UNIVERSIDAD DE GUAYAQUIL

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

PROYECTO EDUCATIVO

TOPIC

THE USE OF DIDACTIC MATERIAL IN THE DEVELOPMENT OF THE READING SKILL

PROPOSAL

DESIGN OF A GUIDE WITH FUNNY STORIES TO DEVELOP READING SKILL

EDUCATIONAL PROJECT PREVIOUS THE OBTAINING OF BACHELOR DEGREE IN THE ENGLISH LANGUAGE

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De mis consideraciones:

En virtud de la resolución por la autoridad Académica de la Facultad de Filosofía, de fecha 26 de Octubre del 2016 oficio #401 en el cual se me designó Asesor de Proyectos Educativos de la Licenciatura en Ciencias de la Educación, especialización LENGUAJE Y LINGÜÍSTICAS, el día.

Tengo a bien informar lo siguiente: Que las integrantes RUTH QUIMI UBE con número de cédula 0925072548 y DIANA MACIAS AVILES con número de cédula 0930522040, diseñaron el proyecto educativo con el tema: “THE USE OF DIDACTIC MATERIAL IN THE DEVELOPMENT OF THE READING SKILL. PROPOSAL; DESIGN OF A GUIDE WITH FUNNY STORIES TO DEVELOP READING SKILL”

El mismo que ha cumplido con las directrices y recomendaciones dadas por el suscrito. Las participantes satisfactoriamente han ejecutado las diferentes etapas constitutivas del proyecto, por lo expuesto se procede a la APROBACIÓN y pone a vuestra la consideración el informe de rigor para los efectos legales correspondientes.

Atentamente,

[Signature]
Msc. Carlos Valle  
Tutor
DEDICATION

We want to dedicate this project of research with lots of love to our good Jesus first, who has been my helper in all moment giving us the forces to continue forward day by day to achieve our goals. We also dedicate our thesis work to our family and many friends. A special feeling of gratitude to our parents, whose words of encouragement and push for tenacity ring in our ears.
THANKFULNESS

We would like to express our sincere gratitude to our thesis advisor, Master. Carlos Valle who has consistently inspired us in this study and provided us precious suggestions and advices without his attentive guidance, endless patience and encouragement, this thesis would not have been possible to accomplish. Besides, we have also acquired valuable insights through his instructions, not only in academic studies but also enthusiasm and vigor in life.
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TÍTULO Y SUBTÍTULO: EL USO DE MATERIALES DIDÁCTICOS EN EL DESARROLLO DE LA HABILIDAD LECTORA; PROPUESTA, DISEÑO DE UNA GUIA CON HISTORIAS DIVERTIDAS PARA DESARROLLAR LA HABILIDAD LECTORA

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ÁREAS TEMÁTICAS: (Guía de Métodos pedagógicos para coordinar el proceso enseñanza – aprendizaje y permitir desarrollar nuestra propuesta de manera que sea factible para el beneficio de los y las estudiantes).

PALABRAS CLAVES: comprensión lectora, inefectivo, estrategias, habilidad, historias

RESUMEN: Las prácticas de instrucción comunes pueden crear barreras en el desarrollo de la lectura comprensiva en los estudiantes de secundaria. Los profesores suelen recurrir a diferentes estrategias ineficaces, por ejemplo; Reducir el tiempo disponible para que los estudiantes lean los textos de su propia elección, que los estudiantes lean sobre temas donde los estudiantes ven poca relevancia y tienen poco interés, hacen que los estudiantes lean historias que son demasiado difíciles, sin embargo, a pesar de esas prácticas en el aprendizaje y la enseñanza, el profesor siempre está llamado a implementar nuevas estrategias que ayuden a los estudiantes a desarrollar diferentes habilidades.

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**FORM TO THESIS REGISTER**

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**ABSTRACT:**

Common instructional practices can also create barriers in the development of reading comprehension in high school students. Teachers often resort to different ineffective strategies, for example; Reducing the time available for students to read texts of their own choice, that students lean on topics where students see little relevance and have little interest, make students read stories that are too difficult, however, in spite of these practices in learning and teaching, the teacher has always set out to implement new strategies that help students develop different skills.

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Common instructional practices can also create barriers in the development of reading comprehension in high school students. Teachers often resort to different ineffective strategies, for example; Reducing the time available for students to read texts of their own choice, that students lean on topics where students see little relevance and have little interest, make students read stories that are too difficult, however, despite these practices in learning and teaching, the teacher has always set out to implement new strategies that help students develop different skills

Keywords: Reading comprehension, ineffective, strategy, literacy, stories
Las prácticas de instrucción comunes pueden crear barreras en el desarrollo de la lectura comprensiva en los estudiantes de secundaria. Los profesores suelen recurrir a diferentes estrategias ineficaces, por ejemplo; Reducir el tiempo disponible para que los estudiantes lean los textos de su propia elección, que los estudiantes lean sobre temas donde los estudiantes ven poca relevancia y tienen poco interés, hacen que los estudiantes lean historias que son demasiado difíciles, sin embargo, a pesar de esas prácticas en el aprendizaje y la enseñanza, el profesor siempre está llamado a implementar nuevas estrategias que ayuden a los estudiantes a desarrollar diferentes habilidades.
INTRODUCTION

In recent years, English is more and more popular in the world. This language is learned and studied by a higher number of people with every passing day because of its importance in this modern world: a mean to communicate and to create a greater opportunity for a job.

Nowadays, English is called International Language and it is also the second language of many countries in the world. Therefore, we can realize the importance in communication of this language. When we know English, we can come to and communicate with the citizens of most of counties in this globe, without any confusion in expressing our feelings and thinking.

Beyond of English language is used by people of different lands and cultures, it has become very rich. It contains so many words, ideas and thoughts that a good knowledge of English enriches the mind and enables one to express oneself well. It also helps one to think better and to understand the people of other lands. It is for all these reasons that I consider English the most important subject in school.

Public education is a very good initiative in many countries around the world. The improvement of social and economic conditions is a direct outcome of an educated population that is better able to use information to make good decisions and which is collectively better trained for work according to this statement the Minister of Education in Ecuador has implemented a set of strategies to improve the English proficiency in public schools such as: to have international standards and begin teach English in public school from the early age. A part of this, the University of Guayaquil also implements and contributes.
to the development of the society carrying out projects to help public schools, specifically the school of language.

For helping public school in developing English proficiency researchers have implemented a project with the aim to use didactic resources to improve reading skill.

Project is split up in the following chapters

On the first chapter researchers speak about the problem, Problem Statement, located of the problem, conflict situation and causes of the problem, the formulation and evaluation of the problem, general and specific objectives, justification and importance.

On the second chapter researcher speak about the theoretical framework, background of investigation, foundations, definitions, classifications and importance.

The third chapter makes a reference to the design of investigation, types of research, methods, techniques and instruments of research, variable matrix, data analyses, recommendations and conclusions.

Finally, the proposal is made of the background of proposal, justification of proposal, definitions and importance, diagnostic, instruction for application of the proposal, methodological instructions, and pedagogical, sociological, psychological, philosophical, legal aspects, conclusion and bibliography.
CHAPTER I

THE PROBLEM

CONTEXT OF INVESTIGATION

The learning of the English language has become a must due to the importance of commercial transactions and the development of it through the years. The necessity to learn this language has been demonstrated on several forms, either for its educational, social, professional or cultural contribution. A great challenge for the students is to study, to learn and to develop the English skills.

British Broadcast Corporation, (2013) said that: “The reading skill is indicated as one of the skills in which the students of about 15 years find more difficulties at the moment of interpreting and understanding any reading”. Considering that, the habit of reading has not been incentivized in Ecuadorian society, provoking this way the lack of development of the reading skill and lack of the development of the critical thought of the students of all ages.

At the local level it is well-known the lack of didactic resources to develop skills that are necessary in the learning of English language. The lack of motivational strategies on the students is considered one of the most serious problems in the last years. The students are pressured by their parents or by the daily circumstances and they are present in classes without mood and interest to learn, it is there when the teacher must be creative and innovative by means of implementation good didactic resources.

For this reason, it is considered important that the investigation project takes place at “Dr. Otto Arosemena Gómez” public high school. This high school has morning, afternoon and evening schedule. It is located at 29th street, at Febres Cordero Parrish in the southwest of the city, it belongs to District 04.
The institution is managed by Lcdo. Juan Leon Choez as principal; Lcda. Zita Lalama de Ruiz as vice – principal. The high school has 124 teachers and 2500 students at present. This high school was founded on March 21th, 1967, in that time it has just 10 teachers and 100 students and its infrastructure was smaller than now. It was one the first institutions in this place.

For this reason, recently research tries to give solution to some problems, so it can be applied new activities of readings with funny texts as didactic resource to develop the reading skill of the English language in the students of the eighth year of General Basic Education of the Dr. Otto Arosemena Gomez High School. Doing that, the teachers have more alternative in the learning process of English language in order that it is much more productive and significant promoting the interest and the motivation of the students to learn.

CONFLICT SITUATION

During the period of the observation carried out at Dr. Otto Arrosemena Gomez high school, it was noticed the poor use of didactic material, which caused the shortage of attention and the low interest on the students among eleven and thirteen years old of 8th year of General Basic Education. Researchers through observation could know some problems affecting the teaching and learning process, in the beginning, when they must read and when they must do activities related to reading they have problems with the pronunciation of words, the application of repetitive grammar activities make students to get slept during the class, teacher uses the English text as unique reading resource to teach English. Therefore, it was difficult to apply reading strategies; acquisition of vocabulary is done in a traditional way using list of words out the context.

The institution has a classroom called “English’s laboratory” which lacks suitable instruments for the learning, the students go to the lab few times a year, so they have their classes in their correspondent classroom just with their textbook. The deficiency of knowledge from teachers when they do or choose the didactic material that they use in their classes causes the scarcity of enthusiasm,
the boredom and the absence of interest on the students giving as result the poor development of the reading skill.

This problem motivated to elaborate a resource to collaborate to the enrichment and the development of reading skill on the students. This brochure contains funny stories of easy comprehension of agreement to the age of students whom is directed, to motivate them to read, stimulating their attention with topics of their interest.

SCIENTIFIC FACT

Deficiency of the development of reading skill caused by the poor use of didactic material in the students of 8th year of General Basic Education at Otto Arosemena Gomez public high school, Guayas province, Guayaquil city, period 2016-2017.

CAUSES

- There are not enough reading materials
- There is not application of reading strategies
- There are deficiencies on vocabulary acquisition and reading activities
- There are not motivational activities.

FORMULATION OF THE PROBLEM

How does the use of didactic material influences in the development of the reading skill on students of 8th grade of basic education, section “B”, at Dr. Otto Arosemena high school, zone, district, code, Provincia de Guayas, Canton Guayaquil, Parroquia Febres Cordero, in the period 2016-2017?
GENERAL OBJECTIVES

To determine the influence of the use of didactic material in the development of reading skill on students of 8th grade of basic education through a bibliographical and statistical study, to the design of a brochure that includes funny texts.

SPECIFIC OBJECTIVES

• To know the importance the use of didactic material through a bibliographical and statistical study to improve the reading skill.

• To analyze the development of reading skill applying a survey to students to improve the learning process.

• To design of a guide that contains funny texts through research findings for the improvement of reading skill.

QUESTIONS OF THE INVESTIGATION

• What kind of didactic materials make easier the development of reading skill?

• What is the importance of the development of the reading skill in the learning of English language?

• How does the guide with funny short stories benefit to the development of reading skill?

• What kind of didactic resources have teachers to give their classes in an effective way?
• How can the use of a guide with funny stories be used in the classroom by the teacher?

JUSTIFICATION

The competitive world makes that learning English as a foreign language becomes a must due to its usage in different areas of knowledge and human development therefore, it is possible to say that English is the language of the current world, the great international language. If people do not have a good command of this language, they will be in a disadvantage situation in front of this competitive world.

In Ecuador specifically in public establishments the use of the didactic materials is restricted just to a book and a CD provided by the Ministerio de Educacion, which is used by the teachers with the Grammar-translation method currently, which is inadequate and ineffective in the developing of learners’ skills. As a consequence of that, inside of these establishments appear some problems, among them it is possible to mention the shortage or the lack of information about new or effective resources for the learning and development of the skills of the English language.

This research project comes from a previous observation made at the Otto Arosemena Gomez public high school in which it noticed that the poor use of didactic material influences in the learning process in a very important way.

This research will contribute with a different offer that will try to develop the reading skill in a more entertaining way, little used in our classrooms. It will encourage the student to read enjoying themselves because it offers them entertainment through recreational readings doing of the learning a pleasant moment turning it into a possible “hobby”.
This research is about educational interest for both: the teachers and the students, therefore together they would achieve the development of the subject, and the specialization of the reading skill.

This research plans to implement a new active recourse that tries to improve the process of learning of the English Language, considering that the students do not have the enough motivation to learn a new language that is not their native language and that for certain educational units is a need, so they have to study it. This process becomes tedious and boring when the teachers do not apply active, suitable and motivating didactic resources capable to achieve in the students the pleasure for learning a new language like English.

This research project claims that the students of eighth basic year, understand, analyze, infer and produce information of a written text, training students that construct their own knowledge and develop their cognitive skills.

This research will help to teachers too because it will make easier their classes, because they have a playful material to work with their students reading skill.

Based on that observation, it determined that the correct use of didactic material helps to students to the development of their reading skill stopping the low interest and the boredom of students, motivating them to read with the purpose to acquire more knowledge, it is based on the third chapter of the Legal Framework Education of Ecuador, art. 8 Literal in the student obligations manifest: Seek educational excellence and show integrity and academic in the fulfillment of tasks and obligations.
CHAPTER II

THE THEORETICAL FRAMEWORK

IMPORTANCE OF THEORETICAL FRAMEWORK

Simon and Goes (2011) mention a good theory or set of theories can guide every aspect of your study from formulation of the research questions and problem statement through discussing the findings of your data analyses and writing conclusions. To develop theoretical framework, it is very important to have a well-supported rationale to help the reader understand the purpose of it and give to this work a support with different scientific basis following a pedagogical order and explaining relevant aspects of variables, it is generally presented in the chapter two of an investigation work. It guides research through different literature from other authors; it wants to say that it is not based on suspicions from writer alone.

THEORETICAL FOUNDATION

Katz, (2009) suggests that a comprehensive theory of guidance can help to support theory with logical connections however it goes beyond discovering and explaining of what is already there or what is happening. It refers to lead into rationale aspects such as: who? why? or how? bearing in mind these aspects people who will read this work can have a better idea of the purpose of this work, however, before starting the conceptualization of the variables is important to know about didactic.
DEFINITIONS

DIDACTIC

The origin of didactics as a discipline and the study of its field dates back to the seventeenth century, in which it becomes evident the need to state bases applicable to education according to the philosophy of this period, great political, religious, economic changes, Social and cultural. In the following centuries to now it has seen an evolution in the development of Didactics.

Medina, et al., (2009) define Didactics as a discipline of a pedagogical nature, oriented by educational purposes and committed to the improvement of all human beings, through the understanding and permanent transformation of socio-communicative processes, adaptation and appropriate development of the process of Teaching-learning

It is an instrument that helps us to achieve any goal that is usually material by which student develops the learning process their positive and negative aspect. Didactic entails the process of education and development of a child as well as, it can be used both outside and inside of school, didactic influence the formation knowledge, skills, attitudes and values, enhance creativity. Bearing in mind this concept, it can be said that didactics is an art, it is not based just on education, and didactics plays an important role in the learning process executing strategies prepared for the achievement of the planned goals.
DIDACTIC APPROACHES

Theoretical Purpose

Mallart, (2008) mentions that the first purpose of didactic represents a theoretical dimension principally increase knowledge, understand and learn basic concepts (develop skills, behavior, abilities), open possibilities of discovering and understanding reality, achieve educational objectives and helps to achieve productive learning, attain required results, etc. didactic helps to handle the Theoretical knowledge of each person.

Practical Purpose

Mallart, (2008) Didactic is a process therefore it should have procedures, these procedures make of didactic a practical method, it helps students assimilate content in easier way. Didactic regulates process of teaching-learning, elaborates proposals of action, and intervenes to transform reality. It is about intervening to direct processes, improve learning conditions. During this purpose teacher plays an important role, she or he should implement different strategies inclusive using physical resources.

DIDACTIC MATERIAL

It is considerable speak about “didactic material”, although there is not a concrete idea about didactic materials is officially. For Fernandez, (2011) refers that didactic material is set of objects and tools which help in the teaching practice, to make learning process meaningful and easier. It depends on teacher, because he or she is a mediator between the knowledge and the learning of their students, motivating them inside the classroom. Nowadays the didactic materials are not an option; on the contrary it is an imprescindible factor. In other hand, Andersson, (2010) suggests that this definition of didactic material is not
necessarily something done for teaching. Didactic material can also be tangible, virtual or abstract. It is important to bear in mind that the didactic material must have elements that make possible specific learning, because a book not always is a didactic material. It is necessary to emphasize that not only the books can constitute a didactic material: the movies, the discs, computing programmes, games and many other elements can be used as educational resources.

The use of these materials has several advantages, they are:

- To promote active Education.
- To strengthen efficiency of the learning.
- To enrich communication teacher-student.
- To stimulate interest
- To guide learning.
- To promote cooperative activities.
- To promote long-distance Learning
- To facilitate and use of suitable materials for teaching – learning process
- To help to the reflection on the strategies used in the process of learning.
- To avoid improvisations in the process of education.
- To plan in a correct and structured way the process of learning

**IMPORTANCE OF DIDACTIC MATERIALS**

Auxiliary means in the motivation wake up attention. Teacher motivates students through didactic resources to learn and reinforce learning. For Garcia, (1996) resources bring reality closer as well as they also help to solve problems of discipline insufficiency and attention in class. The uses of these didactic means for teaching are going to give answer to everyone and each one of the aims that have been purposed. The didactic resources support the teacher verbal expression, consolidate learning and they also activate the student participation.
Therefore, it is necessary prepare students with appropriate tools so that they have success in social, cultural and Linguistic Development.

Didactic materials help students and teachers since to use a whiteboard, presentations multimedia, e-mails, etc. they contribute in motivation and interest of students in a subject, thanks to this means students can develop their studies with success. Didactic materials are based on student age, as well as, they are applied to students with special necessities adapting it to the requirements of the curriculum.

**TYPE OF DIDACTIC MATERIALS**

People need different resources for different purposes. Resources are very important in the teaching and learning process there is a great variety of didactic resources that are very useful which have been classified in the different ways for example some pedagogics classify it as; Permanent material, informative material, audiovisual material, technician material, Andersson, (2010,) makes reference to a classification in five groups; 1-books, 2-dictionaries or master books, 3-communication means (TV, radio, computers, newspapers), 4- reality for example experience of life, 5-audiovisual means. However, in this work it will be took in account classification defined by Alfaro and Bonilla, (2013): video, audio and text.

**Video**

Gavilanes, (2013) defines it as the display or media formal that employs a cathode-ray screen for example: computers or the overhead projector, to present a picture can be referred to as video: videotapes, videodisc and DVD or you tube.

It is useful resource and necessary to develop the four skills in class because it provides a closer approach to reality through the ear and eye and keeps the students active at the same time as they hear the stress, intonation,
and rhythm of the language. Video can bring advantages to work. It can allow the non-native teacher to bring samples of genuine interaction to the classroom.

Advantages

- To allows teacher looks for the graphical documents and the most recent images and to reproduce them.
- To catches student attention and interests
- To constitute a suitable way for education to big groups.
- To show images, schemes attract the attention of the students and increase their motivation
- To reflect, discuss and questioning.
- To use as support in the evaluation of the knowledge.
- To use as means for the investigation.
- To facilitate comprehension.
- To reinforce contents transmitted by other routes.

Disadvantage

- Bad use of them can be a distractor
- In public schools there is not a device to reproduce a video
- Time allotted

Audio

A video without audio is like a book without letters, it is the ideal and indispensable implement that an English class should have, according to Gavilanes, (2013) it is defined as sound, especially music, which is recorded, broadcast, or played on electronic equipment.” In the same way, English dictionary by Larousse Advanced learners, (2016) has defined audio as Equipment / tape that records or produces sound.
There are different types of audio such as: audio-visual resources, tape recorder in computers, cd players, radio and songs or those found on internet in Mp3, or Mp4. It is also found audio-visual resources in which speech and cultural elements can be illustrated or demonstrated using authentic audio-visual materials such as movie clips and documentaries, student-produced recordings and TV programs or commercials, among many others.

Advantages

- To allow students to put into practice their knowledge.
- To allow to students to realize deep studies on a topic.
- To provide a certain control to students
- To offer up-dated information,
- To motivate students.

Disadvantages

- Students will not learn how to read as effectively
- difficult for teachers to control device use in class
- monitoring and regulation of students increases
- may present difficulties in accessing or selecting specific segments
- time consuming in terms of preparation

Text

Andersson, (2010) about didactic materials in teaching and learning process shows that text books is the most adequate didactic material in primary and second school. Text refers to letters and numbers usually presented to students in the form of printed material or in a computer screen. Examples: study guides, manuals, worksheets, textbooks and a computer display.
Advantages

- To be accessible
- To adapt to the circumstances of space and time of the reader.
- To present information of a selective way.
- To allows the re-reading, the selective reading, the pace of the own reading, etc.
- To discover structure and relation established among the components.

Disadvantages

- There is not access to the total reality through them
- The motivation for the study is more difficult to reach with the printed way that with audio-visual or IT (informatics-technological) resources.
- The information can be out of date
- The texts are often too long

TECHNOLOGIES AS DIDACTIC MATERIALS

For Andersson, (2010) successful the use of computers and internet in education have to do with the teacher capacity to carry out activities. Technology in general offers many possibilities Teacher should create a teaching environment where it is taking in mind necessities and interests of each student. Andersson also indicates, students generally used internet to look for information and word with different projects however, teacher should guide to their students for using it in better way.
READING SKILL

It is the process of interpretation or analysis of written texts. Reading skills include skills acquired through reading, such as comprehension, fluency and independence. This mental skill is used to understand different meaning into the text; reader should use some method or strategy for getting a plenty understanding and realizes correctly the process of reading, Mikulecky, (2008). In the same way for Tamayo, (2007) notes that reading is understand, interpret, deduce and to infer the written content to create own argumentations. Considering this concept, Reading is not only to receive information.

IMPORTANCE OF READING

Reading is the most important way to transmit knowledge to other people, according to Woolley, (2011) Reading comprehension is a process of making meaning from text. This process of reading has two very relevant motives:

The first one implies a process of comprehension of a message or a written text, through a reading, readers can develop their cognitive skill called comprehension, this wants to say that readers are capable of understand the principal and secondary ideas of a written text, after that to create their own knowledge. The second one point is when the reading skill develops, is the product of comprehension. Readers receive the information, nevertheless through of the development of the cognitive skills at the moment to read, readers create their own knowledge and they are capable of sharing it with the rest of people
TYPES OF READING

When it is spoken of reading, it is necessary to understand that there are several types of reading, according to Brown, (1989) and Solè, (2010) they can be:

**Intensive Reading**

The activity of reading has to do with every activity the teacher propose in class, activities that a student has to do, need to be monitored by the teacher as well as, implicitly teacher is who has to make corrections of the vocabulary, grammar, text organization, punctuation and even pronunciation when a reading activity is being run in class, Miller, (2011). For Brown, (1989) intensive reading is used to teach or practice specific reading strategies or skills. Intensive reading is calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications and rhetorical relationships

Intensive reading has several techniques or sub-types

- Scanning
- Skimming

**Scanning**

This type of reading looks that the reader locates a specific information or detail through a rapid reading, useful for finding a specific name, date, statistic, or fact without reading the entire article. Scanning involves getting your eyes to quickly across sentence to get just a simple piece of information with the objective of learning something new, complementing it with the own experience. As well as, Anne Arundel community college, (2015) also mentions scanning covers a great deal of material in order to locate a specific fact or piece of information.
Skimming

Skimming is one of the tools used to read more in less time. Skimming takes place while reading is in process and allows looking for details in addition to the main ideas. It is a method of rapidly moving of eyes over text with the purpose of getting only the main ideas and general overview of the content (Anne Arundel community college, (2015). Skimming may help in order to know what the text is about, from the lowest level. Reader does not read everything. Student reads only what is important to your purpose.

Extensive Reading

Ewert, (2014) clear something up about extensive reading, he says that extensive reading is to read a large amount of easy, varied, and interesting self-selected material. This means that extensive reading has more sophisticated techniques like skimming and concentration, the aims of extensive reading are to build reader confidence and enjoyment. Extensive reading is designed for comprehension of main ideas, not for specific details. In other hand Extensive reading involve reading of large quantities of material. This type of reading need a huge variety of reading material (genres, topics and sources) with intention to gain data or by general comprehension.

READING STRATEGIES

Moore, (2010) mentions students improve their comprehension performance when they learn to apply strategies. Students' reading comprehension can improve if teachers introduce the seven cognitive strategies of effective readers: activating, inferring, monitoring-clarifying, questioning, searching-selecting, summarizing, and visualizing-organizing to extract and construct meaning from text. For McEwan, (2010) when teacher achieves that his/her students apply them the reading skill development will have achieved its
objective and students can acquire more productive vocabulary knowledge and to develop their own learning strategies. Therefore, it must be understood that Strategies come to the text with the purposes to guide comprehension.

**Reading Cognitive Strategies**

Cognitive Strategies are seen as mental processes directly concerned with the processing of information in order to learn that is for obtaining, storage, retrieval or use of information Ozek, (2006)

They can be:

- To predict the content of a text.
- To understand the principal idea then to understand the whole text.
- To guess the meaning word.
- To create maps or drawings that allows understanding the text.
- To write short summaries of what is read to understand the principal ideas.

**Reading Metacognitive Strategies**

Metacognitive strategies monitor or regulate cognitive strategies, they involve thinking about the learning process, planning for learning, monitoring of comprehension or production while it is taking place, and self-evaluation of learning after the language activity is completed, Ozek (2006).

They can be:

- To do lists of vocabulary.
- To develop the reading skill with the help of works in group.
- To take advantage of the opportunities to practice in order to develop the language.
- To evaluate the reading.
READING PROCESS OR PHASES OF READING

Solè, (2010) argue that reading comprehension implies develop and work different strategies that correspond to the three reading phases: Pre-reading, while reading and post reading. Whereas Hughes, (2007) expresses that Reading is also an interactive, problem-solving process of making meaning from texts.

Pre-reading

Pre-reading is a way to prepare a reader before reading a text by asking them to react to a series of statement, questions, or words related to the content the material. Sole, (2010); some activities in this phase are: Prediction, Recognize the text structure, Transference, Skimming and Scanning. Previous knowledge is activated, is like a small introduction of the complete text to reading. This stage provides the necessary vocabulary so that reader could understand later the whole reading.

To develop this stage, reader should have in mind the following strategies:

- To predict the text by means images and titles.
- To carry out a brainstorming.
- To realize introduction of the text through an exhibition.
- To present a list of vocabulary, mental graphs or conceptual maps on the reading to develop
- To create expectation in the reader that is going to be read.

While-reading

The principal aim of this stage of the reading is to promote in the reader the comprehension of the content of a text and to increase or to acquire new
vocabulary. Activities, teach the students to extract specific information. The students should scan the text to extract the information which the tasks demand. They do not have to pay attention to the parts of the text they do not understand, Barnett, (1989).

To develop this phase of the reading the reader has to be in mind the following strategies:

- To make Inference
- To use Prior knowledge
- To make Consolidation
- To make Prediction of content
- To use of dictionary
- To use the skill of skimming to understand the text.
- To focus the attention in the search of specific information by means of the skill of scanning.
- To associate ideas.
- To elaborate lists of words with important notes.
- To identify slightly frequent words and to use dictionary.

**Post-reading**

The aim of this stage is to produce or to construct the new knowledge of the reader after read. Activities concerned in give extra information of the content, Barnett, (1989).

Activities in this phase are:

- Scanning
- Skimming
- To use of textual structure
- To use of prior knowledge
• To make prediction and Inference
• To answer to questions of comprehension orally or written.
• To summarize
• To consolidate the new vocabulary acquired by means of the use of conceptual maps.
• To think of what has been read.
• To discuss the ideas understood after taking the whole process of reading.

EPISTEMOLOGICAL FOUNDATION

The project in its epistemic structure is basically based on the integrationist current of intercultural education, the methodological and didactic pedagogical orientation is based on active pedagogies, from which it proposes the problematization of fundamental principles of Education and Intercultural Education, the general purposes to be achieved are centered on comprehensive training and in that sense it is proposed the achievement of linguistic, sociocultural and pragmatic competencies orientations on Education, teaching methods and styles in bilingual intercultural education, evaluation in education (achievements, Indicators, competencies and evaluation criteria).

PEDAGOGICAL FOUNDATION

Hubackova, (2014) notes the pedagogical foundation of the Learning reflects several principles of both learning and teaching. There are among them: symmetric learning, behaviorism, cognitive learning, programmed learning, adaptive learning, contact learning and constructivist learning. Educative process is not in a spontaneous way, on the contrary it must follow a pedagogic – didactic plan bearing in mind the comprehension of texts based on ability development, skills and use of capacities. Pedagogy is a science that has by object of study to know regularities, establish of principles in diverse stages in the educational process.
THE IMPORTANCE OF LEARNING

Learning is important because is something that impacts or affect human’ existence, For Urbina, (2011) Learning is the process through which new skills, knowledge, behaviors or values are acquired as a result of the study, experience, instruction, reasoning and observation. Students are constantly learning new things even when they are not learning, they are applying skills or knowledge, in order to exercise their minds.

Among the factors influence in learning processes of a foreign language, it is necessary to take into account diverse factors these factors can be classified into two groups, cognitive type factors and affective type factors, which include motivation, age, intelligence, attitude towards language, and other relevant aspects are:

COGNITIVE ASPECTS

Intelligence

By the early 1920s there were many different definitions of intelligence in the psychological literature, inclusive up to now. But it has been considered for this thesis work the definition of Gottfredson, (1997) by being a clear and concrete definition and easy to understand.

Intelligence involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience. It is not merely book learning, a narrow academic skill, or test-taking smarts. Rather it reflects a broader and deeper capability for comprehending our surroundings, “catching on,” “making sense” of things, or “figuring out” what to do.
This mental activity enables people to solve problems and to adapt oneself to a new environment; it refers to the abilities and limitations that each person has to learn certain knowledge. Not only give a reasoning answer to different daily questions around people life, it also refers to be more critical and go beyond.

**Language Attitude**

Language aptitude refers to the potential that a person has for learning languages. This factor is evaluated using formal aptitude tests, which predict the degree of success learners will have with a new language.

In this aspect it is necessary to consider some sub-Skills such as: phonetic coding ability and the ability to identify and memorize sounds, grammatical sensitivity, related to the ability to understand the particular functions of words within the sentence, turn the memory skills to acquire vocabulary and to Learn rules and finally the inductive ability to learn the second language, Rebecca, (2007).

**Language Learning Strategies**

It refers to the processes and actions that are consciously deployed by language learners to help them to learn or use a language in easy way. It is directly related to all those activities and strategies that are available to the student and that will be useful as a support in the process of teaching and learning the language. (Rebecca, 2007, p.18) Language learning strategies includes the ways in which learners learn and remember information, how they study for tests and how they make the best use of their learning strengths.
EMOTIONAL ASPECTS

Motivation

This is linked to the efforts and reasons for wanting to learn something, the interaction with the social context and the influence it may have, Rebecca, (2007), psychologist suggest two different types: extrinsic and intrinsic motivation. Intrinsic motivation is done for reasons that are internal to oneself. It is for self-satisfaction meanwhile extrinsic motivation comes from external factors and the actions are done because of what has been said.

Anxiety

Attwood, (2016) “define anxiety as a simply body's reaction to stressful, dangerous, or unfamiliar situations”. Language learners usually express anxiety, or nervousness when learning a new language. Language anxiety can originate, language learning difficulties, differences in language cultures, differences in social status of the speakers and interlocutors, and from the fear of losing self-identity. It is a reaction that the speakers have at the moment in which they have to speak and express themselves in any way in the second language, which is almost always nervous and lacking in fluency. On the other hand, anxiety encourages learner to properly prepare for situations and helps them stay alert and aware.

Learning age

(Rebecca, 2007, p.19) In this are immersed some aspects such as personality, attitude and motivation. It is necessary in this section to take into account that according to age there is a cerebral maturity that naturally affects the acquisition of the second language so that this process is linked to the innate and biological processes of being if it is performed in early childhood, while This process is developed in adulthood also must have some general and specific language learning skills.
TECHNOLOGICAL FOUNDATION

For Herrera, (2013) In modern education there could not be a teaching process totally practiced if it is not given and completed through auxiliary didactic means, as well as technological instruments will be acquired by the teacher when it be needed. Technology has the power to transform teaching through connectivity model which links teachers to their students and to professional content, resources, and systems to help them improve their own instruction and personalize learning. As well as online learning opportunities and the use of open educational resources and other technologies can increase educational productivity by accelerating the rate of learning.

Students can learn English in many ways, today; technology tools bring advantages because teachers have access to new and more innovative technologies. Teachers in classrooms can use computers to enhance listening and reading skills as well as verbal interaction. Teacher can use video projector, and power point presentation, internet using you tube or any other website, videos, computers, cd, flash drivers, in fact teacher can show their students interesting ways for learning. However, in public schools the main problem teacher has to face is the lack of technology in most of them. Teachers should be prepared to teach using technological resources, but also without them.

SOCIOLOGICAL FOUNDATION

WHY READ EVERY DAY

Winter, (2017) mention some reasons why it is useful to read and its benefits

1. Mental Stimulation

   • Read to help to the brain keep strong and healthy
   • Read to help in the cognitive stimulation
• Read to help to improve focus and concentration
• Read to help in the memory improvement
• Read to help to associate words, backgrounds, actions, history etc.
• Read to help to review or remember things people forget

2. **Stress Reduction**

• Reading help or allow relaxing
• Read to help to have a free entertainment

3. **Catch Knowledge**

• Read help to increase knowledge
• Read help to have better opportunities of jobs

4. **Better Writing Skills**

• Read to help to increase vocabulary
• Read to help to know synonyms and antonyms of words
• Read to help to know new changes in language

5. **Stronger Analytical Thinking Skills**

• Read help to develop critical thinking
• Read to help to develop strategies in reading comprehension
PHILOSOPHICAL FOUNDATION

Education

Plants are shaped by cultivation and men by education. We are born weak, we need strength; we are born totally unprovided, we need aid; we are born stupid, we need judgment. Everything we do not have at our birth and which we need when we are grown is given us by education. (Jean Jacques Rousseau, Emile)

There is a little distinction between education and philosophy, Education is to understand the truth for oneself on the other hand philosophy is to realize that all truth comes from reality.

Behind every school and every teacher is a set of related beliefs (a philosophy of education) that influences what and how students are taught. A philosophy of education represents answers to questions about the purpose of schooling, a teacher's role, and what should be taught and by what methods. as well as learning engenders an area of potential development and stimulates internal processes; the development continues to education. Learning would be a precondition to the development process. Considers that there is an optimum distance between what is known and what you know.

LEGAL FOUNDATION

The basic general education has as objective to develop capacities, abilities, skills and competences in children and teenagers up to finish their learning at high school, to carry out this educative process, it is necessary based on principal National Law, (The constitution) and to know the support that government is carrying out to give education forward.
ECUADOR NATIONAL CONSTITUTION

National Constitution; second supplement official n. 417;

Article 347- literal 8 establishes that: It is responsibility of the State: to strengthen public education and co-education, incorporate information technology and communication in the educational process and promote the link education with productive activities.

The education in Ecuador is ruled by the Education Minister, it is in charge of educative aspects and it is responsible of incorporating, improving, and promoting an education with standards of quality, with equal right, without any constrictions, obstacles, or conditions.

LOEI, (Intercultural Education Organic Law)

Chapter three: rights and obligations of the students

Art. 7. - Rights. - The students have the rights of:

a. To be fundamental actors in the educational process;

c. To be treated with justice, dignity, non-discrimination, with respect to their diversities, culture, sex and linguistics, to their ideological convictions, politics and religious and their rights and freedom, guaranteeing in the Republic Constitution.
CHAPTER III

METHODOLOGY

DESIGN OF THE RESEARCH

To respond to the research questions raised or meet the study objectives, researchers have created a specific research design. The design used for this research is of the non-experimental type where the exploration, description and correlation will be used as the types of research, as well as the quantitative and qualitative approaches.

According to Hernández et al. (2003) the design of the research refers to the plan or strategy designed to obtain the desired information and achieve the objectives of study. In the case of this project about the use of the didactic materials applied in the development of the reading skill, in the teaching learning process of the English language of the 8th basic year students at “Dr. Otto Arosemena Gomez” High School, it was used the quantitative approach because will be collect numerical information with the support of the descriptive statistics and inference. Qualitative because these statistical results will be submitted to interpretations by support of the theoretical frame.

TYPES OF RESEARCH

Different authors have adopted different criteria to classify non-experimental research, for Hernández et al. (2003) the research is divided into transsectional and longitudinal.

Longitudinal are those that analyze changes over time within a population in general, while transsectional data collect only once, in a single time its purpose is to describe variables and analyze their incidence and interrelations at a given
time, there are three classes of transectional designs: exploratory, descriptive and correlation.

The present research has been made through of the following types of investigation:

**Exploratory**

Hernández et al., (2003) note that exploratory research is intended to begin to know the community or population or context, event or situation or variables applies to new or little-known research problems as in this project where researchers found that there is not enough previous studies and is hard to develop hypothesis without necessary information to get a conclusion. This kind of investigation requires more concentration and capacity of analysis and synthesis by the investigators, because the variables must be studied deeply, in order to find out the causes which are involved within the problem in the educational institution.

This type of research was used in the beginning of this work exploring diverse factors that influence in the insufficiency of reading activities in this public school.

**Descriptive**

According to Hernández et al., (2003) Descriptive research has the objective of investigating the incidence and values that are manifested in one or more variables within the quantitative approach, locate or categorize and provide a vision of a community, an event, a context, a phenomenon, researcher used this type of investigation because it served to describe the precedents of the problem giving a documented vision of the same one this type of investigation seeks to specify the properties, the characteristics and the profiles of people, groups, communities or any other phenomenon that can be analyzed.
Descriptive research was used in this work to analyze population and sample as well as it was essential to describe all collected data using qualitative and qualitative method

**Correlation**

Hernández et al., (2003) express that this type of research describes relationships between two or more categories, concepts or variables at a given time. This type of study aims to determine the degree of relationship or by first measuring the variables and then, by means of tests of correlational hypotheses and the application of statistical techniques, the correlation is estimated. For example, a correlational study will try to find out if there is a relationship between didactic materials and reading skill for the same subjects (8th students)

**OTHER TYPES OF RESEARCHES**

**Bibliographical**

For Eaton, (2015) Bibliographical Research are not concerned with the technique of assembling list of books on a single Subject, or preparing a list of books printed in each place. For this project once the problem was formulated, a summary of it was written down. At this theoretical framework the researcher should undertake extensive literature connected to the problem. For this purpose, it is required look for information in academic journals, conference proceedings, government reports, books etc., must be tapped depending on the nature of the problem. All research usually begins with a bibliographical search of information on the subject to be investigated which includes not only searching for and selecting ideas from other thinkers, but also their own. From this bibliographical research, the investigation may continue with a theoretical investigation, with an empirical field research or with experimental empirical research.
Quantitative research

Statistics is the most widely used branch of mathematics in quantitative research. Statistical methods are used extensively in fields such as economics and commerce. Statistic cannot be used without using first the quantitative research. D. Marion, (2007) notes that Quantitative research is inquiry into an identified problem, based on testing a theory, measured with numbers, and analyzed using statistical techniques. The quantitative research experiment, makes correlational supports, and describes existence of associative or causal relationships between variables. In this project this Data appears in the forms of numbers and specific measurements as well as research findings in quantitative research can be illustrated in the forms of tables, graphs and pie-chart.

Qualitative research

For D. Marion, (2007) Qualitative research involves a process of building complex idea or mental image about object of interest, its behavior and the reasons that govern such behavior through asking some questions, collecting data in the form of words, images, video etc that is analyzed. This type of research aims to investigate a question without interest in quantifying measure of variables. In this project this Data appears in the forms of context of investigation, justification and conclusions

RESEARCH METHODS

This research was carried out to employ the empirical method, observation method, non-experimental method and statistical method, as well as it was necessary to use; collection of data, execution of the problem, data analysis and report of investigation.
Empirical Method

Moody, (2002) indicates that empirical research method is a class of research method in which empirical observations or data are collected in order to answer particular research questions. The empirical literature permits to the researchers establish previous knowledge to be put in contact with what it is known according to the experience. For this can take shape, it is important to know the facility to get closer to the place where happenings or things are taking place and so make use of the observation. The research is empirical type because it is based on the compilation of information by means of surveys and bibliographical investigation.

Statistical Method

Fischer, (1934) described the importance of statistics, and mentioned that science of statistics is essentially a branch of applied mathematics, and may be regarded as mathematics applied to observational data. It has been essential to make use of the statistics because of this work has been focused on the serious analysis of its components, permitting contrast and making suggestions and comments that corresponds to the real conception of the work itself. Statistical method is part of quantitative research where some aspects have been analyzed bearing in mind different measures to give an objective result such as: diagnostic, survey results, chi-square statistic, population and sample.
# MATRIX OF VARIABLES

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<th>DEPENDENT VARIABLE</th>
<th>DIMENSIONS</th>
<th>INDICATORS</th>
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<td>Didactic</td>
<td>Definitions</td>
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<td>Didactic Approach</td>
<td>Theoretical</td>
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<td>Auxiliary mean in the motivation</td>
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<td></td>
<td>Support teaching and learning process</td>
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<td></td>
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<td></td>
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<td>Audio</td>
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<td></td>
<td></td>
<td>Text</td>
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<tr>
<td></td>
<td>Technologies as Didactic Materials</td>
<td>Efficient teaching environment</td>
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<th>INDEPENDENT VARIABLE</th>
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<td>Importance</td>
<td>Transmit knowledge</td>
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<td>Before Reading</td>
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<td>While Reading</td>
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<tr>
<td></td>
<td></td>
<td>After Reading</td>
</tr>
</tbody>
</table>

**Source:** High School Secretary’s office  
**Elaborated by:** Ruth Quimi and Diana  
**Chart N° 1**

## TECHNIQUES AND INSTRUMENTS

In the compilation of primary or true information were used the following techniques:
Observation

Kothary, (2004) expresses that the observation method implies the collection of information by mean of researcher’s own observation, so that the information obtained relates to what is currently happening. Observation is nothing else, what people do and collect information. The observation method involves human or mechanical observation of what people actually do or what events take place. This activity should be done objectively, without the opinions, feelings and emotions influencing the technical work. All what research observes about phenomena or fact should be written down, giving space to the next step the collection of data.

Interview

Interview is a meeting at which information is obtained (as by a reporter, television commentator, or pollster) from a person. Interviews are usually carried out face-to-face but can also be administered by telephone or using more advance computer technology such as Skype. For Hernández, (2003) there are three classes of structured interviews; structured, semi-structured and unstructured. For this thesis, it was necessary apply unstructured interview through a questionary to obtain information from English teacher.

In this work was used the unstructured interview so that interviewee can express the information with much details.

Survey

Hernández et al., (2003) mention that Surveys involve collecting information, usually from fairly large groups of people, by means of questionnaires but other techniques such as interviews or telephoning may also be used. The survey was used to obtain information with help of a questionnaire that had questions aimed to sample, in order to know opinions about of the use
of a brochure with funny texts as an innovative didactic resources for the development of the reading skill.

For this work it was used a student survey about 39 students with structured questionary to know different points of view from the variables.

POPULATION

Population is a body of persons or an individual having a quality or characteristic in common, in the present project of research, the certain population who was proceeded to analyze is at “Otto Arosemena Gomez” High School. The population was constituted by administrative staff, teachers and students, distributed in three schedules: Morning, afternoon and night.

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<thead>
<tr>
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<tr>
<td>Teachers</td>
<td>48</td>
<td>4.90%</td>
</tr>
<tr>
<td>Students</td>
<td>850</td>
<td>94.78%</td>
</tr>
<tr>
<td>Total</td>
<td>906</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: High School Secretary’s office
Elaborated by: Ruth Quimi and Diana Macias

SAMPLE

Sample is a technique of selecting a suitable sample; specifically, it has a representative part of a population for the purpose of determining parameters or characteristics of the whole population. Sampling guides the process of selecting the members of population to participate in the study and to contribute as sources for primary data that determines research findings, reliability and validity of the study and has immense implications on the overall quality of the study.
Keeping in mind that the population is very extensive, it has been considered just a part of that, which was obtained with the following formula:

\[
n = \frac{N}{E^2(N-1)+1}
\]

- \( n \) = Size of the sample
- \( N \) = Size of the population
- \( E \) = Maximum admissible mistake to 5%

For the given population of 906,

\[
n = \frac{906}{0.05^2(906 - 1) + 1} = 2532
\]

For the given size of the population reduced to 7,339,

\[
n = \frac{906}{7,33} = 34
\]

Sample = 34

<table>
<thead>
<tr>
<th>Section</th>
<th>Number</th>
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</tr>
</thead>
<tbody>
<tr>
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<td>94.78%</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: High School Secretary's office
Elaborated by: Ruth Quimi and Diana Macias

Chart N° 3
DATA COLLECTING

Perez et al., (2014) Data collection is the activity that consists of the collection of information within a certain context. After gathering this information, the data is processed; the goal for all data collection is to capture quality evidence that allows analysis to lead to the formulation of convincing and credible answers to the questions that have been posed.
GUAYAQUIL UNIVERSITY
SURVEY APPLIED TO THE “OTTO AROSEMENA GOMEZ” HIGH SCHOOL STUDENTS

CATEGORIES APPLIED
1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree

<table>
<thead>
<tr>
<th>Question</th>
<th>SD</th>
<th>D</th>
<th>NA-ND</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 1: The English’s teacher uses other materials additional to textbook in order to develop the reading skill.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 2: The teacher always realizes activities focused on the reading in the English’s classes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 3: I check the texts from the book in order to practice the reading.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 4: I have difficulty to understand the content of the reading in the English’s class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 5: The didactic resources that my teacher uses in the English’s classes are dynamic and help in the development of the reading skill.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 6: The activities that the English’s teacher applies have helped me to develop the reading skill.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 7: I think that the funny texts are a good alternative to catch my attention in the reading.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 8: I dedicate part of my free time in order to develop the reading skill.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 9: The readings contained in the books are interesting and entertaining that I enjoy reading them.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 10: I learn new expressions and increase my vocabulary with the readings from the textbook.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Students of 8 “A” “Otto Arosemena” public school
Elaborated by: Diana Macias and Ruth Quimi

Chart N°4
DATA ANALYSIS

The present research analysis was realized with a sample of the population (students), the results were obtained, by mean of the tabulation of quantitative information the same ones that are analyzed and interpreted.

<table>
<thead>
<tr>
<th>Question 1: The English’s teacher uses other materials additional to textbook in order to develop the reading skill.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Category</strong></td>
</tr>
<tr>
<td>Strongly disagree</td>
</tr>
<tr>
<td>Disagree</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
</tr>
<tr>
<td>Agree</td>
</tr>
<tr>
<td>Strongly agree</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

**Source:** Students of 8th “A” “Otto Arosemena” public school

**Elaborated by:** Diana Macias and Ruth Quimi

**Chart N°5**

COMMENT

According to the obtained results, the majority of students expressed that the teacher does not use extra materials to the book to develop the reading skill. This percentage show us the clear idea of the problematic that exist in the institution due to the teacher does not use other type of materials as didactic resources, which is important to develop a dynamic class and in this way to motivate students to learn a new language.
DATA ANALYSIS

**Question 2:** The teacher always practices activities focused on the reading in the English’s classes.

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Agree</td>
<td>8</td>
<td>22%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>28</td>
<td>78%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>39</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Source:** Students of 8th “A” “Otto Arosemena” public school

**Elaborated by:** Diana Macias and Ruth Quimi

**Chart N°6**

**COMMENT**

The 78% that correspond to 28 students indicated that they strongly agree that the teacher realizes activities focused in the reading; 8 students who represent 22% claimed that the teacher realizes activities focused in the reading. From the information obtained in the surveys applied to the students it is possible to tell that the teacher realizes activities focused in the reading to develop the reading skill of his students.
### DATA ANALYSIS

**Question 3:** I check the texts from the book in order to practice the reading.

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>7</td>
<td>19%</td>
</tr>
<tr>
<td>Agree</td>
<td>8</td>
<td>22%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>15</td>
<td>42%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>39</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Source:** Students of 8th “A” “Otto Arosemena” public school  
**Elaborated by:** Diana Macias and Ruth Quimi  

**Chart N°7**

![Chart showing responses to Question 3]

#### COMMENT

Of the polled students 42% represented by 15 students indicated that they strongly agree to practice the reading in houses; 22% represented by 8 students indicated that they agree to practice the reading in their houses; 19% represented by 7 students indicated that they neither agree nor disagree to practice the reading in their houses, 11% represented by 4 students indicated that they disagree to practice the reading in their houses, and 6% represented by 2 students indicated that they strongly disagree to practice the reading in their houses.
DATA ANALYSIS

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>Agree</td>
<td>6</td>
<td>17%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>20</td>
<td>56%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>39</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Students of 8th “A” “Otto Arosemena” public school
Elaborated by: Diana Macias and Ruth Quimi

Chart N°8

COMMENT

A great number of students mentioned that they do not understand the content of the text completely while a lot of students said that they understand reading but there are many words they do not know; therefore, it is suggested implement additional reading strategies to reinforce reading activities.
DATA ANALYSIS

**Question 5:** The didactic resources that my English teacher uses in the class are dynamic and help in the development of the reading skill.

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>30</td>
<td>83%</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Agree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>39</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Source:** Students of 8th “A” “Otto Arosemena” public school  
**Elaborated by:** Diana Macias and Ruth Quimi  
**Chart N°9**

**COMMENT**

Majority of students expressed that their teacher does not use enough reading resources in class therefore it is recommended the use of alternative reading strategies where teacher can use different reading materials.
DATA ANALYSIS

Question 6: The activities that English teacher applies have helped me to develop the reading skill.

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>22</td>
<td>61%</td>
</tr>
<tr>
<td>Disagree</td>
<td>8</td>
<td>22%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>6</td>
<td>17%</td>
</tr>
<tr>
<td>Agree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>39</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Students of 8th “A” Otto Arosemena public school
Elaborated by: Diana Macias and Ruth Quimi

The activities that English teacher applies have helped me to develop the reading skill

Comment

As it was noticed in the foregoing pie chart about the use of reading resources students said that teacher does not use them in class so that they cannot go ahead in their reading performance for this reason students feel that they haven’t learned almost anything, therefore it is recommended the use activities aimed to change the teacher methodology in class.
DATA ANALYSIS

**Question 7:** I think that the funny texts are a good alternative to catch my attention in the reading.

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>34</td>
<td>94%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>39</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Source:** Students of 8th “A” “Otto Arosemena” public school

**Elaborated by:** Diana Macias and Ruth Quimi

**Chart N°11**

I think that the funny texts are a good alternative to catch my attention in the reading

- strongly disagree (6%)
- disagree
- neither agree nor disagree
- agree
- strongly agree (94%)

**COMMENT**

Majority of people said that they are expecting motivational reading activities to develop vocabulary, written production and reading comprehension, therefore it is recommended that English teacher can use the proposal in this thesis to implement a reading activity where students can felt more motivate.
**DATA ANALYSIS**

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>18</td>
<td>50%</td>
</tr>
<tr>
<td>Disagree</td>
<td>9</td>
<td>25%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>3</td>
<td>8%</td>
</tr>
<tr>
<td>Total</td>
<td>39</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Source:** Students of 8th “A” Otto Arosemena” public school  
**Elaborated by:** Diana Macias and Ruth Quimi

**Chart N°12**

The image shows a pie chart titled “I dedicate part of my free time in order to develop the reading skill,” with the following breakdown:

- 50% strongly disagree
- 25% disagree
- 11% neither agree nor disagree
- 6% agree
- 8% strongly agree

**COMMENT**

A lot of students said that they dedicate part of their time in some reading activity out of the class however it is necessary to give students activities aimed so that they can improved their level English proficiency, therefore the booklet in this thesis can be used as a guide additional to those used in class.
DATA ANALYSIS

**Question 9:** Readings contained in the books are interesting and entertaining that I enjoy reading them.

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>10</td>
<td>28%</td>
</tr>
<tr>
<td>Agree</td>
<td>20</td>
<td>56%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>3</td>
<td>8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>39</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*Source:* Students of 8th “A” “Otto Arosemena” public school
*Elaborated by:* Diana Macias and Ruth Quimi

**Chart N°13**

**COMMENT**

Most students said that when having the opportunity to make a reading activity in class they enjoy reading it, however there are few activities aimed to develop reading in class. Therefore, English teacher should look for activities that wake-up students’ interest.
DATA ANALYSIS

**Question 10:** I learn new expressions and increase my vocabulary with the readings from the textbook.

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>14</td>
<td>39%</td>
</tr>
<tr>
<td>Agree</td>
<td>16</td>
<td>44%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>39</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Source:** Students of 8th “A” “Otto Arosemena” public school  
**Elaborated by:** Diana Macias and Ruth Quimi

**Chart N°14**

**COMMENT**

A lot of students mentioned that one way to learn English is use reading activities because through reading they can find new words a new grammar structures, therefore it is suggested implement new reading activities and new reading resources.
CONCLUSION

At the end of this investigation it was observed

- At “Otto Arosemena Gómez” public school Students show low level of English proficiency

- English Teacher uses only a text of grammar where the use of reading activities is limited

- There is insufficiency of reading methodologies in class

- There is an insufficiency of didactic resources aim to develop and improve reading skill

- There is a disinterest and low motivation for reading activities.

RECOMMENDATION

After mentioning the conclusions, it is necessary to go on with the following recommendations

- Teachers should involve more activities focus on reading for increasing vocabulary and improve reading comprehension.

- Teacher should find the better strategy for improving the reading skill in class

- Teacher should use many methods, instruments and didactic materials to develop reading skill
• Implement a proposal where new reading resources be used for increasing or improving cognitive processes. (funny stories to motivate reading skill in class)
CHI SQUARE

For F. Maben (2005) chi-square test is used to determine whether there is a significant difference between the expected frequencies and the observed frequencies in one or more categories.

In this statistic test will be taken two questions of the survey, one for each variable to determine relation between them.

<table>
<thead>
<tr>
<th>Question 1: The English’s teacher uses other materials additional to textbook in order to develop the reading skill.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Category</strong></td>
</tr>
<tr>
<td>Strongly disagree</td>
</tr>
<tr>
<td>Disagree</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
</tr>
<tr>
<td>Agree</td>
</tr>
<tr>
<td>Strongly agree</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

**Source:** Students of 8th “A” Otto Arosemena” public school

**Elaborated by:** Diana Macias and Ruth Quimi

<table>
<thead>
<tr>
<th>Question 6: The activities that English teacher applies have helped me to develop the reading skill.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Category</strong></td>
</tr>
<tr>
<td>Strongly disagree</td>
</tr>
<tr>
<td>Disagree</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
</tr>
<tr>
<td>Agree</td>
</tr>
<tr>
<td>Strongly agree</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

**Source:** Students of 8th “A” Otto Arosemena” public school

**Elaborated by:** Diana Macias and Ruth Quimi

After knowing different results in questions number 1 and 6, they are shown on a table indicating all observed values and their totals;
It was observed

<table>
<thead>
<tr>
<th>Question 1</th>
<th>Question 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>19</td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
</tr>
</tbody>
</table>

To find the expected results, it was used the next formula; the total frequency of the rows of the question N.1 multiplied by the total of the first column after that it is divided by the total frequency. **(Total frequency is equal to 78)**

- Total of row question 1 by total of column 1 divided by 72 = 13.5
- Total of row question 1 by total of column 2 divided by 72 = 17
- Total of row question 1 by total of column 3 divided by 72 = 7
- Total of row question 1 by total of column 4 divided by 72 = 1.5
- Total of row question 1 by total of column 5 divided by 72 = 0

The quantities above are the expected results by the question number 1 whose values will be the same by question number 6

<table>
<thead>
<tr>
<th>Question 6</th>
<th>Question 11</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>It is Expected</td>
</tr>
<tr>
<td></td>
<td>13.5</td>
</tr>
<tr>
<td></td>
<td>13.5</td>
</tr>
</tbody>
</table>

Once the observed and expected values are obtained, all of them are shown on a table to calculated chi-square values individually according the next Formula: \( x^2 = (\text{observed frequency} - \text{expected frequency})^2 / \text{expected frequency} \).

\[ X^2 = (Ox - Ex)^2 / Ex. \]
### Observed Values vs. Expected Values

<table>
<thead>
<tr>
<th></th>
<th>Observed Values</th>
<th>Expected Values</th>
<th>Chi-Square</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8</td>
<td>13.5</td>
<td>2.2407</td>
</tr>
<tr>
<td>14</td>
<td>17</td>
<td>7</td>
<td>0.5294</td>
</tr>
<tr>
<td>14</td>
<td>7</td>
<td>1.5</td>
<td>1.5</td>
</tr>
<tr>
<td>3</td>
<td>1.5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>0</td>
<td>7</td>
<td>1.5</td>
<td>0</td>
</tr>
<tr>
<td>19</td>
<td>13.5</td>
<td>2.2407</td>
<td>0.5294</td>
</tr>
<tr>
<td>20</td>
<td>17</td>
<td>0.5294</td>
<td>0.5294</td>
</tr>
<tr>
<td>0</td>
<td>7</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>0</td>
<td>1.5</td>
<td>0</td>
<td>1.5</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Chi-Square calculated**: 22,5317

**Freedom grades**: 4

**Alfa(p)**: 0.05

**Tabular chi-square according to 4 freedom degrees**: 9.4877

The chi-square result is 22,5317 after this calculated chi-square and tabular chi-square will be compared according to the freedom degrees (the freedom degrees are the categories: agree, disagree, etc.). In this case they are 5 but the formula of the chi-square points out that to this frequency it is necessary to subtract 1, what it equals 4.

<table>
<thead>
<tr>
<th>v/p</th>
<th>0.001</th>
<th>0.0025</th>
<th>0.005</th>
<th>0.01</th>
<th>0.025</th>
<th>0.05</th>
<th>0.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10.8274</td>
<td>9.9404</td>
<td>7.8794</td>
<td>6.6349</td>
<td>5.0239</td>
<td>3.8415</td>
<td>2.7055</td>
</tr>
</tbody>
</table>

It there are two hypotheses: null or alternative.

**Alternative**: Didactic resources do influence in the development of the reading skill

**Null**: Didactic resources do not influence in the development of the reading skill
The relation is considered accepted because the tabular chi-square is less than the calculated chi-square.
CHAPTER IV

THE PROPOSAL

GUIDE WITH READING EXERCISES USING FUNNY TEXTS

It is well-known that in public schools there are not enough didactic materials to improve reading skill and acquire a better reading comprehension in their second language; however, it is improving with the Minister of Education regulations following international standards in the English language teaching and learning process through implementations of EFL curriculum for all public and private schools in the all national territory.

According to EFL curriculum, (2017) curriculum conceives of the 4Cs through the integration of five curricular threats: Oral communication (includes speaking and listening), reading, writing, language trough the arts, and communication and cultural awareness. (p.11)

Reading is to help to students to develop written texts in order to do a variety of tasks, such as extract information, learn about the world around them, and communicate. As well as four sub-treads are considered: 1) literacy-rich environment, 2) reading comprehension, 3) use of resources and study skills, and 4) cross-curricular content. (p.16)

As well as Curriculum, (2017) mentions that “The role of the school in the area of English Language Teaching (ELT) is to expand, enhance, support and enrich all learners’ linguistic, aesthetic, and thought capabilities in the course of their learning process.” (p.13) this role has to do with the availability of physical presence of objects (books, newspapers, magazines, encyclopedias, posters, CD-ROM, the internet, etc.)
JUSTIFICATION

In Reading comprehension learners should be able to identify and understand simple informational texts such as emails, labels, messages, advertisements, etc. using strategies such as: drawing conclusions and making assumptions, using schema to activate prior knowledge, and focusing on what is known in order to help inform what is not known. On the other hand, the goal of the EFL curriculum in terms of reading is to educate people to make use of the variety of resources and sources of information that surround us on a daily basis. These sources include but are not limited to ICT resources, printed sources, and interpersonal written communication, with an emphasis on the use of libraries and internet access. Reading is also considered a resource for improving and developing study skills, which makes it an essential component of any language curriculum.

OBJECTIVES OF THE PROPOSAL

GENERAL OBJECTIVE

• To apply a didactic material (brochure with exercises using funny texts) into the communicative approach, especially in reading skill in the students of 10th grade at “Otto Arosemena Gomez” High School”

SPECIFIC OBJECTIVES

• To carry out strategies that help teachers to develop reading comprehension and improve English language proficiency.

• To motivate students with reading activities

• To give teacher and students an instrument to develop reading skill

• To promote the teaching and learning of English language in public schools
• To use other didactic resources apart of those used in class normally.

FEASIBILITY OF THE APPLICATION

For Holz-Clause and Hofstrand, (2015) “A feasibility study is an important step in a project due to it provides a framework and the decision points needed for using a feasibility analysis. The elements to include in a feasibility study vary according to the type of project” (p.1)

In this investigation has been applied the modality of feasibly project, after the observation of the problem arose an immediate solution. For Hernández et al., (2003) “Feasibility determines, ultimately, the scope of research as; Financial, human and material resources.”(p. 51).

In a project is necessary to reckon who integrate or are involve in the project (human feasibility), what type of resources or material are needed to implement the project (technical feasibility), evaluate how it can be finance (economic feasibility) and legal requirements to let this project to work (legal feasibility)

Technical Feasibility

Holz-Clause and Hofstrand, (2015) express “technical feasibility estimate and Investigate the need for related buildings, equipment, resources and any other material, Determine the type of technology to use, transportation , assess the quality and cost of material ”(p.1).

Deficiencies in logistic, facilities, materials, and equipment can sink the design. The importance of this step cannot be underestimated. Planners must think ahead to the actual implementation of the project and anticipate a variety of needs, including: materials; (newsprint and markers), equipment; (computers, overhead project, monitoring equipment), comfort and amenities; (food,
restrooms, heating and cooling), facilities; (indoor and outdoor spaces, ambience, seating arrangements).

For developing this project, it was necessary to use following the next technical feasibility:

**Materials**

- Markers
- Papers
- Checking list

**Equipment**

- Computer
- Camera
- Flash drives

**Facilities**

- Schedule
- Classroom
- internet access

**Financial Feasibility**

A financial feasibility study is defined as an evaluation or analysis of the potential impact of a proposed project or program, this aspect describe the costs that are required to create the booklet for teaching and learning of English language in students of 10th grade at “Otto Arosemena Gomez” High School”
Among the expenses, photocopies were the most used; they permitted to make corrections and comparisons to keep evidence of the project progress. The use of the internet at libraries of the faculty of philosophy also made this work cheaper. In fact, no expenses were needed and exceeded; with this, it can be proved that the problems can be solved easily without exaggerating in expenses. Therefore, it can be executed and be used to solve part of the problem properly.

**Operational Feasibility**

Operational feasibility help people to identify their functions and have the compromise with the general objective over one in particular and carried out the project work as it is supposed.

One important point was the use of necessary human resources because they are who do possible and keep this project ahead, from the highest authority in the high school until the teachers, without human feasibility perhaps this project would not exist, as well as, additional to this it should not be forgotten the curricular plan which is based on international standards, this guide will be adapted to these documents so that teachers can apply the proposal in the micro-curricular

The educational community is motivated by the implementation of the present proposal during the teaching – learning processes, because they encourage the active participation of the students, besides the teachers count with a pedagogical tool which is attractive for the teaching, without setting apart the parents that will evidence the progress in the academic development of the students.

**Legal Feasibility**

According to Holz-Clause and Hofstrand, (2015) “Legal feasibility determines whether the proposed system conflicts with legal requirements, a
data processing system must comply with the local data protection regulations and if the proposed is acceptable in accordance to the laws.” (p.1)

Education in Ecuador has as objective to develop capacities, abilities, skills and competences in children and teenagers up to finish their learning at high school. To carry out this educative process is necessary based on different laws mentioned in the legal foundation on second chapter and the legal aspect in the present chapter (National constitution, LOEI, National curriculum, and the Common European framework) through them the project is legally feasibly.

DESCRIPTION

This guide is useful for teacher and students, who want to improve reading skills, provide teachers with funny stories exercises to strengthen the reading skill; they can be used as additional strategy so that students can increase new vocabulary, put in practice grammar structures.

Teachers in this project will find the necessary reading information about how to apply them in class. The purpose of this proposal is to achieve an effective reading resource that motive, encourage and improve a language necessity in the foreign language through the use of didactic resources at “Otto Arosemena Gomez” public school in students of 8th grade, academic year 2017–2018.

FUNNY STORIES

The guide contains funny stories however some of them are not funny, but they can be a combination of both, the most important thing is that all these stories will catch students attention, Laugh at the Humorous stories and enjoy the tales from Around the Globe and do not forget to delve into them. As well as these stories convey a set of moral and impart values such as: the truth, love, mutual respect, righteousness, rectitude, divinity, priority to societal unity, etc
A. READING EXERCISES USING FUNNY TEXT

STEP ONE

Give students a worksheet with the funny story; it is necessary give students enough time to read a text and discover new vocabulary.

STEP TWO

Have questions based on the story, teacher can apply simple present, present continuous, simple past and past continuous or those used according to English level proficiency.

STEP THREE

Have teams of four or five students to make a role play in class.

B. FACILITATING READING ACTIVITIES

1. HELP LEARNERS FOCUS THEIR ATTENTION
   a. Introduce the content of the task.
   b. Tap learners’ background knowledge

2. SET UP THE ACTIVITY
   a. Explain the purpose of the activity
   b. Explain the process for completing the task
   c. Model the task for the class

3. LET THE LEARNERS DO THE ACTIVITY (WHOLE CLASS, PAIRS, GROUPS)
   a. Observe their progress
   b. Note their successes and challenges
c. Repeat the activity (with additional readings.)

4. EVALUATE THE ACTIVITY

a. Provide a questionary
b. Elicit learner feedback
c. Provide feedback on learner performance

5. PROVIDE FOLLOW UP

a. Use the reading activity as a lead-in to the next classroom activity, as the basis for a homework assignment, and as the next day’s warm-up.

PEDAGOGICAL ASPECT

EFL CURRICULUM

The English Language curriculum is designed for students in Educación General Básica (2nd to 10th) and Bachillerato General Unificado (1st to 3rd), whose mother tongue is not English. This curriculum is based on the common European framework.

According to the National curriculum specification, (2015) “The aim of these curriculum guidelines is give support and guide the English teaching and learning processes by providing a set of methodological suggestions to apply the Communicative Language Teaching method and its techniques—both in and outside the classroom—so learners can gradually develop their B1 communicative language competence benchmark.” (p.5)

In this year, as well as, Curriculum put emphasis in supports general educational goals of justice, innovation, and solidarity, by developing thinking, social, and creative skills in the context of language learning. These are the skills
Ecuadorian learners will need to engage successfully in local and international communities in the 21st century.

SOCIAL ASPECT

The Social and Economic Benefits of Public Education

For Mitra, (2010) “Public education is the biggest initiative undertaken by many governments around the world.” (p.1) Education is primarily a way to train children in the skills they will need as adults to find good jobs and live well however education also has broader social and economic benefits for individuals, families, and society at large. These benefits are received even by people whose relationship to the public-school system does not extend beyond “taxpayer.” The improvement of social and economic conditions is a direct outcome of an educated population that is better able to use information to make good decisions and which is collectively better trained for work.

The benefits of supporting public education go beyond each child’s individual academic gains; people should understand that better educated society has less unemployment, reduced dependence on public assistance programs, and greater tax revenue. Education also plays a key role in the reduction of crime, improved public health, and greater political and civic engagement.

PSYCHOLOGICAL ASPECT

Reading Motivation

Bandura (as it is cited by Gambell, 2009, p.1) suggests that “motivation is the result of an individual’s self-efficacy related to a task.” Gambell, (2009) also mentions that the most important factors to reading motivation include self-concept and value of reading, choice; time spent talking about books, types of text available, and the use of incentives.
Students who are motivated to read will actively seek out books to enjoy, are happy sitting quietly by themselves to read, and love to share what they have read. A motivation to read means students have learned that reading can be valuable for many reasons, that it is not only interesting and entertaining, but that it can also be enlightening and informative. Having a love of reading also gives student confidence in their ability to learn and satisfaction with themselves, so student's motivation is the key factor in successful reading.

LEGAL ASPECT

National Constitution

Constitución Política de la República del Ecuador, Art. 28

Education responds to the public interest and is not a service of individual and corporate interests. Universal access, permanence, mobility and discharge will be guaranteed without any discrimination and the obligation at the initial, basic and baccalaureate level or its equivalent. It is the right of every person and community to interact between cultures and participate in a learning society. The State promotes intercultural dialogue in its multiple dimensions. The learning was developed in a school and non-school. Public education will be universal and secular at all levels and up to the third level of inclusive education.

International Standards According to Common European Framework

Minister of education and many other educational institutions around the world use the Common European Framework of Reference for Languages (CEFR). It is an international standard for describing language ability. It is used around the world to describe learners’ language skills.
The CEFR is a planning tool that offers guidance for teachers, examiners, textbook writers, teacher trainers, and educational administrators. It also plays a paramount role in language and education policy worldwide because it comprehensively describes (1) what language learners should be able to do at different stages of the learning process and (2) what knowledge and skills they need to develop to communicate effectively in the target language (Council of Europe, 2003).

CONCLUSION

This reading guide will help students navigate in different reading material. Reading Guides will help students to comprehend the main points of the reading and understand the organizational structure of a text. Reading guide should be used with the whole class, small groups or for individual work.

The use of this guide will motivate students to want to read, is by asking them to review a new book for the class library. Teacher can apply different reading strategies using these funny stories.
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ANNEXE I
TUTOR DESIGNADO

Oficio No. 428
Guayaquil, 26 de Octubre del 2016

Msc.
Carlos Valle
PROFESOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA,
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad

De más 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-Aviso
del Proyecto Educativo de los estudiantes de la Escuela de Lenguas y
Lingüística: MACIAS AVILES DIANA TERESA Y QUIMI UBE RUTH
NOEMI, con el siguiente tema:

BIPC: Influence and didactic material in the development of reading skill.

PROPUESTA: Design of a brochure with funny texts.

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.

UNIVERSIDAD DE GUAYAQUIL
Facultad de Filosofía, Letras y
Ciencias de la Educación
Escuela de Lenguas y Lingüística

DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA

Msc. Alfonso Sánchez Ávila
OFICIO DIRIGIDO A LA INSTITUCIÓN EDUCATIVA DR. OTTO ARROSEMEÑA GÓMEZ

Licenciado
Juan León Chórez
RECTOR DEL COLEGIO FISCAL “OTTO ARROSEMEÑA GÓMEZ”
Ciudad.-

De mis consideraciones:

Me dirijo a Ud. Con el fin de solicitarle, se sirva otorgar la autorización pertinente, para que las estudiantes: MACÍAS AVILÉS DIANA TERESA Y QUIMI UBE RUTH NOEMI, de la Escuela de Lenguas y Lingüística pueda aplicar el proyecto de investigación, para la elaboración del trabajo de titulación, previo a la obtención del título de Licenciado(a) en Ciencias de la Educación, mención Lengua Inglesa y Lingüística.

TOPIC: The influence of didactic material in the development of reading skill.

PROPUESTA: Design of a brochure with funny texts.

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

Le anticipó mis reconocimientos.

Atentamente,

Ab. Jacinto Calderón Vallejo, MSc.

DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA
ANNEXE II
CERTIFICADO DE ANTI-PLAGIO

Urkund Analysis Result

Analysed Document: ruth project docx (D29562910)
Submitted: 2017-07-06 15:26:00
Submitted By: ruthoe96@outlook.com
Significance: 3%

Sources included in the report:
- Bohorquez Edilma Urkund corregido.docx (D11268804)
- 5 chapters edilma bohorquez.docx (D11257121)
- P1_Report_Mea_Group_114.docx (D24476496)
- Sepehr Mousavi-Zadeh - Exercise 3.pdf (D4009644)
- CHAPTER II Subir al correo.docx (D14274204)
- Vocabulary and reading Angela.docx (D11142374)
- VOCABULARY ENRICHMENT TO IMPROVE BASIC READING FLUENCY.txt (D11018779)
- 90 APPROACHES TO EFL TEACHING 1.pdf (D21341039)
- https://www.slideshare.net/cecibeliaz/tesis-sociologica-arteaga-y-daz

Instances where selected sources appear:

37
Habiendo sido nombrado MSc. Carlos Valle Navarro, tutor del trabajo de titulación, certifico que el siguiente trabajo de titulación, ha sido elaborado por MACIAS AVILES DIANA TERESA C.I.: 0930522040 y QUIMI UBE RUTH NOEMI C.I.: 0925072548, con mi respectiva supervisión como requerimiento parcial para la obtención del título de Licenciado en lenguas y lingüística.

Se informa que el trabajo de titulación:

**TOPIC:** THE USE OF DIDACTIC MATERIAL IN THE DEVELOPMENT OF THE READING SKILL.

**PROPOSAL:** DESIGN OF A GUIDE WITH FUNNY STORIE TO DEVELOP READING SKILL, ha sido orientado durante todo el periodo de ejecución en el programa antiplagio URKUND quedando el 3% de coincidencia.

Msc. CARLOS VALLE NAVARRO  
C.I.: 0912219771  
Tutor de titulación
ANNEXE III
ENTREVISTA A LA LICENCIADA NELLY ANCHUNDIA DOCENTE DE LOS OCTAVOS GRADOS

ENTREVISTA

De acuerdo con la entrevista con el profesor de inglés encargado la siguiente información fue obtenida

1.- ¿Qué clase de lecturas usas en clase para motivar el interés por leer?
El profesor no especificó que clase de lectura es usada en clase para motivar el interés

2.- ¿Cómo usted se da cuenta que sus estudiantes entienden la lectura?
El profesor mencionó que los estudiantes no participan en clase
Tienen dificultad al leer grupo de palabras
No contestan correctamente a las preguntas planteadas

3.- ¿Tú consideras la lectura importante en el proceso de aprendizaje?
¿POR QUÉ?
El profesor mencionó que la lectura es importante para entender un lenguaje

4.- ¿Qué actividades usted usa antes, durante y después de la lectura?
El profesor solo aplica actividades de prelectura

5.- ¿Cuántas horas usted le dedica a la lectura con sus estudiantes?
El profesor le dedica 15 minutos a la lectura

6.- ¿Qué estrategias usted promoverá para mejorar la lectura en sus estudiantes?
El profesor no especificó las estrategias para estimular la lectura

De acuerdo a la entrevista se puede establecer que el profesor no tiene suficientes instrumentos or recursos didácticos para motivar a sus estudiantes provocando una insuficiencia de la habilidad lectora.
### Categories Applied

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<td>6.</td>
<td>Strongly disagree</td>
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<td>7.</td>
<td>Disagree</td>
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<tr>
<td>8.</td>
<td>Neither agree nor disagree</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Agree</td>
<td></td>
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</tr>
<tr>
<td>10.</td>
<td>Strongly agree</td>
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#### Question 1: The English’s teacher uses other materials additional to textbook in order to develop the reading skill.

#### Question 2: The teacher always realizes activities focused on the reading in the English’s classes.

#### Question 3: I check the texts from the book in order to practice the reading.

#### Question 4: I have difficulty to understand the content of the reading in the English’s class.

#### Question 5: The didactic resources that my teacher uses in the English’s classes are dynamic and help in the development of the reading skill.

#### Question 6: The activities that the English’s teacher applies have helped me to develop the reading skill.

#### Question 7: I think that the funny texts are a good alternative to catch my attention in the reading.

#### Question 8: I dedicate part of my free time in order to develop the reading skill.

#### Question 9: The readings contained in the books are interesting and entertaining that I enjoy reading them.

#### Question 10: I learn new expressions and increase my vocabulary with the readings from the textbook.

**Source:** Students of 8 “A” “Otto Arosemena” public school

**Elaborated by:** Diana Macias and Ruth Quimi
ANNEXE IV
EVIDENCIAS FOTOGRÁFICAS

EDIFICIO DEL COLEGIO FISCAL “DR. OTTO ARROSEMA GÓMEZ”

Instalaciones del Colegio fiscal Otto Arosemena Gómez ubicado en el Cantón Guayaquil, prov. Del Guayas, calles 29 y la C (3 de Noviembre del 2016)

**Fuente:** Colegio Otto Arosemena Gómez

**Elaborado:** Diana Macías and Ruth Quimi
DOCENTE DE LENGUA EXTRANJERA LCDA. NELLY ANCHUNDIA,
PROFESORA DEL OCTAVO GRADO

Encuesta y entrevista con alumnos del octavo grado y la maestra Lcda. Nelly Anchundia (24 de Enero del 2017)

Fuente: Colegio Otto Arosemena Gómez
Elaborado: Diana Macías and Ruth Quimi
APLICACIÓN DE LAS ENCUESTAS A LOS Y LAS ESTUDIANTES DEL OCTAVO CURSO PARALELO “A”

Aplicación de encuestas Encuesta a los y las alumnos (as) del octavo grado (24 de Enero del 2017)

Fuente: Colegio Otto Arosemena Gómez
Elaborado: Diana Macías and Ruth Quimi
SUPERVISION DE TESIS POR EL SR. TUTOR

Msc. Carlos Valle

Revisión de tesis cada lunes y jueves con el Msc. Carlos Valle, (desde Noviembre 6 hasta julio 30 del 2017)

**Fuente:** Universidad de Guayaquil

**Elaborado:** Diana Macías and Ruth Quimi
ANNEXE V
GUIDE WITH FUNNY STORIES TO DEVELOP READING SKILL

Reading guide helps students navigate in different reading material. Reading Guides help students to comprehend the main points of the reading and understand the organizational structure of a text. Reading guide may be used with the whole class, small groups or for individual work.

THINGS TO CONSIDER BEFORE BEGINNING:

• It can be developed for a variety of reading material
• It is useful for 8th and 9th grade students or A1 LEVEL, according to the European common framework.
• It helps students monitor their comprehension while reading.
• It helps students to follow the main points of the reading and understand the organization of a text.
• It helps readers to think actively as they read and have a purpose for reading.

HOW TO USE THE READING GUIDE?

1. Teachers can write questions or statements designed to guide readers through the major ideas and supporting details of the text. Guides may be phrased as statements or as questions.

2. Teachers begin the procedure by introducing the assigned book, discussing the main ideas, and new vocabulary.
3. Teachers then discuss the statements or ask the questions on the Reading Guide.

4. Teachers and students work together to respond to statements or questions on the reading guides during the reading process. Teachers should monitor and support students as they work.

5. Each one of these activities have two components: text and worksheet

**BENEFITS**

Reading Guides are teacher-created and may be developed for a variety of subjects and reading levels. The strategy is especially helpful when used with text that is more difficult than students could comprehend through independent reading. Reading Guides may be used with the whole class, small groups or for individual work.

**READ AND REVIEW**

A great way to make a reluctant reader feel special, and motivate them to want to read, is by asking them to review a new book for the class library. Have the student write a brief description of the plot, main characters, and what he/she thought of the book. Then have the student share his/her review with their classmates.
READING ACTIVITIES

1. A FRIEND IN NEED IS A FRIEND INDEED.
2. TOWN MOUSE AND A COUNTRY MOUSE
3. ELEPHANT AND FRIENDS
4. FOUR FRIENDS
5. HUNGRY WOLF
6. THE LION AND THE HARE
7. TWO GOATS
8. WHO BELL THE CAT?
9. THE SUN AND THE WIND

DESCRIPTION

ANIMAL STORIES

This page contains Animal Stories about their human and non-human animal relationships. Read these short stories about dogs, cats, Rabbit, birds, fish, and other crazy critters. Some of them are sad, some are funny, and some are both. Others tell of humans turning to God because of the death of a non-human animal. But one thing that all of these stories have in common is that they will touch your heart and soul.

The underlining principles would be truth, love, mutual respect, righteousness, rectitude, divinity, priority to societal unity, etc. All people, including the old people, would enjoy reading these stories. Teachers are welcome to share these stories with their students. These are Stories that grow ever more popular as time passes. There are tales about dog, tiger, lion, elephant, etc... - Stories which have a moral and impart values.

Teacher should create activities where students can identify the next elements:

- Title
- Main idea
- Details
- Spot
- Characters
- Type of story
- Elements
- Moral
After teacher applied these stories, teacher can aim these stories to motivate students to develop other activities with other competences for example: modify story (writing), role play (speaking) or looking other similar story to develop Listening in class
FUNNY STORIES
A FRIEND IN NEED IS A FRIEND INDEED.

Once upon a time there lived a lion in a forest. One day after a heavy meal. It was sleeping under a tree. After a while, there came a mouse and it started to play on the lion. Suddenly the lion got up with anger and looked for those who disturbed its nice sleep. Then it saw a small mouse standing trembling with fear. The lion jumped on it and started to kill it. The mouse requested the lion to forgive it. The lion felt pity and left it. The mouse ran away.

On another day, the lion was caught in a net by a hunter. The mouse came there and cut the net. Thus, it escaped. Thereafter, the mouse and the lion became friends. They lived happily in the forest afterwards.

SAMPLE ACTIVITY

The following is a list of sample items that teachers might include on a Reading Guide:

What do you think this story is about?
What/Who were the characters, places, and events that took place?
What happened in the story?
Why did the author write this story?
The author discusses the differences between _____ and _____ .
The main idea of this story is...
What new information have you learned from the story?

**Exercise 1**

Classify words in nouns, verbs and adjectives

<table>
<thead>
<tr>
<th>NOUNS</th>
<th>VERBS</th>
<th>ADJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lion</td>
<td>tree</td>
<td>Play</td>
</tr>
<tr>
<td>Forest</td>
<td>sleep</td>
<td>mouse</td>
</tr>
<tr>
<td>trembling</td>
<td>small</td>
<td>start</td>
</tr>
<tr>
<td>net</td>
<td>catch</td>
<td>hunter</td>
</tr>
</tbody>
</table>

**Exercise 2**

**Answer the question**, choose the correct option

What do you think this story is about?

A) It is a story about envy  
B) It is a story about selfish  
C) It is a story about friendship

**Exercise 3**

**Answer the question**

What/Who were the characters, places, and events that took place?

<table>
<thead>
<tr>
<th>characters</th>
<th>The story take place in ...</th>
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</thead>
<tbody>
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</table>
Exercise 4

Answer the question

What happened in the story?

<table>
<thead>
<tr>
<th>True or false?</th>
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<tbody>
<tr>
<td>Lion helps mouse</td>
</tr>
<tr>
<td>In the beginning lion as kindly and friendly</td>
</tr>
<tr>
<td>Lion was caught by a net</td>
</tr>
<tr>
<td>Mouse helps lion to escaped</td>
</tr>
</tbody>
</table>

Exercise 5

Complete the chart with personal information

<table>
<thead>
<tr>
<th>What I knew about the story..</th>
<th>What I know about the story...</th>
<th>What I learned about the story..</th>
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A Town Mouse and A Country Mouse

A Town Mouse and a Country Mouse were friends. The Country Mouse one day invited his friend to come and see him at his home in the fields. The Town Mouse came, and they sat down to a dinner of barleycorns and roots the latter of which had a distinctly earthy flavour.

The flavour was not much to the taste of the guest and presently he broke out with “My poor dear friend, you live here no better than the ants. Now, you should just see how I fare! My larder is a regular horn of plenty. You must come and stay with me and I promise you shall live on the fat of the land."

So when he returned to town he took the Country Mouse with him and showed him into a larder containing flour and oatmeal and figs and honey and dates.

The Country Mouse had never seen anything like it and sat down to enjoy the luxuries his friend provided. But before they had well begun, the door of the larder opened, and someone came in. The two Mice scampered off and hid themselves in a narrow and exceedingly uncomfortable hole. Presently, when all was quiet, they ventured out again. But someone else came in, and off they scuttled again. This was too much for the visitor. "Good bye," said he, "I'm off. You live in the lap of luxury, I can see, but you are surrounded by dangers whereas at home I can enjoy my simple dinner of roots and corn in peace."

Moral: Safety is the first importance.
One day an elephant wandered into a forest in search of friends. He saw a monkey on a tree. “Will you be my friend?” asked the elephant. Replied the monkey, “You are too big, you cannot swing from trees like me." Next, the elephant met a rabbit. He asked him to be his friends. But the rabbit said, “You are too big to play in my burrow!” Then the elephant met a frog. “Will you be my friend? He asked. “How can I?” asked the frog. “You are too big to leap about like me." The elephant was upset. He met a fox next. “Will you be my friend?” he asked the fox. The fox said, “Sorry, sir, you are too big.”

The next day, the elephant saw all the animals in the forest running for their lives. The elephant asked them what the matter was. The bear replied, “There is a tiger in the forest. He’s trying to gobble us all up!” The animals all ran away to hide. The elephant wondered what he could do to solve everyone in the forest. Meanwhile, the tiger kept eating up whoever he could find. The elephant walked up to the tiger and said, “Please, Mr. Tiger, do not eat up these poor animals." “Mind your own business!” growled the tiger. The elephant has a no choice but to give the tiger a hefty kick. The frightened tiger ran for his life. The elephant ambled back into the forest to announce the good news to everyone. All the animals thanked the elephant. They said, “You are just the right size to be our friend."
Once upon a time in a small village lived four Brahmins named Satyanand, Vidhyanand, Dharmanand and Sivanand. They had grown up together to become good friends. Satyanand, Vidhyanand and Dharmanand were very knowledgeable. But Sivanand spent most of his time eating and sleeping. He was considered foolish by everyone.

Once famine struck the village, all the crops failed. Rivers and lakes started to dry up. The people of the village started moving to other villages to save their lives.

“We also need to move to another place soon or else we will also die like many others,” said Satyanand. They all agreed with him.

“But what about Sivanand?” Asked Satyanand

“Do we need him with us? He has no skills or learning. We cannot take him with us,” replied Dharmanand. “He will be a burden on us.”

“How can we leave him behind? He grew up with us,” said Vidhyanand. “We will share whatever we earn equally among the four of us.”

They all agreed to take Sivanand along with them.

They packed all necessary things and set out for a nearby town. On the way, they had to cross a forest.

As they were walking through the forest, they came across the bones of
an animal. They became curious and stopped to take a closer look at the bones.

“Those are the bones of a lion,” said Vidhyanand. The others agreed.

“This is a great opportunity to test our learning,” said Satyanand.

“I can put the bones together.” So saying, he brought the bones together to form the skeleton of a lion.

“Dharmanand said, “I can put muscles and tissue on it.” Soon a lifeless lion lay before them.

“I can breathe life into that body.” said Vidhyanand.

But before he could continue, Sivanand jumped up to stop him. “No. Don't! If you put life into that lion, it will kill us all,” he cried.

“Oh you coward! You can’t stop me from testing my skills and learning,” shouted an angry Vidhyanand. “You are here with us only because I requested the others to let you come along.”

“Then please let me climb that tree first,” said a frightened Sivanand running towards the nearest tree. Just as Sivanand pulled himself on to the tallest branch of the tree Vidhyanand brought life into the lion. Getting up with a deafening roar, the lion attacked and killed the three learned Brahmins.
This is a short story about Hungry Wolf.

Once, a wolf was very hungry. It looked for food here and there. But it couldn't get any. At last it found a loaf of bread and piece of meat in the hole of a tree.

The hungry wolf squeezed into the hole. It ate all the food. It was a woodcutter's lunch. He was on his way back to the tree to have lunch. But he saw there was no food in the hole, instead, a wolf.

On seeing the woodcutter, the wolf tried to get out of the hole. But it couldn't. Its tummy was swollen.

The woodcutter caught the wolf and gave it nice beatings.
Once in a forest there lived a lion that was very proud of his strength. He would kill any animal which came in his way just for fun. All the animals in the forest were worried about their survival.

“If the lion keeps this up, none of us will be left in the forest," said the bear.

“He kills much more than he really needs to," squeaked the little hare.

“We have to come up with something to stop this massacre," said the monkey. So they all joined together and went to meet the lion.

“Oh king of the forest, we have come to make a small request," they all said to the lion.

“Now what would that be?” asked the amused lion.

“You are the king of the forest, but soon there will be no animals to rule over. So we beg you to stop this unreasonable killing and we promise that one of us will come to you every day for your food," pleaded all the animals with the lion.

So from that day, the animals drew lots to decide on who was to go to the lion as his prey.
One day, the lots fell on the hare to visit the lion. All the animals consoled him and sent him on his way to meet his doom. But the hare was a clever animal. He did not want to die at the hands of the cruel lion. He saw an old well on the way. It was very deep and was a danger for all the animals. He thought of a plan.

The little hare went to sleep near the well all day. In the evening, he made his way to the lion's den. The lion was terribly hungry by then and when he saw a tiny hare coming towards him, he became furious.

“You little thing, how dare you come so late? How dare they send such a small animal? I will kill them all," the angry lion roared.

“It is not my fault, O mighty lion. There were three other hares with me. But on the way here, another lion attacked us. I just managed to escape. The other three hares were eaten by that lion," said the hare.

“What? Another lion in my jungle? Take me to him immediately," said the lion in a fit of rage.

The hare took the lion to the well and pointed it out to him from a distance. The other lion jumped out at us from inside the well when we tried to drink some water from the well. The lion rushed angrily to the well and peeped in.

There inside the well he could see another lion glaring at him. What the foolish lion did not realise in his anger was that he was looking at his reflection. He roared angrily at the other lion. He heard an answering roar.
It was only the echo of his own roar. But the lion thought that the other lion was challenging him. He jumped in and landed inside with a loud splash. And that was the end of the wicked lion.
Story 7

TWO GOATS

There were two goats. Over a river there was a very narrow bridge. One day a goat was crossing this bridge. Just at the middle of the bridge he met another goat. There was no room for them to pass. "Go back," said one goat to the other, "There is no room for both of us". "Why should I go back?" said the other goat. "Better you must go back." "You must go back", said the first goat, "because I am stronger than you." "You are not stronger than I", said the second goat. "We will see about that", said the first goat and he put down his horns to fight.

"Stop!" said the second goat. "If we fight, we shall both fall into the river and be drowned and instead I have a plan. I shall lie down and you may walk over me." Then the wise one laid down on the bridge and the other goat walked highly over him. They crossed the bridge comfortably and went on their ways.
Story 8

WHO BELL THE CAT?

A rat and its big family were living in a baker's shop. They scraped the buns and cakes in the bakery. The baker tried his best to put an end to the nuisance of the rats. But all were in vain. At last he brought their real enemy—the cat to solve the problem.

In the very next day the cat got some tiny rats for its breakfast. The rat family got worried of the loss of their dear ones. They arranged a meeting soon. They looked for an idea to escape from the cat. In the end, they decided to bell the cat. Then one of the elder rats asked them, who is ready to bell the cat? Nobody said yes. Instead they kept quiet.
Story 9

THE SUN AND THE WIND

Once the Sun and The Wind happened to have a quarrel, both of them claimed to be stronger. At last they agreed to have a trial of strength. "Here comes a traveler. Let us see who can strip him of his cloak?" said the Sun.

The Wind agreed and did choose to have the first turn. He blew in the hardest possible way. As a result, the traveler wrapped his cloak even more tightly around him. Then it was the turn of the Sun. At first he shone very gently. The sun went on shining brighter and brighter. The traveler felt hot. Before long he took off his cloak and put it in his bag. The Wind accepted his defeat.

Moral: Fury or force cuts no ice where gentleness does the job.