from Jaime Roldós Aguilera Public School.  
Author: Evelyn Ivette Guilcapi Quinde

**Figure 11.** I would like to try new motivational techniques for reading

**COMMENT:** The students would like to try new motivational techniques in order to have a better understanding of what they are going to read. They may learn properly if new methods are applied in the classroom when it comes to reading comprehension. The common process that is being used in the classroom needs to be modified for all students could learn in different styles.
Item 12: I consider that my teacher always tries new reading techniques.

Class: Eighth Grade Room “A”  Sample: 36 students

CHART # 16 I consider that my teacher always tries new reading techniques

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTALLY DISAGREE</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>AGREE</td>
<td>6</td>
<td>17%</td>
</tr>
<tr>
<td>TOTALLY AGREE</td>
<td>25</td>
<td>69%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>36</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Students from 8th Grade “A” from Jaime Roldós Aguilera Public School. 
Author: Evelyn Ivette Guicapi Quinde

Figure 12. I consider that my teacher always tries new reading techniques

COMMENT: The students consider their teacher tries to use new reading techniques to have them reach strategies that can aid them with the reading comprehension problem they face on the daily basis in the classroom. The students acknowledge their flaws and expect for the teacher to bring about the best methods to overcome such deficiency in reading.
**Item 13:** I like reading books that have stories related to my experiences.

**Class:** Eighth Grade Room “A”  
**Sample:** 36 students

**CHART # 17 I like reading books that have stories related to my experiences**

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTALLY DISAGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>AGREE</td>
<td>11</td>
<td>31%</td>
</tr>
<tr>
<td>TOTALLY AGREE</td>
<td>25</td>
<td>69%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>36</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Students from 8th Grade “A” from Jaime Roldós Aguilera Public School.  
Author: Evelyn Ivette Guilcapi Quinde

**Figure 13. I like reading books that have stories related to my experiences**

Source: Students from 8th Grade “A” from Jaime Roldós Aguilera Public School.

**COMMENT:** The students prefer reading books that have stories they can relate to because it will make the reading more interesting, the content can be something that is associated to them in many ways from the beginning to the ending of the story perhaps, making it significant.
Item 14: I enjoy when the answers of reading questions are done and compared with the rest of the class.

Class: Eighth Grade Room “A”

Sample: 36 students

CHART # 18 I enjoy when the answers of reading questions are done and compared with the rest of the class

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

Source: Students from 8th Grade “A” from Jaime Roldós Aguilera Public School.
Author: Evelyn Ivette Guilcapí Quinde

Figure 14. I enjoy when the answers of reading questions are done and compared with the rest of the class

COMMENT: The students prefer to share answers that are done with the rest of the class so they can feel secure that they have reached understanding when they do reading comprehension tasks in class. It gives them confidence when exercises are checked in such manner because they do not have to go to the board and be probably shamed for giving the wrong answer to the rest of the class.
Item 15: I like reading material that explains vocabulary used in context.

Class: Eighth Grade Room “A”
Sample: 36 students

CHART # 19 I like reading material that explains vocabulary used in context

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
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<th>PERCENTAGE</th>
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<tbody>
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<tr>
<td>TOTALLY AGREE</td>
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</tr>
<tr>
<td>TOTAL</td>
<td>36</td>
<td>100%</td>
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</tbody>
</table>

Source: Students from 8th Grade “A” from Jaime Roldós Aguilera Public School.
Author: Evelyn Ivette Guilcapi Quinde

Figure 15. I like reading material that explains vocabulary used in context

COMMENT: The students prefer reading books that explain vocabulary which they can convey in the reading in order for them to have a better understanding of what is being read. This should also be helpful since it also facilitates for students not to only understand meaning but also infer content to the best of their knowledge.
3.6.3 Analysis and Interpretation of the interview.

The English teacher was interviewed with the reference of how reading comprehension is managed inside a classroom and these were her answers:

Q: How long have you been working as English teacher?
A: I have been teaching for more than 10 years straight and I really like this profession.

Q: How do you rate the English level in the Eighth grade students from the general basic education in the Jaime Roldós Aguilera Public School?
A: I believe the students from the Eighth grade have a basic level of English with the exception of probably 1 or 2 students and that's because they go to English institutes.

Q: What reading strategies do you practice with your students?
A: I practice the reading aloud strategy. Also, the students listen to me when I read to them and I have them read one after the other. This makes them follow the story and remain engaged.

Q: What type of didactic activities do you use with your students during reading practice?
A: I try to have the readings as a base to cause comparison of social affairs, debates, improving sources of relevance in conflicted situations and to help students to become independent thinkers.

Q: In your opinion, what is the greatest difficulty in your students in the reading English practice?
A: pronunciation, sentence stress, word stress and rhythm when reading. Vocabulary knowledge is another issue that they need help with but studying new words should take care of it if they did it, but they don't.

Q: Do you know about the use of fun activities to make reading exercises more entertaining?
A: ludic activities are very sufficient and efficient as well for making any skill fun to learn. We play games but not as much because the lack of time does not allow it.

Q: According to your experience, what are the main aspects that should be taken into consideration to keep the class motivated?
A: keeping students engage with interesting activities. Any topic and any type of reading material is fun if the teacher knows how to spark such interest in readers. There are so many ways to make stories interesting. The teacher just has to prepare classes accordingly and properly.

Q: What difficulties have you had in reading practices with your students?
A: there are many different types of cases that I have had with student throughout the years that I have been in this profession. The most common one is the lack of understanding due to poor vocabulary.

Q: What is the student environment in your class?
A: the environment is moderate and comfortable and also has an elevated, noisy mode at every beginning of the class due to the change of subjects and many of the students are always hyped up.

Q: What kind of activities do you think would motivate your students?
A: students rarely get motivated no matter if the activities are didactic, creative and well planned that the teacher provides. The teacher must, however, do some type of informal survey or observation and find out what are the topics that keep students engaged in the reading

**Comment:** The students are not fully motivated in class. This is the facts and deficiencies noted in the observation that was conducted and the surveys confirm such acts. The teacher is not relevant to the motives concerning the objective which is reading comprehension.
The many different topics that are to be read by the students include genres that are in the category of espionage, thrillers, romance and suspense as well. This will also help students to have understanding when reading excerpts that are informative and transactional making information very punctual; therefore, students will gradually acquire the ability to differentiate the many different topics or what the reading is about.
3.7 CONCLUSIONS AND RECOMMENDATIONS

3.7.1 CONCLUSIONS

- The lack of class participation in reading has had students at this level with a low reflection in education that has not applied a significant teaching when it comes to reading comprehension.

- The Students are not motivated enough by the teacher who has made it habitual for classes to be monotone and with low enthusiasm when dealing with reading.

- The learning of the foreign language through reading has gotten to a point in which students do not have any type of motivation to participate nor to initiate reading on their own.

- Teacher does not apply the adequate methods that can allow students to reach utter reading comprehension of any type of reading material.

- There is very little knowledge about reading in the English program from the school, making it difficult for the whole concept to be in total effect with the students and the class as a whole and accordingly.

- The students agreed with the use of motivational strategies to improve the reading comprehension abilities.

- The use of a system for teacher and students is considered as an important way to help improve the reading comprehension in class.
3.7.2 RECOMMENDATION

- It is recommended to reach students’ needs by giving them the motivation that requires for such terms of reading comprehension throughout a system with motivation strategies involving reading activities.

- Implementing a system of reading exercises where students play a leading role in the classroom would give students the motivation and adaption needed to help them overcome deficiencies in reading.

- Increasing the activities in which students performance and language competences in reading are effective and the area of teaching English resources are able to cover all current and interest trends according to the level of students is a recommendation that addresses the problem as well.

- Helping students comply with all the parameters needed for them to get the gist in every reading activity could be into play with the desired outcome and merge with more motivational strategy compatible activities to ignite class participation as a whole including students at all levels if necessary and if the class is composed of combined proficiency levels.
CHAPTER IV
PROPOSAL

4. TITLE

Design a system of motivational reading activities for level A1.1 reading comprehension development.

4.1 JUSTIFICATION

The students have no recognition in many or certain vocabulary words from text that are in beginner's level; there is no type of description to the characters of a text read by them. Problems with understanding to the fullest what the reading is all about is also shown in class participation and it seems that learning English was not motivational enough for some. It was also frustrating to see them struggle with pronunciation patterns and the unrecognizable syllable and intonation patterns as well, but that falls in the pronunciation category.

Students were not exposed to warm up activities before reading and the lack of pair work or group work was also evidential. Students also had to be taken into consideration about their social backgrounds and the aspects that each one has whether financial status all the way to the type of nutrition conducted in their lives. All these facts have an indirect effect which is also concerning the way students learn and their performance.

The information gotten throughout the theory and the results within the investigation instruments such as observation, interview and survey show that there is a deficiency in the reading comprehension development in the students which needs to be overcome with the proposal that is proposed in chapter 4 could be one of the main solutions to fix the problem that is affecting the students.
4.2 OBJECTIVES

4.2.1 General objective

To improve reading comprehension in students applying motivational strategies.

4.2.2 Specific objectives

- To promote the use of motivational strategy activities on how to infer understanding during reading activities.
- To improve the reading comprehension throughout the use of motivational strategies in pair work activities.
- To help students comply with the standards and references required in reading comprehension.

4.3 THEORETICAL ASPECTS

From the philosophical aspect, students need to be trained in interpreting passages and excerpts. The referring of such reading material is vital and engages students in the comprehension realm as well. Students need to apply their prior knowledge with the help of vocabulary and other conceptual tasks in the reading field. These strategies are well known for affecting comprehension and aiding students in the reading comprehension field. Nevertheless, a clear manifestation of the fundamental aspect when it involves philosophy is the process of exposure to shed light on the problem and the other parameters involved. Reading comprehension can be a skill that has an intentional relationship with words as well due to the relationship of interrelating words and phrases in actual practice and usage.

On the didactic aspect, the purpose to have a didactic guide is to provide full fun activities based on reading, providing techniques in order to reinforce communicative skill and using strategies that engage students into cooperative learning as well. In order for students to understand conversations and sort out main ideas or any type of discussion about the reading material or any summarizing of such passage or excerpt, the student will gradually come to conceptualize problems and have alternatives...
proposed by his own. In addition, it is a vast range the amount of didactic activities that can be provided from just one of the exercises in the proposal. The teacher’s creativity and performance is needed to be as dynamic and pedagogical too, keeping in mind the process of the activities at hand and the development of the students learning in the engagement of every activity with vocabulary strategies and the conceptual involvement of each task in class.

From the psychological aspect, socio-culturally developed cognitive tools like cognition and intelligent activity are not only individual and mental processes but ones which rely all aspects in the social-cultural aspect. A series of empirical workplace studies as well as an extensive review of psychological, sociological and educational literature in which the authors develop a framework for examining human competence as a process of networked expertise refers to competencies that arise from social interaction, knowledge sharing, and collective problem solving. These are embedded in communities and organized groups of experts and professionals,

Students and their psychological behavior is a nested collection of who they really are outside the classroom. The way their environment shapes them and how their behavior affects the way they learn. Students come as a whole in the classroom from many walks of life experiences. The learning process is a step that can help the student with behavior in society or the other way around. They are in a constant cooperation in students’ lives and therefore their educational health is affected and expectations can conclude profiles about the students’ cognitive and the way they learn according to their class performance.

From the pedagogical aspect, the main purpose of the constructivism aspect is to include the process of students’ involvement in meaning and knowledge building the concept of how to acquire knowledge throughout a gradual face of information, methods, approaches and techniques. These methods rely on the discoveries in which the teacher tries to give the
instructions indirectly making students come to their own conclusions in following them by using questions and activities. These way students discover, discuss, appreciate and speak out on the knowledge that has been acquired throughout their own.

Some of the abilities used to guide and instruct students in the many activities in which they will perform in the classroom were necessary in order to make meaningful impact in their learning. Students in the classroom wrote stories about themselves and shared them with the rest of the class. There were spontaneously created stories by other students with minimum vocabulary usage from the whiteboard. There were story cubes used in which a student rolls the die and whatever picture is on top of the die after being rolled, the student had to create a story about it. There were many didactic and fun activities applied in the classroom thanks to the activities provided from the guide-system with the constructivism method.

From the sociological aspect from this proposal consists on the way students will perform once they have a sufficient amount of time in the development of learning the strategies in order for them to reach reading comprehension. The proposal includes samples of activities that involve the student in everyday life activities and that can relate to their learning of the language in their social environment like surrounding areas that has tourists dwelling, or at the airport or the mall which are places where English can be put into practice. Even though tourists try to practice and learn the Spanish language, there can be some exception in which they can also practice the universal language known as English here in Guayaquil or any other place in Ecuador.

From the linguistic aspect, words have different meanings. Two are the most common ones that lead them to either grammatical or lexical. This plays a very important role when it comes to reading. Parts of speech and identifying such can aid students in comprehension when they know how words function like differentiating when a word is a noun and when the same very word is a verb, something that even teachers confuse most of the time,
regardless their proficiency level because English is not their native language or there can be mother tongue interference too. Words are also categorized and registered with their own functions as follow:

- Pragmatic and functional: the frequency of the words usage.
- Semantic: the meaning of the word accordingly
- Morphological: syllabic structure

These functions domain the purpose of reading objectives and goals. These words can also be recognized throughout a venue of functions that have access to the lexical memory that students make when a visual or the written course takes place and the strategy, like personalizing the reading excerpt, can be of the most motivational resources for the students. It activates the access of meaning of a word taking in consideration the word’s structure or the contents of its letters.

From the website of the Minister of Education of Ecuador has the English Language Learning Standards. These are results students are expecting to achieve at the end of a proficiency level in terms of knowledge and skills

Acquired during the process, these will show “what students must know and be able to do as they move toward full comprehension in English”.

The ELLS are based on the Common European Framework of Reference for Languages: Learning, teaching, assessment, (CEFR) as they provide a common basis for the explicit description of objectives, content, and methods. The proficiency levels set by the CEFR and established as the benchmarks for Ecuador’s ELLS are A1, A2, and B1. The English Language Learning Standards are developed considering the communicative language components and the language skills as an important part of the program: listening, speaking, reading, and writing.

For this project with students of Eighth year basic education, it corresponds to the A1.1 level.
**Reading**

**A1 PROFICIENCY LEVEL:** Understand and identify simple informational, transactional, and expository texts—a single phrase at a time—picking up familiar names, words, and basic phrases and rereading as required. Extract the gist and key information items from simple informational, transactional, and expository texts.

**4.4 FEASIBILITY**

The feasibility of this project was possible due to the help and recognition of the educational community from the Jaime Roldós Aguilera Public School, the Director of such school, the staff members and teachers, the assistance of the Dean of the Philosophy College and the School of languages Director, teachers, tutors and staff.

**4.5 DESCRIPTION OF THE PROPOSAL**

The proposal of this project will consist of 30 exercises system that involve many reading topics and related material. Its main purpose is to improve the reading comprehension skills in students throughout the help of motivating strategies for students while in tasks. These activities involve pair work and also increase the cooperative learning in students, making students infer reading passages on their own and discuss topics about the readers. The activities are also aimed to make students apply learned vocabulary in the classroom, come to their own conclusions and dialogue among themselves about the reading material and other related topics. Activating memory and prior knowledge to promote the cognitive expansion in students as a part of their aspect for more memory, including the activities that were in process while such task was performed, orientating the activities into significant learning for the students and their language learning.

This system is loaded with reading passages and vocabulary. Every activity engages the student into language learning by motivating them to activate their prior knowledge and make them associate the task with their
experiences as a whole. Such motivation can influence in the learning style of the student and accommodate comprehension effectively.

The future application of the proposal consists of the following 4 phases:

**PHASE I:** Activate students’ vocabulary meaning and utter comprehension in linguistic and reading skills.

**PHASE II:** keep students engaged with activities that activate prior knowledge and have innovating vocabulary and reading exercises to help them develop reading abilities in inferring their significance of the reading comprehension.

**PHASE III:** Practice new methods to support students’ learning styles and convey significant meaning in most of the reading topics at hand.
System of motivational reading activities for reading comprehension development

Evelyn Guilcapi Quinde

2019
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<th>Chapter</th>
<th>Title</th>
<th>Page</th>
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</thead>
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<td>THE HARDEST LANGUAGE</td>
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<td>9</td>
<td>THE IMPORTANCE OF MUSIC IN SCHOOLS</td>
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<tr>
<td>10</td>
<td>A COLD MORNING</td>
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<td>11</td>
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<td>BULLIES</td>
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<td>THE PERFECT PALACE</td>
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<td>THE PET SHOP</td>
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<td>LOVE IS EVERYWHERE</td>
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<td>28</td>
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INTRODUCTION

The following system will help teachers improve the Learning Process about the English Language and catch the student’s interest. The system is easy and understandable; it’s also based on interactive strategies and activities which are useful to create a good environment in the classroom. The system provides the teacher many useful activities that can motivate students into feeling comfortable and confident when learning new content about vocabulary for reading comprehension and other reading skills, but there are some items that teachers need to take into consideration to make student reach complete understanding. It is extremely important to follow some recommendations.

Teachers need to consider

✔ Knowing the learners knowledge and vocabulary.
✔ Motivating learners to do each active strategy.
✔ Dividing the class into pairs, groups when it is necessary.
✔ Explaining learners what they are going to do.
✔ Keeping English practice always in mind.
Objective: to make clear the purpose, structure and use of motivational activities to improve reading comprehension skills.

Type of exercise - Reading
Name - Vocabulary Content for Reading Comprehension skills
Skills - Reading

Description
This is a pair, group and individual activity focused on different types of motivating activities that are explained with the instructions to follow in order to understand sentences, infer textual content or decipher meaning properly. Teachers need to start these kinds of activities with simple statements. The group or individual that finishes first is the winner.

Objective
To use exercises to motivate students to understand reading with the correct methods of comprehension.

Instructions
- Teach the content before using it.
- Explain the activity.
- Break the class up in pairs or groups.
- Give an example with a group of learners.
- Start the game when the teacher says.

Resources
- Flashcards, markers and sheets, wall charts, etc.

Rules
- Learners have to listen carefully what the teacher says of the instructions to follow.
- Learners are not allowed to speak in Spanish.
- One student in the group has to raise his/her hand to give the sentence or answer once he/she finishes and is asked to do so by the teacher.
- If the student doesn’t answer properly another pair of students, group or individual will have the chance to do it.

Suggestions
In order to develop the reading comprehension skills, learners can communicate among themselves the words and sentences found in all the groups in their notebooks.
1. SIXTEEN - WHAT NOW?

VOCABULARY. Choose the correct meaning by writing the letter on the left column.

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
<td>a. A large distance from one side to another</td>
</tr>
<tr>
<td>Selective</td>
<td>b. Upper and lower limit in amount</td>
</tr>
<tr>
<td>Facility</td>
<td>c. An area of a town</td>
</tr>
<tr>
<td>District</td>
<td>d. A particular way</td>
</tr>
<tr>
<td>Humanities</td>
<td>e. A building</td>
</tr>
<tr>
<td>Range</td>
<td>f. Not science</td>
</tr>
<tr>
<td>Route</td>
<td>g. Intentionally choose</td>
</tr>
<tr>
<td>Wide</td>
<td>h. Level of something; Title</td>
</tr>
</tbody>
</table>

You're 16 and finally you can leave school! By now, you're probably sick of teachers, desks, tests and exams. But don't just run for the exit. You need to think carefully about what to do next.

If you want a professional career, you will need to go to university and get a degree. To do that, you need to stay at high school for another two years. But you needn't stay at the same place. St. Leopold's School has the best pass rate of all the high schools in the district. It offers a wide range of subjects in the humanities and sciences. St Leopold's is, of course, a private school, so may be too expensive for you. But don't worry, there are several other options if you want to follow the academic route.

Knowle Grammar School is a state school, so there are no fees, and it has excellent tuition and facilities. It is a boys' school from the ages of 11-16, but from 16-18 it is co-educational. But it is selective, so you'll have to pass an exam to get in.

1. What is the aim of the article?
2. What does the article advise someone who wants a professional career to do?
3. What St. Leopold school best for?
4. How can you only attend St. Leopold school?
5. How can you only attend Knowle Grammar School?
2. MADAGASCAR - WHEN TO GO

VOCABULARY. Match the following words with the correct meaning.

| 1. Pleasant | No rain |
| 2. Thunderstorm | Cold rain |
| 3. Season | Not fully empty |
| 4. Avoid | Heavy rain with lightning |
| 5. Freezing showers | Nice |
| 6. Semi-desert | Time of year |
| 7. Wet-season | A lot of rain |
| 8. Dry-season | Not to do |

Read about the climate in Madagascar on a travel website. Then choose true or false.

Madagascar has two seasons, a warm, wet season from November to April, and a cooler dry season between May and October. However, different parts of the country have very different weather.

The east coast is hotter and wetter, with up to 4000mm of rainfall per year. In the rainy season, there are strong winds, and these can cause a lot of damage. Avoid visiting eastern Madagascar between January and March because the weather can make road travel very difficult.

The dry season is cooler and more pleasant. The high, central part of the country is much drier and cooler. About 1400 mm of rain falls in the rainy season, with some thunderstorms, but the summer is usually sunny and dry, but it can be cold, especially in the mornings, with freezing showers, and it may snow in mountain areas above 2400m, and even stay there for several days.

The west coast is the driest part of the island. Here, the winter months are pleasant with little rain, cooler temperatures and blue skies. The summers can be extremely hot, especially in the southwest. This part of the country is semi-desert, and only gets around 300mm of rain per year.

1. Madagascar has four seasons: spring, summer, autumn and winter. ______
2. There is more rain in January than in June. ______
3. The wet season is colder than the dry season. ______
4. It hardly ever rains in central Madagascar. ______
5. The wettest part of the island is the east. ______
3. THE FIRST COMPUTER PROGRAMMER

VOCABULARY. Choose the correct synonym and write the number on the left column.

| Mechanical  | 1. make |
| Design      | 2. automatic |
| Anticipate  | 3. create |
| Translate   | 4. way |
| Method      | 5. flight |
| Recognize   | 6. assume |
| Aviation    | 7. make clear |
| Compose     | 8. know |

Multiple Choice and True/False

Ada Lovelace was the daughter of the poet Lord Byron. She was taught by Mary Somerville, a well-known researcher and scientific author, who introduced her to Charles Babbage in June 1833. Babbage was an English mathematician, who first had the idea for a programmable computer. In 1842 and 1843, Ada translated the work of an Italian mathematician, Luigi Menabrea, on Babbage’s Analytical Engine. Though mechanical, this machine was an important step in the history of computers; it was the design of a mechanical general-purpose computer. Babbage worked on it for many years until his death in 1871. However, because of financial, political, and legal issues, the engine was never built. The design of the machine was very modern; it anticipated the first completed general-purpose computers by about 100 years.

When Ada translated the article, she added a set of notes which specified in complete detail a method for calculating certain numbers with the Analytical Engine, which have since been recognized by historians as the world’s first computer program. She also saw possibilities in it that Babbage hadn’t: she realised that the machine could compose pieces of music. The computer programming language ‘Ada’, used in some aviation and military programs, is named after her.

Q1. Ada Lovelace’s teacher introduced her to Charles Babbage. ____

Q2. Babbage programmed the first computer. ____

Q3. Ada translated the article in 1842. ____

Q4. The Analytical Engine was electronic. ____

Q5. Luigi Menabrea designed the first computer. ____
4. BULLY FOR YOU

Match the synonyms on the right column with the left column by drawing a line.

<table>
<thead>
<tr>
<th>1. Controversial</th>
<th>Difficult</th>
</tr>
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<tbody>
<tr>
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The makers of a controversial computer game about bullying have decided to go ahead and launch it despite calls for it to be banned. In the game, players take on the role of a new student at a school and have to fight the bullies, by punching them or hitting them with a baseball bat. Critics have said that the game encourages violence, but the makers deny this and say that, while there is violence in the game, it is just an amusing look at school life, besides which, the violence in the game is directed against the bullies to protect pupils who are being bullied. The makers also say that players will learn to stand up to bullies. Anti-bullying charities have said that the game might make people respond violently to bullies, which might make things more complicated and result in injuries.

**Choose True Or False.**

Q1. The makers of the computer game decided not to release it. _____

Q2. In the game, the player takes on the role of a bully. _____

Q3. The game is set in a university. _____

Q4. Everyone agrees that the game encourages violence. _____

Q5. A British politician has spoken in favour of the game. _____
5. CHANGES IN TOWN

VOCABULARY. Find the meaning of the words below in an English dictionary and write the meaning on the line provided.

1. Creek:

2. Pond:

3. Outskirts:

4. Pedestrianized:

5. Benches:

6. Pity:

7. Improvement:

8. Grassy:

Read the excerpt and choose true or false

I have returned to my hometown of Wilson Creek after an absence of 10 years. So many things have changed around here. When I left Wilson Creek, there was a small pond on the right as you left town. They have filled in this pond and they have built a large shopping mall there. A new post office has also been built just across from my old school.

There is a baseball stadium on the outskirts of Wilson Creek which has been changed completely. They have now added a new stand where probably a few thousand people could sit. It looks great.

The biggest changes have taken place in the downtown area. They have pedestrianized the center and you can't drive there anymore. A European-style fountain has been built and some benches have also been added along with a grassy area and a new street cafe.

My street looks just the same as it always has but a public library has been built in the next street along. There used to be a great park there, but they
have cut down all the trees which is a pity. The library now has a large green area in front of it but it's not the same as when the park was there.

Another improvement is the number of new restaurants that have opened in Wilson Creek. A Chinese and an Italian restaurant have opened in the town center and a Mexican restaurant has opened near my home. Which is where I am going tonight!

1. Jake's school doesn't exist anymore.
2. They have improved the baseball stadium.
3. Jake likes the new-look baseball stadium.
4. It's only possible to reach the downtown area on foot.
5. The buildings in the center of the town look European.
Brendan’s best friend is Tip. Tip and Brendan are inseparable. They teach each other things and they look after each other. Tip has helped Brendan become more responsible, more caring, and a better friend. Brendan is a nine-year-old boy, and Tip is a ten-year-old dog. Brendan and Tip are an example of how owning a dog can have a positive effect on a child’s development. Having a dog develops a child’s sense of responsibility, broadens his capacity for empathy, and teaches the nature of friendship.

Having a dog helps a child learn how to act responsibly. As a dog owner, the child must take care of the animal’s daily needs. The dog must be fed and exercised every day. A dog is completely dependent on its owner for all its needs, including the need for good health and a safe environment. Therefore, being responsible for a dog also means taking care of the dog so that it stays healthy. Furthermore, the owner must take responsibility for the safety of the dog and the safety of the people it comes into contact with. If the child forgets any of these duties and responsibilities, or ignores any of the dog’s needs, the dog will suffer. This teaches the child that his responsibility to the dog is more important than his desire to play with his toys, talk on the phone, or watch TV. This is true not only for the care of a dog, but also for the care of oneself, another person, or one’s job. Learning how to take responsibility for the health and welfare of a dog leads to learning how to take responsibility for oneself.

1. What is the dog’s name?
2. What has a positive effect on a child’s development?
3. How does a child learn to be responsible for a dog?
4. What can children learn by caring for a dog?
5. What does a owner of a dog must do?
This story involves a shipwreck on the West coast of Africa. The passengers on the ship include a certain Lord and Lady Greystoke from England. Lord and Lady Greystoke are the only survivors of the shipwreck. Lord Greystoke builds a kind of shelter high up in the trees - a treehouse - for his pregnant wife and does his best to make them comfortable in their new jungle home. Lady Greystoke gives birth to a boy. They call the boy John. Unfortunately, she dies and leaves Lord Greystoke to take care of the baby on his own. Lord Greystoke is killed by an enormous ape that comes to investigate the strange house in the trees. The baby is left all alone. Fortunately, a female ape, whose baby has recently died, finds the human baby alone in the treehouse. Even though the baby is white and hairless, she feels a mother's love for it and begins to feed and take care of it. She becomes John's mother. John - who later takes the name Tarzan, never having known his real identity - grows strong and powerful living among the apes. He has the advantage of human intelligence and eventually grows up to be leader of the apes and, eventually, lord of the jungle.

Tarzan eventually teaches himself to read by returning to the treehouse where he was born and finding some children's books that his parents brought from England. He later finds out who he really is (an English Lord!) and travels to England to visit his home, where he falls in love with a young woman called Jane.

1. How many people escape from the shipwreck on the African coast?
2. Where is Tarzan during the shipwreck?
3. Who is John?
4. Who brings up the baby?
5. Why does Tarzan become Lord of the Jungle?
8. THE HARDEST LANGUAGE

VOCABULARY. Fill in the meaning for each word. Use an english-english dictionary.

| 1. Factor | 1. Affect |
| 2. Unimportant | 2. Influence |
| 3. Mother Tongue | 3. Readily |
| 4. Relevant | 4. Circumstance |
| 5. Similar |

People often ask which is the most difficult language to learn, and it is not easy to answer because there are many factors to take into consideration. Firstly, in a first language the differences are unimportant as people learn their mother tongue naturally, so the question of how hard a language is to learn is only relevant when learning a second language.

A native speaker of Spanish, for example, will find Portuguese much easier to learn than a native speaker of Chinese, for example, because Portuguese is very similar to Spanish, while Chinese is very different, so first language can affect learning a second language. The greater the differences between the second language and our first, the harder it will be for most people to learn. Many people answer that Chinese is the hardest language to learn, possibly influenced by the thought of learning the Chinese writing system, and the pronunciation of Chinese does appear to be very difficult for many foreign learners. However, for Japanese speakers, who already use Chinese characters in their own language, learning writing will be less difficult than for speakers of languages using the Roman alphabet.

Some people seem to learn languages readily, while others find it very difficult. Teachers and the circumstances in which the language is learned also play an important role, as well as each learner’s motivation for learning. If people learn a language because they need to use it professionally, they often learn it faster than people studying a language that has no direct use in their day to day life.
Choose True Or False.

Q1. The question of how hard a language is to learn is relevant to both first and second language acquisition.

Q2. Portuguese is definitely easier than Chinese.

Q3. A Japanese speaker may well find the Chinese writing system easier than a speaker of a European language.

Q4. The way the language is used play an important role.

Q5. Japanese don’t use Chinese characters in their language.
VOCABULARY CROSSWORDS.

Some scientists have predicted that healthy adults and children may one day take drugs to improve their intelligence and intellectual performance. A research group has suggested that such drugs might become as common as coffee or tea within the next couple of decades.

To counter this, students taking exams might have to take drugs tests like athletes. There are already drugs that are known to improve mental performance, like Ritalin, which is given to children with problems concentrating. A drug given to people with trouble sleeping also helps people remember numbers.

These drugs raise serious legal and moral questions, but people already take vitamins to help them remember things better, so it will not be a simple...
problem to solve. It will probably be very difficult to decide at what point a food supplement becomes an unfair drug in an examination.

State if the sentences are right or wrong or doesn’t say.

Q1. Only children will take pills to improve their intellectual performance.  
______

Q2. Intelligence pills are already as common as coffee or tea.  
______

Q3. Coffee is as common as tea.  
______

Q4. Students could have to take intelligence drugs tests.  
______

Q5. A sleeping pill helps people remember numbers.  
______
"Music helps the mind develop and grow," my dad often says, and I have found this to be very true. It is a proven fact that participating in a music program in school will help develop your brain to a higher level and faster than other students. Music improves communication between the right and left sides of the brain, allowing you to gain better comprehension and memorization skills. So, why do we need music in our schools? Well, because music is everything. Music is science. It is exact and demands acoustics. The conductor's score is a graph that contains volume changes, melody and harmony, all the while keeping the group at a constant pace. Music is
math. It is based on the rhythmic subdivisions of time, done in a split second. Music is history. The music you hear, or play is usually an indication of the time and environment in which it was created.

Music is physical education. It requires an immense amount of coordination of fingers, hands, arms, lips, cheeks and facial muscles. Not to mention control of your diaphragm, back, stomach and chest muscles to make sure every note comes out clearly and in pitch. Music is a foreign language. Its terms are usually in Italian and the music is not in any language known to man. It is its own language and uses symbols to represent ideas. Music is the universal language that everyone understands and can relate to. Music is what brings everything together. Most of all, music is art. It is the greatest form of art that allows a human to take boring notes on a page and transform them into an emotion and feeling you cannot measure. Music is just as important as all the classes you are required to take, and it is critical that music classes remain in schools. Not only to provide a place for students to belong, but also something that will help their minds grow and develop like no other class.

1. According to the excerpt, what does music help to do?
2. In paragraph 1, what is music?
3. What is the music you hear and play?
4. How important is music to all?
5. How does music help in school?
A COLD MORNING

It is a cold morning in York, Pennsylvania. The rain is starting to fall. Dr. Anderson listens to the radio to check the weather. He has to go to his work at the hospital soon. “Today is going to be very cold,” says the weatherman. “Make sure to take an umbrella and do not forget to wear very warm clothes when you go outside. Be careful driving on the roads they can get slippery.

Actually, I think it is better if you stay home today, do it!” but Dr. Anderson cannot stay home. Many sick people are waiting for him so he goes to his closet to take out the warmest clothes he has.

He puts on a yellow sweater, a black jacket, gloves, socks, boots, and a hat. “Wow, it is freezing outside,” Dr. Anderson says. He is from a hot city, he’s not used to the cold. “The weatherman was right!”

He jumps in the car and drives slowly to work. All the people are driving slowly, too. There is a lot of traffic on the road, he needs to take a shortcut to the hospital but suddenly he notices that there has been an accident! Dr. Anderson gets out from his car to check if there is someone who may need his help “Is everyone okay?” asks the doctor, he checks everyone in the car is ok and takes them to the hospital for some exams.

1. Circle true or false, correct the false statements.

a. It’s a hot morning in Pennsylvania.
   T F

b. Mr. Anderson turns on the TV to check the weather.
   T F
c. He drives his car when he goes to work. 
T   F

d. Dr. Anderson checks everyone is fine. 
T   F

2. Answer these questions
a. Why does Mr. Anderson get out from his car?
b. What does he wear to go outside?
c. Why do the people drive slowly?

3. Draw the scene that you liked.
Ann is starting a new school today. She is very excited and worried at the same time. “I want to start classes today, to learn new things but I also feel scared,” Ann tells her dad. “I understand,” Dad says. “Starting a new school in a different place can be very scary.”

Ann has to move to a new town. Her dad has a new job. She starts school a new school today. She has done all of this in a week! “I feel sick,” Ann says. “My stomach hurts. I can’t eat breakfast.” “I think that is because you are nervous,” Dad says. He gives her a little hug. “Try drinking just a little juice. Then I will walk you to school.” Ann and her dad walk to school. She thinks about many things.

Will I make new friends?
Will I like my teacher?
What if I don’t know the answer to a question?
Will kids laugh at me?
What if no one likes me?
“We’re here,” says Dad.

Anne looks up at the building. Her last school was smaller. She walks into her fourth grade classroom, the teacher receives her with a big smile and her new classmates tell her “Welcome Ann”. She sits next to a girl, they soon become friends. Ann feels so happy and tells her dad about her first day at school.

1. How does Ann feel about her first day at school?
   a. angry and quiet
   b. happy and scared
   c. excited and worried
2. **Why does Ann go to a new school?**

a. her last school was not good  
   b. her father has a new job  
   c. the new school is big

3. **How many friends can she make the first day?**

a. five  
   b. three  
   c. one

2. *Imagine you are Ann, describe your emotions about your first day at school.*

_____________________________________________________

_____________________________________________________

3. **Answer these questions about you**

a. Can you make friends easily?

_____________________________________________________

b. Who is your best friend at school?

_____________________________________________________

c. What are the qualities a friend should have according to you?

_____________________________________________________

d. Are you considered a best friend by someone else?

_____________________________________________________
4. Describe your best friends in 100 words and then have someone else read the description on your best friend to the class.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
13. BULLIES

Paul thinks going to school is a nightmare; he is tired of being bullied. Three of his classmates are mean to him. They play jokes on him, they like to hide his books, call him names and make fun of him. When he feels really scared, Paul tells his mom he is sick. “You should stay home and rest,” Mom says. When Paul stays home, he reads books, he watches videos and eats what he wants. He feels good, “His friend Bob tells him that he should tell his mom or the teacher that he is being bullied.

But Paul is scared. He doesn’t want to tell anyone, Paul thinks that this can make things worse, those guys are really mean, and they can hurt him. “You can’t escape all the time,” says Bob. “You can get low grades. You will be in trouble at home, besides, you can’t repeat the seventh grade. Paul knows his friend is right, he is going to try to tell his mom about the bullies when she gets home from work tonight.

The next day Paul goes to school with his mom, she needs to talk to the principal about his son’s problem. The principal call the bullies to his office and tells them that if they continue doing the same things they will be expelled from the school.

Paul feels better now, he enjoys going to school every day.
1.- Answer the following questions.

a. Name the characters from the story
_______________________________________________________________

b. What does bully mean?
______________________________________________________________

2.- Match the words to the correct meaning

Nightmare
a ridiculous or humorous anecdote.

Principal
a number, letter, or symbol indicating a student's level of accomplishment.

Joke
the head of a school or other educational institution.

Grades
a terrifying dream.

3.- Complete the sentences with the words from the box.

watches videos - nightmare - stays home - principal

a. Every time Paul is scared he___________________________

b. When Paul stays home he___________________________

c. Paul thinks school is a _____________________________

d. Paul's mom talks to the ___________________________
14. BART’S SURPRISE

Kelly has everything ready for her husband’s birthday party, she likes to surprise him, she designs every aspect of the party, the food, the decoration, the invitations, and she is very excited about it.

Kelly invites all the family members, they live in a different country, Kelly also calls several college friends, and they are coming from different cities. The food and band are set. Bart has no idea about the surprise. Kelly feels anxious to see her husband’s face when he walks into a big “surprise” in the house.

The party is on Saturday. Kelly is busy organizing her day, she has to go to the airport to pick her husband’s relatives up and then take them to the hotel.

Bart walks into the kitchen and says, “Sweetheart, I don’t want anything special for my birthday.”
Kelly feels bad to hear that Bart doesn’t want a surprise party. “Okay,” Kelly says.
She is devastated; she spent so much time planning everything.

When Bart comes back home on Saturday from playing tennis with his friends, he was shocked. Tears fill his eyes when he sees his friends and family members, almost twenty years have passed since the last time he saw them. He feels emotional, he doesn’t like that people see him cry.

The band starts playing, everybody loves the food, they eat empanadas, ceviches, and chocolate cake everything is delicious. Kelly and Bart dance the whole night, they have a really good time.
1. Complete the sentences with one word from the reading

a. Bart's family lives in different _______________________.

b. The party is on _______________________.

c. Bart doesn't want a surprise_______________________.

d. Kelly has a busy day, she has to pick up the family members at the ________.

2. Underline the correct answer.

1. Does Bart want a birthday party?
   a. - No, he doesn't  
   b. - Yes, he does

2. Where is Bart's family from?
   a. - China 
   b. - Ecuador  
   c. - Perú

3. What do people eat at the party?
   a. - turkey 
   b. - chocolate cake and empanadas  
   c. - chicken salad

3. What do you want for your birthday party?
Write then draw.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
15. BAD TEMPER

Dylan is a little boy who gets angry easily. He works with his grandpa building houses. Grandpa gives him a bag of nails and tells him that every time he feels angry, he must hammer a nail on the wall.

The first day, the boy hammers forty nails into the wall. A few months later, he learns to control his anger. Dylan has an easier way to deal with his temper, he counts from one to ten and takes a deep breath.

When he goes to school two boys hide his schoolbag, they try to make him lose his temper but he decides to tell one of his teachers. He feels good and tells grandpa that he can control himself. Grandpa suggests him to pull out one nail every time he is able to control his anger.

A few days later Dylan is finally able to tell his father that all the nails are gone.

Grandpa takes Dylan by the hand. He says, “Good job, my son, but take a look at the holes in the wall. The wall will never be the same. When you say things full of anger, they hurt and leave a scar just like this one. It doesn’t matter how many times you apologize to people. They will never forget what you did or said to them.

1. Match the words to the correct meaning

Anger  
- a state of mind or emotion; disposition

Scar  
- an opening made in or through something

Temper  
- a fastening device having a point at one end and a head at the other

Hole  
- a mark left on the skin after a surface injury or wound has healed

Nail etc.  
- a vertical construction made of stone, brick, wood, etc.

Wall  
- a strong feeling of displeasure or hostility
2. Find the words in the word search puzzle

ANGER  SCAR  TEMPER  HOLE  NAIL  WALL

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

3. Answer the following questions.

a. What does grandpa give Dylan?

_________________________________________________________________________

b. What does Dylan do when he controls his anger?

_________________________________________________________________________

c. What happens when you say things full of anger?

_________________________________________________________________________

d. Why does Dylan count from one to ten when he feels angry?

_________________________________________________________________________
16. THE PERFECT PALACE

There is a king who lives at the top of the Wall Mountain. His people love him, he is a good king, he looks after their needs. Every month, he invites some men of his Kingdom to advise him.

The King likes to build many things. Every year he rebuilds his palace, it looks better than before people say, he feels proud of his palace. One day the King says “I will build the best palace from all the kingdoms; everybody will come from different places to see it”.

The next day, the King makes a perfect design for his palace. After finishing it, he calls the construction workers; the King tells them that the palace must look just like the picture.

The perfect palace is ready a few weeks later. The King invites people of his kingdom, and people from neighboring states, to get their opinions about the palace.

Noblemen can’t believe their eyes they say “this palace is perfect”. But a saint standing in the corner is silent. The King doesn’t know why the saint is silent, when everyone is admiring the palace. He asks the saint “why you are silent. Is not my palace perfect?”

The Saint tells the King, “Dear King! Your palace is strong, It is beautiful but not perfect. Your palace will last forever but not the people in it. The day you die you won’t take the palace with you, then the King never tried to build the palace again.

2.- Circle true or false, correct the false statements.

a. The king has a house

   T

   F

b. The king wants to build a stadium

   T

   F
c. The King builds a big palace  

T


d. The King invites the Saint to the new palace.  

F


2. Complete the sentences with one word from the reading.

a. The Saint tells the King that the day he dies, he won’t take the ______________ with him.

b. The King likes to ______________ many things.

c. The Saint says that the palace is not________________________.

d. The King feels ______________ of his palace.

3. Answer the following questions.

a. What does the King like to do?

b. Where does the King live?

c. Who designs the palace?
Hi my name is Alice, my day starts early in the morning. From Monday to Wednesdays I get up at four o'clock am, I have a shower and a glass of juice. I usually take the bus but sometimes one of my friends picks me up. I get to the store at about five o'clock and start work.

I work from five to nine o'clock, then I leave the store at a quarter past ten. After that, I get home at twelve o'clock. My sister helps me with the housework, I read a book and do some work.

Then my kids get home at three o'clock in the afternoon, they have a sandwich and then help them with their homework. We stay at home in the evening. We don't go out because I go to bed very early. We usually watch movies and then we go to bed at half past eight.

On weekends, I don't get up until ten o'clock. In the evening, we often go to the cinema or visit our relatives. We like to spend time together as a family.

2.-Answer these questions about you.

a. What time do you get up?

b. What do you do on Saturdays?

c. What is your favorite day of the week, say why?

d. What time do you go to bed?
2. Write a sentence with these words.

(watch)__________________________________________

(weekends)______________________________________

(read)__________________________________________

(go)____________________________________________

3. Color the correct answer

1. What time does Alice get up from Mondays to Wednesdays?
   a. 10:00am       b. 4:00 am       c. 5:00pm

2. What time does she finish work?
   a. 10:15        b. 10:30        c. 10:05

3. What time do the kids get home?
   a. 3:15        b. 3:00        c. 3:30
18. THE PET SHOP

Charles and his sister June want to have a cat. They decide to go to the pet store and have a look around. “The pet shop is small and it doesn’t have many animals”, says June.

The owner of the shop is a nice old lady named Jules. She walks over to greet Charles and June.

“How can I help you?” he asks.

“We want a cat,” June responds.

“Ah, well, I don’t have many options to offer,” Jules says. “So I only have two cats to choose from.”

Jules takes them to the back of store where the two cats are. One of them is a very big and grey named Buster. The other is a very small named Teacup. June wants Teacup. Charles wants Buster. They go outside to discuss. Since they can’t decide. June suggests they race home for it. The winner of the race chooses the cat.

Charles agrees, then tells June her shoes have a whole. When June looks down, he runs off.

Charles runs as fast as he can. He really wants the big cat. He looks back, he can’t see June.

Charles finally gets home. He is tired but he is happy. He thinks he is the winner.

June arrives a few minutes later. She congratulates him. They go back to the pet shop to buy the big cat, but, when they arrive they only see Teacup the small one. You can’t get always get what you want says Jules. They end up buying the cat.
1. Answer the following questions.
   a. Name the characters from the story
      __________________________________________
         __________________________________________
   b. What do the kids want to buy?
      __________________________________________
         __________________________________________
   c. Who wins the race?
      __________________________________________
         __________________________________________

2. Match the words to the correct synonym
   a. Want \(\rightarrow\) choose
   b. Decide \(\rightarrow\) desire
   c. Suggest \(\rightarrow\) medallist
   d. Winner \(\rightarrow\) advice

3. Complete the sentences with the correct word from the reading.
   a. The winner of the race__________ the cat.
   b. Charles runs very ____________
   c. Charles wants the ____________cat.
   d. June wants the ____________cat.
Every year, Kim goes to a family gathering but Kim is not so excited to go. Kim does not enjoy talking to her family. She’s a vegetarian and her family loves meat. As usual when she arrives, she sees lots of familiar faces. Her aunt July and Uncle Rob, he always wears the same green sweater. Uncle Rob is always cold. It’s very mysterious.

She sees her cousin Carla. Carla has eight kids. Those kids never behave properly. She sees many of her other relatives playing soccer in the yard. They play a soccer game every year, and it doesn’t finish well. Suddenly Kim sees a handsome man. She stares at him. He smiles and walks up to her. Kim’s hands are sweaty. She is nervous because a handsome man can be one of her cousins.

The young man says, “Hi, I’m Paul.”

“Hi, I’m Kim,” Kim says. “Are we related?”

Paul laughs. “No, we are not related. I am Rob’s nurse. He is sick and needs to keep me close by. But he did not want to miss this gathering!”

“Oh, great,” Kim says and then blushes. Kim always blushes when she is nervous.

Paul says, “We can eat together, the hamburgers smell delicious.”

Kim smiles. “Sure. I like eating hamburgers!”
1. Draw the scene from the story that you liked and explain it with your own words.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

2. Circle true or false, correct the false statements.

a. Kim likes to go to family gatherings  
   T  F
_____________________________________________________________________

b. Kim is vegetarian.  
   T  F
_____________________________________________________________________

C. Kim doesn't like Paul.  
   T  F
_____________________________________________________________________

d. Paul invites Rob to eat hamburgers.  
   T  F
_____________________________________________________________________

3. Answer the following questions.

a. Who loves meat?

b. Why does Kim get nervous?

c. Who is Paul?

d. What does Uncle Rob like to wear?
20. POLLY LOVES THE BEACH.

Polly and her family like going to the beach once a week because they live far from the beach. Polly's father is in charge of driving, he drives for hours until they arrive.

They really love the beach. The family's dog loves the beach too, but there is a little problem, Polly's father gets tired from driving so many hours. The rest of the family doesn't like to be in the car for so many hours. Polly's mother says: "It takes too much time to get there and back!"

Polly and her sister are very sad. They want to go to the beach, but it is a problem, they decide to go to the swimming pool but it doesn't feel the same.

Polly's parents want to talk, they say: "We can't spend too much time driving to the beach every week, so we have a solution. We need to find a house near the beach!"

Polly and her sister are very happy! Now they enjoy the beach everyday.

1. Choose two words from the reading that you don't know their meaning and complete the charts below.
2.- Answer the following questions.

a. Where does Polly’s family like to go?

______________________________________

b. Who is in charge of driving?

______________________________________

C. What is the solution that Polly’s parents take?

______________________________________

3.- Complete the sentences with one word from the reading.

a. Polly’s father is in charge of _________________.

b. Polly’s father spends too much_______________driving.

c. They like going to the _________________.

d. The family needs to find a _______________ near the beach.

Exercises 21 to 30: Read the following excerpt with your partner and then ask one another questions about what was read.
21. **SABRINA, THE WINTER FAIRY**

Sabrina was a little fairy winter, every day working hard to create the most beautiful snowflakes and kept them very gently, when her workday ended, she crossed out another day in her calendar and filled it with emotion: The Day to visit to Earth was coming. It would be her first time and she was willing to do everything to be the leading fairy of this visit.

The big day came, Sabrina got up early and spent all her effort to remain attentive to the instructions that the guide of the fairies said, among which included not to damage snowflakes, not to separate from the group and not to have contact with humans and a lot more rules; each fairy was assigned a number of flakes to spread and fly.

At first all went well, Sabrina was excited but quiet, until she saw him ... the most handsome man in the world, or at least that was what she thought since she had never seen one. Curiosity was greater than her dream and began to follow the man, going away little by little from the group. In an oversight she threw all snowflakes, triggering a disaster on earth, but she did not care and continued to follow the human.

Hours later, she was exhausted. She had already realized that she had lost her way and the group that was with her was away from her, they could have even arrive home now ... The man turned to be interesting, he had a thing called “cage” and that caused Sabrina’s curiosity. In order to relax and watch closely the artifact, he sat next to the cage and began touching the metal bars ... then the worst happened: The cage closed trapping her inside, the man grinned at her and nobody saw Sabrina again.

One thing is clear: If you let curiosity take you away from your dreams the consequences can be really serious and unpredictable.
When Jasmine woke up, a bright light broke the window glass into tiny particles which then would go on the floor and they evaporated before touching it. She sat up in bed and a sticky smell of alcohol reminded her what happened: the fire had swept everything she had and the arrival of fireman who picked her up and carried her on his arms through the flames. In her head the images were appearing randomly, and as they continued, a feeling of exhaustion and despair was coming over her more and more.

She had days in bed and no one had come to visit her. That afternoon a young girl with a light sight entered.

Hello, my name is Clara. How are you?

-I do not know who you are.

-No, Sorry. I came from Indigo.

Was it possible that the memory was not able to recall such an extravagant name? She tried. There was no case. She said she did not know anyone with that name. Clara said.

Yes, you have to remember. It was your friend in childhood.

She kept trying. Nothing. She said that not a single photograph had escaped the accident, so she could not use them to remember such guy Indigo. And, after a lot of trying, Clara left the room, wishing her to get well soon.

I’m going to die, I know. Nobody remembers me. I will die like everyone else.

No, Indigo, I will not let that happen.

“You’ve visited half of the city, people who as children believed in me and now, They do not even remember my name. Do not go wasting your time!
Clara spent several months trying to help without apparent results. But she had promised herself that she would never give up. After 3000 years of life, like all elves, Indigo will die if he would not find someone able to believe in him. Every day of that week Clara went to visit Jasmine and every visit Clara asked Jasmine if she had remembered Indigo. On one of Clara’s visits Jasmine asked.

-But what about this guy Indigo? What did he say about me?

-That you were great friends.

-That’s Weird! Doctors told me that I haven’t been injured. Isn’t it strange that I don’t remember him?

-No, because you’re hopeless and you no longer believe.

-What that has to do with memories?

Clara told Jasmine about it because, although she had promised to her elf friend that she would never reveal his secret, she knew that this was the last chance to save him. But it didn’t work. Jasmine began to make fun of her and express clearly that she does no longer believe in magic. Clara’s eyes went down. She was not a little girl but she could cry. She had lost all her hopes; when revealing Indigo existence, Jasmine had not been able to reconnect with who was in her childhood, then there was only one thing to do, to stay with him until he vanished. Because that’s the way elves die: they slowly vanish, and the last thing that disappears are their eyes, two red flames that turn yellow until the darkness buried them.

The pain Clara felt was so deep and the affection for her friend so intense that tears put her into a deep bitterness. When her friend found her, she evaded his eyes. However, a blinding light forced her to look at him: his tiny body had become sharper than ever and a huge smile lit his eyes. Her tears have saved her friend forever.
23. THE GOOD FAIRY

Kate was a very nice young girl with a kind heart. Every day she went through the city with her wand in her hand looking for a child to make happy. Katherine, as you may have guessed, was not an ordinary young girl: Kate was a fairy, a fairy of happiness.

Day after day, at nightfall, the young fairy had to go to the meeting of the fairies of happiness, at that meeting her fairy fellows share their adventures and experiences about what had happened in their day and all the children who their wishes had been fulfilled.

Our little friend went out from those meeting very sad because she never had a story to tell them, she hasn’t met anyone who really needed her. She always found kids wishing for money or new expensive toys. Kate fulfilled their wishes and kept feeling sad though because the children asked for material things.

After a lot of thinking, Kate found a possible solution, and it was that she had never gone to look beyond the city, where most of the children had everything their parents could afford and that made them happy, apparently.

The next morning, with renewed energy thanks to her discovery, she decided to go to the village called Top town to try her luck. After a few hours of flying, she finally arrived to the town. She did not take long to find some small children playing with mud. Kate approached to them and said:
Hello, my name is Kate, I am a fairy of happiness and I have come to grant you a wish. What are your names?
- I’m Julia - answered the girl
- My name is Jerry - answered the boy.
- Well, what would you like me to grant you?

After a few minutes to think about and discuss the two said in unison:
- We would like these mud pies we are doing to become real, to give a little to all our friends.

Kate was very surprised, because for the first time in his life she heard a desire unpretentious and full of goodness, she never thought that one day she would hear a desire with anything ambitious on it and with tears of joy in her eyes flicked her wand and turned the mud pies into rich chocolate cakes.

That day several people were happy, first of all, the children who ate the delicious cakes and Kate, who finally had something to tell in the meeting that night and learned that the best wishes are those who seek to benefit others also.
One day, the Supreme Fairy decided to gather all the fairies under her command, to reward them for the great work they performed. In her palace, there were all the fairies, in their finery and their luxury carriages. But Alba, a young fairy that was on her way she heard two children, who live in a hut, crying.

She entered to the hut and she found two small children there freezing cold. Without thinking twice, she used her magic to light the fire and make little heat for them. So they told her that their parents went working on the city, so she decided to stay with them until their parents return.

When they came back and she realized how late it was, she ran as fast as she could, leaving her wand. When she finally arrived, she met with The Supreme Fairy, and she looked at her angrily.

But what time is it good to arrive? Where did you say you've left the wand? For being careless and late, you must be punished.

While the other fairies said all sorts of arguments in her defense, the Supreme Fairy said:

I know that Alba does not deserve the punishment, just for being late. That's why, because of her good heart instead of imposing a severe punishment, I will only discipline her for a period of one hundred years. From now on, I sentence you to wander the world, transformed into a white rat.

So, when you somewhere come across a white rat as white as the snow, it is possibly Alba, who is still on her punishment.
In a far away kingdom, there lived a smart and virtuous prince, who all his citizens looked with admiration. All the girls of the kingdom yearned to be chosen by him, to become his wife. But their prince, did not seem interested in any of them. On the only thing that he showed real interest was in tinkering with his kitten Zapaquilida.

During one of these games, he exclaimed:

Oh beautiful little kitten, if you were a person instead of an animal, I would not hesitate to marry you.

The Fairy of the Impossible, always attentive to any kind desire, said:

Since both want it, I do as you wished.

Looking to the place where Zapaquilida was, the prince met a beautiful girl, who he wanted to marry immediately.

The next day, the wedding of the Prince and the beautiful young girl was celebrated, to this feast were invited all the citizens in the kingdom. When all seemed to be having a great time, a small little mouse came into the room, leading to the new princess, chased it and ate it. The prince regretting his desire, called again and again to The Fairy of the impossible to undo the spell, but she ignored his pleas, leaving the poor man astonished.
There was once a young sailor named Derec, one night while picking up the fishing net, he saw a big tail out of the water, he thought that such a large tail could not be a fish but he thought it might be a mermaid but he believed it was just a legend of sailors. Nobody believed in it except that the legend was true. There was a mermaid, her name was Marian but everyone called her Mar, she liked to play the harp in the surface and to sing, she sang like angels.

On night, Derec woke up because he could not sleep and he heard someone singing. He was curious and took a boat and went where the noise was coming and saw the Sea mermaid. She told him not to scream and as he looked at her, he fell in love but their love was impossible.

So they agreed in meeting every night at the same place, the mermaid could not stop thinking about him. One night she told him that she knew a witch who could turn him into a mermaid. This witch made him promise that every midnight he would screaming on the surface that his love was in the sea and if he could not do it he will die.

They had a child called Ulysses and one night when he was swimming to the surface he could not reached to it and he died. The mermaid knew something happened and sat where they always met with baby Ulysses in her arms shouting “where is my love?”.
There was once a cedar satisfied with its beauty. Planted in the middle of the garden, it towered over all the other trees. Its branches were so beautifullly arranged that it looks like a giant chandelier.

It was planted in the middle of the garden, she towered over all the other trees.

I am so beautiful that if I also bear fruit, it said to itself, any tree in the world could compare with me.

He decided to watch the other trees and do the same as them. Finally, at the top of his erect cup, he gave a beautiful fruit. "I have to feed the fruit well in order to grow", he said to itself.

So, this fruit grew bigger and bigger, that it became enormous. The Cedar cup was unable to hold it, it was doubling; and when the fruit ripe, the cup which was the pride and glory of the tree, began to falter until stalk heavily.

How many men are like the cedar that their ambition ruins them too!
28. A NEW FRIEND

It was a rough winter day. It was snowing, the wind blew and Belinda played with some dwarfs in the forest. Suddenly, a long howl was heard.

- What is that? the girl asked. It is the hungry wolf.

- You should not leave because you would be devour by it, explained the wise dwarf.

The next day she heard again the howl of the wolf and Belinda was distressed, she thought that they were all unfair with the beast.

In an oversight of the dwarves, she came out of the house and left in the snow a basket of food. The next day the snow and the wind were calmed. Belinda went for a walk and saw approaching a white, beautiful lamb.

- Hi! Said the girl. Do you want to come with me?

So the Lamb jumped on Belinda and the Wolf, that was hidden, jumped on the lamb. The Cunning, evil stepmother, lost the animal skin that she had used as a disguise and escaped with ghastly cries of pain and fear. Only then the wolf returned to the mountain and Belinda felt her trembling heart, joy, because she had been saved, and had gained a new friend.
Once upon a time, there was a poor lumberjack who was returning home after a hard day of work. Crossing a bridge over the river, he dropped his ax into the water. Then he began to wail mournfully:

- "How do I make a living now that I don't have an ax?"

In that moment something wonderful happened! A beautiful nymph appeared on the water and told the lumberjack:

- "Wait, good man: I will bring your ax back."

She sank into the stream and soon reappeared with a golden ax in her hands. The lumberjack said:

- "That is not my ax."

For the second time the nymph submerged, to reappear with another ax, this time a silver one. And the lumberjack said afflicted:

- "That one is not mine, either."

For the third time the nymph looked underwater, and she reappeared with an iron ax. And the lumberjack said this time:

- "OH! Thank you, thank you! That is mine!"

But, for his honesty, she told him:

- "I am going to give you the other two axes, too. You have preferred poverty to lie and you deserve a reward."
A thief prowling around a military camp, he stole a beautiful horse taking advantage of the darkness of that night. In the morning, on his way to the city, through the road passes an army of dragons that were on maneuvers. After hearing the drums, the horse escaped and, together with the troops, he was making his great somersault for those he had been trained.

"This horse is ours! "The captain of dragoons exclaimed. "Otherwise he would not know to do these performances. "He proclaimed.

"Did you steal him?" He asked the thief.

"Oh, I ...! Bought him at the fair to a salesman" the thief said.

"So, tell me, what is his name immediately? Because there is no doubt that this horse has been stolen. "the captain stated.

The thief got nervous and could not quite speak. Finally, the thief realized that he was caught, and confessed the truth.

"Of course, it seemed too weird", exclaimed the captain

"That such a noble animal could not belong to a ruffian like you! "he said.

The thief was arrested, which shows that the theft and deception rarely go unpunished.
4.7 RECOMMENDATIONS

It is of the utmost necessity to promote the use of motivational strategy activities on how to infer understanding during reading activities, and to improve the reading comprehension throughout the use of motivational strategies in pair work activities. This way it can help students comply with the standards and references required in Reading comprehension. In addition, improve reading comprehension in students applying motivational strategies. The system covers all the aspects and deficiencies that were found in students throughout the matrix of the variables and the observations that were done in class and the aspects demonstrated in students performance when reading took place. It is of the most imperative importance for teachers and staff to keep in mind planning lessons with this type of activities that are in the proposal.


Batt, E. (2014). Reading and Understanding. United Kingdom: Blackwell Publisher Inc.


Miller, J. (12 de June de 2017). Obtenido de www.readingisfundamental.com


ANNEXES
ANNEX I

DOCUMENTS
1. Letter of Tutor Approval

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA LENGUAS Y LINGÜÍSTICA
Teléf. 2-294888

No. UG-LENGUAS 2019-498
Guayaquil, 17 de Junio del 2019

MSc.
Heidi Marriott Toledo
PROFESORA DE LA CARRERA DE LENGUAS Y LINGÜÍSTICA,
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad.

De mis consideraciones:

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

En esta designación consta el nombre de la estudiante de la Carrera de Lenguas y Lingüística: GUILCAPI QUINDE EVELYN IVETTE

TOPIC: INCIDENCE OF MOTIVATIONAL STRATEGIES FOR THE DEVELOPMENT OF READING COMPREHENSION

PROPOSAL: DESIGN A SYSTEM OF MOTIVATIONAL READING ACTIVITIES FOR LEVEL A1.1 READING COMPREHENSION DEVELOPMENT

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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<td>Aprobado por:</td>
<td>Ing. Carlos Valle Navarro, MSc.</td>
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UNIVERSIDAD DE GUAYAQUIL
Facultad de Filosofía, Letras y Ciencias de la Educación
Escuela de Lenguas y Lingüística

Clda. Universitaria "Salvador Allende" Av. Delta s/n y Av. Kennedy
www.ug.edu.ec
2. Letters of Permission of the Educational Institution

Guayaquil, 20 de Noviembre del 2018

MSc.
Mayra Gallardo Casquete
Rectora Unidad Educativa Fiscal Mixto
Jaime Roldós Aguilera
Ciudad.-

De mis consideraciones.-

Yo, Guilcapi Quinde Evelyn Ivette con C.I. 0922724299, estudiante de la Escuela de Lenguas y Lingüística, Modalidad Presencial, solicito muy respetuosamente me permita realizar mi Proyecto Educativo en su distinguida institución con el siguiente tema:

Proposal: Design a system of motivational reading activities for level A1.1 reading comprehension development.

Tema: Incidencia de estrategias motivacionales para el desarrollo de la comprensión lectora.
Propuesta: Diseño de un sistema de actividades motivacionales de lectura para el nivel A1.1 para el desarrollo de la comprensión lectora.

Agradezco la atención brindada.

Atentamente,

Guilcapi Quinde Evelyn
C.I. 0922724299
MSc.
Mayra Gallardo Casquete
RECTORA DE LA UNIDAD EDUCATIVA FISCAL MIXTA
"JAIME ROLDOS AGUILERA"
Ciudad.

De mis consideraciones:

Me dirijo a Ud. Con el fin de solicitarle, se sirva otorgar las facilidades del caso, para que la estudiante: GUILCAPI QUINDE EVELYN I VETTE, de la Carrera de Lenguas y Lingüística pueda aplicar el proyecto de investigación, para la elaboración del trabajo de titulación, previo a la obtención del título de Licenciada en Ciencias de la Educación, mención Lengua Inglesa y Lingüística.

TOPIC: INCIDENCE OF MOTIVATIONAL STRATEGIES FOR THE DEVELOPMENT OF READING COMPREHENSION.

PROPOSAL: DESIGN A SYSTEM OF MOTIVATIONAL READING ACTIVITIES FOR LEVEL A1.1 READING COMPREHENSION DEVELOPMENT

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

Le anteparto mis reconocimientos.

Atentamente,

Ing. Carlos Valle Navarro, MSc.
DIRECTOR (e) CIFI CARRERA DE Lenguas y LINGUISTICA
Guayaquil, 22 de enero de 2019

OF...015 - 2019 UEJRA - MGC

MSc.
Carlos Valle Navarro
DIRECTOR CIFI CARRERA DE LENGUAS Y LINÚSTICA
Ciudad.

De mi consideración:

Reciba un atento saludo, en respuesta al Oficio Nº. 445 suscrito por Ud., tengo a bien informarle que la UNIDAD EDUCATIVA FISCAL JAIME ROLDOS AGUILERA Autoriza con mucho agradecimiento el desarrollo del Proyecto de Titulación Educativo por la señorita GUILCAPI QUINDE EVELYN IVETTE, requisito previo a la obtención del título de Licenciada.

La señorita GUILCAPI QUINDE EVELYN IVETTE, lo realizará con los estudiantes del Octavo Grado de Educación Básica Paralelo A, Jornada Vespertina.

TOPIC: INCIDENCE OF MOTIVATIONAL STRATEGIES FOR THE DEVELOPEMENT OF READING COMPREHENSION.

PROPOSAL: DESIGN A SYSTEM OF MOTIVATIONAL READING ACTIVITIES FOR LEVEL ALL READING COMPREHENSION DEVELOPMENT.

Particular que comunica para los fines pertinentes.

Atentamente,

ING. MAYRA GALLARDO CASQUETE, MGS.
RECTORA

R.L.M.
## FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION
**ESCUELA DE LENGUAS Y LINGÜÍSTICA**
**CARRERA DE LENGUA INGLES A Y LINGÜÍSTICA**
**UNIDAD DE TITULACIÓN**

### TRABAJO DE TITULACIÓN
**FORMATO DE EVALUACIÓN DE LA PROPUESTA DE TRABAJO DE TITULACIÓN**

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Acuerdo del Plan de Tutoría

Nosotras, MSc. Heidi Marlen Marriott Toledo, docente tutor del trabajo de titulación y Evelyn Ivette Guilcapi Quinde, estudiante de la Carrera de Lengua Inglesa y Lingüística, Escuela de Lenguas y Lingüística, comunicamos que acordamos realizar las tutorías semanales en el siguiente horario Miércoles (14h00 a 15h00), y el día Viernes (12h00 a 13h00).

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

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

Agradeciendo la atención, quedamos de Ud.

Atentamente,

Evelyn Ivette Guilcapi Quinde

MSc. Heidi Marriott Toledo
Docente Tutor

CC: Unidad de Titulación
**INFORME DE AVANCE DE LA GESTIÓN TUTORIAL**

**Tutora:** LCDA. HEIDI MARLEN MARRIOTT TOLEDO  
**Estudiante:** EVELYN IVETTE GUILCAPI QUINDE  
**Tipo de trabajo de titulación:** PROYECTO EDUCATIVO  
**Correo:** evelyng1683@hotmail.com  
**Celular:** 0998138474

**Título del trabajo:** INCIDENCE OF MOTIVATIONAL STRATEGIES FOR THE DEVELOPMENT OF READING COMPREHENSION. DESIGN A SYSTEM OF MOTIVATIONAL READING ACTIVITIES FOR LEVEL A1.1 READING COMPREHENSION DEVELOPMENT.  
**Carrera:** LENGUA INGLESA Y LINGÜÍSTICA

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**INFORME DE AVANCE DE LA GESTIÓN TUTORIAL**

**Tutora:** LCD. HEIDI MARLEN MARRIOTT TOLEDO  
**Estudiante:** EVELYN IVETTE GUILCAPI QUINDE  
**Correo:** evelyn1683@hotmail.com  
**Celular:** 0998138474

**Tipo de trabajo de titulación:** PROYECTO EDUCATIVO  
**Título del trabajo:** INCIDENCE OF MOTIVATIONAL STRATEGIES FOR THE DEVELOPMENT OF READING COMPREHENSION. DESIGN A SYSTEM OF MOTIVATIONAL READING ACTIVITIES FOR LEVEL A1.1 READING COMPREHENSION DEVELOPMENT.

**Carrera:** LENGUA INGLESA Y LINGÜÍSTICA

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**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN**
**ESCUELA DE LENGUAS Y LINGÜÍSTICA**
**CARRERA DE LENGUA INGLESA Y LINGÜÍSTICA**
**UNIDAD DE TITULACIÓN**

**INFORME DE AVANCE DE LA GESTIÓN TUTORIAL**

Tutora: LCDA. HEIDI MARLEN MARRIOTT TOLEDO

Estudiante: EVELYN IVETTE GUILCAPI QUINDE

Correo: evelyn1683@hotmail.com

Celular: 0998138474

Tipo de trabajo de titulación: PROYECTO EDUCATIVO

Título del trabajo: INCIDENCE OF MOTIVATIONAL STRATEGIES FOR THE DEVELOPMENT OF READING COMPREHENSION. DESIGN A SYSTEM OF MOTIVATIONAL READING ACTIVITIES FOR LEVEL A1.1 READING COMPREHENSION DEVELOPMENT.

Carrera: LENGUA INGLESA Y LINGÜÍSTICA

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Finalizado
FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION
ESCUELA DE LENGUAS Y LINGÜÍSTICA
CARRERA DE LENGUA INGLESA Y LINGÜÍSTICA
UNIDAD DE TITULACIÓN

Guayaquil, 16 de Agosto del 2019

MSc.
SARA ANAGUANO PÉREZ
DIRECTORA DE CARRERA DE LENGUAS Y LINGÜÍSTICA
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
UNIVERSIDAD DE GUAYAQUIL
Ciudad.-

De mis consideraciones:

Envío a Ud. el informe correspondiente a la tutoría realizada al Trabajo de Titulación INCIDENCE OF MOTIVATIONAL STRATEGIES FOR THE DEVELOPMENT OF READING COMPREHENSION. DESIGN A SYSTEM OF MOTIVATIONAL READING ACTIVITIES FOR LEVEL A1.1 READING COMPREHENSION DEVELOPMENT, de la estudiante EVELYN IVETTE GUILCAPI QUINDE, indicando que ha cumplido con todos los parámetros establecidos en la normativa vigente:

- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento 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 la estudiante está apta para continuar con el proceso de revisión final.

Atentamente,

[Signature]
MSc. Heidi Marriott Toledo
TUTOR DE TRABAJO DE TITULACIÓN
C.I. 0913214358
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA
CARRERA DE LENGUA INGLESA Y LINGÜÍSTICA
UNIDAD DE TITULACIÓN

RÚBRICA DE EVALUACIÓN TRABAJO DE TITULACIÓN

**Titulo del Trabajo:** Incidence of motivational strategies for the development of reading comprehension.
**Autor:** Evelyn Ivette Guicapí Quinde

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<tr>
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<tr>
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<td>Relación de pertinencia con las líneas y sublíneas de investigación Universidad/Facultad/Carrera</td>
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<tr>
<td>Base conceptual que cumple con las fases de comprensión, interpretación, explicación y sistematización en la resolución de un problema.</td>
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<td>Coherencia en relación a los modelos de actuación profesional, problemática, tensiones y tendencias de la profesión, problemas a encarar, prevenir o solucionar de acuerdo al PND-BV</td>
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<tr>
<td>Evidencia el logro de capacidades cognitivas relacionadas al modelo educativo como resultados de aprendizaje que fortalezcan el perfil de la profesión</td>
<td>1</td>
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</tr>
<tr>
<td>Responde como propuesta innovadora de investigación al desarrollo social o tecnológico.</td>
<td>1</td>
<td>0.9</td>
</tr>
<tr>
<td>Responde a un proceso de investigación – acción, como parte de la propia experiencia educativa y de los aprendizajes adquiridos durante la carrera.</td>
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**RIGOR CIENTÍFICO**

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<td>El título identifica de forma correcta los objetivos de la investigación</td>
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<tr>
<td>El trabajo expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece, aportando significativamente a la investigación.</td>
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<tr>
<td>El objetivo general, los objetivos específicos y el marco metodológico están en correspondencia.</td>
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<td>El análisis de la información se relaciona con datos obtenidos y permite expresar las conclusiones en correspondencia a los objetivos específicos.</td>
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**PERTINENCIA E IMPACTO SOCIAL**

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**CALIFICACIÓN TOTAL**

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**Firma:** MSc. Heidi Marriott Toledo

**C.I. 091321935-8**

**FECHA:** Viernes, 16 de Agosto del 2019
FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION
ESCUELA DE LENGUAS Y LINGÜÍSTICA
CARRERA DE LENGUA INGLESA Y LINGÜÍSTICA
UNIDAD DE TITULACIÓN

CERTIFICADO PORCENTAJE DE SIMILITUD

Hablando sido nombrada MSC. HEIDI MARRIOTT TOLEDO, tutora del trabajo de titulación certifico que el presente trabajo de titulación ha sido elaborado por EVELYN IVETTE GUILCAPI QUINDE, C.C. 09227724299, con mi respectiva supervisión como requerimiento parcial para la obtención del título de LICENCIATURA EN CIENCIAS DE LA EDUCACIÓN, MENCIÓN EN LENGUA INGLESA Y LINGÜÍSTICA.

Se informa que el trabajo de titulación: INCIDENCE OF MOTIVATIONAL STRATEGIES FOR THE DEVELOPMENT OF READING COMPREHENSION, PROPOSAL: DESIGN A SYSTEM OF MOTIVATIONAL READING ACTIVITIES FOR LEVEL A1.1 READING COMPREHENSION DEVELOPMENT, ha sido orientado durante todo el periodo de ejecución en el programa antiplagio URKUND, quedando el 4% de coincidencia.

[Image of plagiarism check results]

Msc. Heidi Marriott-Toledo
Docente Tutor
C.I. 091321935-8
Guayaquil, 30 de agosto del 2019

Sra.

MSC. SARA ANAGUANO PÉREZ
DIRECTOR(A) DE LA CARRERA DE LENGUAS Y LINGÜÍSTICA
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
UNIVERSIDAD DE GUAYAQUIL
Ciudad.-

De mis consideraciones:

Envío a Ud. el informe correspondiente a la REVISIÓN FINAL del Trabajo de Titulación INCIDENCE OF MOTIVATIONAL STRATEGIES FOR THE DEVELOPMENT OF READING COMPREHENSION. PROPOSAL: DESIGN A SYSTEM OF MOTIVATIONAL READING ACTIVITIES FOR LEVEL A1.1 READING COMPREHENSION DEVELOPMENT. Del estudiante EVELYN IVETTE GUILCAPI QUINDE. 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 10 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 5 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 que el trabajo de investigación cumple con los requisitos exigidos.

Una vez concluida esta revisión, considero que el estudiante EVELYN IVETTE GUILCAPI QUINDE está apto para continuar el proceso de titulación. Particular que comunicamos a usted para los fines pertinentes.

Atentamente,

MSC. LUCILA SÁNCHEZ P
DOCENTE TUTOR REVISOR
C.I. 0916446834
RÚBRICA DE EVALUACIÓN MEMORIA ESCRITA TRABAJO DE TITULACIÓN

Título del Trabajo: INCIDENCE OF MOTIVATIONAL STRATEGIES FOR THE DEVELOPMENT OF READING COMPREHENSION. PROPOSAL: DESIGN A SYSTEM OF MOTIVATIONAL READING ACTIVITIES FOR LEVEL A1.1 READING COMPREHENSION DEVELOPMENT.
Autor(s): EVELYN IVETTE GUILCAPI QUINDE

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* El resultado será promediado con la calificación del Tutor y con la calificación de obtenida en la Sustentación oral.

MSC. LUCÍA SÁNCHEZ P.
DOCENTE TUTOR REVISOR
No. C.I. 0916446834
FECHA: 30 AGOSTO DEL 2019
Guayaquil, 30 de Agosto del 2019

CERTIFICACIÓN DEL TUTOR REVISOR

Habiendo sido nombrado MSc. LUCILA SÁNCHEZ, tutora del trabajo de titulación: INCIDENCE OF MOTIVATIONAL STRATEGIES FOR THE DEVELOPMENT OF READING COMPREHENSION. PROPOSAL: DESIGN A SYSTEM OF MOTIVATIONAL READING ACTIVITIES FOR LEVEL A1.1 READING COMPREHENSION DEVELOPMENT, certifico que el presente trabajo de titulación, elaborado por EVELYN IVETTE GUILCAPI QUINDE, con C.I. No. 0922724299, con mi respectiva supervisión como requerimiento parcial para la obtención del título de LICENCIATURA EN CIENCIAS DE LA EDUCACIÓN, MENCION EN LENGUA INGLESA Y LINGÜÍSTICA, en la FACULTAD DE FILOSOFÍA, ha sido REVISADO Y APROBADO en todas sus partes, encontrándose apto para su sustentación.

DOCENTE TUTOR REVISOR
C.I. No. 09164146834
ANNEX II

PHOTOS
Tutorials with the Academic Consultant MSc Heidi Marriott Toledo
Principal MSc. Mayra Gallardo Casquete

Interview with the English teacher Andrea Freire Espinel
Survey to the students of Eighth grade, room “A”

Jaime Roldós Aguilera Public School
ANNEX

III

RESEARCH INSTRUMENTS
Objective: Identify the treatment given to reading comprehension in the Eighth grade students General Basic Education in the Jaime Roldós Aguilera Public School.

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<td>Teacher performs motivational activities.</td>
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<td>Activities are in relation with the student's environment.</td>
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<td>Students are actively involved in reading activities.</td>
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<tr>
<td>4</td>
<td>Students are excited about the reading.</td>
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<tr>
<td>5</td>
<td>Teacher involves students actively in the reading activity.</td>
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<tr>
<td>6</td>
<td>Teacher encourages the student to read.</td>
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<tr>
<td>7</td>
<td>Students use oral techniques.</td>
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<tr>
<td>8</td>
<td>Students perform pronunciation activities.</td>
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<td>9</td>
<td>Students seem engaged with reading material used.</td>
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<td>10</td>
<td>Readings are in accordance with the vocabulary level of students.</td>
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<tr>
<td>11</td>
<td>Teacher uses appropriate teaching materials for the readings.</td>
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<td>12</td>
<td>Teacher uses additional didactic materials to strengthen the activities carried out.</td>
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Source: Students from 8th Grade “A” from Jaime Roldós Aguilera Public School.  
Author: Evelyn Ivette Guicapi Quinde
UNIVERSITY OF GUAYAQUIL
FACULTY OF PHILOSOPHY, LETTERS AND SCIENCES OF EDUCATION
SCHOOL OF LANGUAGES AND LINGUISTICS

SURVEY TO STUDENTS

High School: Jaime Roldós Aguilera
Course: 8th “A” Sample: 36 students

Objective: To determine the needs of students for the motivation in the reading comprehension.

Instructions: Read and answer each statement with the most adequate option related to you.

1=Totally disagree 3=Indifferent 2= Disagree 4=Agree 5=Totally agree

<table>
<thead>
<tr>
<th>N.</th>
<th>STATEMENTS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I feel motivated during reading English classes.</td>
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<tr>
<td>2</td>
<td>I like the student environment during reading English classes.</td>
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<td>3</td>
<td>I feel enthused when I get good grades in English class.</td>
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<td>4</td>
<td>I like reading in English.</td>
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<td>5</td>
<td>I feel motivated with the English reading exercises.</td>
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<td>6</td>
<td>I understand easily the readings developed in English class.</td>
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<td>7</td>
<td>I am easily distracted during English reading exercises.</td>
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<td>8</td>
<td>I feel motivated when I interact with my classmates.</td>
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<td>9</td>
<td>I like activities about reading to be different from the daily routine.</td>
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<td>10</td>
<td>I like the didactic material used by the English teacher during reading activities.</td>
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<td>11</td>
<td>I would like to try new motivational techniques before reading.</td>
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<td>12</td>
<td>I consider that my teacher always tries new reading techniques.</td>
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<td>13</td>
<td>I like reading books that have stories related to my experiences.</td>
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<td>14</td>
<td>I enjoy when the answers of reading questions are done and compared with the rest of the class</td>
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<td>15</td>
<td>I like reading material that explains vocabulary used in context.</td>
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</tbody>
</table>

Source: Students from 8th Grade “A” from Jaime Roldós Aguilera Public School. Author: Evelyn Ivette Guicapi Quinde
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INTERVIEW.  

High school: Jaime Roldós Aguilera  
Teacher: Lcda. Andrea Freire Espinel  
Course: 8th “A”  
Objective: To assess the motivational strategies used by the teacher to reinforce and generate teaching tools that improve student learning through the reading practice.  

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>How long have you been working as English teacher?</td>
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<tr>
<td>2</td>
<td>How do you rate the English level in the 8th grade students from the general basic education in the Jaime Roldós Aguilera high school?</td>
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<tr>
<td>3</td>
<td>What reading strategies do you practice with your students?</td>
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<tr>
<td>4</td>
<td>What type of didactic activities do you use with your students during reading practice?</td>
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<tr>
<td>5</td>
<td>In your opinion, what is the greatest difficulty in your students in the reading English practice?</td>
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<tr>
<td>6</td>
<td>Do you know about the use of fun activities to make reading exercises more entertaining?</td>
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<td>7</td>
<td>According to your experience, what are the main aspects that should be taken into consideration to keep the class motivated?</td>
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<tr>
<td>8</td>
<td>What difficulties have you had in reading practices with your students?</td>
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<tr>
<td>9</td>
<td>What is the student environment in your class?</td>
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<tr>
<td>10</td>
<td>What kind of activities do you think would motivate your students?</td>
</tr>
</tbody>
</table>

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