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ESCUELA DE LenguAS Y LINGÜÍSTICA.

TOPIC:
THE IMPORTANCE OF VOCABULARY TO IMPROVE READING SKILLS

PROPOSAL:
DESIGN A BOOKLET TO IMPROVE THE READING SKILLS THROUGH
VOCABULARY.

EDUCATIVE PROJECT

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
LICENCIADO EN CIENCIAS DE LA EDUCACIÓN,
MAJOR IN: LENGUA Y LINGÜÍSTICA INGLESA.

RESEARCHER:
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DIRECTED BY:
MSc. Larry Torres

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

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Apreciado Sr. Decano:

En virtud de la disposición de la Autoridad Académica de la Escuela de Lenguas de fecha 22 de Agosto del 2019, en la cual se me designó Asesor de Proyectos Educativos de la Licenciatura en Ciencias de la Educación, especialización LENGUAS Y LINGÜÍSTICA, tengo a bien informar lo siguiente:

Que el profesor Santiago Ivan Ledesma Balanzátegui

Diseño y ejecuto el Proyecto Educativo

**TOPIC:**

THE IMPORTANCE OF VOCABULARY TO IMPROVE READING SKILLS

**PROPOSAL:**

DESIGN A BOOKLET TO IMPROVE THE READING SKILLS THROUGH VOCABULARY.

El mismo que ha cumplido con las directrices y recomendaciones dadas por la suscrita.

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

Muy Atentamente

MSc. Larry Torres
TUTOR
ACKNOWLEDGEMENT

The present thesis represents my gratitude to God for helping me and blessing me to achieve this dream that I have waited for so long. I would also like to thank my parents for helping me through this rough road and for helping me make the right choice in some very hard times in my life and make this objective.

Thanks.

Santiago Ivan Ledesma Balanzátegui
DEDICATION

This project is dedicated to my Parents that believed in me and knew of my great potential to finish these goals.

With God’s blessing and the wisdom that he has provided me to go through this journey and overcome all the obstacles that are part of living and success.

Santiago Ivan Ledesma Balanzátegui
RESUMEN/ABSTRACT:
Reading is a fundamental fact about the way such skill can provide critical thinking no matter what language it may be read in. What matters is the conceptual understanding that goes along with reading. In today’s society, the need to learn a language is crucial and reading is part of the four competencies that every language in the world shares, reading, writing, listening, and reading. This thesis will be centered on reading skill due to the fact that this investigation is based on such skill. Reading is a technique that is based mostly in giving confident to students than anything else. Sounding loud when reading is not going to improve your pronunciation nor give you the proper sentences stress or make you sound American, speaking native English. However, practicing will give you confidence about what you are saying and it will give you the proper pronunciation from the teacher or other students if time allows it and or your teacher allows it. It is believed that such on the spot correction is helpful for students as a whole, period. It should not humiliate anyone with an accent if the teacher or anyone else decides to correct the mistakes in pronunciation right then. If you don’t risk it, you will never achieve anything. The first chapter will give us the problem and all the parameters about it like why such problem is always addressed in such manner and sows low improvement as a whole, the demographics it affects in learning the language and how it was identified. The second chapter will be about the methodology that best applies for such problem, the approach and techniques that can also be added and modified in order for this objective could be reached and students could benefit from it. The third chapter will show the percentages and the results of the students’ surveys, the evidence about the presence of the problem and the best way to improve such deficiencies. And finally the proposal will be in chapter four with the best description on how this dependent variable will be neutralized in the classroom.
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**RESUMEN**

La lectura es un hecho fundamental sobre la forma en que dicha habilidad puede proporcionar pensamiento crítico sin importar el idioma en que se lea. Lo que importa es la comprensión conceptual que acompaña a la lectura. En la sociedad actual, la necesidad de aprender un idioma es crucial y la lectura es parte de las cuatro competencias que comparten todos los idiomas del mundo: lectura, escritura, comprensión auditiva y lectura. Esta tesis se centrará en la habilidad de lectura debido a que esta investigación se basa en dicha habilidad. La lectura es una técnica que se basa principalmente en dar confianza a los estudiantes más que en cualquier otra cosa. Sonar fuerte cuando la lectura no va a mejorar tu pronunciación, ni te va a dar el acento adecuado en las frases, ni te va a hacer parecer americano, hablando inglés como lengua materna. Sin embargo, la práctica te dará confianza sobre lo que estás diciendo y te dará la pronunciación apropiada del profesor u otros estudiantes si el tiempo lo permite y/o tu profesor lo permite. Se cree que tal corrección in situ es útil para los estudiantes en su conjunto, punto. No debe humillar a nadie con acento si el profesor o cualquier otra persona decide corregir los errores de pronunciación en ese momento. Si no te arriesgas, nunca lograrás nada. El primer capítulo nos dará el problema y todos los parámetros que lo rodean, como por qué siempre se aborda de esta manera y siembra una baja mejora en su conjunto, la demografía que afecta en el aprendizaje de la lengua y cómo fue identificada. El segundo capítulo tratará sobre la metodología que mejor se aplica a este problema, el enfoque y las técnicas que también pueden ser añadidas y modificadas para alcanzar este objetivo y los estudiantes pueden beneficiarse de ello. El tercer capítulo mostrará los porcentajes y los resultados de las encuestas de los estudiantes, la evidencia sobre la presencia del problema y la mejor manera de mejorar tales deficiencias. Y finalmente la propuesta estará en el capítulo cuatro con la mejor descripción de cómo esta variable dependiente será neutralizada en el aula. 

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ABSTRACT
Reading is a fundamental fact about the way such skill can provide critical thinking no matter what language it may be read in. What matters is the conceptual understanding that goes along with reading. In today’s society, the need to learn a language is crucial and reading is part of the four competences that every language in the world shares, reading, writing, listening, and speaking. This thesis will be centered on reading skill due to the fact that this investigation is based on such skill. Reading is a technique that is based mostly in giving confident to students than anything else. Sounding loud when reading is not going to improve your pronunciation nor give you the proper sentences stress or make you sound American, speaking native English. However, practicing will give you confidence about what you are saying and it will give you the proper pronunciation from the teacher or other students if time allows it and or your teacher allows it. It is believed that such on the spot correction is helpful for students as a whole, period. It should not humiliate anyone with an accent if the teacher or anyone else decides to correct the mistakes in pronunciation right then. If you don’t risk it, you will never achieve anything. The first chapter will give us the problem and all the parameters about it like why such problem is always addressed in such manner and sows low improvement as a whole, the demographics it affects in learning the language and how it was identified. The second chapter will be about the methodology that best applies for such problem, the approach and techniques that can also be added and modified in order for this objective could be reached and students could benefit from it. The third chapter will show the percentages and the results of the students’ surveys, the evidence about the presence of the problem and the best way to improve such deficiencies. And finally the proposal will be in chapter four with the best description on how this dependent variable will be neutralized in the classroom.

KEY WORDS: Reading, Gist, Vocabulary, Understanding
La lectura es un hecho fundamental sobre la forma en que dicha habilidad puede proporcionar pensamiento crítico sin importar el idioma en que se lea. Lo que importa es la comprensión conceptual que acompaña a la lectura. En la sociedad actual, la necesidad de aprender un idioma es crucial y la lectura forma parte de las cuatro competencias que comparten todos los idiomas del mundo: leer, escribir, escuchar y hablar. Esta tesis se centrará en la habilidad de lectura debido a que esta investigación se basa en dicha habilidad. La lectura es una técnica que se basa principalmente en dar confianza a los estudiantes más que en cualquier otra cosa. Sonar fuerte cuando la lectura no va a mejorar tu pronunciación, ni te va a dar el acento adecuado en las frases, ni te va a hacer parecer americano, hablando inglés como lengua materna. Sin embargo, la práctica te dará confianza sobre lo que estás diciendo y te dará la pronunciación apropiada del profesor u otros estudiantes si el tiempo lo permite y/o tu profesor lo permite. Se cree que tal corrección in situ es útil para los estudiantes en su conjunto, punto. No debe humillar a nadie con acento si el profesor o cualquier otra persona decide corregir los errores de pronunciación en ese momento. Si no te arriesgas, nunca lograrás nada. El primer capítulo nos dará el problema y todos los parámetros que lo rodean, como por qué siempre se aborda de esta manera y siembra una baja mejora en su conjunto, la demografía que afecta en el aprendizaje de la lengua y cómo fue identificada. El segundo capítulo tratará sobre la metodología que mejor se aplica a este problema, el enfoque y las técnicas que también pueden ser añadidas y modificadas para alcanzar este objetivo y los estudiantes pueden beneficiarse de ello. El tercer capítulo mostrará los porcentajes y los resultados de las encuestas de los estudiantes, la evidencia sobre la presencia del problema y la mejor manera de mejorar tales deficiencias. Y finalmente la propuesta estará en el capítulo cuatro con la mejor descripción de cómo esta variable dependiente será neutralizada en el aula.

PALABRAS CLAVE: Lectura, síntesis, vocabulario, comprensión.
INTRODUCTION

The present situation when it comes to reading is not the pronunciation, nor the way words are said, but the gist about the reading that is at hand. Comprehension is a must when reading is at play. It is the most essential objective to reach when reading takes place due to the simple fact that the objective can be given in many manners. It can be informative, entertaining, and educational and such, just to name a few things about it. Thus, it is imperative for understanding to set in when reading is in process. Many of the following skills can be taught and delivered with the assistance of this pamphlet that is based on activities to be read. Such tasks can facilitate and change the way understanding is achieved while reading a text, excerpt, newspaper or just reading a passage in the classroom.

The concentration of proper pronunciation while reading is a waste of good energy that can be focused on other more important things like understanding what is being read, playing with the back and forth analyzing of the words that are being read and trying to have them understood while at it. Vocabulary is not just the only thing needed to understand a new language, but a lot also needs to be manifested from the learner. Students have to be motivated to learn the language if teachers really want such event to take place in their communities. All types of motivating techniques need to be present for student can benefit from the learning process and the purpose this thesis is providing to them.

Reading may be the most passive skill that is learned, but it is essential to the curricula of language learners. The student needs to be apt to all the four basic skills of the English language in order to learn the whole conceptual idea of the language as a whole. There can be any half way routine about getting things done. The whole concept about the proposal is full enough of techniques to improve the proficiencies that are found in the average classroom in all public schools in the nation. Reading only is not the solution to the core of the problem, but it can alleviate most of the obstacles students’ face these days by applying all the other skills that come along for reading skill.
CHAPTER I: THE PROBLEM
the problem, context investigation, problem investigation, conflict situation, scientific situation, causes and consequences, problem formulation, investigation objectives, general objectives and specific objectives, questions of the investigation, rationale

CHAPTER II: THEORETICAL FRAME
Theoretical framework, background of the investigation, theoretical bases, epistemology fundamentations, philosophic fundamentations, pedagogical fundamentations, psychological fundamentation, sociological fundamentations, legal fundamentation, glossary.

CHAPTER III: METHODOLOGY
methodology, process, analysis, results discussion, methodological design, types of investigation, population and sample, operationalization of variables, investigation methods, instruments and techniques of the investigation, analysis and interpretation of data, conclusion and recommendations.

CHAPTER IV: THE PROPOSAL
Justification, synthesis, general objective, specific objectives, feasibility, description, social impact, beneficiaries, bibliography, glossary

BIBLIOGRAPHY
ANNEXUS
CHAPTER I

THE PROBLEM

The reading realm is one that not many understand or have an idea of the luscious adventures, vast information, entertaining stories, drastic news, jolly excerpts and educational text that transcend any reader to them. Reading is a passage to worlds that the imagination creates and that give the reader the desire to share those universes with everyone else.

Location of the problem in context

The students from Unidad Educativa Rafael Garcia Goyena showed lack of reading skills, lack of interest in reading, no motivation to participate in class, no enthusiasm in learning vocabulary related to the reading, poor selection of expressing themselves and show no appreciation in English class.

The situation can be of many deficiencies involving students and sometimes teachers too. There is lack of didactic material provided by the school, no professional development seminar was noticed when this investigation took place, lack of class planning was also evident and not many hours were dedicated to English classes per week.

The lack of material that was not updated was another factor that blocked the learning process in students from the Unidad Educativa Rafael Garcia Goyena. This situation is only one for only one skill, reading. It was also evident that the other skills like listening, reading and writing were not successfully present in the students’ agenda.

Conflict situation

The students have lack of vocabulary, have a difficulty in expressing themselves. Students had no warm up exercises when it came to reading activities. They were instructed to the number of the page and told to read from
one page to another. There was never any scanning or skimming before reading or any pre-reading, while reading and post-reading exercises done.

Scientific Fact

“We shouldn't teach great books; we should teach a love of reading.” (Skinner, 2015).

It’s not the great encyclopedias nor the amount of reading that you do with your students. It is the significant learning that you provide for them and the affection they will get to the reading that matters. Reading is the essence of learning and the power of knowledge. The purpose of this project is to have students reach the level of reading skills when reading as a class, in a chain, as a team and in harmony so students can share their learning with one another the cooperative way.

Causes

Table 1
Causes

- Lack of reading material
- There are no warm up activities before reading
- Inadequate reading techniques
- Lack of phonics in vocabulary practice
- The students are not motivated in the English class

Formulation of the problem

What is the incidence of using reading strategies to improve the reading skills of First grade B.G.U at Rafael Garcia Goyena public High School, zona 8, distrito 4, provincia del Guayas, cantón Guayaquil, Parroquia F. Cordero, periodo lectivo 2018-2019?
General Objectives

To apply the influence of the vocabulary to improve Reading skills, during and post process for improving reading skill, through a bibliographic study, statistical analysis and field.

Specific

- To analyze the influence of Reading skills, through a bibliographic study, statistical analysis and field.
- To improve the reading skills, through a bibliographic study, statistical analysis and field.
- Elaboration of a booklet with reading exercises to be applied all together, to motivate the interest for the reading and increase the reading achievement, through a bibliographic study, statistical analysis and field.

Questions of the investigations

- What effect will students face with the use of vocabulary?
- How effective will this project be in students’ learning?
- What are the pros and cons about the reading strategies?
- In which way can this project be beneficial to students in English as a subject?
- What are the major point of interest for the teacher to enhance in the classroom using phonetic activities that are done before, during and after reading?

Justification

This inquiry on the importance of the vocabulary to improve the reading skills. This technique is used to stimulate the imagination and the emotions; models good reading behavior; exposes them to a range of literature; enriches the vocabulary and understanding of sophisticated language patterns; makes difficult text understandable; models the fact that different genres are read differently;
supports independently reading; and can encourage a lifelong enjoyment of reading.

Reading is a world that can be compressed in words. The magic about words on paper can transport the reader to universes that are beyond the average imagination. These vague words can have unlimited meaning and even more meaning can be found in the concept of words itself that sometimes they can limit the imagination. Thus, the reader's mind is stimulated and it dances in its own ballroom of words. The very reason for this Project is to also have students completely engaged in reading activities so their intellect can also grow and provide not only vocabulary but also usage of the language, giving students syntax when writing and coherence in conversation and when it comes to listening as well. Student will be able to discriminate words from different types of vocabulary and in content.

This Project will also do its part socially by providing students the ability of reading in English and not being monolingual, giving them the resources to be able to display themselves socially with their skills in another language. The ability of being bilingual has many benefits besides academics. The activity of the brain when it processes languages from one to another is like an exercise that helps itself to convey information on both or many languages if possible.

The nature of reading the English language is the best opportunity that students can have while being educating. Teachers must focus on the competences that English have to offer and rely on the practice that is provided in the classroom and with the extra activities such as the ones that are found in the booklet. Students must be given the opportunity to be engaged in reading activities and develop their reading skills in comprehension with the proper competences available. All this parameters are within the standard of the good living act that is supported by the Ecuadorian government and its rules and regulations that state the guarantee of the proper education to all its citizens, providing the best possibilities to reach the standard measures of education to all citizens in all aspects. The Government of the Republic of Ecuador and the good living act provides the benefit to exercise
the right to education and in the good living standards to all citizens and legal residents living in the Ecuadorian region and all its territories.

The standard of qualities involved in this Project are to comply and to set the upper parameters that are subjected to improve the style of living and the opportunities to provide the highest and available resources that are within the Ecuadorian good living act.
CHAPTER II

THE THEORETICAL FRAME

Background

This chapter is about the way the research is going to have an effect on students from the First grade B.G.U. from the Unidad Educativa Rafael Garcia Goyena. Reading is a technique that is used in many classrooms these days. It is used to have student lose that fear of pronunciation words the wrong way. It is of much help the way it applies in giving students assurance about themselves while reading in front of an audience. Students need to be comfortable when speaking another language and when reading it as well. The simple fact of having their peers make fun of them is not a topic of lack of class management, but also of lack of companionship that only a set of enforced rules can eliminate from day one.

Students have to be shown the power that lies in themselves. There is nothing more rewarding than to see a student's eyes shine when learning takes place. The ability to transmit knowledge from one mind to another is one gift that everyone all possesses, but teachers master, (Herzog, 2015).

Teaching reading skills has to be done with lots of practice and commitment. That is the core objective behind this research, to allow student in getting such skills as a second nature in their reading abilities and classroom competences. Learning how to infer information, recognize characters, imply situations, foresee consequences and have total reading information are the goals to achieve too. The didactic material reinforces learning, improves knowledge of vocabulary, increases interest in reading and helps to evaluate their understanding. Furthermore, it enables the student to comprehend the text correctly while not being nervous in front of the classroom, and not fear making mistakes. The research is based on the solving of this problem and it will offer comprehensible context about the guidance to the solutions provided.
According to the investigation that was conducted for this chapter, there is not sufficient material for all the students to elaborate with when it comes to reading skill lectures and the problems students face with the lack of such material including patterns and aids to achieve such goal. The students' lack of interest is due to improper texts in the class. Moreover, there are too many students in the classrooms, outside distractions, and lack of technology. Students use their cellphones constantly, watch far too much TV, and do not have a habit of reading. These things further unable the student to proceed with his/her learning. In addition, the family does not motivate the student at home because they do not think English is an important subject. Teachers think that congregations should be more frequent in order to update their teaching skills. Also, there are only five hours being thought in the class. This is not sufficient time for the student to learn.

According to the indirect approaches of the investigation such as questions done about the way some classes have been conducted in the teaching process to date, there isn’t enough staff to teach the students adequately. The infrastructure is not properly designed and there isn’t a proper running English laboratory. There is no fixed budget to distribute the funds properly. If there were more teachers, and better pay perhaps, then the conditions could improve. A better trained staff with updated technology can improve the institution’s chances to deliver well learned students.

Reading skills
Reading skill is an ability that can be acquired gradually with the help of vocabulary, reading exercises that test comprehension and allows students to infer information and such. To have comprehension in reading is to be able to have a solid foundation in vocabulary and in the ability to reach abstracted ideas and confine them to responses that give the right core idea of the exercise as a whole, (Harmer, Jeremy, 2016).

The importance of the theoretical frame is to reveal how learning takes place in the classroom and around the learning deities that are part of the education system. It gives meaning to what is done in the classroom and the purpose of being educated and what is being taught involving phonetic.
There are still times when traditional teaching takes place nowadays. It usually happens in seminars and speeches. However, the difference could be that in the classroom classes need to be student centered and students are the ones whom have to show that learning has taken place.

**Vocabulary**

This investigation examines the content and instructional plans of vocabulary and word recognition in reading to be used with students with reading skills difficulties. Information is provided about the content of effective word-recognition instruction. Guidelines including and based on this investigation as well as on 4 other aspects of reading instruction (i.e., oral language development, reading type awareness, reading aloud, and independent wide reading) that are central to any accessible and effective classroom program. These guidelines will assist educators in selecting programs that enable all students to be successful in learning to read, (Brown H., 2017).

The goals of reading instruction are many, but certainly include that students will read with confidence, that they will understand what they read, and that they will find reading a source of knowledge and pleasure. To achieve these goals with all students, an effective classroom program of beginning reading instruction must provide students with a wide variety of experiences that relate to a number of important aspects of reading, (Harmer, 2016).

Some of these experiences focus on meaning. For example, students take part in oral language activities that concentrate on concept and vocabulary development; students hear good stories and informational texts read aloud; they read and discuss with other students what they read, often under the guidance of their teachers, (Gerlach, 2017).

Other experiences focus on word recognition of printed words as students engage in print awareness, letter recognition, writing, and spelling activities. Students take part in phonics lessons and word-recognition strategy instruction. They learn that the sounds in spoken words relate to the patterns of letters in
written words in predictable and often generalizable ways. As they read books and other print materials, students learn to combine their knowledge of print and sounds with their knowledge of language to read with meaning and enjoyment. It is evident that no one aspect of a beginning program should monopolize instructional time, (Miller, Reading your head off, 2017).

The reading skill process has enormous benefits to literacy learning. Reading skills is an instructional practice where teachers, parents, and caregivers read texts to students. The reader incorporates variations in pitch, tone, pace, volume, pauses, eye contact, questions, and comments to produce a fluent and enjoyable delivery. Reading texts is the single most important activity for building the knowledge required for successful reading, (Rely, 2017).

There is no previous investigation done about this topic or any other relevant issue to the problem that could be the source of this investigation. Reading is a technique that is seldom used but pretty effective if it is taught well. This type of Project is used for the first time with students from the 1st Bach from the Unidad Educativa Rafael Garcia Goyena.

Even though it has been mostly used for pronunciation purposes through years, there are also strategies used for reading skill, depending on the kind of task developed by the teacher. Psychologically, students tend to feel more confident when they do choral repetition or something in group because mistakes become almost imperceptible, so based on this precept teachers can develop different kinds of strategies that could become a good instrument for the teaching and learning process and in our case for reading skill. When someone says something loudly, other skills are put into action at the same time, and obviously one of these is listening, (Campbell, 2015).

Besides, the benefits of the neural activation which is promoted by the speech production, that is needed in order to read properly, either in the first language or the language being learned, this type of strategies tend to break different kinds of taboos in the teaching-learning process. It is so important to wake up this skill from the very early ages due to the fact that they definitely will be used in the
future, providing a lot of advantages in different aspects, like gaining confidence and having enough confidence as good speakers when reading, (Pulverness, Spratt, & Williams, 2012).

Another advantage is that when you do so, the speaker and the listener could picture that story or message in his/her mind making our imaginations function in a positive way opening a sea of incredible benefits. The cerebral activation that is implied in order to read loudly ends in a higher degree of brain usage, especially when it is done in a second language, making it more effective in different aspects. Furthermore, it is a good motivation to take kids out of electronics to a face to face book experience that will prepare them when they grow up to have a healthy balance and attract them to become good readers, enhancing their vocabulary from the beginning due to the fact that actually since they are born till they go to kindergarten and the first years of school almost everything is done orally, (Sweeny & Mason, 2011).

According to studies, kids who have been confronted to this type of activities do much better in their schools. Keeping in mind that they have to be exposed to those kinds of words several time in order to be successful, for example a kid who mentions the word “pray” without knowing the meaning or writing, because of the fact that he/she has heard his/her parents saying so, he actually does it, producing acquisition of language, so reading something does influence and causes positive effects for the teaching-learning process. Of course, it demands from the teacher to be very enthusiastic and become a model for the students. When teaching, it is kind of difficult to sing loudly with students, (Campbell, 2015).

Teachers feel nervous and unwilling to do it until a more experienced colleague shows that if the teacher does not sing, students will not either. It will always be a 9/10, at the beginning instead of a 10/10 score. Teachers do not understand at first that they should lead by example. “You learn to do what you do”, so talking about learning a language, for sure it is required to speak in an excellent tone of voice in order to be heard properly and be able to give and receive messages. So, it is important to display a few practices that could be outstanding resources especially for comprehension of any kind of text, (Brinton, 2014).
Based on this resource at hand, it can also deal with different kinds of obstacles that, if not met at the right time in a successful manner, could actually block the purposes of learning a new language or having good comprehension in the same.

For instance, a parent might tell his/her child to drink all the soup and probably that will be useless for its purposes. Every detail about the reading that can be taken advantage of becomes a useful tool in the hands of the father/mother or instructor that if combined with dynamics, undeniably end in effective learning and production on the part of the students. Someone who is used to speak loudly and clear combined with other factors sooner or later will be able to communicate, understand and produce in any language because he/she is not a passive learner, but the main protagonist of his/her own learning experiences, (Herzog, 2015).

Lots of activities can be implemented to motivate students to read loudly for comprehension in the classroom that do not require too much investment to do so. For example, one of the activities that implies not only loud reading in order to understand and complete a text, but also total physical response (TPR) and provides a quite fun environment for learning and competition among students is “Running dictation” which consists in making groups of 3-4 students, place part of a text or a paragraph at a certain distance from the groups, (Nuttall, 2015).

So, students from each group alternatively run to where the text is, read and then go back to the rest of the members of each one and dictates till they complete the task. The first group to finish correctly is the winner. In this particular activity, many skills are demanded from students to show that they have understood and completed the job, the involvement that students have plus the adrenaline that produces such activity, really makes the whole body works establishing a very active environment. Another dynamic technique is to give each student a different question and answer, or parts of a text, the teacher counts up to three and everybody stands up and reads loudly whatever they have at the same time, producing an explosion in the classroom and they have to find their correct partners in order to match and/or complete the text, (Guthrie, 2015).
There is a well-known similar practice which is called “Mutual dictation.” In this activity, students must be seated back to back in pairs or face to face, depends on the teacher and while they are asked to read loudly what they have in order to complete the incomplete versions they have, at the same time strident music is played in the classroom to force them to speak up so the other person could listen and accomplish the task. Besides the fun it provides, it also demands from students to read loudly and overcome the obstacle of disturbing noise including the use of other skills, (Brown J., 2016).

Another activity that could be implemented where the students must read in order to understand a discussion about different texts is when students have written different stories probably based on a video, book, or any other kind of source and they are seated in groups of four to share their stories and exchange information about the plot, elicit ideas from others, do proofreading, and finally have a second draft improved by such cooperative learning task before the teacher checks. It provides lots of opportunities to students in order to enhance knowledge, (Brown J., 2016).

As a result of this practice, a high degree of interaction has been developed to obtain the best of it. Perhaps one of the oldest activities in the English teaching language process is the famous “telephone” that consists in making groups seated in a column form, where the first people receive a message and then start sharing it with the second person, the second with the third one and so on, until the last one reveals loudly what he has understood. Obviously, the message at the end is in the majority of the times absolutely distorted. Basically, besides reading loudly in order to show comprehension and complete different demanding tasks, another skill that is mainly used and develop is listening, so based on these kinds of outputs and involvement, evidently reading loudly has its importance in the teaching-learning process, (Cheng, 2013).

Psychologically it definitely makes a positive impact in the attitude towards the language being learned, especially when dealing with shyness or lack of confidence in expressing oneself in another language is present. Therefore, as mentioned above, it is necessary to start using this tool at an early age and let
learners gain confidence without taking into consideration their level of English, (Herzog, 2015).

“To receive many blessings, read to your students from the womb to the tomb.” (Herzog, 2015).

Wise words that put into action definitely will bring an immense amount of good news for the practitioners in this and the future generations. Since a baby is in the mother’s womb, one of the main skills that according to studies is developed, it is the listening comprehension, so it is quite relevant that a child’s mind is filled with words or in other words the child is nourished through the ears, (Scrivener, 2015).

From that point of view, it becomes essential to start reading to them and help positively in their process of growing, so the love for reading continues at the moment of sitting in one´s parent’s lap till our last earthly breath. Reading is one of the receptive skills in all languages which well-practiced and developed through existence, guides you to a whole new world of fantasies and real narrations that represent an opened door and a wide sea of enrichment in all aspects of life. On the other side, it is well known that a person who does not read is condemned to ignorance. In the case of students, they tend to imitate adults, so if the child is used to this type of activity, he/she will continue doing the same the rest of his/her life. It is very significant to promote and inculcate that kind of mentality from the very beginning due to the fact that it has collateral positive effects in the learning process. Another quote that remarks the validity of this tool is the following “Dad used to read to us from Dickens and Kipling. My tastes were omnivorous. I read anything I could lay my hands on, but the memory that stays with me is that of my father reading the Jungle Books to us when we were young. Beautiful stories!” (Guthrie, 2015)

There are many things that we forget when years pass, but why we do remember others is the question. Some people say that it is because of repetition, but I think that one of the factors that causes such remarkable results definitely arises when listening, so reading does have a kind of influence in memory which
assimilates or takes in everything that is detected through either listening, reading or any other human sense that sends information to the brain, (Guthrie, 2015).

A person who does read certainly has plenty of opportunities inevitably due to the fact that he/she is better prepared than the rest because of his/her background in different topics. Having that kind of omnivorous hunger for knowledge, definitely takes the doer of such action to a large quantity of sources that marks him/her not only as a person, but professionally speaking it can take that person to anywhere he/she wants. When a person is taught to develop that type of love for something valuable, certainly the person who helped to do so, as many wise people say is able to touch the future and the recipient will have marvelous sources of information that might be useful at specific moments of his/her life, (Brown J., 2016).

Reading skill provides chances that probably have not been exploited properly by teachers and students. A person who is used to reading skill in front of an audience, gains confidence besides other positive things like having good oratory for example. A lot of people support the idea that a good reader, sooner or later will be a good speaker, so if a student is taught from the very early ages to develop this kind of confidence through the usage of this tool, after some time he/she will do it alone and in a proper way, (Guthrie, 2015).

**Theoretical foundation**

Thornbury (2006) and Scrivener (2005) describe vocabulary as the area of language teaching that deals with word knowledge. The former author adds that it is an important goal in teaching syllabuses. Brinton, Celce-Murcia & Snow (2014) add that knowing a word involves the mastery of the words': meaning, written form, spoken form, grammatical behavior, collocation, register, associations, and frequency. This list is expanded by Pulverness, Spratt and Williams (2012) who add denotation (describe the thing or idea behind the word), synonyms (same or similar meaning), antonyms (opposite meaning), lexical sets (words that belong to the same topic area), word families (the ones that share the same base word), homophones (same pronunciation but different meaning), homonyms (same
spelling and pronunciation but different meaning), false friends (similar form in two languages but different meaning), prefixes, suffixes, compounds (nouns made from two or more separate words), figurative meanings, and idioms (fixed expressions but their meaning is usually different from the combination of the meaning of the individual words). In other words, this refers to the vocabulary depth. Even though, not all the words have the complete list of form or meaning relationships. L2 students also need to know vocabulary breadth which is the number of words required to produce the language or active vocabulary, (Thornbury, 2016).

Brinton et al (2014) consider reading as a fundamental skill in second language learning. It is a productive skill. It is seen by some teaching methods as the main skill by which a language is acquired. They add that the act of producing the language orally is staggeringly complex. These authors cite Brown (2007) in order to mention some characteristics that make this skill difficult: clustering, hesitation markers and pausing, colloquial language, supra-segmental features (stress, rhythm, and intonation). Additionally, because this skill involves interaction students should also deal with: monitoring and understanding the other person they are talking to, thinking about contributions to the conversation, uttering that contribution and monitoring its results, and everything else that appear when interacting with others as the conversation continues.

**Reading skills definition**

It is a complex of decoding symbols in order to construct or derive meaning (reading skill). Reading is a means of language acquisition, communication, and of sharing information and ideas. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader’s prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement. In addition, reading requires creativity and critical analysis. Consumers of literature make ventures with each piece, innately that make sense to them in the unfamiliar places the texts describe. Because reading is such a complex process, it cannot be controlled or restricted to one or two interpretations.
There are no concrete laws in reading, but rather allows readers an escape to produce their own products introspectively, (Rendall, 2014).

**Types of reading**

The types of reading in a classroom can occur in many categories. Within one category of reading, intensive and extensive reading is one of them.

**Intensive reading**

Intensive reading is used to teach or practice reading strategies or skills. The text is treated as an end in itself. (Rendall, 2014). This type of activity include skimming a text for specific information to answer true or false statements or filling gaps in a summary, scanning text to match headings to paragraphs, and scanning jumbled paragraphs and then reading them carefully to put them into the correct order.

**Extensive reading**

Involves reading of large quantities of material, directly and fluently, which is opposite of what intensive reading is, (Rendall, 2014). For example, timed reading. This type of activity is already a great way to get reading speed up. The reader has to choose a number of pages and set a stopwatch for a set amount of time. It is challenging but worth the practice.

**Scanning**

It is a quickly scuttle across sentence and is used just to get a simple piece of information, (Rendall, 2014). For example, when the reader scams, he or she is looking for specific information and not general information the way is done when skimming.
Skimming

Is sometimes referred to as gist reading. It may help in order to know what the text is about at its most basic level, (Rendall, 2014). For example, reading a text quickly to get a general idea of meaning. The contrast could be scanning because the reading is done in order to find specific information instead of general information. Scanning makes you look for name, figures, etc.

Strategies

This research examines a strategic reading processes of Latin students who were identified as successful English readers. The major objective of this study was to explore the question of how bilingualism and biliteracy affect metacognition. Data were gathered using both unprompted and prompted think aloud, interviews, a measure of prior knowledge, and passage recalls. Preliminary analysis resulted in the identification of distinct strategies organized into three broad groups (text-initiated, reader-initiated, and interactive). Three of the strategies were considered unique to the successful Latina/o readers: (a) they actively transferred information across languages, (b) they translated from one language to another but most often from Spanish to English, and (c) they openly accessed cognate vocabulary when they read, especially in their less dominant language. In addition, the successful readers frequently encountered unknown vocabulary items whether reading English or Spanish text, but they were able to draw upon an array of strategic processes to determine the meanings of these words. The less successful readers used fewer strategies and were often less effective in resolving comprehension difficulties in either language. They also frequently identified unknown vocabulary, but they differed substantially from the successful readers in their ability to construct plausible interpretations of text. Because the successful readers rarely encountered unknown vocabulary and because they could access well-developed networks of relevant prior knowledge, they were able to devote substantial cognitive resources to the act of comprehension. These readers seldom indicated the need to overtly monitor their reading skill. The data suggest that Latina/o students who are successful English readers possess a qualitatively unique fund of strategic reading knowledge (Pearson, 2018).
Activities

Doing activities with students allows the teacher to promote their reading and writing skills while having fun at the same time in most cases. These activities for pre-readers, beginning readers, and older readers includes what it is needed and what to do for each activity, (Smalls, 2014).

EFL (English as a foreign language)

Is the use of English by speakers with different native languages? Due to the awareness of the language differences which exists in all over the world, the term “second language” became widely used in the 60’s. The learning of a second language starts when students, teenagers or adults have already acquired the main structure and vocabulary mother tongue, (Carrasquillo, 2018).

Epistemology foundation

Nuttall (2014) indicates that not all words have the same importance. Yet, it has been suggested that moderate L1 readers recognize about 50,000 words, in contrast syllabuses for teaching a foreign language just present a few hundred words a year. Therefore she suggests training students at identifying the words that can be ignored, to leave the words that really matter for comprehension which should be tackled using some strategies as: identify active (words you know to use on a daily basis), and receptive vocabulary (lexis you recognize and can respond to but do not confidently use); learning when to ignore difficult words, identifying what makes words difficult, and practicing some work attack skills (inferring from context and using the dictionary, for example).

Two concepts are important to consider when talking about teaching reading according to Thornbury (2014), these are understanding and vocabulary comprehension. In order to deal with both teachers should focus not only on planning what students are going to say but in the production activities. Brinton et al (2014) also consider appropriacy, authenticity, and reading skill analysis. They suggest the use of technology tools like videoconferencing, podcasts and voice-
based technology tools to develop learners’ confidence when reading. In order to develop fluency, these authors suggest teachers to become knowledgeable of the following terms: speech processing, reading competence (phonology, speech function, interactional skills, and extended discourse ability), speech conditions and three main factors cognitive (familiarity with the topic, genre, interlocutors, and processing demands), affective (feelings toward the topic or participants, and self-consciousness), and performance (mode, degree of collaboration, discourse control, planning time, and environmental conditions). They also add the interaction of those factors with students’ personality.

**Philosophic foundation**

Spoken grammar is not as complex or accurate as when writing, especially if the learners can use some communication strategies. Thornbury (2014) also mentions that students have a solid basis for reading when they know about 1000 or 1500 high frequency words, which in turn become the active vocabulary. Brinton et al (2014) quoted that learning a word involves many things about it, like literal meaning or definition, connotations, syntactic constructions in different contexts, morphological options, semantic associates (synonyms and antonyms). They also cited Michael West who published 2000 words used frequently in English. They also add that this list is still used in research and the development of course material.

Brinton et al (2014) made a history review on vocabulary teaching within the different methods:

- **Grammar-translation approach:** words were chosen according to occurrence in the classics and their use in structures. Teaching vocabulary meant definition and etymology.
- **Reform approach:** isolated words or phrases were avoided. Target words were chosen according to their simplicity and usefulness.
- **Direct method:** words are considered due to their familiarity and their use in classroom interaction.
- **Reading approach:** teachers selected words according to their frequency.
- Audio-lingualism: the author of this movement considered words as objects to illustrate grammar points.
- Communicative language teaching: this involves different methods and its main feature is that language should be used for communication. Words are chosen from authentic material and mainly considering their usefulness.

**Pedagogical foundation**

There are different approaches for teaching vocabulary. As per Harmer (2014) teachers use explanation and practice procedures at beginner levels. He also mentions the Lexical approach which involves language chunks, teachers are supposed to include in their curriculum phrases of two or more words or units of meaning to communicate. In this regard, Brown (2014) adds that this approach ushered in a major re-think about words which concerned not only the selection of items (especially in frequency usage) but also in the type of items that is formulaic language. They both were recognized as essential to build fluency and idiomaticity. To enhance this concept, nowadays there are a wide range of dictionaries available for learners either physical or online, many of which come with a software that makes easy for students to access databases that display examples and collocations.

Krashen (2014) indicates that for some methods like Audio-lingualism vocabulary was not an important aspect because it was subordinated to grammar. This author adds that by 1970s there was a move towards semantic syllabuses along with the use of authentic didactic resources. This is contrasted by Brinton, Celce-Murcia & Snow (2014) who support that English language learners need to have constant and deep instruction in vocabulary and its development since early ages.

There is an important issue to consider and that is the number of words students should master and apply in productive skills such as reading and writing. In this regard, Miller (2014) shares that about 3000 high-frequency words or word families students need to be exposed to in order to get an independent user status. However, he adds that for reading students may only need half of that
number. Brinton et al (2014) complement this comment by saying that students need to know a 98% of words in an oral text to comprehend it. For example, in a paragraph of 50 words, students should know 49. It is important, for this reason, the pre-activities that teachers must plan to activate students’ prior knowledge and to introduce the new vocabulary.

When teaching vocabulary, there should be considered the meaning and the form of words both spoken and written, especially for productive use, maintains Neuman (2014). This author adds “Other aspects… include connotation and style, collocation, derived forms and grammatical features such as the word’s word class”.

In the same topic, Scrivener (2014) includes in his book five initial conclusions of the role of lexis in the classroom:

1. It is important and has to be dealt with systematically in its own right, it is not simply attached to grammar or skills lessons. Teachers need to apply different techniques to present the new words to the students.
2. The teachers’ job do not finish in the first presentation of the new words, teachers have to provide spaces for students to practice, learn, keep, remember and use them.
3. A vital tool for self-study is the use of monolingual dictionaries, but teachers need to scaffold how students can develop skills with this resource.
4. Teachers need to distinguish between vocabulary for productive skills like reading and writing, and for receptive recognition (listening and reading). According to this, teachers can adapt the lesson appropriately.
5. Vocabulary involves not only words but longer, multi-word items.

Regarding reading approaches, Thornbury (2014) comments that they may vary. The author tells that reading has been considered to be a by-product of grammar and vocabulary, reinforced with pronunciation exercises. New approaches treat reading as a skill in its own right. Some approaches focus on sub-skills, others on purposes and genres or topic-based. Pulverness et al (2017) consider that reading involves a range of several sub skills. Teachers should consider working separately with the different aspects of this skill.
should start with controlled practice to promote confidence to students to practice; this can be done in form of drills, repetitions, and memorization. These activities imply accuracy rather than fluency in the language, in other words they focus on correct grammar, vocabulary and pronunciation.

**Psychological foundation**

This foundation may start by recalling Brinton et al (2014) who say that for learners is daunting word learning, on the other hand for teachers it might be intimidating vocabulary teaching because there are so many words to learn and they involve many different aspects.

Brinton et al (2014) talk about incidental and intentional learning. Incidental learning is when students understand the meaning of words when they are learning the language. It means when learners are practicing listening, speaking, reading, writing or grammar. Teachers introduce, explain, practice, and assess language. Whereas intentional learning regards vocabulary teaching, which is also known as explicit instruction. In this case, it refers to vocabulary instruction, when teachers present the list of new words, and develop a wide range of activities to provoke learning. They also mention that Nation (2014) suggests that incidental learning is best for form, collocation and word class, while explicit instruction is more appropriate for meaning, register and other constraints on use.

Thornbury (2014) mentions that a frustration in learning a new language is that after having studied for years the language, students complain that they cannot speak it well. This might be a result of many circumstances:

- Teachers lack methodology to present, and practice reading skills.
- There is no enough time to produce the language.
- Students are not given opportunities to practice either individually, pairs or groups.
- Teachers cannot provide feedback to every single student, because there are large classes.
- Students’ reluctance to produce the language because of the fear that classmates laugh at them.
- Teachers think it is a waste of time to practice reading skills in pairs since students do not take it seriously. Hence, Marzano (2014) supports that expert teachers have more strategies at their disposal, and that students will accept teachers’ rules, procedures and disciplinary actions if they have good relationships with the teacher.

**Sociological foundation**

Sweeny & Mason (2017) in their research paper sustain that teaching vocabulary is multidimensional and intentional. The practices are most effective when dealing on a school-wide basis and then applied with consistent intensity through the different grades or subjects and within classrooms. Teachers should create language-rich learning environments where difficult words are noticed and celebrated. Teachers are challenged to plan lessons that attuned learners to language and make them used to review sophisticated and academic language. They recommend interaction between students with words in multiple forms and in varied environments these practices will result on durable word learning. When selecting words, not only teachers but learners must get involved. This helps to create purpose for learning individually at their own pace and also meaningfully. Another benefit of this practice is that it raises students’ awareness of words and the way language works.

Miller (2014) mentions that reading is complicated since most of the time it involves interaction and some skills like turn-taking, sustaining long turns of talk, speaking spontaneously, and speaking about topics of the learners’ preferences. This author adds that the more practice students are given, the sooner and easier their reading will become.

**Legal foundation**

The authorities of education in Ecuador have set documents that rule what to teach regarding English. Those documents consider the Common European Framework Reference as the guide for the different levels to be accomplished
after finishing each of the high school grades. As this study is addressed to 8th graders, the following are the outcomes or competences expected for them:

- They are supposed to gain an A.1.1 or A.1. Level in progress by the end of the school year. This involves that A.1. Competence is being developed.
- The communicative competences in each component are:
  - Linguistic: have a very basic repertoire of words and phrases related to their personal (includes personal identification, house and environment, daily life, free time and entertainment, and social interactions) and educational background (issues related to school and instruction, subjects, equipment, roles, etc). They also have a limited control over a few simple grammatical structures and sentence patterns which relate to the same background, personal and educational.
  - Sociolinguistic component: use basic expressions to impart and elicit factual information, as well as to socialize.
  - Pragmatic component: link words or phrases with very basic linear connectors like “and” or “or”.
- The before mentioned components are activated with the four skills of the language. This study focus on reading, therefore for this skill the exit profile for First graders of B.G.U is:
  - Produce small, hesitant, planned monologues, for example with some pauses to search for expressions, backtracking (returning to a previous point or subject), errors, etc.
  - Interact in a simple way by asking and answering simple questions about their personal and educational background. There is a slower rate of speech, rephrasing and repair (correcting errors or unintended mistakes in a conversation) when communicating, and they are highly dependent on repetition.
- Finally, the reading is assessed considering production and interaction aspects.
CHAPTER III

METHODOLOGY

Design of the research

This study is in the quantitative method because it emphasizes the objectives and measurements of the statistical, mathematical or numerical data that was analyzed in order to collect such information through polls, questionnaires, surveys and pre-existing data by using computing techniques. Besides being quantitative, the study also shows the exploratory, descriptive and correlational methods in the following paragraphs, (Neuman, 2017).

This research is in the exploratory mode because it does its best to find out the reasons and causes why students of the third grade have deficiencies with reading skill while such activity is done in the classroom. The research provides information about the way understanding, referring, identifying characters and all the other skills that are needed while reading can improve through the use of Vocabulary skills applied in this research, (Batt, 2014).

The research is also descriptive because it breaks down the situations and events that happened in the classroom and how the empiric process manifested in each section. It reasons and interprets how the information was obtained through the instruments used for the investigation, (Burns, 2018)

It is also correlational due to its main goal to connect relationships between the independent and dependent variables of this present research. Even though there are three possible results of a correlational study, positive correlation, negative correlation and no correlation, the coefficient is measured by the strength and range in possibilities, (Burns, 2018).
This research demonstrates the strong correlation between the variables by showing the vast difference of results between the pre and post-test that consisted of a number of reading passages and the skills developed like literal, inferential and critical.

The scientific aspect of the research shows a deep basis from the thesis that was conducted in the way it relates learning reading process involving the students’ cognitive and sociolinguistic method. The cognitive functions to literacy that makes learners spend part of each day by reading and provide explicit instructions in reading strategies that yield high levels of information, (Cox, 2015)

This approach is instructional and it exposes students to multiple levels of information on a topic. Students can relate to the reading, researching, estimating, calculating and reaching complete summaries. It identifies values inherent in the text and interest; it analyzes different text to examine the issues involved in the contradictions among them; it examines how the selective use of language and the structured silences, that most of the time happens when the student is reasoning, work to help the reader set and expose the gaps in the texts that need to be understood and it construct social critical reading to one’s culture as well, (Brown, 2017).

Methods, Techniques and Research Instruments
Scientific Method

The scientific method was applied to this research because all of its steps were followed in this study:

- Ask questions and conduct proper observations were done in order to get a more precise and detailed information to back up the objectives of the research. There were the direct and indirect types of questionings done, like addressing personnel that dealt directly with the problem and the ones that dealt indirectly with it. Also the surveys and conclusions that the outcome displayed had a major effect on the procedure of the research.
• This type of method is displayed in the manner the survey was conducted at a precise way of reaching information from the source where the problem could be seen, the students, the immediate teacher and the holistic point of view of the Principal of the School.

• The information was collected and synthesized, the facts and the opinions were separated. To consult with other similar information from other sources was recommended as it was done in this research.

• Once the results of the surveys and the investigations were reached, the tabulation process and the categorizing of each result took place, setting them in poor, fair, good, very good and excellent.

• A hypothesis was formulated and the outcome was analyzed, once more until there was no benefit of a doubt that the hypothesis reached the same or similar conclusions.

• A controlled and organized experiment was set up, manipulating the independent variable that deliberately changed the responding (dependent) variable.

• The results were recorded and analyzed once more.

• A conclusion was drawn and the performance of the results was tested, (Brown, 2017).

Inductive

The information was retrieved from the specific detailed spectrum to the broad, general spectrum, in which the information was then exposed. In reading, such information was seen when students were able to infer what they had read and come to their very own conclusions about the reading. This was related to the manner, the questions were addressing students reading skill knowledge. Going from information that was displayed from the specific to the broad range, (Burns, 2018).
Deductive

When applying the deductive method, the information was obtained from the wide spectrum point of view then making it narrow to the detailed aspects concerning validity within regulations and rules that were based on the empirical observations done in throughout the investigation. In this method, the information came from the broader topic to the specific type of the category, (Burns, 2018).

Techniques and Research Instruments

For the interview technique, the instrument that was used this time was the interview guide that provided the questions that would be asked to the teacher and to the Principal.

a. Teachers’ Interview guide
   This instrument’s aim was to gather as much information as possible from the teacher’s performance in the EFL classroom, his experience and professional background, including congress, and knowledge that could have been gotten by self-preparation. It also figured out the ability that the teacher had at the moment of applying reading techniques to ensure and enhance as much information students could acquire. The teacher’s interview guide consisted of 8 questions and its objective was to help the researcher have a better display of what the students of third course dealt with on the daily basis concerning English learning. It could help or assist to the main concerns of the problem.

b. Principal’s interview guide
   In the interview done to the Principal, the 10 questions were directed to the holistic supervision the Principal has as an objective in the school, knowing the progress and procedures followed to keep students main objectives fulfilled to the best of the institutions ability. The interview took about 15 minutes to complete. The answers were as simple and sincere as possible in a moderate tone of voice and with grace in answering the questions. The
objective was focused on the performance of English teachers and the material used in the classroom with the students, (Brown, 2017).

c. Students' Questionnaire

The questionnaire students filled out consisted of 10 questions that elicited responses about the subjects taught, the resources and contributions for reading skill classes. It was focused for students of the third course and it took about 15 minutes to complete the questionnaire. The objective of the questionnaire was to see and compare the relationship between the problem students face in the classroom concerning reading skill.

**Population and Sampling**

The research population consisted of the Principal of the school, five English teachers and thirty third-course students and the size of the sample was exactly the same.
### Operationalization of the Methodological Strategies

<table>
<thead>
<tr>
<th>VARIABLES</th>
<th>DIMENSIONS</th>
<th>INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>vocabulary</td>
<td>INSTRUCTIONALS</td>
<td>• The objectives and the previous organizer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Detecting the main information; Conceptualization of content; Delimitation of the organization</td>
</tr>
<tr>
<td>Reading skill</td>
<td>COINSTRUCTIONALS</td>
<td>• Structure of the interrelations between such content and attention engagement and motivation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Illustrations, semantic sites, conceptual maps and analogies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Updated pre-questions, final abstracts, semantic sites</td>
</tr>
</tbody>
</table>

Source: Students of 1bach of Unidad Educativa “Rafael Garcia Goyena”
Author: Santiago Ledesma
**UNIVERSIDAD DE GUAYAQUIL**  
**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN**  
**CARRERA: LENGUAS Y LINGÜÍSTICAS**  
**INTERVIEW TO THE PRINCIPAL**

**Specific instruction:**

Write the answer you consider the most appropriate on each one of the required topics.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> The English learning-teaching process is adequate enough and you think it could be improve. &lt;br&gt;Answer:** Yes, it can be improved because learning is a process and all processes need to be evaluated, practiced on and put to a test to improve.</td>
<td></td>
</tr>
<tr>
<td><strong>2.</strong> You ever had students receive English reading classes with modern technology. &lt;br&gt;Answer: Not in this school because of the short comings with the budget.</td>
<td></td>
</tr>
<tr>
<td><strong>3.</strong> You consider the reading method used by teachers in English classes appropriate. &lt;br&gt;Answer: yes, it is appropriate. However, it all depends on how well trained the teacher is for such subject.</td>
<td></td>
</tr>
<tr>
<td><strong>4.</strong> Allowing other reading techniques in English classes makes them affective. &lt;br&gt;Answer: of course they do. Reading skill is also based on the inference and interpretation the student gets or how much the student understands the gist of the reading excerpt.</td>
<td></td>
</tr>
<tr>
<td><strong>5.</strong> The school has reading contests &lt;br&gt;Answer: we are working on that matter.</td>
<td></td>
</tr>
<tr>
<td><strong>6.</strong> The school involves in reading programs with other institutes. &lt;br&gt;Answer: we are working on such projects too.</td>
<td></td>
</tr>
<tr>
<td><strong>7.</strong> You have a registry of students that are taking English in other institutes. &lt;br&gt;Answer: Not officially, but we do know about some students that are enrolled in other English institutes after school hours or on the weekends.</td>
<td></td>
</tr>
<tr>
<td><strong>8.</strong> Students would improve their reading skill with extra reading activities as projects. &lt;br&gt;Answer: Yes, they will because practice makes perfect, especially with the right tools involved.</td>
<td></td>
</tr>
<tr>
<td><strong>9.</strong> You consider students reading skills adequate enough to their proficiency level. &lt;br&gt;Answer: The students at this school need to upgrade their performance in the language. That's why I believe that such guide that will be provided by you will help students reach some improvement in certain areas.</td>
<td></td>
</tr>
<tr>
<td><strong>10.</strong> Allowing technology like internet usage in English classes is ok. &lt;br&gt;Answer: technology is all around us. Students these days need to also be involved and have as much knowledge as possible in technology and its tools.</td>
<td></td>
</tr>
</tbody>
</table>
ANALYSIS AND INTERPRETATION OF RESULTS

It can be concluded that the principal is optimistic about the project that was conducted at school with the students from 1st Bach at students of 1bach of Unidad Educativa “Rafael Garcia Goyena”. The interview was conducted in the most adequate manner from the Principals point of view and the status reports that he addressed with other issues involved.

UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA: Lenguas y Lingüísticas

INTERVIEW TO THE ENGLISH TEACHER

Specific instruction:
Write the answer you consider the most appropriate on each one of the required topics.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 1. | You have reading practice with your students.  
|    | Answer: as much as possible when the assignment is scheduled for English class. |
| 2. | You enjoy reading in class.  
|    | Answer: Reading is enjoyable because I can teach my students about vocabulary, the main idea of the reading and the participation of students when reading aloud takes place and answering comprehension questions. |
| 3. | You read aloud in your English class.  
|    | Answer: Yes, I do, like I mentioned before, and students too. |
| 4. | It is satisfactory if students read aloud in class.  
|    | Answer: Yes because they can be evaluated and assessed with the proper feedback in any issue they may need help on. |
| 5. | Students enjoy reading in English to themselves.  
|    | Answer: it depends on the individual because of the lack of vocabulary that many students may not remember at the time they read. |
| 6. | Students take advantage of the books and the activities.  
|    | Answer: if students appreciated the opportunities to improve their reading skills, it would be great, but only some students do. |
| 7. | How many hours of reading does your English class have in a week?  
|    | Answer: students receive a total of 4 to 5 hours per week. |
8. Do you think reading skill exercises are needed for the students in your class?
   Answer: yes, they are. It is a must.

9. Do you use other reading material with your students?
   Answer: yes, I do. Small reading skill pamphlets.

10. Does the class practice reading exercises with students from other classes?
    Answer: No, they don't. There isn't enough time to do such activities.

ANALYSIS AND INTERPRETATION OF RESULTS

It can be concluded that the teacher is well-motivated with the performance of the students and how they are making efforts to improve their reading skills. There are some things that need to be improved but with training and practice, teachers can help students to get the benefits of reading for pleasure.

SURVEY RESULTS

<table>
<thead>
<tr>
<th>ITEM</th>
<th>STATEMENT</th>
<th>TOTALLY DISAGREE</th>
<th>DISAGREE</th>
<th>INDIFFERENT</th>
<th>AGREE</th>
<th>TOTALLY AGREE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reading is an important subject.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>20</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>Students enjoy reading in class.</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>20</td>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>It is important to read at least 1 to 3 times a week.</td>
<td>4</td>
<td>0</td>
<td>6</td>
<td>20</td>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td>It is important that teachers use vocabulary skills to convey the information given in reading class.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>24</td>
<td>30</td>
</tr>
<tr>
<td>5</td>
<td>Teachers must motivate students at the moment they are developing reading exercises</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>8</td>
<td>16</td>
<td>30</td>
</tr>
<tr>
<td>6</td>
<td>Students understand every single passage read in class with the teacher.</td>
<td>0</td>
<td>5</td>
<td>4</td>
<td>11</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>7</td>
<td>Applying reading teaching</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>11</td>
<td>15</td>
<td>30</td>
</tr>
</tbody>
</table>
techniques and strategies of teacher contributes in easy and fast comprehension of learners.

<table>
<thead>
<tr>
<th>8</th>
<th>Providing variety of reading exercises improve reading with vocabulary skills as a base for students.</th>
<th>0</th>
<th>0</th>
<th>10</th>
<th>10</th>
<th>10</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Lack of reading materials and textbook affects reading skills of students.</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>15</td>
<td>7</td>
<td>30</td>
</tr>
<tr>
<td>10</td>
<td>Teachers must make usage of phonetic resources to improve teaching process with students in the classroom.</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>14</td>
<td>11</td>
<td>30</td>
</tr>
</tbody>
</table>
Students’ Survey

A set of ten statements were given to 30 students in order to collect information concerning their learning experience and the appreciation they may have for the skill. The results as well as a brief interpretation of them are shown below.

Sample: 30 students  Course: 1\textsuperscript{bach} course

**Question 1:** Reading is an important subject.

**Table 2**

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- TOTALLY DISAGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2- DISAGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>3- INDIFFERENT</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>4- AGREE</td>
<td>20</td>
<td>67%</td>
</tr>
<tr>
<td>5- TOTALLY AGREE</td>
<td>10</td>
<td>33%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Title:** 1. Reading is an important subject  
Source: students of 1bach of Unidad Educativa “Rafael Garcia Goyena”  
Author: Santiago Ledesma

**Graphic 1**

**ANALYSIS:** 67% of the students consider that reading is important. This allows to conclude that the majority of students are interested in improving their reading proficiency level and comprehension as well. The simple fact of reading without having any type of profound understanding is not enough for the students in the class that think about the importance of reading when vocabulary skills is involved.
Sample: 30 students  
Course: 1\textsuperscript{bach} course

**Question 2:** Students enjoy reading in class.

**CHART OF FREQUENCY**

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Totally disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2- Disagree</td>
<td>5</td>
<td>17%</td>
</tr>
<tr>
<td>3- Indifferent</td>
<td>5</td>
<td>17%</td>
</tr>
<tr>
<td>4- Agree</td>
<td>20</td>
<td>66%</td>
</tr>
<tr>
<td>5- Totally agree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>30</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*Title: 2. Students enjoy reading in class.*  
*Source: students of 1bach of Unidad Educativa “Rafael Garcia Goyena”*  
*Author: Santiago Ledesma*  

**ANALYSIS:** 17% of the students disagree about enjoying reading in class. 66% agree on doing this and 17% shows indifference, meaning that students are capable of understanding information when reading is necessary. The ones that do not enjoy reading fall on either the category of not enjoying reading at all, even in their own language or they may be in such mood because of the timing that the reading takes place in their English class, the management of the teacher about the class or the rapport students may have towards the teacher. This are facts that can be repeated in the other survey questions as a result to also see the potential of reading skill as a source of learning and improvement.
Sample: 30 students  
Course: 1 bach course 

Question 3: It is important to read at least 1 to 3 times a week.

CHART OF FREQUENCY

Table 4

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Totally disagree</td>
<td>4</td>
<td>14%</td>
</tr>
<tr>
<td>2- Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>3- Indifferent</td>
<td>6</td>
<td>20%</td>
</tr>
<tr>
<td>4- Agree</td>
<td>20</td>
<td>66%</td>
</tr>
<tr>
<td>5- Totally agree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

Title: It is important to read at least 1 to 3 times a week.
Source: students of 1bach of Unidad Educativa “Rafael Garcia Goyena”
Author: Santiago Ledesma

Graphic 3

ANALYSIS: 66% of the students totally agree they like reading in English at least 1 to 3 times a week. 20% feel indifferent about the idea and 14% disagree. This common interest of learning the language as simple as possible to improve reading skill is adequate and ideal for students’ performance when vocabulary skills has been used as learning fundamental base. Students that have not been trained nor exposed to reading habits as the times to enjoy a book are not going to agree to such question. Reading is a habit that needs to be built gradually and in a timely fashion.
Question 4: It is important that teachers use vocabulary skills to convey the information given in reading class.

**CHART OF FREQUENCY**

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Totally disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2- Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>3- Indifferent</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>4- Agree</td>
<td>6</td>
<td>20%</td>
</tr>
<tr>
<td>5- Totally agree</td>
<td>24</td>
<td>80%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>30</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*Title: It is important that teachers use recreative resources to convey the information given in reading class.*

*Source: students of 1 bach of Unidad Educativa “Rafael Garcia Goyena”*  
*Author: Santiago Ledesma*

**Graphic 4**

**ANALYSIS:** 80% of the students believe it is important to use vocabulary skills to convey information in reading classes and another a 20% believe so too. Students do not need to have a teaching degree to feel and know how boring reading activities can be. This is so naturally to humans to detect boredom in any type of activity in class. Even the same reading teacher will fall as a victim to his or her own convictions. If the teacher is the type that follow a manual or a book in order to teach reading skills, he or she will have a monotone and boring class. However, if the language integrated concept using vocabulary skills as a fundamental source, creativity, takes place, the results of class performance in reading skills will demonstrate different students’ reaction in the most positive style.
Sample: 30 students  
Course: 1\textsuperscript{bach} course  

Question 5: Teachers must motivate students at the moment they are developing reading exercises.

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Totally disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2- Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>3- Indifferent</td>
<td>6</td>
<td>20%</td>
</tr>
<tr>
<td>4- Agree</td>
<td>8</td>
<td>27%</td>
</tr>
<tr>
<td>5- Totally agree</td>
<td>16</td>
<td>53%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

Title: Teachers must motivate students at the moment they are developing reading exercises
Source: students of 1\textsuperscript{bach} of Unidad Educativa “Rafael Garcia Goyena”
Author: Santiago Ledesma

Graphic 5

ANALYSIS: 53\% of the students agree in teachers being motivators for developing reading exercises to improve their comprehension with stories that help them learn their own words in class while 27\% also agree, but 20\% feel indifferent with the idea. These six students may have had some type of unpleasant experience at a younger age or previously in another class due to the assumption that their teachers were probably not motivators enough for their cause. This can be a neglected feeling that students develop because of the lack of motivation implied in them when it comes to reading any type of text.
**Sample:** 30 students  
**Course:** 1\textsuperscript{bach} course

**Question 6:** Students understand every single passage read in class with the teacher.

**CHART OF FREQUENCY**

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Totally disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2- Disagree</td>
<td>5</td>
<td>16%</td>
</tr>
<tr>
<td>3- Indifferent</td>
<td>4</td>
<td>14%</td>
</tr>
<tr>
<td>4- Agree</td>
<td>11</td>
<td>37%</td>
</tr>
<tr>
<td>5- Totally agree</td>
<td>10</td>
<td>33%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>30</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*Title:* Students understand every single passage read in class with the teacher.

*Source:* students of 1\textsuperscript{bach} of Unidad Educativa “Rafael Garcia Goyena”

*Author:* Santiago Ledesma

**Graphic 6**

**ANALYSIS:** 37% of the students agree in understanding every passage read in class while 16% totally agrees and 14% shows unsatisfactory results for them and indifference. As mentioned previously, student can only gain improvement in their reading skills by increasing reading practice. It is of the utmost importance for students to practice reading and all the skills that are included to develop comprehension, assumption, inferential and critical thinking. Students can do their best to understand every single passage read. However, the class as a whole can only achieve such goals if there is constant reading practice in which students have the opportunity to engage in the adequate reading development skills.
Sample: 30 students  
Course: 1\textsuperscript{st} bach course

**Question 7:** Applying reading teaching techniques and strategies of teacher contributes in easy and fast comprehension of learners.

### CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Totally disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2- Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>3- Indifferent</td>
<td>4</td>
<td>13%</td>
</tr>
<tr>
<td>4- Agree</td>
<td>11</td>
<td>37%</td>
</tr>
<tr>
<td>5- Totally agree</td>
<td>15</td>
<td>50%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Title:** Applying reading teaching techniques and strategies of teacher contributes in easy and fast comprehension of learners.  
Source: students of 1\textsuperscript{st} bach of Unidad Educativa “Rafael Garcia Goyena”  
Author: Santiago Ledesma

### ANALYSIS:

50 of the students totally agree while another 13% feel indifferent about the idea and 37% agrees with applying reading teaching vocabulary skills. Students' participation on reading practice in the classroom with the teacher can only bring positive results and performance. Teachers must develop techniques and styles to have students involved in the outcome of their reading performance. Students enjoy when there are different venues used by the teacher for learning to take place. The common go to page 10 boring act of everyday is what makes students lose interest in reading.
Sample: 30 students  
Course: 1\textsuperscript{bach} course

Question 8: Providing variety of reading exercises improve reading with vocabulary skills as a base for students.

**CHART OF FREQUENCY**

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Totally disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2- Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>3- Indifferent</td>
<td>10</td>
<td>33%</td>
</tr>
<tr>
<td>4- Agree</td>
<td>10</td>
<td>33%</td>
</tr>
<tr>
<td>5- Totally agree</td>
<td>10</td>
<td>34%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>30</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Title: Providing variety of reading exercise improve reading interpretation and comprehension of students.
Source: students of 1\textsuperscript{bach} of Unidad Educativa “Rafael Garcia Goyena”
Author: Santiago Ledesma

**Graphic 8**

**ANALYSIS:** 33% find variety of exercises a lot helpful to improve reading with vocabulary skills while another 34% find it totally helpful too and 33% feel indifferent about the idea. Getting to a comfortable environment should be put into practice as much as possible to make students have a broader spectrum in the language. Vocabulary also plays a major part in reading. The act of interpreting and analyzing content when reading is essential for students to get the gist as they read. Inferring, jumping to conclusions, doing pre, while and post activities when reading are helpful to interpret and comprehend.
**Sample:** 30 students  
**Course:** 1 bach course

**Question 9:** Lack of reading materials and textbook affects reading skills of students.

**CHART OF FREQUENCY**

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Totally disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2- Disagree</td>
<td>4</td>
<td>13%</td>
</tr>
<tr>
<td>3- Indifferent</td>
<td>4</td>
<td>13%</td>
</tr>
<tr>
<td>4- Agree</td>
<td>15</td>
<td>50%</td>
</tr>
<tr>
<td>5- Totally agree</td>
<td>7</td>
<td>24%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>30</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Title: Lack of reading materials and textbooks affects reading skill of students.  
Source: students of 1 bach of Unidad Educativa “Rafael Garcia Goyena”  
Author: Santiago Ledesma

**Graphic 9**

**ANALYSIS:** 24% like reading materials and textbooks that have an effect of reading skills. While another 50% agrees and 13% of students find it indifferent. The purpose of the investigation manifests itself in this survey question because it also shows that 13% disagree with reading material and textbooks, leaving the conclusion that full participation is needed. There is no sense having students talked about the many ways to understand a text, or the abilities that can be built for understanding to set it when reading, none of such is helpful if the student does not pick up a book and starts reading him or herself. Reading must be performed in all the aspects possible like continuous reading, skimming and scanning together.
**Sample:** 30 students  
**Course:** 1\textsuperscript{bach} course

**Question 10:** Teachers must make usage of vocabulary skills resources to improve teaching process with students in the classroom.

**CHART OF FREQUENCY**

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Totally disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2- Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>3- Indifferent</td>
<td>5</td>
<td>16%</td>
</tr>
<tr>
<td>4- Agree</td>
<td>14</td>
<td>47%</td>
</tr>
<tr>
<td>5- Totally agree</td>
<td>11</td>
<td>37%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>30</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*Title: Teachers must make usage of vocabulary skill resources to improve teaching process with students in the classroom.*

*Source: students of 1bach of Unidad Educativa “Rafael Garcia Goyena”*

*Author: Santiago Ledesma*

**Graphic 10**

**ANALYSIS:** 37% of the students totally agree with the idea of using vocabulary skills resources to improve teaching. Another 47% agrees and 16% feel indifferent about it, bringing about technological usage to improve learning and with significance in order for students to engage themselves in activities that provide other venues of reading techniques online and using other types of gadgets. Reading is essential and it is necessary for this skill to be approached in the many ways possible so students can develop vocabulary and thus understanding this receptive skill.
CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

1. – The lack of dynamic activities promoting vocabulary and meaning in sentences, usage and purpose has given students such low scores and low performance in vocabulary knowledge.

2. - Students are lacking motivation when it comes to vocabulary production of their own and expressions. However, surveys show that the majority of students know that English is necessary in their lives and are interested in learning it.

3. - The low level of performance in the foreign language is one of the consequences for the lack of vocabulary meaning and build up that can be didactic, dynamic and productive, but survey shows that most students are in agreement with the idea of vocabulary being useful for their English learning.

4. – Students class participation is poor and it shows the lacking of appropriate methods to facilitate students the understanding when it comes to sentence and word meaning, usage and utter comprehension of the language. This can be assumed to the lack of daily participation or time the schedule allows such practice.

5. – There is poor application of the innovating methods, approaches and techniques being used in the classroom to encourage and keep students engaged on the subject at hand when it comes to vocabulary learning, comprehension and language usage and understanding. Nevertheless, the majority of students are willing, ready and able to cope with the norms and changes in order for learning to take place in the classroom.
RECOMMENDATIONS

1. – The use of vocabulary exercises must be focused in significant learning methods that can relate the students with their everyday life issues. The guide is designed with exercises and speaking activities to give the students a sound and clear understanding about word meaning in order to develop speaking.

2. – Class and lesson planning should be updated and done with the most importance in mind, so there could be the appropriately method being used for students to feel motivated in learning and producing the English language on their own. This will be achieved with the use of the vocabulary guide that serves as the proposal to this investigation to improve speaking skills.

3. – English language, improving their vocabulary skills and motivating students to become more comprehensible about the language and engaging themselves in the English language realm demands didactic, dynamic, educational activities that are exclusively selected and added to this guide and that will improve students’ motivation in acquiring knowledge about English.

4. – Providing students as much as possible with the adequate resources can be a process that will encourage them with the proper abilities to bring forth improvement in integrated vocabulary exercises and word recognition
CHAPTER IV

PROPOSAL

DESIGN A BOOKLET TO IMPROVE THE READING SKILLS THROUGH VOCABULARY.

Background

Students should learn foreign languages in the most natural way, and with the implementation of the most suitable vocabulary skills by the teacher since the main objective of the lesson is learning the foreign language intelligibly and appropriately. This project is focused on the proper investigation at hand to improve reading skill skills in students.

The most appropriate vocabulary skills need to be applied and class planning can pave the way to achieve these objectives, providing motivation on students to learn how to read and infer the English language in the classroom in the most natural way when reading.

Along the research process it was evident that students showed little control on the foreign language and its structure was not clear to most of them as reading took place. In the theoretical aspect, students had problems managing the proper use of L2 and mastering phonological aspects such as: pronunciation, intonation, stress and diction as they read passages and context from text books.
Justification

From the pedagogical point of view, students also had the same problems when expressing themselves in conversations and dialogues. The problem was obvious to identify when students could not express their daily activities in English due to: lack of vocabulary, inappropriate use of grammar tenses or lack of ability to infer what was read.

Students have difficulty understanding the rules and applying them to practice. One of the major problems that was observed during classes was that students kept confusing words’ intonations and pronunciations when reading. The right vocabulary was also not being used with the exception of words that derive from the Latin language found in English excerpts. Students were also at the wrongly usage of translating English to Spanish in order for them to understand the passage or the language as a whole. Students should learn foreign languages in the most natural way, and with the implementation of the most suitable pedagogical strategies by the teacher since the main objective of the lesson is learning the foreign language intelligibly and appropriately. This project is focused on the proper investigation at hand to improve reading comprehension skills in students from the First Bach at Unidad Educativa Rafael Garcia Goyena.

The most appropriate methodological strategies need to be applied and class planning can pave the way to achieve these objectives, providing vocabulary and motivation on students to learn how to read and infer the English language in the classroom in the most natural way when reading.

Along the research process it was evident that students showed little control on the foreign language and its structure was not clear to most of them as reading took place. In the theoretical aspect, students had problems managing the proper use of L2 and mastering phonological aspects such as: pronunciation, intonation, stress and diction as they read passages and context from text books.
General Objective

To determine the influence of vocabulary exercises on developing reading comprehension in students of the First Bach of Unidad Educativa Rafael Garcia Goyena in Guayaquil to elaborate a didactic guide for the use of vocabulary exercises to develop the reading comprehension skill.

Specific Objectives

1. To Verify the influence of vocabulary exercises in developing reading comprehension of the English language.
2. To Promote the use of vocabulary exercises to develop the oral skill of students in the English language for reading comprehension.
3. To Develop the reading comprehension skill of students in the English language.
4. To Elaborate a didactic guide for the use of vocabulary exercises in developing reading comprehension in the English language.

Content framework of the proposed project plan

- COVER PAGE
- INTRODUCTION
- RULES AND REGULATIONS
- UNITS
- UNIT 1- THINKING-ALOUD STRATEGY AND FACTUAL AND NEGATIVE FACTUAL READINGS
- UNIT 2- MODELING AND ADJECTIVES: PRONUNCIATION OF VOCABULARY QUESTIONS
- UNIT 3- INERENCE QUESTIONS: PRACTICE WITH INSTRUCTIONS AND COUNTRIES
This project was able to come to its fruition thanks to the help of the University of Guayaquil officials, students from Rafael Garcia Goyena High School, the Director and the parents whom also make part of the school educational community.

DESCRIPTION OF THE PROPOSAL

This project’s proposal was implemented in the months of September and October at Unidad Educativa Rafael Garcia Goyena in 2018. This guide is made up of 30 activities which will allow students to put into practice their reading skill skills in order to reach mastery. The guide is designed to activate students’ prior knowledge and enhance their abilities at the same time. A variety of student- centered activities with explanations can help students put into practice their comprehension skills in text as well. The design of the activities will assist students and keep them engaged while learning is taking place in groups or in pairs or individually if it’s assigned as extra homework too.

The future application of the proposal consists of 4 phases:

**LEVEL I**: Activate students’ word meaning, communication and utter comprehension in reading skills.
LEVEL II: keep students engaged with activities that activate prior knowledge and have innovating infer exercises to help them develop reading skill skills in expressing themselves correctly.

LEVEL III: Practice new methods to uphold students’ critical thinking learning process and convey significant meaning.

LEVEL IV: Evaluation, feedback and assessment about students acquiring literal skills and inferential understanding and reading skill skills in the classroom to maximize and improve English.

MATERIALS AT WORK
The guide is supported by several English reading practice web sites:
(Keep reading now, 2010)
(Reading aloud to yourself, 1999)
(Phonetics, 2012)
(Ministerio de Educacion, 2017)
(learn English by reading, 2015)
(Sparkle and shine your reading, 2015)

The following books were also part of the investigation that helped inspired some of the exercises included in the guide to be used.
(Read your opinion and think)
(English in Supplementary Reading Activities) (by Louise Hashemi, Raymond Murphy)
CONCLUSIONS

It can be reached to the conclusion that the guide provided for this project and the purpose of it is in precise contribution and fulfillment with all its objectives in teaching students from the First grade B.G.U.

The start of the investigation and its results, the way and manner students received such training and explanations in class, the two hour long classes in which students participated in the classroom with their new guide that assists them with reading and vocabulary skills, the way the teacher witnessed the classes given by the researcher, the rapport the researcher received from the students and the outcome of the surveys were all part of the process that was brought about from this project and all the investigations involved.

The presentations and other class participations that were given to the students was researched and compared to previous projects in order to come up with the most adequate teaching style that can cope with all the students and their learning styles.

The conclusions that this investigation has standout upon are in the most complete sense of the matter and comply with all the expectations and parameters that the investigation format requires.
RECOMMENDATIONS

Meaning and structure is also linked to vocabulary, content and diction about what is being expressed in the sentences or the excerpt that has been written, read, said or heard. Many more exercises can be shown in this investigation.

Contribution to this project was also in relationship to the personal experiences and the significant learning students shared in class and the learning that students acquired due to the activities and the results shown by such participation.

The daily practice and involvement of students in the activities of this project will serve as guide and evaluation to measure improvement in students about the language and their proficiencies according to the Common European Framework Report which can serve as a rubric to allow feedback and any other type of assessment for students to follow and show progress.
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THE IMPORTANCE OF VOCABULARY TO IMPROVE THE READING SKILLS

WORKSHEETS

Written by Santiago Ivan Ledesma
The following booklet will help teachers improve the Learning Process about the English Language and catch the student's interest. The booklet is easy and understandable; it’s also based on active strategies which are useful to create a good environment in the classroom. The booklet provides the teacher many useful activities that can motivate students into comfortable, productive and confident when learning new methods and techniques about reading strategies using vocabulary, but there are some items which teachers need to take into consideration to make students reach total understanding.

**Teachers should keep the following in mind:**

- Know the learners knowledge and vocabulary.
- Motivate learners to do each active strategy.
- Divide the class into groups when it is necessary.
- Explain learners what they are going to do.
**Objective:** to make clear the purpose, and objectives when applying effective reading using essential vocabulary.

<table>
<thead>
<tr>
<th><strong>Type of exercise</strong></th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name</strong></td>
<td>IMPROVING READING NATURALLY</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td>Reading and Listening</td>
</tr>
</tbody>
</table>

**Description:** This is a group and individual activity focused on different types of activities that are explained with the instructions to follow in order to make sentences, practice oral production to understand and communicate properly. Teachers need to start these kinds of activities with simple exercises. The group or individual that finishes first is the winner.

**Objective:** To use exercises to motivate students to have students reading skills improve.

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

**Resources:** Flashcards, markers and worksheets, etc.

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

**Suggestions:** In order to develop the effective oral production skills, learners can test themselves with the excerpts and activities found in all the groups in their notebooks.
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True or False information 5 (exercise 30) ......................... 36
1. **GIVING PERSONAL INFORMATION:**

A. **VOCABULARY PRACTICE: MATCH**

1. My name’s … A. … are you?
2. Surname: B. … Tom.
3. Can you spell…? C. … pen.
4. What class … D. … a pen?
5. How old … E. … are you in?
6. Have you got…? F. … your name please?
7. Here’s your … G. Rodriguez.

B. **TO DISCUSS:**

Is there a library at your school? Do you like going to the library?

2. **BAND AUDITIONS**

A. **VOCABULARY PRACTICE:** Label the pictures with the correct word:
Guitar – drums – maracas – sing – band

```
__________   _______   _______   _______   _______   _______
```

B. **TO DISCUSS:**
Can you play a musical instrument?

What instrument would you like to play?

Would you like to be in a band?
3. DESCRIBING PEOPLE

A. VOCABULARY PRACTICE: MATCH EACH ADJECTIVE WITH ITS ANTONYM:

1. Pretty (cute)          a. light
2. Long                b. big
3. Dark              c. ugly
4. identical (the same)  d. short
5. Small              e. different

B. TO DISCUSS:

What do you look like? Are you happy with your appearance?
Is there something you would like to change about yourself? Why? Why not?

4. FIRST DAY AT SCHOOL

A. VOCABULARY PRACTICE: MATCH:

1. What is that?           A. In Class 101.
2. Where is she?           B. He’s my friend.
3. Who is he?             C. At school.
4. What class are you in?  D. It’s a book.

B. TO DISCUSS:

Do you like school? Why? Why not?
5. GETTING AN ID CARD

A. VOCABULARY PRACTICE: Label the pictures with the correct words:

<table>
<thead>
<tr>
<th>FORM</th>
<th>POSTCODE</th>
<th>BIRTH</th>
<th>ADDRESS</th>
<th>CARD</th>
</tr>
</thead>
</table>

B. TO DISCUSS:

Do you have an ID card? When do you use it?

6. INTERVIEW WITH A SWIMMER

A. VOCABULARY PRACTICE: PUT IN ORDER YOUR DAILY ROUTINE:

_____ have a shower     _____ go to school.
_____ have breakfast.   _____ meet my friends. (Not classmates)
_____ get dressed.      _____ have lunch.
_____ get up.           _____ do homework.
_____ have dinner.       _____ go to bed

B. TO DISCUSS:

What time of day do you like the best?

7. INTRODUCING A FRIEND

A. VOCABULARY PRACTICE: Write the nationality:

- Ecuador: ________
- Germany: ________
- Peru: ________
- Argentina: ________
- United States: ________
- Chile: ________
B. TO DISCUSS:

What questions do you like to ask when you meet new people?

8. INVITING SOMEONE TO THE CINEMA

A. VOCABULARY PRACTICE: Match:

1. HORROR                                     a. Fast and Furious
2. ACTION                                     b. Madagascar
3. ROMANTIC COMEDY                             c. Superstellar
4. SCIENCE FICTION                            d. Pirates of the Caribbean
5. ANIMATION                                  e. Ouija
6. ADVENTURE                                  f. Valentine's Day

B. TO DISCUSS:

What kind of films do you like?

Does Hollywood affect the way people live and carry themselves? Why or Why not?

9. ORDERING FOOD IN A CAFÉ

A. VOCABULARY PRACTICE: CLASSIFY: lemonade, cheese burger, milk, apple juice, apple, soda, cheese, banana cake, banana shake, sandwich,

FOOD       DRINK
-          -
-          -
-          -
-          -
-          -

B. TO DISCUSS:

What’s your favorite restaurant?
What food and drink do you like to have there?
How often do you go to that place?
10. SPELLING COLORS

A. VOCABULARY PRACTICE: CLASSIFY: White, yellow, purple, Green, pink, Brown, blue, orange, red, black

<table>
<thead>
<tr>
<th>PRIMARY COLORS</th>
<th>SECONDARY COLORS</th>
</tr>
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<tbody>
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</tr>
</tbody>
</table>

B. TO DISCUSS:

What’s your favorite color? Why?
How often do you wear clothes of your favorite colors?

11. SPELLING NAMES

A. VOCABULARY PRACTICE: CLASSIFY THE ALPHABET ACCORDING TO THE SOUND:

<table>
<thead>
<tr>
<th>/éi/</th>
<th>/i/</th>
<th>/ái/</th>
<th>/íú/</th>
<th>/e/</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>I</td>
<td>Q</td>
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<td>L</td>
</tr>
</tbody>
</table>

B. TO DISCUSS:

Are you good at spelling?
Have you ever participated in a Spelling Bee contest
12. UNDERSTANDING NUMBERS

A. VOCABULARY PRACTICE: HOW TO READ NUMBERS:

DATES: January 3rd, 2015
QUANTITIES: 4000, 5019
PRICES: $4.50
MEASUREMENTS: 3.76 Meters
PHONE NUMBERS: 090599432

B. TO DISCUSS:

Do you like numbers? Are you good at math?
Can you add, subtract, divide and multiply real fast?

13. EATING OUT

A. VOCABULARY PRACTICE: ADD MORE DISHES TO THE MENU:

STARTERS: __________________________

SNACKS: __________________________

MAIN COURSES: __________________________

DESSERTS: __________________________

DRINKS: __________________________

B. TO DISCUSS:

What food and drink from this menu would you order?
Do you know how to cook?
What is your favorite dish?
14. FREE TIME

A. VOCABULARY PRACTICE: LABEL: swimming pool, water polo, join, training, free

B. TO DISCUSS:

Are you a member of any sports clubs? What sports do you want to practice?

15. GIVING DIRECTIONS

A. VOCABULARY PRACTICE: MATCH:
Go straight, take the right, take the left, next to, go past, opposite

B. TO DISCUSS:

What do you do when you get lost in a town or city?

16. GOING TO THE CINEMA

A. VOCABULARY PRACTICE:
READ.
WHICH WOULD YOU LIKE TO SEE? WHY?
B. TO DISCUSS:

What type of films do you like? What was the last film you saw at the cinema?

17. SHOPPING FOR CLOTHES

A. VOCABULARY PRACTICE: MATCH:

2. What size do you want? B. Here is my credit card.
3. Can I try it on? C. Yes. I need a red shirt, please.
4. Would you like to pay by credit or with cash? D. Large

B. TO DISCUSS:

What was the last item of clothing you bought?

18. TOUR OF LONDON

A. VOCABULARY PRACTICE: WRITE:

THE MOST BEAUTIFUL PLACES TO VISIT IN YOUR CITY ARE:

_________________________________________________________

_________________________________________________________

_________________________________________________________

B. TO DISCUSS:

Which city would you like to take a tour in? Why?

19. TRAINS AND TRAVELS

A. VOCABULARY PRACTICE: UNSCRAMBLE:
DOES THE TRAIN WHICH PLATFORM TO QUITO LEAVE FROM?

YOUR TICKET, SEE PLEASE CAN I?

TO BUCAY WHAT TIME OUR TRAIN IS?

B. TO DISCUSS:
What is your favorite type of public transport? Why?

20. TRAVELLING ABROAD

A. VOCABULARY PRACTICE: LABEL: boarding ticket, passenger, gate, flight, delayed

B. TO DISCUSS:
To what country would you like to travel by plane? Why?
21. WEATHER FORECAST

A. VOCABULARY PRACTICE: LABEL: thunder storm, cloudy, sunny, rainy, dry, windy, cold

<table>
<thead>
<tr>
<th>Image 1</th>
<th>Image 2</th>
<th>Image 3</th>
<th>Image 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cloudy</td>
<td>Sunny</td>
<td>Rainy</td>
<td>Dry</td>
</tr>
</tbody>
</table>

B. TO DISCUSS:

What is the weather usually like in your town or city?

22. WORK

A. VOCABULARY PRACTICE: LABEL: dentist, shop assistant, tour guide, pilot, nurse.

<table>
<thead>
<tr>
<th>Image 1</th>
<th>Image 2</th>
<th>Image 3</th>
<th>Image 4</th>
<th>Image 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dentist</td>
<td>Shop assistant</td>
<td>Tour guide</td>
<td>Pilot</td>
<td>Nurse</td>
</tr>
</tbody>
</table>

B. TO DISCUSS:

What job would you like when you are older.
23. MY DAY
   A. LABEL.
   Brush, have lunch, get up, take the bus, get dressed

24. AT THE BEACH
   A. LABEL:
   Watching shining singing beach reading

25. MY LIBRARY
   A. LABEL: newspaper, shelves, magazines, quiet, librarian
26. TRUE OR FALSE EXERCISES.

You are going to listen to a person giving some information. Listen carefully. You can take notes. Immediately after this person finishes, you will listen to some questions which you have to answer TRUE or FALSE.

READING PRODUCTION
Then, you will discuss about the information related in the activity above and come to your own conclusions. Share your ideas with the class.

Note taking for listening exercises

27. TRUE OR FALSE EXERCISES.

You are going to listen to a person giving some information. Listen carefully. You can take notes. Immediately after this person finishes, you will listen to some questions which you have to answer TRUE or FALSE.

READING PRODUCTION
Then, you will discuss about the information and come to your own conclusions. Share your ideas with the class.

Note taking for listening exercise
28. TRUE OR FALSE EXERCISES.

You are going to listen to a person giving some information. Listen carefully. You can take notes. Immediately after this person finishes, you will listen to some questions which you have to answer TRUE or FALSE.

READING PRODUCTION
Then, you will discuss the information and come to your own conclusions. Share your ideas with the class.

Note taking for listening exercise

29. TRUE OR FALSE EXERCISES.
You are going to listen to a person giving some information. Listen carefully. You can take notes. Immediately after this person finishes, you will listen to some questions which you have to answer TRUE or FALSE.

READING PRODUCTION
Then, you will discuss the information and come to your own conclusions. Share your ideas with the class.

Note taking for listening exercise

30. TRUE OR FALSE EXERCISES.
You are going to listen to a person giving some information. Listen carefully. You can take notes. Immediately after this person finishes, you will listen to some questions which you have to answer TRUE or FALSE.
READING PRODUCTION
Then, you will discuss about the information and come to your own conclusions. Share your ideas with the class.

Note taking for listening exercise

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________
Guayaquil, 11 junio de 2019

Dr.
Santiago Galindo Mosquera, MSc.
DECANO DE LA FACULTAD DE FILOSOFÍA
En su despacho. -

De mis consideraciones:

Yo, Santiago Iván Ledesma Balanzategui con C.I. 092580168-0

Egresado de la Escuela de Lenguas Y Lingüísticas, sistema presencial, solicito a usted muy respetuosamente, MSc. Raúl Pardo Castillo, se me concede la autorización para desarrollar el Proyecto Educativo en el Colegio Dr. Rafael García Goyena.

Por la atención dada a la presente solicitud, reitero mi agradecimiento

Topic: THE IMPORTANCE OF THE VOCABULARY TO IMPROVE THE READING SKILLS
Proposal: DESING A BOOKLET TO IMPROVE THE READING SKILL THROUGH THE VOCABULARY

Atentamente:

[Signatures]

Santiago Ledesma B.
MSc Raúl Pardo Castillo
MSc.
Larry Torres Vivar
PROFESOR DE LA CARRERA DE LENGUAS Y LINGÜÍSTICA,
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad.

De mis consideraciones:

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

En esta designación consta el nombre del estudiante de la Carrera de Lenguas y Lingüística: LEDESMA BALANZATEGUI SANTIAGO IVAN

TOPIC: THE IMPORTANCE OF VOCABULARY TO IMPROVE READING SKILLS.

PROPOSAL: DESIGN A BOOKLET TO IMPROVE THE READING SKILLS THROUGH VOCABULARY

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

Atentamente,

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

<table>
<thead>
<tr>
<th>FUNCIONARIO RESPONSABLE</th>
<th>CARGO</th>
<th>FIRMA</th>
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<tbody>
<tr>
<td>Elaborado por:</td>
<td>Ing. Alexandra Delgado López</td>
<td>SECRETARIA 1</td>
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<tr>
<td>Aprobado por:</td>
<td>Ing. Carlos Valle Navarro, MSc.</td>
<td>DIRECTOR</td>
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**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN**
**ESCUELA DE LenguAS Y LINGÜÍSTICA**
**UNIDAD DE TITULACIÓN**

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

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<tr>
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<th>The importance of vocabulary to improve reading skills. Design a booklet to improve the reading skills through vocabulary.</th>
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<tr>
<td>Nombre del estudiante (s)</td>
<td>Santiago Iván Ledesma Balanzátegui</td>
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<td>Facultad</td>
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<td>Lenguas y Lingüística</td>
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<td>Miércoles 29 de mayo, 2019</td>
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<td>Justificación e Importancia</td>
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<td>Objetivos de la Investigación</td>
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<td>Metodología a emplearse</td>
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<td>Cronograma de actividades</td>
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**APROBADO**

**APROBADO CON OBSERVACIONES**

**NO APROBADO**

MSc. Larry Torres Vivar
- Docente Revisor
Guayaquil, 11 de junio del 2019

Sr. MSc Carlos Valle  
DIRECTOR (A) DE CARRERA  
FACULTAD DE FILOSOFÍA  
UNIVERSIDAD DE GUAYAQUIL

Acuerdo del Plan de Tutoría

Nosotros, MSc Larry Torres, docente tutor del trabajo de titulación y Santiago Ivan Ledesma Balanzategui estudiante de la Carrera/Escuela de Lenguas y Lingüísticas, comunicamos que acordamos realizar las tutorías semanales en el siguiente horario 16:00, los días miércoles.

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

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

Agradeciendo la atención, quedamos de Ud.

Atentamente,

Santiago Ledesma  
MSc. Larry Torres
**INFORME DE AVANCE DE LA GESTIÓN TUTORIAL**

**Tutor:** MSc LARRY TORRES  
**Tipo de trabajo de titulación:** PROYECTO EDUCATIVO  
**Título del trabajo:** THE IMPORTANCE OF THE VOCABULARY TO IMPROVE THE READING SKILLS  
**Carrera:** LENGUAS Y LINGÜÍSTICA (MENCION INGLES)

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<th>FECHA TUTORÍA</th>
<th>ACTIVIDADES DE TUTORÍA</th>
<th>DURACIÓN:</th>
<th>OBSERVACIONES Y TAREAS ASIGNADAS</th>
<th>FIRMA TUTOR</th>
<th>FIRMA ESTUDIANTE</th>
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<td>1</td>
<td>03/7/19</td>
<td><strong>CHAPTER I:</strong> Core Concepts, Objectives.</td>
<td>16:00-15:00</td>
<td>Corrección capítulo 1</td>
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<td>10/7/19</td>
<td><strong>CHAPTER II:</strong> Theoretical Foundations.</td>
<td>16:00-17:00</td>
<td>Citar en Textos</td>
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<td>3</td>
<td>17/7/19</td>
<td><strong>CHAPTER III:</strong> The Recycle, Latin &amp; Vocabulary.</td>
<td>16:00-17:00</td>
<td>Ampliar la metodología</td>
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<td>[Firma]</td>
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<td>03/8/19</td>
<td><strong>CHAPTER IV:</strong> Justification and Objectives.</td>
<td>16:00-17:00</td>
<td>Arreglar justificación</td>
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<td>5</td>
<td>14/8/19</td>
<td>Propósito: Contenido del booklet.</td>
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<td>Contenido del booklet</td>
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<td>6</td>
<td>21/8/19</td>
<td>Final Revisión</td>
<td>16:00-17:00</td>
<td>Revisión final</td>
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Guayaquil, 20 de Agosto del 2019

MSC. Sara Anaguano  
DIRECTOR (A) DE LA CARRERA/ESCUELA  
FACULTAD FILOSOFÍA  
UNIVERSIDAD DE GUAYAQUIL  
Ciudad.- GUAYAQUIL

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la tutoría realizada al Trabajo de Titulación 
THE IMPORTANCE OF VOCABULARY TO IMPROVE READING SKILLS del estudiante Santiago Iván Ledesma Balanzategui, indicando ha (n) cumplido con todos los parámetros establecidos en la normativa vigente:

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

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

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

Atentamente,

MSC. Larry Torres

C.I. 0913004342
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIA DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA
UNIDAD DE TITULACIÓN

RÚBRICA DE EVALUACIÓN TRABAJO DE TITULACIÓN

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<thead>
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<th>ASPECTOS EVALUADOS</th>
<th>PUNTaje MÁXIMO</th>
<th>CALF.</th>
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<tbody>
<tr>
<td><strong>ESTRUCTURA ACADÉMICA Y PEDAGÓGICA</strong></td>
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<tr>
<td>Propuesta integrada a Dominios, Misión y Visión de la Universidad de Guayaquil.</td>
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<td>0.9</td>
</tr>
<tr>
<td>Relación de pertinencia con las líneas y sublíneas de investigación Universidad / Facultad / Carrera</td>
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<td>0.3</td>
</tr>
<tr>
<td>Base conceptual que cumple con las fases de comprensión, interpretación, explicación y sistematización en la resolución de un problema.</td>
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<td>0.9</td>
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<tr>
<td>Coherencia en relación a los modelos de actuación profesional, problemática, tensiones y tendencias de la profesión, problemas a encarar, prevenir o solucionar de acuerdo al PND-BV</td>
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<td>0.9</td>
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<tr>
<td>Evidencia el logro de capacidades cognitivas relacionadas al modelo educativo como resultados de aprendizaje que fortalezcan el perfil de la profesión</td>
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<td>1</td>
</tr>
<tr>
<td>Responde como propuesta innovadora de investigación al desarrollo social o tecnológico.</td>
<td>0.4</td>
<td>0.3</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>0.3</td>
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<tr>
<td><strong>RIGOR CIENTÍFICO</strong></td>
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</tr>
<tr>
<td>El título identifica de forma correcta los objetivos de la investigación</td>
<td>1</td>
<td>1</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>
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<tr>
<td>El objetivo general, los objetivos específicos y el marco metodológico están en correspondencia.</td>
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<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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<tr>
<td><strong>PERTINENCIA E IMPACTO SOCIAL</strong></td>
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<td>Pertinencia de la investigación</td>
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<tr>
<td>Innovación de la propuesta proponiendo una solución a un problema relacionado con el perfil de egreso profesional</td>
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<tr>
<td><strong>CALIFICACIÓN TOTAL</strong></td>
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</tr>
</tbody>
</table>

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

MSc Larry Torres
No. C.I. 09130044347
FECHA: ___________
CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado MSc Larry Torres, tutor del trabajo de titulación certifico que el presente trabajo de titulación ha sido elaborado por Santiago Ivan Ledesma Balanzategui con mi respectiva supervisión como requerimiento parcial para la obtención del título de LENGUA INGLESA Y LINGÜÍSTICA

Se informa que el trabajo de titulación: "THE IMPORTANCE OF VOCABULARY TO IMPROVE READING SKILLS", ha sido orientado durante todo el periodo de ejecución en el programa antiplagio (indicar el nombre del programa antiplagio empleado) quedando el ___________ % de coincidencia.

https://secure.urkund.com/view/16964445-251036-988649/#DecexDglsDADBv6

MSc. Larry Torres
CI. 09130024342
Documento: Santiago Ledesma antiplagiarism.docx (D54814068)
Presentado: 2019-05-14 09:55 (-05:00)
Presentado por: slesesma387@gmail.com
Recibido: bayer_30萧@analisis.urkund.com
Mensaje: I am sharing 'Santiago Ledesma antiplagiarism.docx' with you. This is the message complete.

94% de estas 10 páginas, se componen de texto presente en 3 fuentes.

UNIVERSIDAD DE GUAYAQUIL
Facultad de Filosofía, Letras y Ciencias de la Educación
Escuela de Lenguas y Lengua Estranjera
DIRECCIÓN

Urkund Analysis Result
Analysed Document: Santiago Ledesma antiplagiarism.docx (D54814068)
Submitted: 8/14/2019 12:55:00 PM
Submitted By: slesesma387@gmail.com
Significance: 9%

Sources included in the report:
CAPITULOS DEL PROYECTO FINALES.docx (D30661094)
Rebecca and Lissette for Urkund.docx (D40787829)
RICARDO GOMEZ RODRIGUEZ PARA URKUND.docx (D26432040)

Instances where selected sources appear:
Universidad de Guayaquil
Facultad de Filosofía, Letras, y Ciencias de la Educación
Carrera de Lenguas y Lingüística
Unidad de Titulación

Guayaquil, Agosto 26 del 2019

Máster
SARA ANAGUANO PÉREZ
DIRECTORA DE LA CARRERA DE LENGUA 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 Título: THE IMPORTANCE OF VOCABULARY TO IMPROVE READING SKILLS Propuesta: DESIGN A BOOKLET TO IMPROVE THE READING SKILLS THROUGH VOCABULARY, del estudiante LEDESMAL BALANZATEGUI SANTIAGO IVAN

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 nueve 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 10 años.
- La propuesta presentada es pertinente.

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

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

Una vez concluida esta revisión, considero que el estudiante LEDESMAL BALANZATEGUI SANTIAGO IVAN está apto para continuar el proceso de titulación. Particular que comunico a usted para los fines pertinentes.

Atentamente,

[Signature]
Rodrigo Guerrero Segura
DOCENTE REVISOR
UNIVERSIDAD DE GUAYAQUIL  
FACULTAD DE FILOSOFIA, LETRAS, Y CIENCIAS DE LA EDUCACION  
CARRERA DE LENGUAS Y LINGUISTICA  
Unidad de Titulación

RÚBRICA DE EVALUACIÓN MEMORIA ESCRITA TRABAJO DE TITULACIÓN

TÍTULO: THE IMPORTANCE OF VOCABULARY TO IMPROVE READING SKILLS  
PROPIUESTA: DESIGN A BOOKLET TO IMPROVE THE READING SKILLS THROUGH VOCABULARY  
AUTOR: LEDESMA BALANZATEGUI SANTIAGO IVAN

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<th>COMENTARIOS</th>
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<tr>
<td>Pertinencia de la investigación/ innovación de la propuesta</td>
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<tr>
<td>La investigación propone una solución a un problema relacionado con el perfil de egreso profesional</td>
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* El resultado será promediado con la calificación del Tutor y con la calificación de obtenida en la Sustentación oral.

Guayaquil, Agosto 26 del 2019

Atentamente,

Rodrigo Guerrero Segura
DOCENTE REVISOR
Guayaquil, 2 de Septiembre del 2019

CERTIFICACIÓN DEL TUTOR REVISOR

Habiendo sido nombrado MSc Rodrigo Guerrero Segura, tutor del trabajo de titulación “THE IMPORTANCE OF THE VOCABULARY TO IMPROVE THE READING SKILLS”, certifico que el presente trabajo de titulación, elaborado por SANTIAGO IVAN LEDESMA BALANZÁTEGUI, con C.I. No. 092580168-0, con mi respectiva supervisión como requerimiento parcial para la obtención del título de LENGUA Y LINGÜÍSTICA (MENCIÓN INGLES) en la Carrera/Facultad, ha sido REVISADO Y APROBADO en todas sus partes, encontrándose apto para su sustentación.

[Signature]
MSc. Rodrigo Guerrero Segura
C.I. No. 091013555-7
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