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

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

TOPIC
THE INFLUENCE OF VOCABULARY IN THE PERFORMANCE OF READING SKILL

PROPOSAL
TO DESIGN A BROCHURE WITH STANDARD VOCABULARY FOR BASIC USERS

RESEARCHERS
PILLASAGUA GARCIA GISSELLA MAGDALENA

THESIS ADVISOR
MSC. SARA ANAGUANO PÈREZ

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C.C. 0930988654
UNIVERSITY OF GUAYAQUIL
FACULTY OF PHILOSOPHY, LETTERS AND EDUCATION SCIENCES
SCHOOL OF LANGUAGES AND LINGUISTICS

PROYECTO

TEMA: THE INFLUENCE OF VOCABULARY IN THE PERFORMANCE OF READING SKILL.

PROPUESTA: TO DESIGN A BROCHURE WITH STANDARD VOCABULARY FOR BASIC USERS.

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DEDICATION

I dedicate this project to God for blessing me every day and who help me for finishing this career.

To my lovely and beautiful daughter who is my inspiration to continue with this dream which is to teach English.

To my mother, who has been there when I needed her and taught me to fight for reaching what I want.

To my dear Family, who have been helping me during through all these years with everything I needed.

And to my closest friends

Gissella Pillasagua Garcia
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Gissella Pillasagua García
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REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TESIS

TÍTULO Y SUBTÍTULO: La influencia del vocabulario en el desempeño de la habilidad lectora. Diseñar un folleto con vocabulario estandarizado para usuarios básicos.

AUTOR/ES:  
Gissella Magdalena Pillasagua Garcia

TUTOR: MSc. Sara Anaguano Pérez

REVISORES:

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PALABRAS CLAVE: Habilidad Lectora  Vocabulario  Folleto con Vocabulario Estandarizado

RESUMEN:
Este proyecto se dirigió a mejorar el desarrollo de la habilidad lectora en inglés de los estudiantes de 10º grado sección “B”, jornada vespertina, de Educación Básica General del Colegio Nacional Vicente Rocafuerte, debido a la implementación de vocabulario inadecuado para el nivel de inglés en los estudiantes tienen en el aula. También se demostró científicamente que el vocabulario estandarizado son actividades importantes para aprender una lengua extranjera, porque motivan y mejoran la habilidad de lectura de los estudiantes y se pueden aplicar al momento de leer textos y comprender las ideas principales y secundarias, también tener la habilidad de sintetizar el texto leído. Para identificar el problema se utilizó investigación de campo, bibliográfica y estadística que ayudó a compilar información del problema. Además, se utilizaron encuestas a los estudiantes y la entrevista al profesor de inglés como instrumentos de investigación. Estos datos demostraron que los estudiantes no tienen el desarrollo adecuado a su nivel según las habilidades establecidas en la Guía Curricular y el Marco Común de Referencia Europeo. Por lo tanto, se propuso diseñar un folleto con vocabulario estandarizado para usuarios básicos, el cual tiene como principal objetivo dar una solución al problema presentado en el contexto educativo.

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CONTACTO CON AUTOR/ES  
Teléfonos: +593958966733  E-mail: kevining_hyuga@live.com

CONTACTO EN LA INSTITUCIÓN:  
Nombre: Escuela de lenguas y lingüística  
Teléfono: (04)2294888 Ext. 123  E-mail: lenguas.linguistica.filo@gmail.com
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<td>This project was aimed at improving the development of the English reading ability of students in the 10th grade section &quot;B&quot;, evening session, General Basic Education of the Vicente Rocafuerte National High School, due to the implementation of vocabulary inappropriate for the level of English in the students they have in the classroom. It was also scientifically proven that standardized vocabulary are important activities to learn a foreign language, because they motivate and improve the reading ability of students and can be applied when reading texts and understanding main and secondary ideas, also have the ability to synthesize the read text. To identify the problem, field, bibliographic and statistical research was used that helped compile information about the problem. In addition, student surveys and the English teacher interview were used as research instruments. These data showed that students do not have the appropriate development at their level according to the skills established in the Curriculum Guide and the Common European Framework of Reference. Therefore, it was proposed to design a brochure with standardized vocabulary for basic users, which main objective is to provide a solution to the problem presented in the educational context.</td>
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<tr>
<td>CONTACT WITH AUTHOR/ES</td>
<td>Telephone: +593958966733 E-mail: <a href="mailto:kevining_hyuga@live.com">kevining_hyuga@live.com</a></td>
</tr>
<tr>
<td>INSTITUTIONAL CONTACT:</td>
<td>Name: Secretary of the School of Linguistics and Languages</td>
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<td></td>
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RESUMEN

Este proyecto se dirigió a mejorar el desarrollo de la habilidad lectora en inglés de los estudiantes de 10º grado sección “B”, jornada vespertina, de Educación Básica General del Colegio Nacional Vicente Roca Fuerte, debido a la implementación de vocabulario inadecuado para el nivel de inglés en los estudiantes tienen en el aula. También se demostró científicamente que el vocabulario estandarizado son actividades importantes para aprender una lengua extranjera, porque motivan y mejoran la habilidad de lectora de los estudiantes y se pueden aplicar al momento de leer textos y comprender las ideas principales y secundarias, también tener la habilidad de sintetizar el texto leído. Para identificar el problema se utilizó investigación de campo, bibliográfica y estadística que ayudó a compilar información del problema. Además, se utilizaron encuestas a los estudiantes y la entrevista al profesor de inglés como instrumentos de investigación. Estos datos demostraron que los estudiantes no tienen el desarrollo adecuado a su nivel según las habilidades establecidas en la Guía Curricular y el Marco Común de Referencia Europeo. Por lo tanto, se propuso diseñar un folleto con vocabulario estandarizado para usuarios básicos, el cual tiene como principal objetivo dar una solución al problema presentado en el contexto educativo.

Palabras claves: Habilidad Lectora, Vocabulario, Folleto con Vocabulario Estandarizado
ABSTRACT

This project was aimed at improving the development of the English reading ability of students in the 10th grade section "B", evening session, General Basic Education of the Vicente Rocafuerte National High School, due to the implementation of vocabulary inappropriate for the level of English in the students they have in the classroom. It was also scientifically proven that standardized vocabulary are important activities to learn a foreign language, because they motivate and improve the reading ability of students and can be applied when reading texts and understanding main and secondary ideas, also have the ability to synthesize the read text. To identify the problem, field, bibliographic and statistical research was used that helped compile information about the problem. In addition, student surveys and the English teacher interview were used as research instruments. These data showed that students do not have the appropriate development at their level according to the skills established in the Curriculum Guide and the Common European Framework of Reference. Therefore, it was proposed to design a brochure with standardized vocabulary for basic users, which main objective is to provide a solution to the problem presented in the educational context.

Key words: Reading Skill, Vocabulary, Brochure with Standard Vocabulary
INTRODUCTION

Learning English language is a tool that opens the doors to human beings and allows communication with other cultures in the globalized world where we live, most of the international trade agreements are concluded in English, and is the most widely used language for international business meetings. When someone does not know the language of the country, there are several options that they can use to communicate, one of them is using English language. Therefore, the importance of this research is to verify the effectiveness of role plays in the process of learning the English language and its objective is the influence of vocabulary in the performance of reading skill through field, bibliographical and statistical research to design a brochure with standard vocabulary for basic users.

This project contain four chapters:


**Chapter II: THE THEORETICAL FRAMEWORK** describes Background, includes the Theories and Aspects that grounds the foundations of this research and Legal Foundation.

**Chapter III: THE METHODOLOGY AND ANALYSIS OF RESULTS** describes The Qualitative research, Quantitative approach, Types of research, Research methods, Research techniques, Survey, Interview, Population and sample, and Analysis of Results.

**Chapter IV: THE PROPOSAL** offers the proposal, Justification, General Objectives, Specific Objectives, and Descriptions of the Proposal, Conclusions and Recommendations.
CHAPTER I

THE PROBLEM

1.1 CONTEXT OF THE RESEARCH

The following project is mainly focused in the study of how vocabulary influences in the performance of the reading skill into students, the institution which was taken in order to carry out the investigation is the National High School “Vicente Rocafuerte” in the city of Guayaquil. The subjects that are going to be studied are the students from 10th course corresponding to the General Basic Education, corresponding to the 2019 - 2020 school year.

National Curriculum Guideline that says students in 10th course must have a English level corresponding to A2.1 denominated as users who have given one step from being basic users to be users who are developing their language skills.

According to the Common European Framework of References, this documents says that students in level A2 are able to read very short, simple texts. They can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters, Can understand regulations, for example safety, when expressed in simple language. Can understand simple instructions on equipment encountered in everyday life - such as a public telephone.
In spite of they count with a the enough materials for the developing of a English class and English Teachers who are in charge of the teaching process of the foreign language, most of the students do not accomplish the needs and the standards abilities which were established in the both documents.

1.2 PROBLEM APPROACHING

The scientific fact is Insufficiency in the reading skill in the students of the 10th grade room “B” of General Basic Education of the “Vicente Rocafuerte” National High School, of Guayaquil in the school year 2019 - 2020.

Through observation, different causes were seen which are: students have problems in reading text in the English book and understanding basic vocabulary or some cases vocabulary a little bit more complex but in accordance to their English level, with these causes, the independent variable select is the Standard vocabulary according to their English Level.

It is important to mention that through a diagnostic field, It is remarkable that students have difficulties in understanding basic vocabulary standard in their English level into reading. Therefore, as dependent variable: Reading Skill and as independent variable: Standard vocabulary according to their English Level.

1.3 FORMULATION OF THE PROBLEM

How does the Standard vocabulary according to the English Level influence into the development of the Reading Skill in the students of the 10th grade room “B” of
General Basic Education of the “Vicente Rocafuerte” National High School, in the city of Guayaquil in the school year 2019 - 2020?

1.4 OBJECTIVES

1.4.1 GENERAL

To determine the influence of vocabulary in the performance of reading skill through field, bibliographical and statistical research to design a brochure with standard vocabulary for basic users.

1.4.2 SPECIFIC

To evaluate the influence of vocabulary in the performance of reading skill through field, bibliographical and statistical research.

To characterize Reading Skill through field research, bibliography and statistics.

To design a brochure with standard vocabulary for basic users through field, bibliographic and statistical research.

1.5 RESEARCH QUESTIONS

1. What is the current situation presented by the students of the 10th grade room “B” of General Basic Education of the “Vicente Rocafuerte” National High School, in the city of Guayaquil in the school year 2019 - 2020, with respect to the performance of Reading Skill?

2. What is the cause that influences the performance of Reading Skill?
3. What are the theoretical, historical, contextual and legal foundations that sustain the development of Reading Skill from the vocabulary in the performance of reading skill?

4. Which proposal allows to improve the development of Reading Skill?

1.6 JUSTIFICATION

Nowadays it is well-known that we live in a society where English language plays an important and relevant role into education. Into this part is important to mention that there are currently more than million of people in the world and english language is into the top list of the most spoken languages in the world.

The statistics reveal that more than a quarter of the world’s population speaks English that means that about 1.6 billion people understand and relate with the help of the language of Shakespeare. To not mention that most of the films are in English, the largest film industry, Hollywood, is produced in English. It is true that in the world are more than 3 billion people who speak Chinese, however it is very unlikely that in addition to the mother tongue there is someone else who wants to learn Chinese characters. Most of the international trade agreements are concluded in English, and is the most widely used language for international business meetings. When someone does not know the language of the country, there are several options that they can use to communicate, one of them is using English language.
This project is supported by the Constitution of the Republic of Ecuador (2008) which says that “education is a right of people throughout their lives. Constitutes a priority area of public policy and state investment” (p.27).

The teaching process of a foreign language includes several steps because for every language has 4 main skills that students have to follow carefully to get or achieve the aims that where established in the Common European Framework of References (CEFR) and the National Curriculum Guideline, in both documents reflect that those students have a level A2 denominated Basic Users in which in this projects is focused on the reading skills, but in most of the cases students have difficulties in the understanding of main ideas in text because they do not posses the necessary vocabulary.

The development of the project wants to solve the problem in effective way for the benefit of the students, teacher, and the indirect beneficiaries the educational community and society.

The design a brochure with standard vocabulary for basic users is the proposal implemented in this investigation in which will allow us to solve the problem in the students of 10th course that is the lack of standard vocabulary in students to help them in understanding of ideas of any text. The new of this proposal is that this investigation has standard vocabulary taking into account the level of students in order to get successful results after the implementation of the proposal for basic users and taking into account the demands of current education.
In conclusion, students have the task to understand main ideas of each text that they read, that is why the implementation of the proposal and the development of the investigation are very important for the learning process of a new foreign language.
CHAPTER II
THEORETICAL FRAMEWORK

2.1 BACKGROUND

During the years, several researches have been investigated about the study to find out the best way and the effective manner to make students understand a foreign language.

The purpose of this investigation is to demonstrate that the most effective way to make students learn a foreign language is through teaching standard vocabulary but focusing on the English level of students, and also taking into account the two documents that were mentioned before which are Common European Framework of References and the National Curriculum Guideline because those documents show us the abilities that they must have.

“The studies confirm the high correlation (0.6 to 0.8) between vocabulary knowledge and reading comprehension” (Baumann and Kame’enui, 2004; Pearson et al, 2007).

According to the study of Hart and Risley, 1995:

We know that there is a great variety in the knowledge of the words of the students and that already in the 5 years, there is an exposure gap of 30 million words
depending on the social-economic origin. The results of this gap are manifested in the literacy of students, especially reading comprehension. (Pg. 12).

After those quotes, it is remarkable to mention that the most important part to enhance the reading skill is through teaching standard vocabulary in accordance to the English level of Students and the specifications given by CEFR and the Curriculum Guideline.

According to Beck et al., 2008:

Teaching the words, morphology and origin of words is an important component of any vocabulary learning program. It is also necessary to provide multiple expositions to the word in different contexts and teach word-learning strategies, such as the use of context clues, related information, and deciding when a word is important to know and remember. Although teaching can make a real difference in vocabulary learning, explicit vocabulary teaching is not enough; A dedicated teacher can teach perhaps 300-400 words per year.

“Direct vocabulary instruction is essential, but research indicates that students with well-developed vocabulary learn many more words indirectly through reading than instruction” (Cunningham and Stanovich, 2001; Nagy and Herman, 1985).

Vocabulary plays an important part in learning to read. Beginning readers must use the words they hear out loud to make sense of the words they see in print. Students who have a wide vocabulary learn to read more easily as they can figure out
unfamiliar words based on the knowledge of words related to the context. It is harder for a beginning reader to figure out words that are not already part of their speaking vocabulary.

"Regarding the acquisition of new vocabulary, repeated reading of the same material is postulated as the best strategy, since it allows children new opportunities to revise and refine the new vocabulary" (Carey, 1978)

So about the compilation of the information collected says that the standard vocabulary will help students to have a better comprehension of reading in books, also the teaching of vocabulary is essential because this also help to find main and secondary ideas of text, because most of the cases the principal problem in students when they read a text is the lack of vocabulary.

Some institution do not give the proper materials or they do not follow the process of teaching suitable vocabulary according to the English level, because not all students in every ages have the main English level.

Consider, for example, what happens when a beginning reader comes to the word *dig* in a book. As she begins to figure out the sounds represented by the letters *d*, *i*, *g*, the reader recognizes that the sounds make up a very familiar word that she has heard and said many times. It is harder for a beginning reader to figure out words that are not already part of their speaking (oral) vocabulary.
Vocabulary is key to reading comprehension. Readers cannot understand what they are reading without knowing what most of the words mean. As children learn to read more advanced texts, they must learn the meaning of new words that are not part of their oral vocabulary.

2.2. THEORETICAL FRAME

2.2.1 EPISTEMOLOGICAL FOUNDATION

2.2.1.1 DEFINITION

READING SKILL

"Reading skills lead a person to interact and gain meaning from written language. There are several components one must master which lead to independently comprehending the intended message being relayed in the written content". (Lestrud, 2013, pg. 1)

Basically reading skill is the ability that helps people to understand the main and secondaries ideas from a text and it includes several components in order to domain this ability.

2.2.1.2 CHARACTERISTICS

When people talk about reading, several ideas or concepts comes to their mind, for example the main part to catch ideas from a text (books, speeches, or any kind of other document). So it is important to mention as well as the other skills
contain several sections of classifications, it happens the same with reading skill.
Here it is shown some of the main parts which are included of reading skill:

**DECODING**

Decoding is one of the main and important steps in the reading process. Students use this ability to understand words which they could have heard before and seen. The skill to perform it is the foundation for other reading skills.

Decoding depends on an early learning process of the language skill called phonemic awareness. Phonemic awareness helps students to hear individual sounds in words (known as phonemes). It also allows them to “play” with sounds at the word and syllable level. And it is relevant to mention that it also depends on linking individual sounds to letters. Therefore, to read the word *sun*, students must know that the letter *s* produce the /s/ sound. Grasping the connection between a letter and the sounds that they typically make is a relevant step toward “sounding out” words.

**FLUENCY**

According to Lee (2015) assures in his study that:

To read fluently, kids need to instantly recognize words, including ones they can’t sound out. Fluency speeds up the rate at which they can read and understand text. It’s also important when kids encounter irregular words, like *of* and *the*, which can’t be sounded out.
By producing word can be recognized as the ability to recognize whole words instantly by sight, without sounding them out through having previous knowledge. It is well known that when people talk or hear the word fluency, it is immediately associated with the speaking skill, but it is also included for reading skill, and not only for those two skills, but others, too.

When students read quickly and without making too many errors, they are “fluent” readers. They put together those words to help with meaning, and they use the correct tone in their voice when they read aloud. Reading fluency is very important for good reading comprehension.

**Vocabulary**

In order to understand what people are reading, they need to understand the majority of the words in the text. Having a wide set of vocabulary is the essential component of reading comprehension. Students can learn vocabulary through instruction. They typically learn and understand the meaning of words by everyday experience and also by reading. Practicing the Reading skill in everyday life also helps to improve vocabulary. When people read aloud, most of the cases they stop at new words and find out the definition in order to include them in their set of vocabulary, by having this encourages students to read alone. Even without knowing the definition of a new word, students can use context to help figure it out.
It means that in some cases teachers say and mention that it is not necessary to understand every word from a text in order to catch the ideas from it, because with just knowing more that 50% or the words from the text, they can assimilate the definition of the unknown words from the text.

**REASONING AND BACKGROUND KNOWLEDGE**

Most readers associate things they’ve read with what they know. So it is relevant for students to have background or knowledge about the world when they read. Students need to be able to read between the lines and pull out meaning even when it is not literally spelled out.

According to Lee (2015) mentions in his study that:

Expose your child to as much as possible, and talk about what you’ve learned from experiences you’ve had together and separately. Help your child make connections between new knowledge and existing knowledge. And ask open-ended questions that require thinking and explanations.

Take this example: A child is reading a story about a poor family in the 1930s. Having knowledge about the Great Depression can provide insight into what’s happening in the story. The child can use that background knowledge to make inferences and draw conclusions.
2.2.1.3 PEDAGOGICAL DIDACTICAL FOUNDATION

According to Nagy (1988), this contradiction between direct instruction and incidental learning is more apparent than real. If the goal is for students to acquire both the depth and breadth of vocabulary needed to be an expert reader, a balance between direct instruction and incidental learning would be most convenient. (P. 15)

The debate about what is the best way to teach or expand vocabulary in children focuses on whether incidental learning—that is, when they learn words from context—is better than direct instruction.

On the other hand, others have argued that direct vocabulary instruction is essential for the increase of vocabulary (Put Reading First, 2001, Stahl & Kapinus, 2001). For example, a review by Stahl and Fairbanks (1986) concludes that, in the long term, the students to whom the meaning of words was taught, exceeded in comprehension those students who did not receive any type of instruction. According to this point of view, the process of learning new words incidentally through experience is a slow and difficult method for the development of vocabulary.

The greatest growth in vocabulary is through reading, because there is no way that only direct instruction can provide enough experiences to produce the necessary depth and breadth of vocabulary. Increasing student reading time is the most important task a teacher can do to promote large-scale vocabulary growth. However, direct vocabulary instruction is necessary in cases where the context does not provide
essential information and also in the case where the knowledge of specific words is crucial for understanding.

On the other hand, teachers should guide students in the development of strategies that promote independence in the learning of words. There is no doubt that skilled readers use the context and their knowledge of word parts to effectively deal with new words. Learning words independently can improve when these techniques are taught as strategies through modeling, how to use context knowledge and parts of words to determine the meaning of unfamiliar words.

2.2.1.4 INTERVENTION OF READING COMPREHENSION

Understanding, which is the primary goal of reading, requires specific instruction as well as word decoding, fluency and vocabulary. Undoubtedly, the decoding of words is a necessary skill to be able to read, also knowledge and understanding of a large number of words, but these skills are the means, not the end. A good decoding does not guarantee a good understanding.

Normally good readers plan, understand and think about the purpose of reading. They review the materials and determine how difficult the task will be. They use their knowledge and experience, make predictions and consider the time they have. In this way the strategic readers select from a wide repertoire, the skills and approaches they will use.
The aim of the instruction would be to develop in the students a sense of conscious control, or metacognitive awareness, about a certain number of strategies that can be adapted to each text they read.

2.2.1.5 PHILOSOPHICAL FOUNDATION

When teachers and speech and language pathologists speak about vocabulary, they refer to the group of words that the child knows. The vocabulary can be divided into two types: receptive vocabulary and expressive vocabulary. The vocabulary receptive of a child consists of words that he understands when he hears them or reads them. The expressive vocabulary of a child consists of words used when he speaks.

Although the deficiencies in the underlying skills may be the reason why some students do not understand, many others do not understand a text because they do not understand when and why they should use the skills and knowledge they possess. Other children simply do not realize that reading demands attention to grasp the meaning. For example, Susana, a seventh grade student, was asked to talk about what she was thinking when reading a text, she replied "Oh, I do not usually think when I read"; clearly Susana does not understand the goal of reading and can not succeed.

2.2.1.6 LINGUISTIC FOUNDATION
All individual uses in his daily communication a number of habitual words, it would be his personal vocabulary. The experts do not agree on the number of words that are used, but can serve as a reference that when learning a new language some methods speak of 1000 terms as the minimum quantity necessary for a satisfactory communication. What is clear is that the greater the number of words we use, the greater our ability to communicate.

"Regarding the acquisition of new vocabulary, repeated reading of the same material is postulated as the best strategy, since it allows children new opportunities to revise and refine the new vocabulary" (Carey, 1978)

There are universal words. They would be the words that can be translated from one language to another. In this case there is no difficulty at the time of translation. However, there are very specific words that belong to a specific locality, to a specific town. In this context, the meaning of these specific words is untranslatable or, at best, they have a special difficulty to be understood in another language.

The vocabulary of a language is collected in the dictionaries in strict alphabetical order and each word usually has a meaning, although in many occasions there are several meanings in a single word. We refer to the meanings. And each one of them brings a different shade to the real sense of the term.
Using a broad vocabulary and accurately is a good recipe for daily life. It is not about knowing words as if we collected them. It's something simpler: vocabulary is the great tool of communication to face life.

2.2.1.7 PSYCHOLOGICAL FOUNDATION

Learning how to read has been associated with different types of linguistic and non-linguistic skills. However, few studies have looked at the association between neuropsychological test performance and reading skills at different ages during childhood. To analyze the association between neuropsychological test scores and reading performance, and to investigate the influence of age, gender and type of school (public or private) over reading test performance. The sample included 625 6 - to-15 year old children (207 Colombians, 418 Mexicans; 277 boys, 348 girls).

The following cognitive abilities were assessed: reading speed and reading comprehension and attention, memory (coding and recall), perception, visuospatial and conceptual abilities and executive functions. The best neuropsychological test predictor for reading speed was Letter Cancellation, and for reading comprehension was Memory for a Story. Children from private schools performed better in most reading tests than children from public schools. Differences between boys and girls were observed in only two reading tests. Reading speed correlates mainly with
attentional skills and reading comprehension with verbal memory. Reading abilities in school age children are influenced mainly by age and type of school and little by gender.

2.2.1.8 SOCIOLOGICAL FOUNDATION

It is well known that nowadays people are in a competitive society where English language have a relevant and important role in their life, and not only English even others. So in order to be able to transmit ideas and in this case to understand documents given by society, it is important that students have enough or a wide set of vocabulary because ad it was mentioned before that it is not very important that when someone reads a book, text or any kind of document, it is not fully necessary to know every word from it.

When people talk about the learning process of a language, there is a essential part which is mainly related to motivation, and this part is divided into two categories which are: Extrinsic Motivation and Intrinsic Motivation and both parts can be related to this investigation that is related to the study of learning and implementation of standard vocabulary applied into reading skill.

2.2.1.9 EXTRINSIC MOTIVATION

These are those activities in which the motives that drive the action are alien to it, that is, are determined by external contingencies. This refers to negative or positive incentives or reinforcers external to the subject and activity itself. For example: it is
very common for work motivation to be extrinsic based on achieving certain objectives. If you can meet the expectations at work then you get a reward. Generally is the salary itself the main job motivation that exists when we do something in exchange for a material good. When the prize is extrinsic instead of intrinsic, the performance decreases. In recent decades, it is beginning to value other types of incentives that are not economic such as breaks, recognition that seeks to encourage the worker with motivating phrases and highlighting their strengths, although the material factor is maintained with much difference as a great incentive.

2.2.1.10 INTRINSIC MOTIVATION

The incentive itself is intrinsic to the activity itself, that is, it is the realization of the behavior itself that moves us, the reasons that lead to the activation of this behavioral pattern are inherent to our person without the need for external stimuli. that this type of behavior is considered intrinsic to the personal motivations of each one. For example: when we put into practice a hobby, when we carry out an activity due to the fact that we excel ourselves. Usually it is easier to see sport motivation and also when we have a personal motivation on a project of ours that has a lot of value for us although facing others may lack a practical sense.

2.3 CONTEXTUAL FRAME
Educational Institution "Vicente Rocafuerte" was born on the banks of the Salado estuary, on December 26, 1841, the Governor of Guayaquil, Vicente Rocafuerte, made a request to the President of Ecuador, Juan José Flores for the creation of a student campus in Guayaquil. Then, by means of a decree, the president accepted the creation of the campus that was called Colegio del Guayas, on February 1, 1842, located in Vélez 2203, in the center of the city of Guayaquil.

From its beginnings the school was mixed until 1937, after it was decided that it was only for boys. On April 29, 2005, the National Council of Higher Education (Conesup) approved the campus as a Higher Technological Institute. Due to the education law implemented under the government of President Rafael Correa, the campus returned to functioning as a mixed school in 2012.

The Fiscal Education Unit "Vicente Rocafuerte", is the birthplace of former presidents, 13 students have become president of the republic, among which are: Lizardo García, José Luis Tamayo, Alberto Guerrero Martínez, Emilio Estrada, Alfredo Baquerizo Moreno, Juan de Dios Mera, Carlos Arroyo del Río, Carlos Julio Arosemena Monroy, Otto Arosemena Gómez, Carlos Julio Arosemena Tola, Jaime Roldós Aguilera.

The renovation of the Educational Unit Fiscal "Vicente Rocafuerte", which began in August 2014, after an emergency declaration by the Ministry of Education, aroused the enthusiasm of everyone, especially students, alumni, teachers and parents.
Currently there are 5,970 students of the morning and afternoon schedule and 1,400 students of the Higher Technological Institute "Vicente Rocafuerte", in the night schedule.

The political will to improve the education system. This allows equal opportunities for all children and young people. And the motto for "Where there is a VR there is a champion"
2.4 LEGAL FOUNDATION

This project is supported on the constitution of the republic of ecuador which on its art. 343 indicates that “the national education system will be aimed at the development of individual and collective capacities and potentials of the population, which enable learning, and the generation and use of knowledge, techniques, knowledge, arts and culture.” As this project it looks for finding a way to help students, and teacher to reach development into potentialities of the population within educational system, specially, the comprehension potential using the balanced vocabulary in accordance to the English level.

Moreover, this project is based on the organic law of intercultural education, which states on its general principles single chapter, principles and purposes art. 2 principles: “multilingualism recognize the right to all persons, communes, peoples and nationalities to be trained in their own language and in the official languages of intercultural relations: As well as in others related to the international community”. In this article states that all people form communities have the same right to the access to learn their mother tongue and languages form abroad, too.

The main purpose of the development of this project is focused on looking for a way to solve the problem that happens into the learning process of a foreign language, which in this project is to solve and improve the reading skill of students.

According to the national curriculum guideline says that students in 10º course in level a2.1 are capable of understanding frequently used phrases in areas in which they are knowledgeable, such as basic information about themselves and
their family, shopping, and places of interest. At this level, they are also able to communicate in order to execute simple tasks and routine activities that do not require much verbal interaction and in which the information is related to habitual activities. These individuals are also able to express ideas in simple terms related to their past activities, surroundings, and immediate needs.

By the end, students will have reached the communicative competence for a2 proficiency level (basic user), and they will be able to:

• Deduce the meaning of complex words composed of elements (bases and affixes) which are familiar to the learners in transactional and expository texts.

• Correctly interpret the meanings of international words (e.g. DVD, phone, hotel, taxi, etc.) familiar from the learner’s native language and whose equivalent meaning is fully transparent in the text types used for this level.

• Find specific predictable information in longer transnational and expository material (e.g. formal letters, biographies, etc.) than those presented in the 9th year EGB.

• Make use of clues such as titles, illustrations, paragraphing, etc., to identify and understand relevant information in written texts types that correspond to the level.

• Understand short descriptions and media articles when expressed in simple language.
According to the last document that supports this project is the **Common European Framework of References (CEFR)** provides several skills that students in level A2 have to domain related to the reading skill:

- Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.

- Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.

- Can understand regulations, for example safety, when expressed in simple language.

- Can understand simple instructions on equipment encountered in everyday life - such as a public telephone.
CHAPTER III

METHODOLOGY AND ANALYSIS OF RESULTS

3.1 METHODOLOGICAL DESIGN OF THE RESEARCH

About methodology, this project uses quantitative and qualitative method, which means that is mix modality, because with the survey that is made to the students, quantitative information are obtained to be processed and tabulated.

It is also qualitative because with the interview to teachers, information is obtained to be interpreted and analyzed.

3.2 TYPES OF RESEARCH

This project was performed in the “Vicente Rocafuerte” national high school in students from 10th grade of general basic education, and about its purpose is applied character because the objective is the solution of practical problems.

Another point to mention is that several factors were studied and analyzed carefully in order to get the possible methods that are going to be used in the development of this research and these are: Descriptive, Explicative, Purposeful.

it is descriptive because the principal and essential objective to show the observable and general characteristics into the educational phenomenon.
It is **Explicative** because its purpose is to go beyond the description and show general regularities and establish the causes that affect the conflict situation.

It is **purposeful** because the principal objective is the design of the proposal to solve the problem that occurs into educational context which in this case is to give a solution for students of 10\textsuperscript{th} course.

In order to solve the problems that occur in students, it is important to take into account the design of the proposal which will improve their vocabulary and obtain better results in the reading capacity.

To conclude, about the control of the variables, it is non-experimental because in this investigation, experiments are not going to be applied to observe the results of the investigation.

### 3.3 POPULATION AND SAMPLE

According to Curvelo (2010), “A population is specified as a finite or infinite set of people or objects that have common characteristics” (Basic Statistics sections, para.1).

Then, the population that is students of 10th grade room “B” of General Basic Education in “Vicente Rocafuerte” National High School. Due to the fact that the population is less than one hundred people the sample is equal to the population.

<table>
<thead>
<tr>
<th>Detail</th>
<th>Population</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students - Survey</td>
<td>35</td>
<td>35</td>
</tr>
<tr>
<td>Teacher - Interview</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>36</td>
</tr>
</tbody>
</table>

Table 1. Population & Sample
Source: “Vicente Rocafuerte” National High School
Authors: Gissella Magdalena Pillasagua Garcia
### 3.4 OPERATIONALIZATION OF THE VARIABLES CHART

<table>
<thead>
<tr>
<th>DIMENSIONS</th>
<th>INDIicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Independent Variable</strong></td>
<td><strong>Definition</strong></td>
</tr>
<tr>
<td>Standard Vocabulary</td>
<td><strong>Importance</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Elements</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dependent Variable</strong></td>
<td><strong>Definition</strong></td>
</tr>
<tr>
<td>Reading Skill</td>
<td><strong>Importance</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Characteristics</strong></td>
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<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2. Operationalization of the Variables Matrix
Source: “Vicente Rocafuerte” National High School
Authors: Gissella Magdalena Pillasagua Garcia
3.5 INVESTIGATION METHODS

This project uses the logical-historical method because it investigates the historical background of oral interaction activities, in order to give a solution to the problem that is presented.

This investigation about the theoretical method is **analysis and synthesis** because it helps to recognize the reality of the problem and gives possible causes and effects in the reading skill through the learning process of vocabulary.

So the analysis is one of the main parts that helps in the breakdown of information acquired in different parts and the synthesis is responsible for giving a list of all these dimensions in a single category.

In this project the **inductive method** is reflected because from the beginning of the manifestations are given to the students, this is in charge of doing an area investigation and because of that. This investigation also use the **deductive method** that helps in the investigation to reach some possible conclusions about the problem.

It is **Systematic-structural** because it allows us to elaborate the proposal of our project to give the solution to the problem that is presented, in this case is the design of to design a brochure with standard vocabulary for basic users.

In this research the empirical method is not going to be used because it is not based on experimentation, and the statistical method will not be applied.
3.6 RESEARCH TECHNIQUES

In this research, the interview with the teachers and the survey of the students are going to be applied in order to get qualitative and quantitative information which in this investigation are used as techniques.

3.7 TECHNIQUES AND INSTRUMENTS

About the instruments that will be applied in the research are the interview and the survey which were mentioned previously. A brief explanation about what the interview consists on the a list of open questions addressed to the main person in charge of the education into a classroom, in other words the teacher, by asking the questions included in the interview, it will be possible to have a clear view about the study of the variables in this investigation, verifies the information obtained through application form and tests and after obtaining the respective results, the next step is the analysis of the answers in order to have a conclusion about the possible results it the proposal is going to be implemented in the classroom.

On the other hand, the investigation has the second instruments which are the survey. The survey is made of closed questions addressed to students, once people have specific and measurable objectives, it can start to think about writing survey questions. The questions are mainly based on the Likert scale which contains several factor to take into account before the elaboration of the survey questions. The questions need to achieve the objectives. In order to develop the objectives it’s important to make absolutely sure that you are confident about the subject at hand. and as it was
mentioned before, the main objective of the survey is to get the student`s opinions and then it is possible to be sure that the implementation of the proposal will be succeeded.

ANALYSIS OF RESULTS OF THE SURVEY TO THE STUDENTS

Item #1: The vocabulary help me improve my reading skill in the English language.

**Sample:** 35  
**10TH Grade Room B**

<table>
<thead>
<tr>
<th>CODE</th>
<th>CATEGORIES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item#1</td>
<td>Totally Disagree</td>
<td>9</td>
<td>26%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>Neither Agree Nor Disagree</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>12</td>
<td>34%</td>
</tr>
<tr>
<td></td>
<td>Totally Agree</td>
<td>7</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Source:** Vicente Rocafuerte National High School  
**Authors:** Gissella Pillasagua Garcia

Comment:

The data of this section show that almost half of the students consider vocabulary as an important tool to enhance the reading skill.
Item #2: Vocabulary helps me express my ideas.

Sample: 35

10TH Grade Room B

<table>
<thead>
<tr>
<th>CODE</th>
<th>CATEGORIES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item#2</td>
<td>Totally Disagree</td>
<td>6</td>
<td>17%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>Neither Agree Nor Disagree</td>
<td>7</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>10</td>
<td>28%</td>
</tr>
<tr>
<td></td>
<td>Totally Agree</td>
<td>10</td>
<td>29%</td>
</tr>
</tbody>
</table>

**TOTAL** 35 100%

Source: Vicente Rocafuerte National High School
Authors: Gissella Pillasagua Garcia

Comment:

The results reflect a massive agreement with the idea that vocabulary is the most important part which help them to understand ideas from different texts.
**Item #3:** Standard Vocabulary helps me improve to understand texts.

**Sample:** 35

**Source:** Vicente Rocafuerte National High School

**Authors:** Gissella Pillasagua Garcia

**Comment:**

The majority of the students define and recognize standard vocabulary helps them to understand better the ideas from texts in English during the class.

---

**TABLE 5**

<table>
<thead>
<tr>
<th>CODE</th>
<th>CATEGORIES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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<td>14%</td>
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<td></td>
<td>Disagree</td>
<td>2</td>
<td>6%</td>
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<tr>
<td></td>
<td>Neither Agree Nor Disagree</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>11</td>
<td>32%</td>
</tr>
<tr>
<td></td>
<td>Totally Agree</td>
<td>12</td>
<td>34%</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Source:** Vicente Rocafuerte National High School

**Authors:** Gissella Pillasagua Garcia

**GRAPHIC Nº3**

- Totally Agree: 32%
- Agree: 14%
- Disagree: 6%
- Neither Agree Nor Disagree: 14%
- Totally Disagree: 14%

**Source:** Vicente Rocafuerte National High School

**Authors:** Gissella Pillasagua Garcia
**Item #4:** Standard Vocabulary helps me to create new ideas without an over effort.

**Sample:** 35

<table>
<thead>
<tr>
<th>TABLE 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>CODE</td>
</tr>
<tr>
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</tr>
</tbody>
</table>

**Source:** Vicente Rocafuerte National High School  
**Authors:** Gissella Pillasagua Garcia

**Comment:**  
The results shown in this item confirms that students could find some difficulties when they read books and standard vocabulary helps them to comprehend ideas.
Item #5: I would like to read texts adequate to my English level

Sample: 35

TABLE 7

<table>
<thead>
<tr>
<th>CODE</th>
<th>CATEGORIES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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<tbody>
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<td>3%</td>
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<td></td>
<td>Neither Agree Nor Disagree</td>
<td>4</td>
<td>11%</td>
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<td>Agree</td>
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<td>29%</td>
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<td>37%</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Vicente Rocafuerte National High School
Authors: Gissella Pillasagua Garcia

Comment:
Most of the students agree with the idea that the implementation in class of different vocabulary could get success results.
**Item #6:** Standard Vocabulary motivates me to practice not only reading skill, but in other fields in English, too.

**Sample:** 35  
**10TH Grade Room B**

<table>
<thead>
<tr>
<th>CODE</th>
<th>CATEGORIES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
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<td>Item#6</td>
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<td>2</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>Neither Agree Nor Disagree</td>
<td>9</td>
<td>26%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>8</td>
<td>23%</td>
</tr>
<tr>
<td></td>
<td>Totally Agree</td>
<td>12</td>
<td>34%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

So  
Source: Vicente Rocafuerte National High School  
Authors: Gissella Pillasagua Garcia

**Comment:**  
According to the result, most of the students like the usage of standard vocabulary because it can improve the confidence of oneself working with all the 4 skills.
**Item #7:** Reading texts that I comprehend allows me to participate in the classes.

**Sample:** 35  
**8TH Grade Room C**

<table>
<thead>
<tr>
<th>TABLE 9</th>
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</thead>
<tbody>
<tr>
<td>CODE</td>
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<tr>
<td>Item#7</td>
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</tbody>
</table>

**Source:** Vicente Rocafuerte National High School  
**Authors:** Gissella Pillasagua Garcia

**Comment:**

The participation in class is a principal element for the development of an English class, according to the result of this item show that students consider when they comprehend the boom the read, they become participative in class.
Item #8: I assimilate faster the ideas from a text, when I understand most of the words.

Sample: 35

<table>
<thead>
<tr>
<th>CODE</th>
<th>CATEGORIES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
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<td></td>
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<td>8</td>
<td>23%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>9</td>
<td>26%</td>
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<tr>
<td></td>
<td>Totally Agree</td>
<td>8</td>
<td>23%</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Vicente Rocafuerte National High School
Authors: Gissella Pillasagua Garcia

Comment:

Almost half of the class recognize the interaction with adequate vocabulary with their English level is an effective way to teach and transmit knowledge. This result indicates that known words influence in the reading skill and the performance of the class.
Item #9: I become more creative, when I understand a great set of words in English.

Sample: 35

<table>
<thead>
<tr>
<th>CODE</th>
<th>CATEGORIES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
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<td>1</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>Neither Agree Nor Disagree</td>
<td>8</td>
<td>23%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>8</td>
<td>23%</td>
</tr>
<tr>
<td></td>
<td>Totally Agree</td>
<td>12</td>
<td>34%</td>
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<tr>
<td></td>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Vicente Rocafuerte National High School
Authors: Gissella Pillasagua Garcia

Comment:

The result from this item confirms that students would like to participate in reading activities in which contain words that they have already seen, by doing this, they would have a great set of words to comprehend text.
Item #10: I give many ideas when I read books with specific topic.

Sample: 35

<table>
<thead>
<tr>
<th>CODE</th>
<th>CATEGORIES</th>
<th>FREQUENCY</th>
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<tr>
<td></td>
<td>Neither Agree Nor Disagree</td>
<td>14</td>
<td>40%</td>
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<tr>
<td></td>
<td>Agree</td>
<td>5</td>
<td>14%</td>
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<tr>
<td></td>
<td>Totally Agree</td>
<td>10</td>
<td>29%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Vicente Rocafuerte National High School
Authors: Gissella Pillasagua Garcia

Comment:

Most of the students agree that the performance of reading activities and the ideas rely on the vocabulary they have related to a specific topic can improve their reading abilities, but in some cases they could find difficulties due to lack of vocabulary of a specific topic.
**Item #11:** It is important to have a brochure with standard vocabulary that are easy to understand.

**Sample:** 35  
**10TH Grade Room B**

<table>
<thead>
<tr>
<th>CODE</th>
<th>CATEGORIES</th>
<th>FREQUENCY</th>
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<td>2</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>Neither Agree Nor Disagree</td>
<td>6</td>
<td>17%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>14</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>Totally Agree</td>
<td>7</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Source:** Vicente Rocafuerte National High School  
**Authors:** Gissella Pillasagua Garcia

<table>
<thead>
<tr>
<th>GRAPHIC Nº 11</th>
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<tbody>
<tr>
<td>Totally Agree</td>
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<td>Disagree</td>
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<tr>
<td>Neither Agree Nor Disagree</td>
</tr>
<tr>
<td>Agree</td>
</tr>
<tr>
<td>Totally Disagree</td>
</tr>
</tbody>
</table>

**Source:** Vicente Rocafuerte National High School  
**Authors:** Gissella Pillasagua Garcia  
**Comment:**

This results reflects the importance to established vocabulary is important when they perform a reading activity because in some cases students can get lost in a text due to lack of known words to comprehend ideas. It is important to implement different topics with vocabulary related to the English level.
**Item #12:** The texts that I carry out in the classes are important to improve my reading skills.

**Sample:** 35

**10TH Grade Room B**

<table>
<thead>
<tr>
<th>CODE</th>
<th>CATEGORIES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
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<tbody>
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<td>8%</td>
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<tr>
<td></td>
<td>Neither Agree Nor Disagree</td>
<td>12</td>
<td>34%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>9</td>
<td>26%</td>
</tr>
<tr>
<td></td>
<td>Totally Agree</td>
<td>9</td>
<td>26%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Source:** Vicente Rocafuerte National High School  
**Authors:** Gissella Pillasagua Garcia

**GRAPHIC Nº12**

**Source:** Vicente Rocafuerte National High School  
**Authors:** Gissella Pillasagua Garcia

**Comment:**

Taking into account the result, students confirm that vocabulary is as important element for the development and improvement of the reading skill in an English class.
**Item #13:** I would understand and assimilate most of the texts that I read if I had a brochure with standard vocabulary for my English level.

**Sample:** 35

<table>
<thead>
<tr>
<th>CODE</th>
<th>CATEGORIES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item#13</td>
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<td>6</td>
<td>17%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>4</td>
<td>12%</td>
</tr>
<tr>
<td></td>
<td>Neither Agree Nor Disagree</td>
<td>6</td>
<td>17%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>8</td>
<td>23%</td>
</tr>
<tr>
<td></td>
<td>Totally Agree</td>
<td>11</td>
<td>31%</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Source:** Vicente Rocafuerte National High School  
**Authors:** Gissella Pillasagua Garcia

**Comment:**

According to the result shows us that students can feel better and improve their participation if they have a tool like a brochure in class which can help them as a guide to develop the reading skill.
Item #14: I quickly assimilate the ideas from a text, when I have already known most of the words from a text.

Sample: 35

<table>
<thead>
<tr>
<th>CODE</th>
<th>CATEGORIES</th>
<th>FREQUENCY</th>
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<td>11%</td>
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<tr>
<td></td>
<td>Neither Agree Nor Disagree</td>
<td>7</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>7</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Totally Agree</td>
<td>13</td>
<td>37%</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Vicente Rocafuerte National High School
Authors: Gissella Pillasagua Garcia

Comment:
Most of the students agree with the idea that established vocabulary help them with the assimilation of knowledge from different texts.
Item #15: I consider that a brochure with standard vocabulary, will help me to develop my reading skill.

Sample: 35

<table>
<thead>
<tr>
<th>TABLE 17</th>
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</thead>
<tbody>
<tr>
<td><strong>CODE</strong></td>
</tr>
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<td></td>
</tr>
</tbody>
</table>

Source: Vicente Rocafuerte National High School
Authors: Gissella Pillasagua Garcia

Comment:

The following result reflects that students identify and confirm that a brochure with standard vocabulary will influence in the comprehension of ideas from texts which will help the development of reading skill.
ANALYSIS OF RESULTS OF THE INTERVIEW TO THE TEACHER

The following question with the answers are transcribed with the original information given by teacher of the High School “VICENTE ROCAFUERTE” in the interview.

1. What types of vocabulary do you use to teach students to practice reading? Do you think they’re necessary? Why?

   I use different kind of topics, but most of them are based on the English text book and they are necessary.

2. Do you consider it is necessary to use vocabulary based on student’s English level to comprehend a text? If so, which ones do you use?

   Of course. I use vocabulary related on family, part of house, city and so on.

3. Do you think that standard vocabulary are important to encourage students to practice reading? Why?

   Yes, because they would know most of the text that they read and could get the main and secondary ideas.

4. Do you have a specific types of vocabulary to perform reading skill?

   No

5. When you perform a reading activity with students, most of the students assimilate the ideas from the text?

   Yes.
6. Do you think that a brochure with standard vocabulary for basic users is important for reading skill?

Yes, I do.

ANALYSIS

According to the interview, the teacher indicated that he uses some topics and most of them are mainly related to the English text book for the development of reading skill, and also indicated that he does not have specific topics to make students read books.

Although the teacher recognizes that it is important to establish vocabulary which are related to Students’ level even when students are at the basic level, because this motivates students to participate by giving ideas from the text that students just read in class and develop the reading skill.

To conclude the teacher indicated that it is useful that students have a brochure with standard vocabulary which is based on level they are, so it is important the implementation of the proposal given in this research.
CHAPTER IV

THE PROPOSAL

TO DESIGN A BROCHURE WITH STANDARD VOCABULARY FOR BASIC USERS

4.1 JUSTIFICATION

After obtaining the result of the application of the instruments of investigation, it was possible to better understand the students opinions about the learning process of the English language and by doing that the teacher can look for the best way to improve the methodology used to enhance the English learning process. This project suggests the implementation of basic vocabulary in accordance to the student English level in order to improve their reading skill.

Having a strong vocabulary allows English learners to read and comprehend text, participate in written activities and read information, and not only for reading skill but it also allows students to express themselves adequately in writing and speaking. Keeping this in mind, the benefit is not simply a list of new words that have been learned.

According to Garcia (2013), in traditional education there is a lack of teaching materials and the methodology used is little motivating for learning the English language, while modern education always seeks the participation of students and the teacher motivates to the students to develop their ingenuity and creativity, through
didactic materials... Therefore, reading skill can be enhanced through the use of appropriate skills.

4.2 OBJECTIVES

GENERAL

To promote the use of standard vocabulary for the development of reading skill.

SPECIFIC OBJECTIVES

To improve the reading level skill through vocabulary activities.

To strengthen the development of reading comprehension through the use of standard vocabulary according to the English level in a practical way.

To engage students in vocabulary related to reading practice.

4.3 THEORETICAL ASPECTS

In order to have a successful reading skill development in class, students must be able to follow different steps and accomplish different goals with the purpose of reading in an effective way in accordance with the A2.1 level that is related with the curriculum guidelines and the Common European framework of Reference (CEFR). For this, It is important to take into account several parts from the theoretical aspects, which is divided into different foundations:
About the pedagogical aspect, this proposal is mainly based on constructivism theory, because students are going to be able to do self-study by using the acquire knowledge provided from the proposal given which provides several topic that contain basic vocabulary for a better comprehension of texts. Through basic vocabulary, students use the knowledge acquired from the brochure and apply it in their daily life.

From the philosophical aspect, during this project it was mentioned several times that the implementation of several basic vocabulary will help students to develop their reading skill, they will feel more motivated because they will understand most of the words into a texts and so avoid misunderstanding reading problems, it is well-known that several years ago teacher used to apply non-effective methodology in their class and that makes students feel no motivated into class because most of the books that students have are not in accordance to their English level and they tend to get lost while they read. To get an effective teaching-learning process can be only obtained through motivation, they can have this with the implementation of more adequate vocabulary.

About the sociological aspect, it is known that this world is very competitive. Nowadays, institutions and companies look for employees with a well development for different labors and with a well-management of English language, which is not only focused on speaking or listening skill, but also on reading skill. Therefore, the implementation of this proposal will be helpful because it will helps students to learn and get a better performance of reading skill.
About the legal aspect, according to the Common European Framework of References (CEFR) and the National Curriculum Guideline expresses several factors an specific goal that students have to accomplish, that is why is very important the development of the proposal into student’s performance of reading skill.

**4.4 FEASIBILITY OF ITS APPLICATION**

**TECHNICAL FEASIBILITY**

The application of the proposal is feasible because it does not require any expensive technological resource with the exception of basic resources such as a printer and a computer to design and print the proposal to distribute them for students.

**FINANCIAL FEASIBILITY**

This proposal is financial feasible because it does not need to spend a great amount of money because this project only provides copies to students of the proposal that is based on a design of a brochure.

**HUMAN FEASIBILITY**

This proposal has the necessary human resources, because it counts with the participation of teachers, students and authorities.

**4.5 DESCRIPTION OF THE PROPOSAL**
This proposal is designed to strengthen the development of reading skill of students of the 10th Grade Room “A” corresponding to General Basic Education of the Vicente Rocafuerte National High School by selecting topics proposed by the National Curriculum Guideline provided by the Ministry of Education, which are based on the Common European Framework of References that the vocabulary is adequate and because of that students are able to learn in a more effective way. The brochure with basic vocabulary will contain specific topics based on student needed English level according to A2.1 level.

Into in this proposal which will be implemented, it is important to mention the activities that are going to be used and those are mainly based on specific vocabulary for the level:

1. Food
2. Places
3. Parts of the house
4. Adjective
5. Weather
6. Season

The proposal will also include the recommended steps for level A2.1. The last part of the proposal are the readings which include the vocabulary and the grammar structure that will be viewed by the teacher in class.
READY TO LEARN AND PRACTICE

FOR

A2.1 LEVEL STUDENTS

✓ VOCABULARY
✓ READING
✓ ACTIVITIES
<table>
<thead>
<tr>
<th>Nº</th>
<th>UNIT NAMES</th>
<th>INSTRUCTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A MESSAGE TO A NEW FRIEND</td>
<td>Read a direct message on social media to practise and improve your reading skills.</td>
</tr>
<tr>
<td>2</td>
<td>A EMAIL FROM A FRIEND</td>
<td>Read an email about plans for the weekend to practise and improve your reading skills.</td>
</tr>
<tr>
<td>3</td>
<td>AN END OF TERM REPORT</td>
<td>Read an end of term report to practise and improve your reading skills.</td>
</tr>
<tr>
<td>4</td>
<td>AN INVITATION TO A JOB INTERVIEW</td>
<td>Read an email invitation to a job interview to practise and improve your reading skills.</td>
</tr>
<tr>
<td>5</td>
<td>PROFESSIONAL PROFILE SUMMARIES</td>
<td>Read two professional profile summaries to practise and improve your reading skills.</td>
</tr>
<tr>
<td>6</td>
<td>STUDY SKILL TIPS</td>
<td>Read the study skills tips to practise and improve your reading skills. You'll learn some great study tips at the same time!</td>
</tr>
</tbody>
</table>
INTRODUCTION

The system which is implemented in this brochure are divided into several steps in which the teacher can implement in the class in order to improve the performance during the English class.

This brochure is called Ready to Learn and Practice, before explaining the development of the brochure, it is important to mention that this includes several units which contains different topics of vocabulary related to different situation into a daily life.

The performance of the brochure starts with a vocabulary list and then start reading the texts obtaining the main and the second ideas, which will be easier to students to understand majority part of the texts because of the vocabulary implemented, after reading the text, the brochure includes brief activities about the text.

Finally, the brochure activities will allow students to enhance the reading skill through learning specific vocabulary obtaining the main and second ideas of every text.
STEPS OF THE READING PROCESS

PRE-READING.:
Pre-reading is the process of skimming a text to locate key ideas before carefully reading a text from start to finish.

DURING READING.:
They are defined as activities that help students to focus on aspects of the text and to understand it better. The goal of these activities is to help learners to deal as they would deal with it as if the text was written in their first language.

POST-READING.:
A great way to build student comprehension of a text is to provide students with pre-, during, and post-reading strategies.
WELCOME TO UNIT # 1

A MESSAGE TO A NEW FRIEND

INCLUDE:

- VOCABULARY
- READING TEXT
- ACTIVITIES
VOCABULARY

Trip (N).: a journey or voyage

Meeting (N).: the act of coming together

Kangaroos (N).: any herbivorous marsupial

Hope (V).: a particular instance of this feeling

Anyway (C).: in any case; anyhow; nonetheless; regardless

Location (N).: a place of settlement, activity, or residence

Winter (N).: the cold season between autumn and spring

Snow (N).: a precipitation in the form of ice crystals

Give (V).: to present voluntarily and without expecting compensation

Send (V).: to cause, permit, or enable to go

READING

Hi Lucia
How are you? It was so nice to meet you last week in Sydney at the sales meeting. How was the rest of your trip? Did you see any kangaroos? I hope you got home to Mexico City OK.
Anyway, I have the documents about the new Berlin offices. We're going to be open in three months. I moved here from London just last week. They are very nice offices, and the location is perfect. There are lots of restaurants, cafés and banks in the area. There's also public transport; we are next to an U-Bahn (that is the name for the metro here). Maybe you can come and see them one day? I would love to show you Berlin, especially in the winter. You said you have never seen snow – you will see lots here!
Here's a photo of you and me at the restaurant in Sydney. That was a very fun night! Remember the singing Englishman? Crazy! Please send me any other photos you have of that night. Good memories.
Please give me your email address and I will send you the documents.
Bye for now
Mikel
ACTIVITIES

Reading A2: A message to a new friend – TASK 1

Match the place to the sentence.

LONDON - BERLIN - SYDNEY - MEXICO CITY

Mikel and Lucia met here.
______________________
Mikel's new offices are here.
______________________
Mikel used to live here.
______________________
Lucia lives here.
______________________

Reading A2: A message to a new friend – TASK 2

Decide if the sentences are true or false.

Mikel and Lucia were friends from school.
True False
They work for a company that sells things.
True False
The new offices are in a very good location.
True False
There is a metro next to the offices.
True False
Mikel has never seen snow before.
True False
WELCOME TO UNIT # 2

A EMAIL FROM A FRIEND

INCLUDE.: 

➤ VOCABULARY

➤ READING TEXT

➤ ACTIVITIES
**VOCABULARY**

Quick (A).: moving, or able to move, with speed

Sounds (N).: the sensation produced by stimulation organs of hearing

Parents (N).: a father or a mother

Still (A).: remaining in place or at rest; motionless; stationary

Eat (V).: to take into the mouth and swallow for nourishment

Catch (V).: to seize or capture, especially after pursuit

Strange (A).: unusual, extraordinary, or curious; odd; queer

Say (V).: to utter or pronounce; speak

**READING**

Hi Samia,

Just a quick email to say that sounds like a great idea. Saturday is better for me because I'm meeting my parents on Sunday. So if that's still good for you, why don't you come here? Then you can see the new flat and all the work we've done on the kitchen since we moved in. We can eat at home and then go for a walk in the afternoon. It's going to be so good to catch up finally. I want to hear all about your new job!

Our address is 52 Charles Road, but it's a bit difficult to find because the house numbers are really strange here. If you turn left at the post office and keep going past the big white house on Charles Road, there's a small side street behind it with the houses 50–56 in. Don't ask me why the side street doesn't have a different name! But call me if you get lost and I'll come and get you.

Let me know if there's anything you do/don't like to eat. Really looking forward to seeing you!

See you soon!
Reading A2: An email from a friend - TASK 1

Are the sentences true or false?

1. Samia and Gregor are going to meet on Sunday.
   True    False

2. Gregor is going to make lunch.
   True    False

3. They haven't seen each other for a long time.
   True    False

4. Samia's life hasn't changed since they last met.
   True    False

5. The house is easy to find.
   True    False

6. Gregor doesn't know the name of the side street his flat is on.
   True    False

Reading A2: An email from a friend - TASK 2

Comprehension

Write one main and a second idea.

_________________________________________________________________________

_________________________________________________________________________
WELCOME TO UNIT # 3

AN END OF TERM REPORT

INCLUDE:

- VOCABULARY
- READING TEXT
- ACTIVITIES
**VOCABULARY**

Hard (A).: not soft; solid and firm to the touch

Term (N).: a word or group of words designating something

Always (AF).: every time; on every occasion; without exception

Enjoy (V).: to experience with joy; take pleasure in

Writing (N).: the act of a person or thing that writes

Sometimes (AF).: on some occasions; at times; now and then

Mistakes (N).: an error in action, calculation, opinion, or judgment

Think (V).: to have a conscious mind, to some extent of reasoning

Improve (V).: to bring into a more desirable or excellent condition

Holiday (N).: any day of exemption from work

**READING**

Well done, Javier, on all your hard work this term. You are always active in speaking activities, and this is great. I always enjoy reading your writing too; you have very good ideas. You can see from your marks that reading is not a problem for you.

Sometimes you still make small grammar mistakes, and I think you can improve your vocabulary. I recommend you review many of the language points we studied this term. There is extra language practice in your online workbook.

The area you need to work on the most is listening. I know this is difficult for you. I recommend more practice at home. Listen to English TV shows, podcasts and radio as much as possible. I can give you a list of things to listen to.

I've enjoyed working with you. Have a nice holiday, and good luck for next term!
Reading A2: An end of term report – TASK 1

Choose the correct answer.

What is the teacher’s name?
Erin Gibbs
Javier Martella
We don’t know

What was the worst area or skill for Javier?
Grammar/Vocabulary
Listening
Reading

Is this the first English level?
Yes
No
We don’t know.

Reading A2: An end of term report – TASK 2

Comprehension

Write one main and a second idea.

_____________________________________________________

_____________________________________________________
WELCOME TO UNIT # 4

AN INVITATION TO A JOB INTERVIEW

INCLUDE:

➤ VOCABULARY

➤ READING TEXT

➤ ACTIVITIES
VOCABULARY

Application (N).: the act of putting to a special use or purpose

Sales Manager (N).: chief of a local.

Interview (N).: a formal meeting in which one or more persons question

Meet (V).: to come upon; come into the presence of; encounter

Last (V).: occurring or coming after all others

Opportunity (N).: an appropriate or favorable time or occasion

Find Out (V).: to come upon by chance; meet with

Company (N).: a number of individuals assembled together

Receive (V).: to take into one's possession

Arrive (V).: to come to a certain point in the course of travel

Soon (C).: within a short period after this or that time, event, etc

READING

Dear Grace,

Thank you for your application for the position of sales manager.

We would like to invite you for an interview at 10 a.m. on Monday 21 September at our offices at The Shard, 32 London Bridge Street, London.

You will meet with our head of sales, Susan Park, and the interview will last for about 45 minutes. During this time, you will have the opportunity to find out more about the position and learn more about our company.

Please bring your CV and references to the interview. You will also need to show a form of ID at reception to receive a visitor's pass. Please ask for me as soon as you arrive.

If you have any questions or if you wish to reschedule, please call me on 555-1234 or email me by 12 September.

I look forward to meeting you.
Reading A2: An invitation to a job interview – TASK 1

Choose the best answer.

What job did Grace apply for?

Head of sales
Sales manager
Sales assistant
Human resource assistant

When is the job interview?

6 September
12 September
21 September
22 September

How long will the interview take?

Under an hour
Just over an hour
Over two hours
A day

Reading A2: An invitation to a job interview – TASK 2

Complete the sentences.

The main purpose of the email is to Grace for a job interview.

The interview will be at their offices at The.

Susan Park is their head of.

Anna Green is their human assistant.

The job interview will for about 45 minutes.

Grace needs to show her ID to receive a visitor's.
WELCOME TO UNIT # 5

PROFESSIONAL PROFILE SUMMARIES

INCLUDE:

- VOCABULARY
- READING TEXT
- ACTIVITIES
VOCABULARY

Architect (N).: a person who engages in the profession of architecture

Designing (N).: scheming; intriguing; artful; crafty

Aware-Winning (N).: receive an aware

Experience (N).: practical wisdom gained from what one has observed

Speak (V).: to communicate vocally; mention

Negotiation (N).: the act or process of negotiating

Degree (N).: a stage or point in or as if in progression or retrogression

Enjoy (V).: to experience with joy; take pleasure in

READING

Maria

I am an architect with 20 years' experience of designing and developing spaces. I am a partner in the award-winning STG Architects Ltd, which is famous for its work on the Galroy Building in London. I enjoy working with people from all over the world and have international experience of working in Italy, Greece, Thailand, Australia and Brazil. I have a Master of Science from Sheffield University and a BA in Architecture from Hull University. I also speak Italian and Thai. When I am not working, I spend my time hiking, skiing and diving.

Emily

I am an experienced sales manager with 12 years' experience of developing customer service teams. I am skilled in negotiation, team motivation and building successful sales teams. After ten years of working in sales and customer service at Halo Bank, I am now the sales office manager of a team of 120 at Southern General Plastics Ltd. I have an MBA from Stanford University and a degree in Business Studies from Cornell University. I am creative and hardworking, and enjoy working with others.
Reading A2: Professional profile summaries - TASK 1

Are these sentences about Maria or Emily?

1. She manages a large team of people.
   Maria
   Emily

2. She is a partner of a company.
   Maria
   Emily

3. She has worked in many different countries.
   Maria
   Emily

4. Her last job was in a bank.
   Maria
   Emily

5. She speaks two other languages.
   Maria
   Emily

6. She likes outdoor sports.
   Maria
   Emily

Reading A2: Professional profile summaries - TASK 2

Complete the sentences.


Maria has worked as an architect for years.
Maria’s company, STG Architects Ltd, is for working on the Galroy Building. __________

Maria likes working with people from all around the . __________

Maria likes hiking, skiing and diving in her time. __________

Emily has spent 12 years managing customer teams. __________

One of Emily’s skills is building sales teams. __________

Emily studied studies at Cornell University. __________
WELCOME TO UNIT # 6

STUDY SKILL TIPS

INCLUDE:

- VOCABULARY
- READING TEXT
- ACTIVITIES
**VOCABULARY**

Question (N).: a sentence in an interrogative form  
Useful.: being of use or service  
Suggestions (N).: the act of suggesting  
Notice (V).: an announcement or intimation of something impending  
Communicate (V).: to impart knowledge of; make known  
Opportunity (N).: an appropriate or favorable time or occasion  
Skills (N).: competent excellence in performance

**READING**

Many studies about language learning ask the question: What makes a good language learner? There are some things that good language learners do and some things they don't do. Here are some of the most useful suggestions from studies.

Don't be afraid of making mistakes. People often get things wrong. Good language learners notice their mistakes and learn from them.

Do group activities. People use language to communicate with other people. A good language learner always looks for opportunities to talk with other students.

Make notes during every class. Notes help you to remember new language. Look at your notes when you do your homework.

Think in the language you're learning outside the classroom. When you're shopping or walking down the street, remember useful words and phrases. Sometimes, when you're at home, say new words to practise your pronunciation.

Do extra practice. Test and improve your language, reading and listening skills with self-study material. You can find a lot of this online.

Imagine yourself speaking in the language. Many good language learners can see and hear themselves speaking in the language. This helps their motivation.

Enjoy the process. Good language learners have fun with the language. Watch a TV series or film, listen to songs, play video games or read a book. It's never too late to become a good language learner.
Reading A2: Study skills tips – TASK 1
According to the text, are the sentences true or false?

1. Good language learners don't make mistakes.
True   False

2. It's a good idea to talk with other students.
True   False

3. Take notes only before an exam.
True   False

4. Good language learners write down the words and expressions they learn.
True   False

5. Think of language you know when you are outside the classroom.
True   False

6. Don't take tests outside of class – it's very stressful.
True   False

Reading A2: Study skills tips – TASK 2
Write the noun forms of the verbs. For example, 'imagination' is the noun form of the verb 'imagine'.

1. learn – ______________________

2. suggest – _____________________

3. communicate – ___________________

4. mean – _________________________

5. pronounce – ____________________

6. motivate – _______________________
CONCLUSIONS

The application of this proposal is important because it will help students understand different texts related to level A2.11 as in most of the cases in the current education, the books that are applied in different schools are not in accordance to students English level. It will allow them to accomplish the general and specific objectives of this learning level.

As it promotes the standard vocabulary, with the implementation of the proposal, students will enhance their reading skill in the texts presented. Moreover, this proposal also provides some of the most important grammar structures which students see in level A2 which might become that it is a tool for improving the development of reading skill, and also the writing skill in student’s English level.

In addition to the previous factors mentioned, this standard vocabulary will motivate students to reinforce their performance in the reading skill by helping them enhance their understanding of the texts selected.
RECOMMENDATIONS

Academics who teach teachers often hold a belief that language must always be taught in context, which could also contribute to a more incidental vocabulary instruction model.

Nevertheless, vocabulary is important and teachers should take note of the research. It indicates vocabulary instruction should start early through a range of strategies. Students can learn the meanings of many new words indirectly, through personal experiences, speech and being read to – the incidental teaching and learning common in schools. They can also learn new vocabulary through reading texts; however, teachers cannot rely on this route of vocabulary development because those who can read well tend to read more and therefore learn more vocabulary through reading. A logical way to overcome such a problem would be to teach students the code (the top priority of early instruction), but some will lag behind and even if all do learn the code to an acceptable level, some will still be restricted in their access to texts outside of school.

In addition to the recommendations mentioned, the implementation of the booklet in class will encourage students to reinforce the reading skill through the implementation of standard vocabulary.
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ANNEXES
Licenciado
Ricardo Ortega Gálvez
VICERRECTOR DE LA UNIDAD EDUCATIVA FISCAL
"VICENTE ROCAFUERTE"
Ciudad.-

De mis consideraciones:

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

TOPIC: THE INFLUENCE OF VOCABULARY IN THE PERFORMANCE OF READING SKILL.
PROPOSAL: TO DESIGN A BROCHURE WITH STANDARD VOCABULARY FOR BASIC USERS

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

Le antiendo mis reconocimientos.

Atentamente,

MSc. Sara Anaguano Pérez
DIRECTORA
CARRERA DE LENGUAS Y LINGÜÍSTICA

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<td>Elaborado por:</td>
<td>Ing. Alexandra Delgado López</td>
<td>SECRETARIA I</td>
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<td>Aprobado por:</td>
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**Universidad de Guayaquil**

**FACULTAD DE FILOSOFÍA**

**ESCUELA DE Lenguas y LINGUISTICAS / LENGUA Y LITERATURA INGLESA**

**UNIDAD DE TITULACIÓN**

**TRABAJO DE TITULACIÓN**

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

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<td>Nombre del estudiante(s)</td>
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**MSc. SARA ANAGUANO**

Docente Revisor
INFORME DE AVANCE DE LA GESTIÓN TUTORIAL

Tutor: MSc. Sara Anaguano

Tipo de trabajo de titulación: The influence of Vocabulary in the performance of Reading skill

Título del trabajo: The influence of Vocabulary in the performance of Reading skill. To design a brochure with standard vocabulary for basic users.

Carrera: LENGUA Y LINGÜÍSTICA

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Informe de Avance de la Gestión Tutorial

Tutor: Sara Anaque

Tipo de trabajo de titulación: 

Título del trabajo: The influences of vocabulary in the performance of reading skill

Carrera: Lenguas y Literatura Inglesa

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### INFORME DE AVANCE DE LA GESTIÓN TUTORIAL

**Tutor:** Sara Anaquino

**Tipo de trabajo de titulación:** The influence of vocabulary on the performance of reading skill

**Carrera:** Lingüística

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Guayaquil, 16 de Agosto del 2019

Sr./Sra. Sara Anaguano Pérez,
DIRECTOR (A) DE LA CARRERA/ESCUELA,
FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN
UNIVERSIDAD DE GUAYAQUIL

Ciudad:

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la tutoría realizada al Trabajo de Titulación, tema: THE INFLUENCE OF VOCABULARY IN THE PERFORMANCE OF READING SKILL. Propuesta: TO DESIGN A BROCHURE WITH STANDARD VOCABULARY FOR BASIC USERS, de la estudiante Gissella Magdalena Pillasagua García, con C.C. 0930988654, indicando ha (n) cumplido con todos los parámetros establecidos en la normativa vigente:

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

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

Dado 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

[Signature]

C.C. 0910551329
**RÚBRICA DE EVALUACIÓN TRABAJO DE TITULACIÓN**

| Título del Trabajo: | The influence of vocabulary in the performance of reading skill |
| Autor(s): | Gisella Magdalena Milagros Garcia |

<table>
<thead>
<tr>
<th>ASPECTOS EVALUADOS</th>
<th>PUNTAJE MÁXIMO</th>
<th>CALF.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ESTRUCTURA ACADÉMICA Y PEDAGÓGICA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Propuesta integrada a Dominiós, Misión y Visión de la Universidad de Guayaquil.</td>
<td>0.3</td>
<td>0.3</td>
</tr>
<tr>
<td>Relación de pertinencia con las líneas y sublíneas de investigación Universidad / Facultad / Carrera</td>
<td>0.4</td>
<td>0.4</td>
</tr>
<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>
<td>A</td>
</tr>
<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>A</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>A</td>
</tr>
<tr>
<td>Responde como propuesta innovadora de investigación al desarrollo social o tecnológico.</td>
<td>0.4</td>
<td>0.4</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>0.4</td>
</tr>
<tr>
<td><strong>RIGOR CIENTÍFICO</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>El título identifica de forma correcta los objetivos de la investigación</td>
<td>1</td>
<td>A</td>
</tr>
<tr>
<td>El trabajo expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece, aportando significativamente a la investigación.</td>
<td>1</td>
<td>A</td>
</tr>
<tr>
<td>El objetivo general, los objetivos específicos y el marco metodológico están en correspondencia.</td>
<td>1</td>
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</tr>
<tr>
<td>El análisis de la información se relaciona con datos obtenidos y permite expresar las conclusiones en correspondencia a los objetivos específicos.</td>
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<td>0.8</td>
</tr>
<tr>
<td>Actualización y correspondencia con el tema, de las citas y referencia bibliográfica</td>
<td>0.7</td>
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<tr>
<td><strong>PERTINENCIA E IMPACTO SOCIAL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pertinencia de la investigación</td>
<td>1</td>
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</tr>
<tr>
<td>Innovación de la propuesta proponiendo una solución a un problema relacionado con el perfil de egreso profesional</td>
<td>0.5</td>
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<tr>
<td><strong>CALIFICACIÓN TOTAL</strong> *</td>
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<td></td>
</tr>
</tbody>
</table>

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

---

MSc. Sara Anaguanó Pérez
FIRMA DEL DOCENTE TUTOR DE TRABAJO DE TITULACIÓN

No. C.I. 096857129

FECHA: 

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CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado MSc. SARA ANAGUANO PÉREZ, tutor del trabajo de titulación, certifico que el presente trabajo de titulación ha sido elaborado por GISELLE MAGDALENA PILASAGUA GARCÍA, C.C.: 0930988654, con mi respectiva supervisión como requerimiento parcial para la obtención del título de LICENCIATURA EN LENGUA INGLESA.

Se informa que el trabajo de titulación: tema: THE INFLUENCE OF VOCABULARY IN THE PERFORMANCE OF READING SKILL. Propuesta: TO DESIGN A BROCHURE WITH STANDARD VOCABULARY FOR BASIC USERS, ha sido orientado durante todo el periodo de ejecución en el programa antíplagio (URKUND) quedando el 9% de coincidencia.

https://secure.urkund.com/view/16964455-251036-988649/#b0aDghxDADBv6

NOMBRE DEL DÓCENTE TUTOR
MSc. SARA ANAGUANO PÉREZ
C.I. 091638479
Guayaquil, 30 de agosto del 2019

Sra.

MSC. SARA ANAGUANO PÉREZ
DIRECTOR (A) DE LA CARRERA DE LENGUAS Y LINGÜÍSTICA

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
UNIVERSIDAD DE GUAYAQUIL
Ciudad.-

De mis consideraciones:

Envío a Ud. el informe correspondiente a la REVISIÓN FINAL del Trabajo de Titulación THE INFLUENCE OF VOCABULARY IN THE PERFORMANCE OF READING SKILLS. PROPOSAL: TO DESIGN A BROCHURE WITH STANDARD VOCABULARY FOR BASIC USERS. del estudiante PILLASAGUA GARCÍA GISSELLA MAGDALENA. Las gestiones realizadas me permiten indicar que el trabajo fue revisado considerando todos los parámetros establecidos en las normativas vigentes, en el cumplimiento de los siguientes aspectos:

Cumplimiento de requisitos de forma:
- El título tiene un máximo de 10 palabras.
- La memoria escrita se ajusta a la estructura establecida.
- El documento se ajusta a las normas de escritura científica seleccionadas por la Facultad.
- La investigación es pertinente con la línea y sublíneas de investigación de la carrera.
- Los soportes teóricos son de máximo 5 años.
- La propuesta presentada es pertinente.

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

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

Una vez concluida esta revisión, considero que el estudiante PILLASAGUA GARCÍA GISSELLA MAGDALENA. está apto para continuar el proceso de titulación. Particular que comunicamos a usted para los fines pertinentes.

Atentamente,

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

Título del Trabajo: **THE INFLUENCE OF VOCABULARY IN THE PERFORMANCE OF READING SKILLS. PROPOSAL: TO DESIGN A BROCHURE WITH STANDARD VOCABULARY FOR BASIC USERS.**
Autor(s): **PILLASAGUIA GARCÍA GISSELLA MAGDALENA**

<table>
<thead>
<tr>
<th>ASPECTOS EVALUADOS</th>
<th>PUNTAJE MÁXIMO</th>
<th>CALF.</th>
<th>COMENTARIOS</th>
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<tr>
<td>ESTRUCTURA Y REDACCIÓN DE LA MEMORIA</td>
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<tr>
<td>Formato de presentación acorde a lo solicitado</td>
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<tr>
<td>Tabla de contenidos, índice de tablas y figuras</td>
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<td>0.6</td>
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<tr>
<td>Redacción y ortografía</td>
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<tr>
<td>Correspondencia con la normativa del trabajo de titulación</td>
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<td>0.6</td>
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<tr>
<td>Adecuada presentación de tablas y figuras</td>
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<tr>
<td>RIGOR CIENTÍFICO</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>El título identifica de forma correcta los objetivos de la investigación</td>
<td>0.5</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>La introducción expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece</td>
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<tr>
<td>El objetivo general está expresado en términos del trabajo a investigar</td>
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<tr>
<td>Los objetivos específicos contribuyen al cumplimiento del objetivo general</td>
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<tr>
<td>Los antecedentes teóricos y conceptuales complementan y aportan significativamente al desarrollo de la investigación</td>
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<td>0.6</td>
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<tr>
<td>Los métodos y herramientas se corresponden con los objetivos de la investigación</td>
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</tr>
<tr>
<td>El análisis de la información se relaciona con datos obtenidos</td>
<td>0.4</td>
<td>0.4</td>
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<tr>
<td>Factibilidad de la propuesta</td>
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<td>0.4</td>
<td></td>
</tr>
<tr>
<td>Las conclusiones expresan el cumplimiento de los objetivos específicos</td>
<td>0.4</td>
<td>0.4</td>
<td></td>
</tr>
<tr>
<td>Las recomendaciones son pertinentes, factibles y válidas</td>
<td>0.4</td>
<td>0.4</td>
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<tr>
<td>Actualización y correspondencia con el tema, de las citas y referencia bibliográfica</td>
<td>0.5</td>
<td>0.5</td>
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</tr>
<tr>
<td>PERTINENCIA E IMPACTO SOCIAL</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pertinencia de la Investigación/ Innovación de la propuesta</td>
<td>0.4</td>
<td>0.3</td>
<td></td>
</tr>
<tr>
<td>La investigación propone una solución a un problema relacionado con el perfil de egreso profesional</td>
<td>0.3</td>
<td>0.3</td>
<td></td>
</tr>
<tr>
<td>Contribuye con las líneas / sublinthas de investigación de la Carrera/Escuela</td>
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<td>0.3</td>
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</tr>
<tr>
<td>CALIFICACIÓN TOTAL*</td>
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*El resultado será promediado con la calificación del Tutor y con la calificación de obtenida en la Sustentación oral.

[Signature]

MSC, LUCÍA SÁNCHEZ P.
DOCENTE TUTOR REVISOR
ANNEX 2
Urkund Analysis Result:

Analysed document: THESIS URKUND - GISSILLA PIESAGUA.docx (D24763612)
Submitted: 5/10/2019 9:56:09 AM
Submitted By: gissilla.piesagua@live.com
Significance: 9% 

Sources included in the report:

Copy&Dealy and Idea Analysis.docx (D47267706)
math project.docx (D2592016)
CHAPTERS 1,2,3,4.docx (D47000732)
https://www.understood.org/en/learning-assessment-habitats/learning-disabilities/reading-
https://www.understood.org/en/learning-assessment-habitats/learning-disabilities/reading-
http://www.understood.org/en/learning-assessment-habitats/learning-disabilities/reading-

Instances where selected sources appear: 18
ANNEX 3
TITLE: VICENTE ROCAFUERTE NATIONAL HIGH SCHOOL

SOURCE: VICENTE ROCAFUERTE NATIONAL HIGH SCHOOL

AUTHOR: GISSELLA PILLASAGUA GARCIA
TITLE: STUDENTS EIGHTH GRADE ROOM “B” OF GENERAL BASIC EDUCATION AFTERNOON SESSION - SURVEY TO STUDENTS

SOURCE: VICENTE ROCAFUERTE NATIONAL HIGH SCHOOL

AUTHOR: GISSELLA PILLASAGUA GARCIA
ANNEX 4
Objective: To determine the causes that affect the development of reading skill in 10th grade students at Vicente Rocafuerte National High School.

Instructions: Mark with "x" the option that most closely resembles your answer. 1) Totally disagree, 2) Disagree, 3) Neither agree nor disagree, 4) Agree, 5) Totally agree.

<table>
<thead>
<tr>
<th>Nº</th>
<th>STATEMENTS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>The vocabulary help me improve my reading skill in the English language.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>Vocabulary helps me express my ideas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Standard Vocabulary helps me improve to understand texts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>Standard Vocabulary helps me to create new ideas without an over effort.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I would like to read texts adequate to my English level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Standard Vocabulary motivates me to practice not only reading skill, but in other fields in English, too.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Reading texts that I comprehend allows me to participate in the classes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>8</td>
<td>I assimilate faster the ideas from a text, when I understand most of the words.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I become more creative, when I understand a great set of words in English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I give many ideas when I read books with specific topic.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>11</td>
<td>It is important to have a brochure with standard vocabulary that are easy to understand.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>12</td>
<td>The texts that I carry out in the classes are important to improve my reading skills.</td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>13</td>
<td>I would understand and assimilate most of the texts that I read if I had a brochure with standard vocabulary for my English level.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>14</td>
<td>I quickly assimilate the ideas from a text, when I have already known most of the words from a text.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>I consider that a brochure with standard vocabulary, will help me to develop my reading skill.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Informative data
Teacher: _________________________________________________________
Grade: ___________________________________________________________
Degree title: ______________________________________________________
Post-graduate degree: _____________________________________________
Years of experience in education: _________________________________
Objective: To inquire about the vocabulary in the reading skills in the students in order to contribute in this work.

Question system

1. What types of vocabulary do you use to teach students to practice reading? Do you think they`re necessary? Why?

2. Do you consider it is necessary to use vocabulary based on student’s English level to comprehend a text? If so, which ones do you use?

3. Do you think that standard vocabulary are important to encourage students to practice reading? Why?

4. Do you have a specific types of vocabulary to perform reading skill?

5. When you perform a reading activity with students, most of the students assimilate the ideas from the text?

6. Do you think that a brochure with standard vocabulary for basic users is important for reading skill?