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ESCUELA DE Lenguas Y LINGÜÍSTICA

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EDUCACIÓN

MAJOR IN: LENGUA Y LINGÜÍSTICA INGLESA

TOPIC:
‘‘INFLUENCE OF INTERACTIVE READING TECHNIQUES TO
DEVELOP READING COMPREHENSION’’

PROPOSAL:
‘‘DESIGN A DIDACTIC GUIDE WITH INTERACTIVE
READING TECHNIQUES’’

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MSC.
SANTIAGO GALINDO MOSQUERA.
DECANO DE LA FACULTAD DE FILOSOFÍA
LETRAS Y CIENCIAS DE LA EDUCACIÓN

Ciudad. -

Para los fines legales pertinentes comunico a usted que los derechos intelectuales del Proyecto educativo con el tema:

‘‘INFLUENCE OF INTERACTIVE READING TECHNIQUES TO DEVELOP READING COMPREHENSION.’’

Propuesta: ‘‘DESING A DIDACTIC GUIDE WITH INTERACTIVE READING TECHNIQUES.’’

Pertenecen a la Facultad de Filosofía, Letras y Ciencias de la Educación.

Atentamente,

Luis Daniel Anastacio Alvarado
C.I. 0922039326
PROYECTO

TEMA: INFLUENCE OF INTERACTIVE READING TECHNIQUES TO DEVELOP READING COMPREHENSION

APROBADO

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TRIBUNAL N°1

TRIBUNAL N°2

TRIBUNAL N°3

LUIS DANIEL ANASTACIO ALVARADO
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DEDICATION

The present research project is mainly dedicated to God by the inspirer and the giver of the necessary strength to complete one of my greatest desires.

To my parents for their love, advice and teachings because all sacrifice at the end is a beautiful reward that you thank you for coming forward.

To my brothers so they can see my progress and be an example so that they realize how good it is to improve themselves.

To my classmates who shared with me many years of tension of joy and wisdom, without their help, good advice and motivation I could not finish my degree course.

To my girlfriend who shared with many important moments inside my college career.

I dedicate this effort to you that allowed me to be better.

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To my friends for everything that was achieved during the student journey.

DANIEL ANASTACIO
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I would like to thank my God…

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DANIEL ANASTACIO
La educación durante su vida histórica ha logrado un avance enorme, transcendiendo los paradigmas comunes. En cuanto al idioma inglés, este se ha transformado en un espacio de aprendizaje obligatorio dentro de una comunidad abierta y sedienta de nuevos cambios. Actualmente, el aprendizaje del inglés como lengua extranjera se presenta de manera incomoda para la mayoría de estudiantes debido a muchos factores como los métodos didácticos aplicados por los profesores o la teoría errónea de que un idioma extranjero es muy difícil de aprender. Este proyecto se basa en las investigaciones con el propósito de determinar la influencia de las técnicas de lectura interactiva para mejorar la comprensión lectora. En el instante que se desarrolla la lectura, los jóvenes estudiantes no saben cómo leer adecuadamente para llegar a captar lo que aprenden. Por lo tanto, el estudiante que lee debe considerar que la mejor manera es espontánea, recordando y pronunciando las palabras conocidas y encontradas en la mente. Este proyecto se ha desarrollado en base a los requisitos de los estudiantes y maestros que no pueden implementar las técnicas y también los enfoques apropiados para la lectura y obtener la nueva información correctamente. Finalmente, el autor de este proyecto ha seguido las normas establecidas por la Universidad de Guayaquil con respecto a la creación de proyectos educativos.

PALABRAS CLAVES: transcendiendo, técnicas interactivas, comprensión lectora, espontanea, requerimientos, enfoques apropiados.
ABSTRACT

Education during its historical life has made a huge breakthrough, transcending common paradigms. As for the English language, it has become a compulsory learning space within an open community thirsty for new changes. Currently, learning English as a foreign language is uncomfortable for most students due to many factors such as the teaching methods applied by teachers or the erroneous theory that a foreign language is very difficult to learn. This project is based on research with the purpose of determining the influence of interactive reading techniques to improve reading comprehension. At the moment that reading takes place, young students do not know how to read properly to get what they learn. Therefore, the student who reads should consider that the best way is spontaneous, remembering and pronouncing the words known and found in the mind. This project has been developed based on the requirements of students and teachers who cannot implement the techniques and also the appropriate approaches for reading and obtaining the new information correctly. Finally, the author of this project has followed the norms established by the University of Guayaquil regarding the creation of educational projects.

KEY WORDS: transcending, interactive techniques, reading comprehension, spontaneous, requirements, appropriate approaches.
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GUÍA DIDACTICA INTERACTIVA CON TÉCNICAS DE LECTURA |
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**RESUMEN:**

La educación durante su vida histórica ha logrado un avance enorme, transcendiendo los paradigmas comunes. En cuanto al idioma inglés, este se ha transformado en un espacio de aprendizaje obligatorio dentro de una comunidad abierta y sedienta de nuevos cambios. Actualmente, el aprendizaje del inglés como lengua extranjera se presenta de manera incómoda para la mayoría de estudiantes debido a muchos factores como los métodos didácticos aplicados por los profesores o la teoría errónea de que un idioma extranjero es muy difícil de aprender. Este proyecto se basa en las investigaciones con el propósito de determinar la influencia de las técnicas de lectura interactiva para mejorar la comprensión lectora. En el instante que se desarrolla la lectura, los jóvenes estudiantes no saben cómo leer adecuadamente para llegar a captar lo que aprenden. Por lo tanto, el estudiante que lee debe considerar que la mejor manera es espontánea, recordando y pronunciando las palabras conocidas y encontradas en la mente. Este proyecto se ha desarrollado en base a los requisitos de los estudiantes y maestros que no pueden implementar las técnicas y también los enfoques apropiados para la lectura y obtener la nueva información correctamente. Finalmente, el autor de este proyecto ha seguido las normas establecidas por la Universidad de Guayaquil con respecto a la creación de proyectos educativos.

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**ABSTRACT**: Education during its historical life has made a huge breakthrough, transcending common paradigms. As for the English language, it has become a compulsory learning space within an open community thirsty for new changes. Currently, learning English as a foreign language is uncomfortable for most students due to many factors such as the teaching methods applied by teachers or the erroneous theory that a foreign language is very difficult to learn. This project is based on research with the purpose of determining the influence of interactive reading techniques to improve reading comprehension. At the moment that reading takes place, young students do not know how to read properly to get what they learn. Therefore, the student who reads should consider that the best way is spontaneous, remembering and pronouncing the words known and found in the mind. This project has been developed based on the requirements of students and teachers who cannot implement the techniques and also the appropriate approaches for reading and obtaining the new information correctly. Finally, the author of this project has followed the norms established by the University of Guayaquil regarding the creation of educational projects.

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INTRODUCTION

The school where the researcher had this project done was in Assad Bucaram Elmhaim located on the corner of 3rd street Claro Blacio Potes and the 8th southwestern part of the city. This educational place has about 960 students, about 42 teachers, there is a general inspector and a principal. It also has an audiovisual lab and an English lab.

The main aim of this study is to reflect upon the use of interactive techniques in English language learning and teaching by analyzing the effect that they might have in enhancing and keeping students from the 8th basic course motivated and participative in class. In this sense, this proposal is based in how the interactive techniques could improve the practice of reading in class. Thus, this study begins with an attempt to define and to explain the importance of using interactive techniques activities by giving examples of what some authors have to say in this regard. Besides, it continues with the contextualizing the action research, describe the methodology, the chosen research tools and the procedures. Finally, the last chapter correspond specifically to the solution of the problem with a conclusion according to the results obtained.

Following the researcher of this project will show how this work is divided:

Chapter 1

Conflict situation, scientific fact, causes, general and specific objectives, formulation of the problem, and justification.

Chapter 2
Backgrounds, theoretical, contextual and legal foundations.

Chapter 3

Methodological design, types of research, population and sample, operationalization of variables, research methods, techniques and research instruments, data analysis, interpretation of results.

Chapter 4

Justification, feasibility, general and specific objectives, description of the proposal, conclusions and recommendations and bibliography.
CHAPTER I

THE PROBLEM

RESEARCH CONTEXT

The following research is carried out in the field of teaching English as a foreign language, specifically in the creation of a guide with interactive techniques to improve reading comprehension, in the students from 8\textsuperscript{th} course basic in the Academic Period 2019 - 2020.

The current vision of the authorities and teachers is to achieve academic and moral excellence and to involve students in a valuable social transformation, making them critical thinkers who can be competent in the globalized world of today.

CONFLICT SITUATION

During the observation of the researcher it was noticed that students did not fully complete reading activities and also they did not comprehend the reading itself since their level of comprehension was poor and the material used by the teacher was not appropriate enough, therefore the students got bored during the reading process. This problem was found in Assad Bucaram Elmhalin high School during the English class since it was noticed the lack of interactive techniques for students to enjoy the class more.
One of the reasons why students have difficulties when learning English is because there is not well-planned class and the teacher does not apply the necessary techniques to develop reading.

Due to the way in which classes are handled, more emphasis is placed on vocabulary and grammar based on grammatical exercises and patterns than on the practice of reading comprehension. A class that lasts about forty minutes is divided into two parts; first the introduction of the topic, then the presentation of vocabulary and grammatical terms leaving little or no time to practice what has been introduced with a short reading.

**SCIENTIFIC FACT**

The results obtained through the observation show severe deficiencies in the reading comprehension in the English language in the students from 8th level of general basic education (EGB). In the Assad Bucaram Elmhalin high school Academic Period 2019 - 2020; this observation allows to demonstrate little reading practice and lack of appropriate techniques to improve motivation reading.

**CAUSES.**

- Very few resources designated for the English area.
- Little knowledge of application of reading comprehension.
- Little interaction of reading comprehension and practice in reading due to the scarce hours of classes.
- Lack of reading techniques and didactic material.
FORMULATION OF THE PROBLEM

How do the interactive reading techniques of reading affect the improvement of reading comprehension in the students from 8th level of general basic education (EGB) in the Assad Bucaram Elmhalin high school in Guayaquil Canton, province of Guayas, Academic Period 2019 - 2020?

INVESTIGATION OBJECTIVES

GENERAL OBJECTIVE

Determine the incidence of motivation in reading for the improvement of reading skills through the application of a bibliographic, field and statistical research for the design of a didactic guide with interactive techniques. To design a didactic guide with interactive reading techniques.

SPECIFIC OBJECTIVES

- Analyze the interactive techniques towards reading through the application of bibliographic, field and statistical research methods.

- Assess the improvement of reading skills through the application of bibliographic, field and statistical research methods.

- Design a didactic guide with interactive techniques to improve reading by interpreting the data obtained.
QUESTIONS OF THE INVESTIGATION.

1. What techniques does the teacher use to improve motivation of the readers?

2. Does the learning of the English language use the appropriate techniques for the development of motivation in reading?

3. What types of interactive techniques are teachers going to use to improve motivation towards reading?

**Independent variable:** Interactive techniques.

**Dependent variable:** Reading comprehension.

JUSTIFICATION

With the development of this project it is thought to improve the little reading comprehension of the students, using interactive techniques in order to get better results in the reading skills of the students.

This project will benefit society since having a group of students that have good level of English there will be more opportunities to get better jobs when they grow older; the community since by having a group of people that can communicate in English the incomes will improve. The parents since they will be happy when they see better results while students get higher grades. The institution because it will be the first one that has this type of material. The teachers, because their methodology will improve significantly and their classes will be better, and finally the students directly because they will develop their activities with pleasure. Also the class will be interactive and the performance is going to improve the reading learning as well.
Also the purpose of this project is that students of 8th basic course at Assad Bucaram Elmhalim Public High School will improve its education quality in the English language.

This project will have great impact to both teachers and parents for the reason that it will provide a necessary material in the learning process. So that the teachers will dictate their classes with more enthusiasm and the students will demonstrate interest in learning.

In Chapter VII of LOEI we could find the importance of the teaching-learning of English in schools and high schools and it is based on the need to learn this Language since it is widely used for every single aspect and field of study.
CHAPTER II
THEORETICAL FRAMEWORK

BACKGROUND OF THE RESEARCH

Some research works similar to this one were analyzed in order to get this research work done based on the needs the students from Assad Bucaram Elmhalin high school in Guayaquil have towards reading, since it is considered the least practiced skill and it is the one that takes a little bit longer to be developed.

During the investigation of this project no similar studies to the present project were found within the educational institution, there are also no records of activities focused on the variants presented in the school chronograms of the last years. So too; there are no studies carried out that work on the motivation of pre-reading in the libraries of the Guayaquil city. On the other hand; at the University of Guayaquil; in the last 5 years several investigative studies have been developed based on motivation and other studies that proposed to improve the reading, there are no records of research studies that work these two variables in the same project.

Students from the University of Guayaquil of the Faculty of Philosophy developed an investigation with a topic "The Motivation in a Basic English Class" (Caballero y Moreira, 2013) through the design and implementation of innovative didactic resources, the general objective was to determine the relevance of the application of innovative teaching resources to strengthen the motivation in English classes, the total sample was 65 and the results were able to determine the importance of teaching resources.
Another research study was conducted in the same year where also is proposed to improve student motivation. The topic is "How to develop the interest of the Basic English learning through the application of ludical techniques" (Alban and Vernaza, 2013) the proposal was design and application of a handbook with ludical techniques. The research work was carried out to stimulate the interest towards the English language learning with the application of ludical techniques to improve the motivation and the students achievement; This research project was focused on solving different causes, among the main causes were the knowledge deficiency of students about the English language and few hours dedicated to learning this language, the sample was 70, the results were satisfactory with the correct application of the ludic techniques.

In relation to reading comprehension, a research work is registered with the topic "how to improve the reading comprehension skill (Herrera 2014) and proposes design of a handbook with Reading techniques, this registered research work focuses on causes similar to other works; such as lack of motivation and books with themes few interesting for students, the general objective diagnoses the importance about implementation and execution of guided reading techniques for the designed handbook, the sample was 53 and showed a better student achievement with the proposal applied.

Another educational project is also registered with the topic "how to encourage Reading comprehension" (Lynch and Uzhu 2015) and it was executed with a proposal of design a booklet with practical exercises to develop the
reading skills in the students, the general objective was to improve the reading skill, the causes found were out of date readings, strong vocabulary works and lack of student concentration in the readings, it was worked with a sample of 28 and the results were the expected according to the objectives.

A final research study was developed to improve comprehension reading through innovative techniques, the topic; "**Innovating Reading techniques to facilitate the basic Spanish learning.** (Rodriguez and Moran, 2015) with the application of a booklet designed to develop comprehension reading, the causes of the educational project were the lack of students interest in reading practices, lack of motivation and low vocabulary level.

The methods and techniques proposed by the aforementioned research studies were similar, among the main methods; deductive, inductive, systematic, analogical, symbolic and intuitive; all these are methods that have a great value, however; it should be considered that without the techniques or the indicated tools it would have been difficult to achieve the objectives set.

The four language skills of listening, speaking, reading, and writing are all interconnected. Proficiency in each skill is necessary to become a well-rounded communicator, but the ability to read skillfully provides the reader with several distinct advantages. The capacity to understand words through in context and developing skills such as skimming and scanning.

(Samuels, 2001) says: Scanning is very fast reading. When Scanning is, it must be skipped over many words. It should be looked for some information as quickly as
you can. Scanning is especially important for improving your reading. Many students try to read every word when they read, so they read very slowly. You often do not need to read every word. If people learn to scan, people can learn to read and understand faster.

(Samuels, Skimming, 2001) says: Speed is often important when they are reading. People may have a lot to read but not much time. For this kind of reading they usually do not want to know and remember everything. They only want to find out something about the book or article. They can do this by skimming.

Regarding the importance of language, the need to work requires that in some educational institutions of the country the bilingual secretarial career be implemented. In the same way, traveling goes hand in hand with the specialty of languages. It needs more than tourist guide, translators, flight attendant, etc. It could be said that Globalization has changed everything, for most of teachers, they could said the education must globalize too, for this it is necessary that in the curriculum educators also teach certain subjects in the English language, and thus meet the quality standards previously established with organizers in the country. Such as, Curriculum Reform and Development for the Learning of English (CRADLE), Ministry of Education of Ecuador (MinEduc), Go Teacher Program (Educación, 2016), the National Curricular Guidelines of English (DNCI).

• Ability to get information, to understand magazines and articles in English Business managers, educators, military leaders, lawyers, and politicians, among others, seek to develop their reading skills to such a level that they are transformed
into master readers. Reading clearly and evidently can get boring to the students when the material being read is meaningless or it is not suitable for their age or preference. Brunner (1999)

In his studies of human capacity, Howard Gardner (2015) revealed a wider family of human intelligences than previously suggested. Noting that restricting educational programs to focusing on a preponderance of linguistic and mathematical intelligences minimizes the importance of other forms of knowing, Gardner, (2015) also presented strategies for creating open systems of education utilizing the multiple intelligences philosophy.

In the same way, taking into consideration the foregoing words, Gardner alludes his succeeding seven chapters that correspond to each of these intelligences: (1) verbal-linguistic intelligence and learning processes, focusing on speaking, reading, and writing; (2) logical-mathematical intelligence, focusing on teaching of logic, mathematical processes, working with numbers, and sequencing; (3) kinesthetic intelligence, focusing on drama, creative movement, dance, manipulatives, classroom games, physical education, and exercise; (4) visual-spatial intelligence, focusing on pictorial representation, flow charts, visualization, board and card games, architecture and the visual arts; (5) musical intelligence, focusing on singing, musical notation, curriculum songs, and musical instruments; (6) interpersonal intelligence, focusing on positive interpersonal environments, conflict management, learning through service, appreciating differences, multiple perspectives, problem-solving, and multicultural education; (7) intrapersonal intelligence, focusing on self-esteem, goal setting, thinking skills, emotional expression, and self-directed learning; (8) "Curriculum Development through the
Multiple Intelligences," focuses on lesson planning, apprenticeships, and teaching for understanding and (9) assessment that enhances learning. (SD)

One of the types of intelligence that Howard Gardner (2015) talked about in his research “Multiple intelligence” was kinesthetic corporal intelligence, it belongs to the theory of multiple intelligence. According to Gardner (2015) the intelligence is not a unique mass of understandings but a group of different autonomous and specific abilities

THEORETICAL-CONCEPTUAL FRAMEWORK

Independent variable: Interactive techniques.

Dependent variable: Reading comprehension.

Reading comprises an important task and is a constant process of information that allows people to acquire a cumulate of knowledge, skills and abilities. Reading renews knowledge updates women and men to understand the physical and social world it surrounds us, and that impels us to raise the academic and professional capacity. According to (Alonso, 2001) "The goal of reading is to mature intelligence and enrich entertainment" (p. 23). With this criterion we can affirm that in the reading two specific areas intervene: a physical and a mental one. (Pisa, 2010) says: Reading is understood above all as "reading information" or as "means to build knowledge scrutiny". And therefore, as a key qualification in the information or knowledge society, based on letters. "Reading literacy" means understanding written texts, taking advantage of them and reflecting on them, in order to achieve their own objectives, to further discourage their own knowledge, and to participate in social life. (p.80)
Characteristics: (Vidriales, 2001) (p.21) points out the following: Reading changes us. When reading, it is not only the mind that works, but also the imagination and memory, says Felipe Garrido. When reading, people make contact with their instincts, with intuition, with its effects. Anyone can tell us the dangers that this implies. Reading makes you think. When someone reads, we promote a radical act in which we do not seek, as Fr Bacchus said, to contradict and challenge, or to believe and accept, but to think and consider. Thinking is an activity that attempts against the social order.

Reading is anarchy. Who opens a book enters an anarchic terrain. A learner cannot skip paragraphs and advance at his/her own pace since it deserves total attention for understanding and following spelling rules as so new words, that most of the time are not at hand for a correct understanding.

Reading, is a bond with ourselves, a place where most of the time it is not necessary to step in, therefore one must be familiarized with previous knowledge of what it is going to be read and even get to know the author whoever it is for climbing onto the literature he/she delivers. With this position, it is important to establish that books eliminate borders regardless the difficulty of its complexity as it provides welfare and relaxation as well as apprehension of culture and other ways of thinking.

Understanding what you’re reading is a completely personal and almost totally internal task. Students can discuss their ideas after they’ve read something, but it’s almost impossible to track reading comprehension in the exact moment it’s happening (Ronan,2015, p.1).
For several centuries Miguel de Cervantes summed it up: There is no book so bad that it does not have something good. Who reads is in danger of not living up to the pessimism that reigns everywhere. The book is the enemy of the conversation. The philosopher Fenelon warned him some time ago. Those who know how to engage in any useful and pleasant reading, never feel the tedium that devours others in the midst of delights. Whoever reads, no one doubts, attacks the greatest topic of conversation: boredom. Reading is a pleasure: Reading invites joy, abandonment. It is a selfish and sensual act. Importance of reading undoubtedly, the book has been throughout history a first order instrument to transmit knowledge; however, its main attribute is perhaps being a promoter of the imagination (Cmmedia.com, 87-131).

Reading is important not only at the time of study, it also stimulates creativity, relaxes and allows to know different and distant realities. The specialists point out that for the development of children it is an essential necessity, since they are in stages of full learning, but in adults this habit is also essential because it helps them to diversify their views respecting the world around them, to be more analytical and to understand processes and not just isolated events.

**CONSTRUCTIVISM**

**DEFINITION**

Formalization of the theory of constructivism is generally attributed to Jean Piaget, who articulated a mechanism Constructivism is a theory of knowledge which sustains that humans generate knowledge and meaning from their experiences by which knowledge is internalized through learning.
When individuals assimilate, they incorporate the new experience into an already existing framework. This way occurs when individual’s experiences are aligned with their internal representations of the world, Constructivism is a philosophy of learning founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world we live in. Each of us generates our own “rules” and “mental models,” which we use to make sense of our experiences.

There are several guiding principles of constructivism:

1. Learning is a search for meaning. Therefore, learning must start with real facts issues around which students are actively trying to construct meaning.

2. Meaning requires understanding about “the wholes “as well as the parts. And parts must be understood in the context of a whole. Therefore, the learning process focuses on primary concepts, not isolated facts.

3. In order to teach well, it must be understood that there are some mental models students use to perceive the world and the assumptions they make to support those models.

4. The purpose of learning is for an individual to construct his or her own meaning, not just memorize the “right” answers and regurgitate someone else’s meaning. Since education is inherently interdisciplinary, the only valuable way to measure learning is to make the assessment part of the learning process, ensuring it provides students with information on the quality of their learning. Ushioda (2017)
TYPES OF CONSTRUCTIVISM

The human constructivism refers to significant learning, the social constructivism bases on alternative ideas and conceptual changes, and theories about information process.

In addition, social interactions are necessary for learning in this type of constructivism. The radical constructivism maintains that knowledge in the human mind is not a reflection from outer environment. In fact it denies the possibility for teachers to transmit knowledge to students since both of them can create their own meaningful.

MOTIVATION

DEFINITION

The definition of motivation is to give reason, incentive, enthusiasm, or interest that causes a specific action or certain behavior. Motivation is present in every life function. Simple acts such as eating are motivated by hunger. Education is motivated by the desire for knowledge. Motivators can be anything from reward to coercion. (Brunner 2010)

Motivation is "all things motivates a person to make certain decisions, get involved in actions, spend efforts and persist in action", motivation is the cause of actions and people decisions. To understand and involve mental action, plan and establish goals in pursuit of the achievement of objectives, must be understood to motivation as an important aspect in the learning process (Zoltan and Ema, 2011).
According to Teach Thought Staff (2017, p.1) intrinsic motivation is a specific behavior stimulated by a desire, defined as the action to satisfy a need, people usually act intrinsically for fun or entertainment, without feeling pressured, feel free to act and the result of the experience is the knowledge.

Extrinsic motivation is understood as participative actions that respond to a tendency to fulfill an objective (Stoeber and Hayward, 2010, p.425), extrinsic motivation relates duty to entertainment, so it is easier to act, learn or work; an example of this motivation type is the worker who will receive a higher salary for a good job, on the contrary; Another example would be to receive a lower salary if the work done does not meet the company expectations.

MOTIVATION IN LEARNING

BACKGROUND

One of the most important in motivation in the learning every human being reach their goals, is motivation. This includes personal, as well as professional goals and targets. In fact, if this driving force did not exist then people would live in the rut of monotony and no great discoveries or inventions would have happened. Humanity would have probably continued to exist in the stone ages.

The fact that humanity, in general, is constantly progressing is proof enough that motivation does exist as a prominent factor.

In relation to reading comprehension, a research work is registered with the topic "How to improve the reading comprehension skill (Herrera 2014) and proposes design of a handbook with Reading techniques, this registered research work focuses on causes similar to other works; such as lack of motivation and books with
themes few interesting for students, the general objective diagnoses the importance about implementation and execution of guided reading techniques for the designed handbook, the sample was 53 and showed a better student achievement with the proposal applied.

Another educational project is also registered with the topic "How to encourage Reading comprehension" ((Lynch and Uzhu 2015) and it was executed with a proposal of design a booklet with practical exercises to develop the reading skills in the students, the general objective was to improve the reading skill, the causes found were out of date readings, strong vocabulary works and lack of student concentration in the readings, it was worked with a sample of 28 and the results were the expected according to the objectives.

A final research study was developed to improve comprehension reading through innovative techniques, the topic; "Innovating Reading comprehension techniques to facilitate the basic Spanish learning." (Rodriguez and Moran, 2015) with the application of a booklet designed to develop comprehension reading, the causes of the educational project were the lack of students interest in reading practices, lack of motivation and low vocabulary level.

The methods and techniques proposed by the before mentioned research studies were similar, among the main methods; deductive, inductive, systematic, analogical, symbolic and intuitive; all these are methods that have a great value, however; it should be considered that without the techniques or the indicated tools it would have been difficult to achieve the objectives set.
As a relevant aspect, it is pointed out that the present educational project is descriptive, explanatory and purposeful, it focuses on the studied sample, and it will strengthen the development of language skills in the learning process.

THEORETICAL FRAMEWORK

INTERACTIVE TECHNIQUES

Importance

These type of techniques facilitate the student development during class hours, learning is much more fun in all student aspects and engages the student in a friendly environment with the class goals.

"It has been discovered that game-based learning promotes a positive attitude towards learning and develops memory skills, along with its potential to connect students and help them develop self-constructed learning" (Venera, 2014, p.647).

Through playful activities children learn social behaviors, principles and values are incorporated into their behavior naturally, children are accustomed to learning through play. Kangas (2010)

INTERACTIVE TECHNIQUES MODELS

SENSORY: games that allow children to exercise their senses, help the development of learning skills from the first days of life extending throughout childhood.
**MOTOR:** basically it is learning involuntarily by repeating movements, words or social behaviors.

Motor games have a great evolution in the first two years of life and continue during childhood and adolescence. Walking, running, jumping, crawling, rolling, pushing or pulling are movements that play a role in children's favorite games because with them they exercise their new conquests and motor skills while allowing them to release accumulated tensions (Venera, 2014).

**VERBAL:** verbal ludic activities help significantly to language learning, there are different verbal exercises to develop skills, such as "tongue twister".

**MEMORY:** learning through games greatly enhances the memory, helps recognize and remember experiences favoring knowledge giving way to better performance in school, memory is linked to the senses and cognitive development.

**CHARACTERISTICS AND BENEFITS**

Raiola (2015) explained that the recreational engine is based on the pleasure principle, prolonging the game is to continue with actions that strengthen learning, and that; Motor activities are the basis of all learning and accompany individual development in all its phases.

**Student will:** enhances the student's will; this is a relevant aspect to facilitate the motivation and obtain a better academic performance in the activity.

**Student attitude:** a positive attitude will improve learning.

Participatory: a participatory class optimizes the objectives in classroom activities.
**Easy adaptation:** recreational activities harmonize the student environment.

**Creativity:** the activities that promote motivation allow to develop creativity in students.

**Skill development:** all ludic exercises significantly improve the student skills.

**Respect:** recreational activities promote respect in all directions.

**It is a process:** the application of ludic activities as process; facilitates meaningful learning.

**Organized:** activities that promote motivation improve the classes’ organization.

**Communicative:** students feel safe exchanging ideas and feelings according to the activity.

**Reflective:** recreational activities facilitate reflection in students.

**Collaborative:** fosters the need to carry out actions that help other colleagues.

**Imaginative:** involves the student imagination facilitating teaching.

**PARALINGUISTIC FEATURES**

They are non-semantic characteristics within language through the transmission of the voice; facilitates the total understanding of language through the analysis and recognition of common communication factors, there are four main characteristics in paralinguistic; physical, personality, attitude and emotional state. (Katarzyna & Wagner, 2013).

All verbal communication has corporal expressions and communicative gestures that express an emotional state. All of them contribute to build the speaker image
when he / she speaks to emphasize or contradict the strictly linguistic meaning (Katarzyna and Wagner, 2013).

**READING INTERACTIVE TECHNIQUES.**

**EXTENSIVE READING.**

Learning to read efficiently is one of the most important processes for life, not only is it a teaching method in student life; It is also a method that will allow a better development and better productivity during the existence of the human being. (Márquez 2005).

According to Juana Monsalve (2002), reading is a process of development that facilitates communication between human beings, allowing a better understanding of the social environment, giving importance to the different situations that arise in daily life and expanding the communication possibilities, this increases the interaction of people improving their social context.

Wells (1987); Reading is not a technique, or a single thing. You can be literate, be a reader, at various levels;

**Executive level**, which implies the knowledge and use of written code, the recognition of letters, words, phrases and textual structures.

**Functional level**, through which reading allows responding to the demands of everyday life.

**Instrumental level** that emphasizes the reading nature to obtain information.
**Epistemic level.** which allows reading to be used as a tool for analysis and critique of texts, thus provoking the transformation of thought, and not just the accumulation of information.

Freebody and Luke (1990) establish four aspects of reading: decoding, understanding of meaning, use of texts and critical reading; Valenzuela (2004, p 65-66) agrees in saying that reading is the first starting point for the acquisition of knowledge through the perception of graphic symbols. This process can be acquired in the following ways: 'As a visual act, as a perceptive act, and as a thought process.

It also establishes that reading is a construction of multiple meanings and not just a process of lines, it is a set of specific strategies that are evaluated through inference.

According to Pérez (1999, cited by Santiago, 2006. P 35) reading comprehension strategies are effective if three fundamental activities are carried out in each class: "pre-reading or global reading, integral or analytical reading and reading review".

**Pre-reading** consists of defining the reader's prior knowledge to show how much the reader knows about the topic, it is a quick reading.

**The integral or analytical reading** is the reading comprehension with the text where a set of strategies are applied such as glossing, underlining, elaborating summaries, among others. (Taraban, 2004)

**Critical reading** involves exercise activities after reading, its objective is the assessment, compromising the new information obtained through reading and the previous knowledge of the reader. (Kinginger, 2009)
LEGAL FRAMEWORK

This research study is based on legal aspects that promote education, the learning of a foreign language and interculturality, in relation to education; Ecuador in its Magna Carta, updated to the present date, in the General Regulations of the Organic Law of Education (2014); in article 26; establishes that education is an unavoidable right and an obligation of all Ecuadorians. In the same way in article 68; states: "The National Education System will include education programs that conform to the diversity of the country. It will incorporate administrative, financial and pedagogical decentralization and deconcentrating strategies into its management. The parents, the community, the teachers and the students will participate in the development of the processes ".

On the other hand; Education as a strategic sector and as a fundamental factor in the development of society, actively involves all people, is a process of transformation that provides knowledge regardless of progress. Technology, society, laws, learning and modernization are factors that influence the evolutionary process of the community. UNESCO in 1995 determined that all human beings must learn to live in harmony with tolerance and learn to understand themselves.

In relation to the process of learning the English language, the ministerial agreement 0041-14 states a transitory provision explaining that English is part of the curriculum in the profile of students. These legal aspects guarantee bilingual education in educational establishments; Tuvilla (1993) explained that education should aim at peace with the objective of informing, training and transforming,
establishing significant instruments for the construction of the new culture that humanity needs.

**EUROPEAN THEORETICAL REFERENCE FRAMEWORK**

Educational institutions, in relation to the teaching of English as a foreign language; they are centered on the European theoretical framework that is operated with criteria of actions of the Language Policy Division of the Council of Europe (Language Policy Division of the Council of Europe). (2001) This is the reason why the present project focuses on these aspects in order to be more objective with the problems explained.

**NATIONAL PLAN "A WHOLE LIFE"**

This research is also framed in the factors of the National Plan “A Whole Life” (2017) because it seeks a better development of learning through the organization and the student environment; Likewise, it seeks to benefit all those who participate directly or indirectly. Good Living is a constitutional principle based on the 'Sumak Kawsay', which includes a vision of the world centered on the human being, as part of a natural and social environment. Specifically, A Whole life is:

"The satisfaction of needs, the attainment of a dignified quality of life and death, the love and being loved, the healthy flowering of all, in peace and harmony with nature and the indefinite prolongation of human cultures. A Whole life means having free time for contemplation and emancipation, and that the real liberties, opportunities, capacities and potentials of individuals expand and flourish in a way
that allows them to simultaneously achieve what society, territories, diverse collective identities and each one - seen as a universal and particular human being at the same time - values as a desirable goal of life (both materially and subjectively and without producing any kind of domination of another).
CHAPTER III

METHODOLOGY, PROCESS, ANALYSIS AND DISCUSSION OF RESULTS

METHODOLOGICAL DESIGN

This research is descriptive with quantitative methodology, based on the real results obtained by means of statistical techniques to collect important data on population and sample, it is also considered as an effective tool in addition in the description about behavior in the study performed (Hueso & Cascante, 2012).

The quantitative method handles the data collection to approve the hypothesis and the search for a solution in a given problem. It is also responsible for taking the appropriate measures to the variables within the study, formalizing the solution and communicating the results. (Sampieri, Fernández and Baptista, 2006).

The present investigation evaluated representative results based on the emotional reactions of students and teachers to the problems found in the educational institution.

RESEARCH TYPES

This research study has been developed based on descriptive research that characterizes the treatment of a phenomenon, this research type aims to establish a structural procedure; It also diagnoses the problem treated in order to observe and quantify. (Cauas, 2012).
EXPLANATORY STUDIES

This study recognizes the causes of a problem, whether physical or social, explains the reasons and conditions about phenomenon, and also explains the relationship between variables. (Cauas, 2012). Through the explanatory study, the questions on motivation, pre-reading and factors related to the student's performance are correctly expressed.

THESIS APPROACH

According to Sampieri, Fernández and Baptista (2006) report that this type of study commits the researcher to behave or interact neutrally to achieve more real results, without altering reality in any of its aspects.

POPULATION

The population is the set of all cases that match certain specifications. Sampieri, Fernández, and Baptista (2006). The following table shows the population included in this research study:

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>POPULATION</th>
<th>PEOPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Teachers</td>
<td>42</td>
</tr>
<tr>
<td>3</td>
<td>Students</td>
<td>960</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>1003</td>
</tr>
</tbody>
</table>

Source: Survey of students from 8th grade of Assad Bucaram Elmhalin high School
Researcher: Anastasio Alvarado Luis Daniel
The population is comprised of 94 students from 8th level of general basic education (EGB) divided into seven courses, three teachers assigned to the different courses and sections and a director.

SAMPLE

The sample is a subset that belongs to the population, in the present research the non-probabilistic sample is used, which is considered a subgroup where the element choice depends on the research particularities (Sampieri, Fernández, & Baptista, 2006).

The table shown below contains a non-probabilistic sample of items chosen for convenience:

**TABLE 2**

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>DETAILS</th>
<th>SAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students</td>
<td>35</td>
</tr>
<tr>
<td>2</td>
<td>Teachers</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>37</td>
</tr>
</tbody>
</table>

*Source: Survey of students from 8th grade of Assad Bucaram Elmhalin high School*

*Researcher: Anastasio Alvarado Luis Daniel*
### OPERATIONALIZATION OF VARIABLES

#### TABLE 3.

<table>
<thead>
<tr>
<th>Type of variable</th>
<th>Variable</th>
<th>Dimension</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent</td>
<td>Type of techniques</td>
<td>Intrinsic</td>
<td>Extrinsic</td>
</tr>
<tr>
<td></td>
<td>Achievements</td>
<td>Qualification policies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interactive techniques</td>
<td>Motivational student</td>
<td>Safe space</td>
</tr>
<tr>
<td></td>
<td>environment</td>
<td>Respect</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interactive Techniques as a tool to improve reading</td>
<td>Importance</td>
<td>Synergy</td>
</tr>
<tr>
<td>Dependent</td>
<td>Reading techniques</td>
<td>Skimming</td>
<td>Scanning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Silences</td>
<td>Vocabulary</td>
</tr>
<tr>
<td></td>
<td>Reading comprehension</td>
<td>Extensive reading</td>
<td>Pre reading</td>
</tr>
<tr>
<td></td>
<td>Group activities</td>
<td>Discussion and debate</td>
<td>Critical reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Panel of activities</td>
<td>Interview</td>
</tr>
<tr>
<td>Source:</td>
<td>Information obtained at Assad Bucaram High School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Researcher:</td>
<td>Anastasio Alvarado Luis Daniel</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TECHNIQUES AND INSTRUMENTS

SURVEY

Through this study, the researcher collects relevant data from a set of standardized questions addressed to a representative sample or the population that intervenes in the research study. These questions are aimed at the results based on the specific characteristics. (Sampieri, Fernández, and Baptista, 2006).

For Caucass (2012) the survey must be carried out with a question bank with previously developed, this is one of the most used instruments for data collection to objectively measure the variables. The results will be evaluated quantitatively with mathematical procedures to indicate the different positive and negative aspects about problem.

INTERVIEW

The researcher asks several questions to the teacher about specific factors involved in the study to attach to the results obtained in the other instruments used obtaining a wider information about the problem. (Caucas, 2012).

In relation to this research thesis, an interview was conducted with the teacher designated to the course where the surveys were developed.

The English teacher has extensive experience in teaching English and has worked in several educational institutions. In the Assad Bucaram high school the teacher has about six years.
The English teacher considers that the 8th grades students from EGB in the institution have an adequate level for the language learning, the student levels would be considered in A1.1, the student pronunciation is not good but these errors are corrected with reading practices.

The teacher explained that the biggest problem that is frequently repeated in reading practices is the students' lack of confidence in the pronunciation of English words, the fear of the students cause a Student environment that is not very participative because the volume of the student voice is low and the classmates cannot hear or understand.

The teacher finally said that good attitude is fundamental for learning, keeping students attentive and creating curiosity are relevant aspects that must be taken into account to maintain a motivated class.

**DATA PROCESSING**

The tabulation procedures are developed in graphs and tables of summaries where all the survey questions are explained and the most important factors on the motivation in relation to the pre-reading are identified in the 8th grades students from the general basic education in the Assad Bucaram high school.
**Observation Guide**

**Objective:** Identify the methods and techniques used to stimulate the motivation in the pre-reading in the 8th grades students from the general basic education in the Assad Bucaram high school.

**Table 4**

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher performs motivational activities.</td>
</tr>
<tr>
<td>Activities are in relation with the student's environment.</td>
</tr>
<tr>
<td>Students involve actively in pre-reading activities.</td>
</tr>
<tr>
<td>Students are excited about the class.</td>
</tr>
<tr>
<td>Teacher involve actively in the class.</td>
</tr>
<tr>
<td>Teacher encourages the student to read.</td>
</tr>
<tr>
<td>Students use oral techniques.</td>
</tr>
<tr>
<td>Students perform pronunciation activities.</td>
</tr>
<tr>
<td>Texts are updated.</td>
</tr>
<tr>
<td>Readings are in accordance with the vocabulary level of students.</td>
</tr>
<tr>
<td>Teacher uses appropriate teaching materials for the readings.</td>
</tr>
<tr>
<td>Teacher uses additional didactic materials to strengthen the activities carried out.</td>
</tr>
</tbody>
</table>

**Source:** Information obtained at Assad Bucaram High School

**Researcher:** Anastacio Alvarado Luis Daniel
**Objectives:** to determine the needs of students for the apprehension of knowledge and the development of reading skills.

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

<table>
<thead>
<tr>
<th>No.</th>
<th>CRITERIA</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 English classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I like the environment student during English classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>If I get good grades I feel more motivated to be a better student</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I like the English reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I feel motivated with the English pre-reading exercises</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>It is easy to understand the readings developed in classes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I am easily distracted during English classes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Activities where I have to interact with my classmates are funnier than normal classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I like activities about reading, because they are different from the daily routine.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The material used by the English teacher makes the English reading more interesting.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>I would like to try new motivational techniques during pre-reading.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>My teacher always tries new techniques during pre-reading.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Source:* Information obtained at Assad Bucaram High School

*Researcher:* Anastacio Alvarado Luis Daniel
ANALYSIS OF THE SURVEY APPLIED TO STUDENTS

TABLE 6

1. I feel motivated during English classes

<table>
<thead>
<tr>
<th>Categories</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>In disagreement</td>
<td>10</td>
<td>29%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>9</td>
<td>26%</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>12</td>
<td>34%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Information obtained at Assad Bucaram High School
Researcher: Anastacio Alvarado Luis Daniel

GRAPHIC 1

Comment: 34% state that they feel totally motivated during English classes, 26% indifferent, and 3% strongly disagree; these results indicate a high percentage of students who feel motivated in the English classes.
TABLE 7

2. I like the environment student during English classes.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>In disagreement</td>
<td>12</td>
<td>34%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>8</td>
<td>23%</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>9</td>
<td>26%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Information obtained at Assad Bucaram High School

Researcher: Anastacio Alvarado Luis Daniel

GRAPHIC 2

Researcher: Anastacio Alvarado Luis Daniel

Comment: 9% do not feel comfortable with the student environment in the classroom, 23% indifferent and 26% feel good with the student environment and 9% disagree, these results indicate that the student environment must be improved.
TABLE 8.

3. If I get good grades I feel more motivated to be a better student.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>In disagreement</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>7</td>
<td>20%</td>
</tr>
<tr>
<td>Agree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>24</td>
<td>69%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Source:** Information obtained at Assad Bucaram High School  
**Researcher:** Anastacio Alvarado Luis Daniel

GRAPHIC 3

**Researcher:** Anastacio Alvarado Luis Daniel

**Comment:** 69% states that they feel totally agree with improve the student achievement, 20% indifferent and 3% disagree; these results indicate that students improve their performance by obtaining better grades.
TABLE 9

4. I like the English reading.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>In disagreement</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>Agree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>27</td>
<td>77%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Information obtained at Assad Bucaram High School

Researcher: Anastacio Alvarado Luis Daniel

GRAPHIC 4

Researcher: Anastacio Alvarado Luis Daniel

Comment: 77% affirm that they like English reading, 11% indifferent and another 11% disagree, these results indicate that a high percentage of students like English reading.
TABLE 10

5. I feel motivated with the English pre-reading exercises.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>8</td>
<td>23%</td>
</tr>
<tr>
<td>In disagreement</td>
<td>7</td>
<td>20%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>9</td>
<td>26%</td>
</tr>
<tr>
<td>Agree</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>6</td>
<td>17%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Information obtained at Assad Bucaram High School

Researcher: Anastacio Alvarado Luis Daniel

GRAPHIC 5

Researcher: Anastacio Alvarado Luis Daniel

Comment: 17% say they feel motivated with pre-reading exercises, 26% indifferent; 23% disagree, these results indicate that there is a serious problem with pre-reading exercises.
TABLE 11

6. It is easy to understand the readings developed in classes.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td>In disagreement</td>
<td>12</td>
<td>34%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td>Agree</td>
<td>6</td>
<td>17%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>7</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Source:** Information obtained at Assad Bucaram High School

**Researcher:** Anastacio Alvarado Luis Daniel

**Comment:** 20% affirm that it is easy to understand the readings, 14% indifferent; and 14% strongly disagree; these results indicate a high percentage of students who do not understand the readings developed in the classes.
TABLE 12

7. I am easily distracted during English classes.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>12</td>
<td>34%</td>
</tr>
<tr>
<td>In disagreement</td>
<td>8</td>
<td>23%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>6</td>
<td>17%</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>6</td>
<td>17%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Information obtained at Assad Bucaram High School
Researcher: Anastacio Alvarado Luis Daniel

GRAPHIC 4

Researcher: Anastacio Alvarado Luis Daniel

Comment: 17% claim to be distracted during English classes, 17% indifferent, 34% disagree, and these results indicate that a low percentage of students are easily distracted during English classes.
TABLE 13

8. Activities where I have to interact with my classmates are funnier than normal classes.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>10</td>
<td>29%</td>
</tr>
<tr>
<td>In disagreement</td>
<td>7</td>
<td>20%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>12</td>
<td>34%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Source:** Information obtained at Assad Bucaram High School  
**Researcher:** Anastacio Alvarado Luis Daniel

**GRAPHIC 8**

- Strongly agree: 34%
- Disagree: 29%
- Agree: 6%
- Neither agree nor disagree: 11%
- In disagreement: 20%

**Researcher:** Anastacio Alvarado Luis Daniel

**Comment:** 34% affirm having fun with the interaction activities, 11% indifferent, 29% disagree, these results indicate partiality in the students who find interesting the exercises of reading motivation.
TABLE 14

9. I like activities about reading, because they are different from the daily routine.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Frequency</th>
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</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>In disagreement</td>
<td>8</td>
<td>23%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>6</td>
<td>17%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>17</td>
<td>49%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Information obtained at Assad Bucaram High School
Researcher: Anastacio Alvarado Luis Daniel

GRAPHIC 9

Researcher: Anastacio Alvarado Luis Daniel

Comment: 49% say they like reading activities, 17% indifferent, 6% disagree, these results indicate a high percentage of students who like reading activities.
TABLE 15

10. The material used by the English teacher makes the English reading more interesting.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>In disagreement</td>
<td>8</td>
<td>23%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>7</td>
<td>20%</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>13</td>
<td>37%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Information obtained at Assad Bucaram High School
Researcher: Anastacio Alvarado Luis Daniel

GRAPHIC 10

Comment: 37% of students agree with the material used for reading exercises, 20% indifferent, 9% disagree; these results indicate a lower percentage of students who do not find the teaching material interesting for reading activities.
TABLE 16

11. I would like to try new motivational techniques during pre-reading.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>In disagreement</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>7</td>
<td>20%</td>
</tr>
<tr>
<td>Agree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>24</td>
<td>69%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Source:** Information obtained at Assad Bucaram High School

**Researcher:** Anastacio Alvarado Luis Daniel

**GRAPHIC 11**

**Comment:** 69% are totally in agreement with practicing new motivational techniques, 20% indifferent and 3% strongly disagree, these results indicate that the students would improve their academic achievement.
TABLE 17

12. My teacher always tries new techniques during pre-reading.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>8</td>
<td>23%</td>
</tr>
<tr>
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</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>9</td>
<td>26%</td>
</tr>
<tr>
<td>Agree</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>6</td>
<td>17%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Information obtained at Assad Bucaram High School

Researcher: Anastacio Alvarado Luis Daniel

GRAPHIC 12

Researcher: Anastacio Alvarado Luis Daniel

Comment: 17% affirm that the teacher incorporates new techniques during pre-reading, 26% indifferent, 23% strongly disagree, these results indicate that new techniques should be implemented more frequently during pre-reading.
ANALYSIS

In this research thesis, several factors related to motivation in the pre-reading were reviewed in the 8th grades students from the general basic education in the Assad Bucaram high school through the observation guide.

“The observation can be used as a measuring instrument in various circumstances, consisting of systematic, valid and reliable recording about behavior. Hernández (p.309).

In relation to the motivation in the pre-reading, the results shown did not satisfy the class objectives, the students in the reading practices, they were disinterested, nervous and afraid to read aloud because they feel unsure in their pronunciation.

There was also a clear relationship between the low performance of students with texts of uninteresting readings that do not respond to the student's concerns or motivation.

Among the relevant aspects that provide meaningful learning in students is active participation by the majority of students in the classroom. This investigation also found a basic vocabulary adjusted to the student knowledge.
**INTERVIEW WITH THE TEACHER**

**TABLE 18.**

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

**Source:** Information obtained at Assad Bucaram High School  
**Researcher:** Anastacio Alvarado Luis Daniel.
CONCLUSIONS AND RECOMMENDATIONS

Having uncovered fundamental data about the utilization of outlines to draw in the understudies into another English learning approach, it is likewise vital that the understudies by and large, should be inspired constantly. It does not just need to be unbending with the utilization of new choices yet it is dependent upon the educator to consider the application and consistent utilization of formal and casual inspiration whatever for expanding the natural and self-sufficient upgrades so they themselves can manage the cost of the EFL as a basic obligation to satisfy.

This work demonstrates numerous thoughts all around bolstered for the incorporation of understudies into current training yet it needs from different characters to connect together with this program. Guardians, experts, instructors are individuals from this commitment, that together with advancement and inventive projects will lead understudies into the sharp of another dialect fundamental these days for rivalry with innovation.

The didactic guide with interactive techniques will facilitate the student community a more interactive and practical class; It will reinforce the knowledge through innovative and interesting learning strategies because it relates real-life events with the class activities.

In order to guarantee the objectives, it is recommended that the teacher direct the activities controlling all class aspects and maintaining the discipline in the students.
All the strategies within the didactic guide have been established according to the curriculum in relation to teaching-learning concerning to English language regulated by the Ecuadorian government in the education law. The content is adjusted to the texts used in educational institutions.
CHAPTER IV

PROPOSAL

TITLE: A DIDACTIC GUIDE WITH INTERACTIVE READING TECHNIQUES.

JUSTIFICATION

Through the correct interpretation of data obtained in the research process, it was established that motivation is of vital importance in the learning-teaching process this foreign language in relation to reading in the students from 8th level of general basic education in the Assad Bucaram high school; Starting physical activities and alternating with the traditional teaching way with interactive techniques optimizes the objectives of this research.

It was also determined that improvements should be made in the classrooms for a better student environment and facilitate the student's necessary motivation and maximize their achievement. On the other hand; the extra material used for the English language training in what refers to reading are not used in their entirety because they are limited. These reasons give priority to the presented proposal to provide new teaching tools to teachers from 8th level in the Assad Bucaram high school.

The didactic guide with interactive reading techniques developed in this research thesis arises to provide help to the educational community, with a set of activities that involve both the student and the teacher. The project justification also promotes innovation in the education system and presents an interesting proposal to guarantee the language learning based on pre-reading.
OBJECTIVES

GENERAL

Develop language skills and reading comprehension through interactive techniques in reading.

SPECIFIC

• Increase the participation in the students from 8th level of general basic education in the Assad Bucaram high school during English classes.

• Use appropriate strategies to promote the cognitive area in the students to improve the English language learning.

THEORETICAL ASPECTS

The main idea about proposal is to develop the different levels in the linguistic aspect through motivational strategies to improve reading comprehension, facilitating innovative forms of teaching and learning through motivation exercises in combination with traditional methods and thus ending disinterest that students often show and leverage the resources invested in education.

Teachers must be committed to strengthening knowledge and improving language skills in students through exercises that awaken motivation in the classroom. Pre-reading and reading comprehension are necessary skills for communication; When people understand and interpret correctly, it involves interaction with one or more people in a similar context; therefore, it is considered
a process and an action, based on expressive and interpretative skills (Vernon and Alvarado, 2014).

It is necessary to understand the interactive techniques as an essential part in the development of human beings from their infant stages to take advantage of all the factors involved in the education, from the beginning to the maturity; For Karl Groos (1902), philosopher and psychologist; He explained that the game is the object of a special psychological investigation, being the first to verify the game role as a phenomenon of development about thought and activity. It is based on Darwin's studies that indicate that the species best adapted to the changing conditions in the environment survive. Therefore, the game is a preparation for adult life and survival.

Piaget (1956) associates three basic structures of motivational activities with the evolutionary phases of human thought: the game is simple exercise; the symbolic game (abstract, fictional); and regulated gambling (collective, the result of a group agreement). All the skills involved in learning, such as sensory motor, symbolic or reasoning and the main aspects of human development, are what condition the origin and evolution about motivation.

**FEASIBILITY**

**FINANCIAL**

The proposal elaboration about financial aspect is possible because it is developed by the researchers of this project where different activities dedicated to perfecting the English language skills through interactive techniques and reading are exposed. The most significant investment is a very low amount that is
designated for the exercises showed in the pages of the didactic guide with strategies.

LEGAL

This thesis has the necessary elements for execution where the student community is involved in the Assad Bucaram high school in the Guayaquil city. These supports and intellectual property are attached at the end of this research work, for this reason there is no impediment in the legal aspects for the execution of this project.

TECHNICAL

In relation to the procedure of this didactic guide, the educational institution is provided with the necessary materials for the proposal development. It has a stable infrastructure and enough open spaces to carry out the motivational activities.

HUMAN

The research presented along with the proposal have been worked on, analyzed, socialized and accepted by a teacher commission within the educational establishment and teachers from State University of Guayaquil. The didactic guide is adjusted to the teacher and the student needs, as far as it represents an important implementation as a didactic tool for the English language treatment.
DESCRIPTION OF THE PROPOSAL

The didactic guide with interactive techniques will be of great help for teachers and students because it will allow to have a wide and different perspective about education, it is also novel because it is a didactic tool that increases student interest promoting participation and at the same time; improves the language skills in students from 8th level of general basic education in the Assad Bucaram high school. The exercises presented in the didactic guide are based on a set of results obtained and measured by means of research instruments, focused on reading and oral skills, vocabulary and reading comprehension.

The didactic guide with interactive techniques is well structured from its presentation to its conclusions: title, objective, organization, suggested time, materials and detailed process for their execution. The index contains all the activities set out in the didactic guide and they are explained and organized.

CONCLUSIONS OF THE PROPOSAL

The didactic guide with interactive techniques will facilitate the student community a more interactive and practical class; It will reinforce the knowledge through innovative and interesting learning strategies because it relates real-life events with the class activities.

In order to guarantee the objectives, it is recommended that the teacher direct the activities controlling all class aspects and maintaining the discipline in the students.
All the strategies within the didactic guide have been established in accordance the curriculum in relation to teaching-learning concerning to English language regulated by the Ecuadorian government in the education law. The content is adjusted to the texts used in educational institutions.
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS
DE LA EDUCACIÓN
ESCUELA DE Lenguas Y LINGÜÍSTICA

PROPOSAL

DIDACTIC GUIDE WITH INTERACTIVE READING TECHNIQUES

Designed by:

ANASTASIO ALVARADO LUIS DANIEL

COUNSELOR

Msc. Galo Donoso Noboa

GUAYAQUIL – ECUADOR

2019
DIDACTIC GUIDE WITH INTERACTIVE READING TECHNIQUES
# TABLE CONTENT

<table>
<thead>
<tr>
<th>Table of content</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading #1</td>
<td></td>
</tr>
<tr>
<td>MY NEIGHBOR’S CAT</td>
<td>61</td>
</tr>
<tr>
<td>Reading #2</td>
<td></td>
</tr>
<tr>
<td>THE ENGLISH LANGUAGE WORLD</td>
<td>62</td>
</tr>
<tr>
<td>Reading #3</td>
<td></td>
</tr>
<tr>
<td>THE GALAPAGOS ISLAND</td>
<td>63</td>
</tr>
<tr>
<td>Reading #4</td>
<td></td>
</tr>
<tr>
<td>AT THE AIRPORT</td>
<td>65</td>
</tr>
<tr>
<td>Reading #5</td>
<td></td>
</tr>
<tr>
<td>MY CITY</td>
<td>66</td>
</tr>
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</table>
The day my mom gave me a dog, it was the best thing ever happened, I felt so happy as I had never had one. Everything was fine until my neighbors, who were children as I was, left their cat released in their garden. My dad had told me that if I wanted to stay with the dog, whom I called Lanos, he had to stay outside. One day Lanos came across my neighbors´ cat and a never-ending story just started, pursuing, noise, vandalism and other weird situations that couldn´t handle with. One day the cat got to the street and a scandalous accident took place. I couldn´t get another dog and my neighbor couldn´t confront the sad situation.
Activities

A. To the teacher: read the whole story, have the students take notes of the pronunciation.

B. Have a student read continuously, stop and ask someone else to go on, taking care of pronunciation.

C. Show the students a family with pets videos, ask them to bring photos of their pets, you can also can make them draw their pets.

D. Ask the students re-write the story by filling the blanks with other information they would like to.

............ gave me a dog, it was the best thing ever happened, I .......... as I had never had one. Everything was fine until .......... who were children as I was............. in their garden. ................. if I wanted to stay with the dog, whom I ................., he had to stay outside. One day Lanos came across my neighbors´ cat and a ........................... pursuing, noise, vandalism and other ..................... that couldn’t handle with. One day, the cat .......................... street and a ........................ accident ...................... I couldn’t get another dog and my neighbor ..........................
At present, millions of people speak English and they are spread out all over the world, making of this language the most spoken. Wherever you have the chance to learn the English language, it is the same whatever British, American, Australian, Canadian or even south African, since this language has become the global one, making it a source of transmission of culture, traditions, foods and way of living that has the same characteristics to any society. So learning English is just a power of involving different societies to our context, which symbolizes the equanimity.
Activities

A. Have the students mention where the pictures belong to.

B. To the teacher: read the whole story, have the students take notes of the pronunciation.

C. Have a student read continuously, stop and ask someone else to go on, taking care of pronunciation.

D. Show the students videos of the pictures that are above. Ask them to bring photos or capture from their phones more emblematic places of the referenced countries of this study.
A trip to Galapagos offers one of the most unforgettable wildlife experiences on the planet. The archipelago is a living laboratory that, in 1835, inspired Charles Darwin to formulate his theory of evolution. Exploring with an expert naturalist guide will open your eyes to how Darwin devised his theories, the ways in which the islands have been shaped over the years, the human history and the modern day challenges facing this unique ecosystem. There are many ways of discovering the islands and our specialists are well-versed in finding the right trip for you, whether it’s an expedition cruise, island-hopping, a dedicated diving trip or a land-based stay in a comfortable hotel with daytime exploration of the islands. I hope this brochure reflects the knowledge and passion of our Galapagos specialists, who all love this unique archipelago, and that it inspires you to start planning your trip to these enchanting islands.
Activities

A. Read the text about the Galapagos island and choose the best option of the questions below.

1. What is the article about?
   - People learning English.
   - a visit to the Galapagos Island
   - life in Filipinas

2. What is one of the advantages of touring the Galapagos?
   - There are no Italians in Britain.
   - You will have to speak English and not your language.
   - The language schools are better.

B. To the teacher: read the whole story, have the students take notes of the pronunciation.

C. Have a student read continuously, stop and ask someone else to go on, taking care of pronunciation.

D. Show the students videos of the Galapagos Islands, ask them bring pictures or download from their cell phones images about it.

E. Ask them create a brochure about visiting the islands and ask them promote their work.
AT THE AIRPORT (At the check-in)

Check-in Clerk: Good morning.
Passenger: Good morning.
Check-in Clerk: May I see your ticket, please?
Passenger: Oh yes. Here it is.
Check-in Clerk: Thank you Mr. Robinson.
Passenger: I was wondering if I could have a smoking seat, please?
Check-in Clerk: I’m afraid this is a non-smoking flight, Sir. Would you prefer an aisle seat or a window seat?
Passenger: Well, I’m not sure. You see, it’s the first time that I will be flying by airplane and I’m feeling a bit uneasy about it. What I really want is the safest seat.
Check-in Clerk: Oh I see, well there’s really nothing to worry about. Let’s see, I can give you an aisle seat right next to one of the exits. Then you’ll have more leg room, too.
Passenger: Oh good! That sounds alright.
Check-in Clerk: And could I see your passport, please?
Passenger: Oh yes, here it is…….
ACTIVITIES

A. Show the students videos about real situations at the check-in airport

B. Ask the students to underline the polite phrases.

C. Ask students to circle the words they don’t know and have them look up the dictionary.

D. Have them read and characterize the conversations taking into account the stress and intonation.
My city isn’t a bad city however it’s nothing to get too excited about either. Because it’s a quiet city with very little crime lots of people move here to start families. There are plenty of schools and several parks. There are also quite a number of jobs. People work in both offices and factories. Having grown up here, I know it well. Too well. I’m ready to move to another place. I want to see other cities and other countries. I think it’s important to learn new things and explore other cultures. I like to spend time with people who have ideas that are different from my ideas. It helps me to see things in a new way.
ACTIVITIES

Please answer the following questions of understanding:

How do I feel about my city?

a) it’s okay
b) it’s remarkable
c) it’s horrible
d) it’s fantastic

Why do I want to move?

to get married
to find a job
my city is getting worse
to have new experiences

What does my city not lack?
employment and crime
crime and families
families and parks
roads and tourists

Which statement is true?
I moved to this city
I grew up in this city
I was born in this city
none of the above
Why do I like to meet new people?

to hear different ideas

to learn new languages

to argue

to eat new foods

Read aloud to the students and have them be aware of the pronunciation as well as the stress and intonation.

Have them repeat continuously one in a row.

Have them characterize a typical day in the Guayaquil city.

Show the students different cities videos so they can see the similar characteristics of people and society.
BIBLIOGRAPHY


- Understanding the Reading Process Deslea Konza, 2010


- THE READING PROCESS (Jalongo and Sobolak 2010)

- SPELD (SA) NEWSLETTER Autumn 2013 p- 11 Anne Bayetto

- Why Reading Comprehension in the Content Areas is so Important By Amanda Ronan on May 12, 2015... Article http://www.edudemic.com/reading-comprehension-content-areas-important/
TOPIC: Influence of interactive Reading techniques to develop Reading comprehension.
PROPOSAL: Design a didactic guide with interactive Reading techniques

Nombre del estudiante (s) | Luis Daniel Anastacio Alvarado
---|---
Facultad | Facultad de Filosofía y Letras de la Educación
Carrera | Lengua y Lingüística
Línea de Investigación | Teorías métodos educativos en el proceso de enseñanza de las lenguas extranjeras
Sub-línea de Investigación | Tendencias educativas y didácticas contemporáneas del aprendizaje.

| Fecha de presentación de la propuesta de trabajo de titulación | 28/05/2019
---|---
| Fecha de evaluación de la propuesta de trabajo de titulación | 28/05/2019

<table>
<thead>
<tr>
<th>ASPECTO A CONSIDERAR</th>
<th>CUMPLIMIENTO</th>
<th>OBSERVACIONES</th>
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<tbody>
<tr>
<td>Título de la propuesta de trabajo de titulación</td>
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<td>Línea de Investigación / Sub-línea de Investigación</td>
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<td>Planteamiento del Problema</td>
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<td>Justificación e importancia</td>
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<tr>
<td>Cronograma de actividades</td>
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<td>Presupuesto y financiamiento</td>
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Docente Revisor
Msc. Galo Donoso
Guayaquil, 01 de Julio del 2019

SR. Lcda. SARA ANAGUANO
DIRECTOR (A) DE CARRERA LENGUAS Y LINGUISTICA
FACULTAD DE FILOSOFÍA
UNIVERSIDAD DE GUAYAQUIL

Acuerdo del Plan de Tutoría

Nosotros, MSC Galo Donoso, docente tutor del trabajo de titulación y Daniel Anastacio estudiante de la Carrera/Escuela Lenguas y Lingüística, comunicamos que acordamos realizar las tutorías semanales en el siguiente horario 18h00-19h00, el día miércoles.

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,

Estudiante(s)                              Docente Tutor

CC: Unidad de Titulación
Guayaquil, 15 de agosto de 2019

Sra. Lcda SARA ANAGUANO
DIRECTOR (A) DE LA CARRERA/ESCUELA
FACULTAD DE FILOSOFÍA Y LETRAS
UNIVERSIDAD DE GUAYAQUIL
Ciudad.-

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la tutoría realizada al Trabajo de Titulación INFLUENCE OF INTERACTIVE READING TECHNIQUES TO DEVELOP READING COMPREHENSION del estudiante LUIS DANIEL ANASTACIO ALVARADO, indicando 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 el (los) estudiante (s) está (n) apto (s) para continuar con el proceso de revisión final.

Atentamente,

TUTOR DE TRABAJO DE TITULACIÓN

C.I. 0919552462
**Título del Trabajo:** INFLUENCE OF INTERACTIVE READING TECHNIQUES TO DEVELOP READING COMPREHENSION  
**Autor(s):** LUIS DANIEL ANASTACIO ALVARADO

<table>
<thead>
<tr>
<th>ASPECTOS EVALUADOS</th>
<th>PUNTAJE MÁXIMO</th>
<th>CALIFICACIÓN</th>
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<tr>
<td><strong>ESTRUCTURA ACADÉMICA Y PEDAGÓGICA</strong></td>
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<tr>
<td>Propuesta integrada a Dominios, Misión y Visión de la Universidad de Guayaquil.</td>
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<tr>
<td>Relación de pertinencia con las líneas y sublíneas de investigación Universidad / Facultad/ Carrera</td>
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<td>0.95</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>
<td>1</td>
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<tr>
<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>
<td>1</td>
<td>0.95</td>
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<tr>
<td>Evidencia el logro de capacidades cognitivas relacionadas al modelo educativo como resultados de aprendizaje que fortalecen el perfil de la profesión</td>
<td>1</td>
<td>0.95</td>
</tr>
<tr>
<td>Responde como propuesta innovadora de investigación al desarrollo social o tecnológico.</td>
<td>0.4</td>
<td>0.95</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>
<td>0.4</td>
<td>0.95</td>
</tr>
</tbody>
</table>

**RIGOR CIENTÍFICO**  
|                                                                                       | 4.5            |              |
| El título identifica de forma correcta los objetivos de la investigación             | 1              | 0.95         |
| 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. | 1              | 0.95         |
| El objetivo general, los objetivos específicos y el marco metodológico están en correspondencia. | 1              | 0.95         |
| El análisis de la información se relaciona con datos obtenidos y permite expresar las conclusiones en correspondencia a los objetivos específicos. | 0.8            | 0.95         |
| Actualización y correspondencia con el tema, de las citas y referencia bibliográfica | 0.7            |              |

**PERTINENCIA E IMPACTO SOCIAL**  
|                                                                                       | 1              |              |
| Pertinencia de la investigación                                                      | 0.5            |              |
| Innovación de la propuesta proponiendo una solución a un problema relacionado con el perfil de egreso profesional | 0.5            |              |

**CALIFICACIÓN TOTAL** *  
|                                                                                       | 10             |              |
| * El resultado será promediado con la calificación del Tutor Revisor y con la calificación de obtenida en la Sustentación oral. |

**FIRMA DEL DOCENTE TUTOR DE TRABAJO DE TITULACIÓN**  
No. C.I: 0919552472  
FECHA: 19/08/2019
CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado MSC. GALO DONOSO, tutor del trabajo de titulación certifico que el presente trabajo de titulación ha sido elaborado por LUIS DANIEL ANASTACIO ALVARADO, CC: 0922039326, con mi respectiva supervisión como requerimiento parcial para la obtención del título de LICENCIADO EN LENGUAS Y LINGÜÍSTICA INGLESA.

Se informa que el trabajo de titulación: “INFLUENCE OF INTERACTIVE READING TECHNIQUES TO DEVELOP READING COMPREHENSION”, ha sido orientado durante todo el periodo de ejecución en el programa antiplagio (URKUND) quedando el 0% de coincidencia.

https://secure.urkund.com/view/16964445-251036-988649#DccxDglxDADBv6

MSC. GALO DONOSO

C.I. 0919554462
Guayaquil, 15 de agosto del 2019

Sra. Lcda. SARA ANAGUANO
DIRECTOR (A) DE LA CARRERA/ESCUELA
FACULTAD FILOSOFÍA Y LETRAS
UNIVERSIDAD DE GUAYAQUIL
Ciudad. -

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la REVISIÓN FINAL del Trabajo de Titulación “INFLUENCE OF INTERACTIVE READING TECHNIQUES TO DEVELOP READING COMPREHENSION” del estudiante LUIS DANIEL ANASTACIO ALVARADO, CC: 0922039326. 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 el que el trabajo de investigación cumple con los requisitos exigidos.

Una vez concluida esta revisión, considero que el estudiante LUIS DANIEL ANASTACIO ALVARADO está apto para continuar el proceso de titulación. Particular que comunicamos a usted para los fines pertinentes.

Atentamente,

____________________
DOCENTE TUTOR REVISOR

C.I. _____________
EVIDENCIA DE TUTORIAS
FOTOGRAFÍA DE TUTORÍAS REALIZADAS DURANTE EL PROCESO DE TITULACIÓN
EVIDENCIA DE TRABAJO INVESTIGATIVO EN UNIDAD EDUCATIVA
**SURVEY FOR STUDENTS**

**Objective:** to determine the needs of students for the apprehension of knowledge and the development of reading skills.

<table>
<thead>
<tr>
<th>No.</th>
<th>SURVEY FOR STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I feel motivated during English classes</td>
</tr>
<tr>
<td>2</td>
<td>I like the environment student during English classes</td>
</tr>
<tr>
<td>3</td>
<td>If I get good grades I feel more motivated to be a better student</td>
</tr>
<tr>
<td>4</td>
<td>I like the English reading.</td>
</tr>
<tr>
<td>5</td>
<td>I feel motivated with the English pre-reading exercises</td>
</tr>
<tr>
<td>6</td>
<td>It is easy to understand the readings developed in classes.</td>
</tr>
<tr>
<td>7</td>
<td>I am easily distracted during English classes.</td>
</tr>
<tr>
<td>8</td>
<td>Activities where I have to interact with my classmates are funnier than normal classes</td>
</tr>
<tr>
<td>9</td>
<td>I like activities about reading, because they are different from the daily routine.</td>
</tr>
<tr>
<td>10</td>
<td>The material used by the English teacher makes the English reading more interesting.</td>
</tr>
<tr>
<td>11</td>
<td>I would like to try new motivational techniques during pre-reading.</td>
</tr>
<tr>
<td>12</td>
<td>My teacher always tries new techniques during pre-reading.</td>
</tr>
</tbody>
</table>

**Source:** Information obtained at Assad Bucaram High School

**Researcher:** Anastacio Alvarado Luis Daniel
A QUIEN INTERESE

LA SUSCRITA RECTORA DE LA UNIDAD EDUCATIVA ASSAD BUCARAM ELMHALIN CERTIFICA:

Que el estudiante **SR. ANASTACIO ALVARADO LUIS DANIEL**, portador de la ed. ld. # 0922039326, realizó su proyecto de tesis ininterrumpidamente sobre **INFLUENCE OF INTERACTIVE READING TECHNIQUES TO DEVELOP READING COMPREHENSION**, en la U.E ASSAD BUCARAM ELMHALIN, desde el 12 de junio del 2019 hasta el 12 de julio del mismo año. El mencionado estudiante ha demostrado, capacidad, colaboración y responsabilidad en el desempeño de su proyecto, haciéndose acreedor del aprecio y estima de quienes lo conocimos.

Guayaquil, julio 11 del 2019

Atentamente,

[Signature]

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FOTOGRAFIA CON LA RECTORA DE LA UNIDAD EDUCATIVA ASSAD BUCARAM POSTERIOR A LA APROBACION DE LA APLICACION DEL PROYECTO EN ESTA INSTITUCION.
FOTOGRAFÍA AL INGRESO DE LA INSTITUCION DONDE SE REALIZÓ EL PROYECTO.
REALIZANDO VERIFICACION DE MATERIAL DIDACTICO UTILIZADO POR LA INSTITUCION.
REALIZANCO DEMOSTRACION DE CLASE APLICANCO LAS TECNICAS INTERACTIVAS DE LECTURA PARA UNA BUENA COMPRENSION.