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FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LenguAS y LINGÜÍSTICA.

TOPIC:
INFLUENCE OF INTRINSIC MOTIVATION FOR DEVELOPING
READING SKILL

PROPOSAL:
DESIGN OF A MOTIVATIONAL DIDACTIC BOOKLET WITH
ACTIVITIES TO IMPROVE THE READING SKILL.

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

RESEARCHERS:
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DIRECTED BY:
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2017
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Máster
SILVIA MOY-SANG,
Decana Facultad de Filosofía, Letras y
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Apreciada Sra. Decana:

En virtud de la disposición de la Autoridad Académica de la Escuela de Lenguas de fecha ______________ del 2017, en la cual se me designó Asesor de Proyectos Educativos de la Licenciatura en Ciencias de la Educación, especialización LENGUAS Y LÍNGÜÍSTICA, tengo a bien informar lo siguiente:

Que las profesoras:

Luisa Elizabeth Alban Gomez
Karina Olinda Montoya Delgado

Diseñaron y ejecutaron el Proyecto Educativo

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

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

Muy Atentamente,

[Signature]

MSc. Larry Torres Vivar
DEDICATION

I dedicate this Project to God, To my lovely children Dasha y Mathias for to be my stronghold, encouragement and emotional support during my career.

A special feeling of gratitude, my parents Marcos Montoya y Olinda Delgado, will always appreciate all they have done, for their support and confidence to me, for my sister Joyce, brothers Bryan and Marcos thanks for everything.

Love, Karina

I dedicate this book to the principal support during this process, both moral and economic my parents Marci Gomez and Luis Alban, and all my family Luis and Leticia which being with me until the final for obtained this degree, and to be able to work as a professional.

Thanks, Luisa
ACKNOWLEDGEMENT

I would like to thank God for being my strength every moment of my life, thanks to you Celestial Father. Today, this is one of my achievements.

I also want to thank my thesis advisor, MSc. Torres for guiding me during the development of this project.

Thanking my family, Mom, Dad, sisters and friends as well for giving me a voice in the most complicated moments. This is for you, for being there in good times and bad times and for offering me a shoulder to lean on, and for being my support.

My endless acknowledgement to all of you.

Karina & Luisa
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**RESUMEN:** Hay muchas personas que no les gusta leer. Es una pregunta sobre el estado de ánimo, el interés y el miedo, la lectura es una actividad contemplativa que necesita concentración, silencio, separación, inmovilización y exclusividad. A pesar de todo esto, la aflicción a la lectura depende de cómo es el desempeño de los niños que ya están leyendo. Este proyecto se concentra en la motivación para desarrollar habilidades de lectura. Es el método que se utilizará para mejorar las habilidades de lectura de los estudiantes y mantenerlos involucrados en dicho espectro. Los niños deben participar en actividades de lectura que les guste, brindándoles los lugares más adecuados para alcanzar la comprensión de la lectura y comprender la esencia de lo que leen. El propósito del folleto es mejorar las habilidades de lectura y establecer un entendimiento sobre el proceso de aprendizaje de los estudiantes. La pronunciación de las palabras puede también facilitar la capacidad de lectura de los estudiantes. El tiempo también es un concepto que hay que tener en cuenta. La falta de tiempo también puede dar lugar a ideas erróneas sobre la abundancia de la lectura o la comprensión cuando se necesita comprender la lectura. La lectura es una actividad fundamental que puede enviarte a un viaje de todos los aspectos de la vida, como las experiencias. Los expertos en lectura están de acuerdo en que la lectura es un hábito, un placer que puede adaptarse fácilmente a la edad adulta. Convertirse en un aficionado a la lectura puede dar muchas posibilidades que se han establecido desde la infancia.

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AUTORES: Luisa Elizabeth Alban Gomez
Karina Olinda Montoya Delgado

CONSULTOR ACADÉMICO:
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ABSTRACT

There are many people that do not like to read. It is a question about mood, interest and fear that reading is a contemplative activity that needs concentration, silence, separation, immobilization and exclusivity. Despite all this, the affliction to reading depends on how is the performance on children that are reading already. This Project is concentrated on motivation for developing reading skills. It is the method that will be used in order to improve students’ reading skills and keep them engage in such spectrum. Children need to be involved in reading activities that they like bringing them the most adequate venues to reach reading comprehension and understanding the gist of what they read. The purpose of the booklet is to improve the reading skills and set understanding on students learning process. Pronunciation of the words are able to also facilitate students reading ability. Time is also a concept that has to be considered. The lack of time can also lead to misconceptions about getting the gist of the reading or understanding to be abundant when reading comprehension is needed. Reading is a fundamental activity that can send you to a journey of every aspect in life like experiences. Experts in reading agree that reading is a habit, a pleasure that can easily adapt to adulthood. Becoming a reading fan can give many possibilities that have been established since childhood.

KEY WORDS: LEARNING, INTRINSIC, GIST, COMPREHENSION, TALES, READING
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RESUMEN

Hay muchas personas que no les gusta leer. Es una pregunta sobre el estado de ánimo, el interés y el miedo, la lectura es una actividad contemplativa que necesita concentración, silencio, separación, inmovilización y exclusividad. A pesar de todo esto, la aflicción a la lectura depende de cómo es el desempeño de los niños que ya están leyendo. Este proyecto se concentra en la motivación para desarrollar habilidades de lectura. Es el método que se utilizará para mejorar las habilidades de lectura de los estudiantes y mantenerlos involucrados en dicho espectro. Los niños deben participar en actividades de lectura que les guste, brindándoles los lugares más adecuados para alcanzar la comprensión de la lectura y comprender la esencia de lo que leen. El propósito del folleto es mejorar las habilidades de lectura y establecer un entendimiento sobre el proceso de aprendizaje de los estudiantes. La pronunciación de las palabras puede también facilitar la capacidad de lectura de los estudiantes. El tiempo también es un concepto que hay que tener en cuenta. La falta de tiempo también puede dar lugar a ideas erróneas sobre la abundancia de la lectura o la comprensión cuando se necesita comprender la lectura. La lectura es una actividad fundamental que puede enviarte a un viaje de todos los aspectos de la vida, como las experiencias. Los expertos en lectura están de acuerdo en que la lectura es un hábito, un placer que puede adaptarse fácilmente a la edad adulta. Convertirse en un aficionado a la lectura puede dar muchas posibilidades que se han establecido desde la infancia.

KEY WORDS: LEARNING, INTRINSIC, GIST, COMPREHENSION, TALES, READING
INTRODUCTION

This research is very important for the educational community because it allows improve the reading comprehension of students at Dr. Francisco Huerta Rendon High School, through the development of this research. It allows increase the skills of the students, besides it has as objective analyze the influence the intrinsic motivation for developing reading skill through bibliographic and statistical analysis to design of a motivational didactic booklet with activities to improve reading skill of the students.

Today, the students of 8th year Section A have a deficiency in reading skill, which it motivates us to do this research. This allows to the students through interactive activities improve reading skill of the English language to improve reading process, and so they can understand what they read. In this research analyze the reading skill through bibliographical and statistical analysis to study and so understand what happens and give a solution to the problem. To obtain this objective the research is formed by the following:

CHAPTER I: THE PROBLEM

It is conformed for aspects such as: context of the research, conflict situation, scientific fact, causes, problem formulation, variables, objectives of the research, research questions, and the justification.

CHAPTER II: THE THEORETICAL FRAMEWORK

It is conformed for several investigations with the independent variable and the dependent variable, and aspects such as: the theoretical framework, background, sociological foundation, philosophical foundation, pedagogical foundation, psychological foundation, and legal foundation.
CHAPTER III: METHODOLOGY, PROCESS, ANALYSIS AND DISCUSSION OF DATA

It is conformed for aspects such as: methodological design, types of research, population and sample, chart operationalization of variables, research methods, techniques and research tools, analysis and interpretation of data, Chic Square, conclusions and recommendations.

CHAPTER IV: THE PROPOSE

It has aspects that influence it, such as: title of the proposal, justification, objectives of the proposal, theoretical aspects, feasibility of your application, financial, technical, and human feasible, description of the proposal, conclusions, bibliographies, and annexes.
CHAPTER I

THE PROBLEM

Research Context

This research was conducted at Dr. Francisco Huerta Rendon High School. It was created on May 18, 1971 in Victor Manuel Rendon Street between Boyacá and Escobedo; where the educational institution remained there for twenty five years. Later, it was moved to Las Aguas Avenue, north of the city. This institution has belonged to the Faculty of Philosophy at the University of Guayaquil, where students of the institution pursue their teaching career.

Through the years, this Institution has acquired new infrastructure, and it works in the morning. It also has a laboratory, library, large backyard, Basketball courts where students can do sport, two buildings, three floors. Since then, the institution has gained prestige, so the teaching has improved.

The School Francisco Huerta Rendon attached to the Faculty of Philosophy, Letters and Educational Sciences is oriented to scientific and technological education of the students and the conduction of teaching practice, through a work education based on principles and values that contribute to improving the student's education and also the quality of the teacher.

Conflict Situation

Undoubtedly, one of the main problems that worries most teachers is the limited reading skills of students. This problem was detected by an empirical observation at Dr. Francisco Huerta Rendon High School with
twenty-eight students of 8th course Section A, and a teacher with three hours a week. In general, the students do not apply appropriate reading strategies when working in class. For example, learners are not able to identify the main idea of a text or locate specific information in it. In addition, students read and look at the pictures, but do not retain the information even though it is Basic English vocabulary. The teacher can translate or explain the meaning of the word without problems and the students have the information but it will be quickly forgotten at the end of the English class, which prevents that they have a meaningful learning.

Moreover, within the activities class, the students do not have the interest to do reading tasks in the classroom. Students do no participate, talk or attend the English class. They do not even do their homework, project or other important activity that helps to improve the foreign language. This was evident during class observations and supported by a survey conducted among students.

Finally, during class observations, it became noticeable that the teacher is not aware of modern and dynamic teaching strategies to conduct a reading class. The teacher does not apply group games, playful activities or didactic material to develop the correct objective to teach a foreign language. The teacher just uses the board, a book and homework notebook, and disregards important strategies such as skimming and scanning.

**Scientific Fact**

Deficiency of reading skill in the students of 8th year Section A at Dr. Francisco Huerta Rendón High School, Zone 8, District 5, Circuit 2, Guayas Province, Cantón Guayaquil, Parroquia Tarqui, school year 2016 – 2017.
Causes
- Insufficient knowledge of Basic English.
- Inappropriate material to encourage reading skills.
- Absence of a methodological guide for teachers.

Problem Formulation

How does the intrinsic motivation influence for developing reading skill in the students of 8th year Section A at Dr. Francisco Huerta Rendón High School, school year 2017 – 2018?

Objectives Of The Research

General Objective

To analyze the influence of intrinsic motivation for developing reading skill through bibliographical, field and statistical analysis to design a motivational didactic booklet with activities to improve the reading skill.

Specific Objectives

- To describe the intrinsic motivation through a bibliographical study and a field study.
- To characterize the reading skill through a bibliographical study and literature review.
- To design a motivational didactic booklet with reading activities through the data collected.

Research Questions

1. Does the motivation help to improve the reading skill?
2. Can the intrinsic motivation encourage the reading skill?
3. Is motivation important to improve reading skill?
4. Is the reading skill applied in activities that the teacher does?
5. Will a motivational didactic booklet with activities develop the reading skill?

Justification

Since the 1970s, intrinsic motivation has been studied. It tries to look for new things with the purpose of acquiring more knowledge. In today’s world, the students sometimes act for inertia at the time of reading; besides they are the ones that end the day acting routinely. This shows that the students act the wrong way, and so reflect about the motivations that drive their decisions. According to a global study, in which 200,000 surveys were conducted to the students from 28 countries around the world, students are not motivated to learn English, reason for which they do not have an intrinsic personal interest.

This research is important because it allows to understand the influence of intrinsic motivation for developing reading skill in the students of 8th year Section A at Dr. Francisco Huerta Rendon High School. Therefore, reading skill is important in the education of the students, because through the reading they can improve the reading process.

According to the Constitution of the Republic of Ecuador 2008 - Section First Education,

Art. 343.- The national education system will have as purpose the developing of capacities, and individual and collective potentials of the population, that enable learning, and the generation and use of knowledge, techniques, knowledge, art and culture. The system will be centered to learner and work flexibly and dynamically, inclusive, effective and efficient.
This highlights the importance of developing the capacities of the students using techniques, clear knowledge, methodology and strategies that improve the potential of the population. In this way, we will ensure a quality education with new techniques and focusing on the student, who is the main objective to improve education level.

The LOEI 2011, page thirteen Art 6 literal M. encourage institutions To promote the scientific, technological and innovation research, the artistic creation and sport practice, the protection and conservation of cultural, natural, environmental heritage and cultural and linguistic diversity.

It is evident that the main objective of developing education is to guarantee the environmental conservation and linguistic diversity. Therefore, it becomes imperative to conduct research which meets these requirements.

The Common European Framework indicates that the number of hours to learn needed for different learners varies depending on factors as age and motivation, so the students understand that the language learning process is continual and very important in their education.

The CEF has been very significant in language learning and teaching because its impact goes beyond merely describing learner levels, the descriptions of levels are skills-based and take the form of Can Do statements which looks at what people can do – rather than on specific linguistic knowledge. In order for students to achieve what these Can Do statements describe at A1 level in terms of reading, it becomes essential to design material that leads learner to reach that level.

Finally, the present research is also based on National Plan for Good Living, 2013-2017; which makes reference to National Planning
Council (2014), who defines the Objective 4 to build citizen capacities and potential. They state that:

For the 2013-2017 period, our aim is to establish holistic education to achieve the socialist knowledge-based society, and leap forward from an economy of finite (material) resources-based economy to an infinite resources (knowledge). Efforts must focus on guaranteeing the right to education, under conditions to quality and equity, placing human beings and localities at the center. We will bolster the role of knowledge by promoting scientific and technological research responsible with society and Nature. (National Plan for Good Living, 2013, p. 60)

Evidently, students from 8th course at Francisco Huerta Rendon high school become the direct beneficiaries of this project, in which they will be involved to keep the interest to learn and achieve the objectives. They will be motivated to the curiosity, to need to think, and develop reading skill to reach a good English level. An indirect beneficiary will be the teacher, who will find this project useful as a classroom tool. This research will helps all learners, even those at the lowest level. Learning has value and they can attain language goals with the students.
CHAPTER II

THE THEORETICAL FRAMEWORK

Background

This research arises from the need to know how motivation influences in development of the reading skill in a second language with students from eight year of basic at Francisco Huerta Rendon. When the problem was presented, we noticed different difficulties when students read English such as pronunciation, fluency, comprehension, vocabulary, knowledge, and also the little interest that students give to this important skill.

The reasons for reading, then, are crucial. Simply reading is insufficient. When internal motivations such as intrinsic motivation and interest energize students' reading, students interact with text deeply and gain relatively high amounts of knowledge or aesthetic experience (Schiefele, 1999). If students' reading interests are weak, their competency grows little and their quality as readers diminishes (Guthrie et al., 2007).

Understanding the written word is one of the most essential of all academic skills. It is an ability as vital to the student in first grade as to the high school senior. Comprehending the reading material is applicable in almost every subject area at every grade level and is one of the life-long skills needed for success.

Since reading has always permeated the curriculum to such an extent, improving reading comprehension has long been a goal of many educators. Indeed, since high achieving students are generally good readers, and poor achievers are generally poor readers, any approach
towards improving school achievement must focus in a substantial part on increased reading comprehension.

The analogy made among the many researchers found at the school of language of the faculty of philosophy has permitted to discriminate important opinions and so standardize the information compiled in this paper to get acquainted to the minimal observations found before dealing with the motivation and reading. (Saeed, 2012, p.252)

Since the Faculty of Philolosophy requires the seriousness of any project paper, it is worth mentioning that this one is subject to revisions and control of the anti-plagiarism system to optimize the veracity of this work.

Awakening that interest through challenging reading tasks may not be easy, but it is crucial. Research suggests that "motivation and confidence are fostered by an environment that promotes learning goal orientation, rather than performance goal orientation" (Ames, 1992, p. 261).

Epistemological Foundation

Motivation

Ball (2012) indicates that motivation, in its broadest sense, can be defined as forces acting either on or within a person to initiate behavior. He claims that the motivation is the feeling that makes the person act, and that it is the behavior of the person.

Motivation is seen as “a pre-requisite of and a necessary element for student engagement in learning. Student engagement in learning is not only an end in itself but it is also a means to the end
of students achieving sound academic outcomes” (Russell, Ainley & Frydenberg, 2005; Ryan & Deci, 2009 as mentioned by Saeed & Zyngier 2012, p.252).

According to Saeed & Zyngier (2012), motivation is essential when it really has to do with real appropriation of learning in the students, not only a part of but the whole student´s life. It departs from the first moment of the students when they act a little fidgety and have many requests that the teacher cannot answer. This moment is very important, to be always attentive to what the students need and want to know, it can make a difference. Educators should resolve the young students´ issues at school whenever needed.

Saeed & Zyngier (2012) mention that “motivation implies that students who are engaged are involved in their own learning” (p.253). For a truly engaged learner, the joy of learning inspires a persistence to accomplish the desired goals even in the face of difficulty (Schlechty, 2001).

Assuming Saeed & Zyngier (2012), engaged students can definitely work with others, which means that by solving ones´problems, can expand their experience with others. Creativity becomes more productive and ideas come to create new ones. Curiosity also becomes part of solutions since other students´interests are put on the table and can be solved in the same way they solved the others.

According to Ryan and Deci (2000), to be motivated means to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated. Cited by (Saeed & Zyngier, 2012, p.253)
Students not only have different quantities, but also different qualities of motivation that can vary from time to time depending on the learning and teaching context (Ryan & Deci, 2000; Schlechty, 2001 as cited by (Saeed & Zyngier, 2012, p.253)

If teachers have a sound understanding of the different types of student motivation possible in any given context, then they are in better position to provide a more conducive learning environment to students that better promotes their learning (Marsh, 2000 as cited by Saeed & Zyngier, 2012, p.253)

Students feel more comfortable within an educator that inspires confidence. A teacher that is capable to understand the different types of motivation can assist students perfectly in their learning. This has to do with the recognition of extrinsic and intrinsic motivation to handle with students’ learning, that is to say that it does not matter how much one knows about motivation but to know which is appropriate to get along with different problems of the students.

For the purpose of this paper, this work is oriented to highlight the intrinsic motivation as means to let the students create their own way to self-learning.

**Intrinsic Motivation**

Intrinsic motivation is the real activation of learners when the pay interest in something that do not need stimulated for undertaking a work or study. This kind of students belongs to autonomous students who do not need any external motivation but just to be appropriately counseled.

Students who endorse autonomous types of motivation (intrinsic and identified regulation) are more persistent and cognitively
involved in their tasks, experience more positive emotions and have better grades whereas students who are motivated in a controlled fashion are less persistent, more distracted, experience more negative emotions (anxiety), and obtain lower grades. These findings underscore the importance of developing autonomous motivations (intrinsic, identified) in contrast to controlled motivation during the early school years (Guay, Chanal, Ratelle, Marsh, Larose and Boivin, 2012, p.713)

For Guay et al., (2012) the difference between extrinsic and intrinsic, is quite extense. The one that corresponds to self motivation and self interest (intrinsic) and the other that corresponds to the necessity of impulsing students with rewards, good scores and other stimuli that do not permit the interest to raise but for external awards.

Intrinsic motivation becomes more differentiated with age: ‘At the beginning interests are relatively undifferentiated, and gradually through accumulated experiences they become more differentiated' (Deci & Ryan, 1985, p. 127). This was corroborated by Wigfield et al. (1997), who showed that interest in reading and maths correlates more positively with children’s competence beliefs in these subjects as children grow older. (Guay et al., 2012, p.715)

Assuming Guay etal,(2012), intrinsic motivation makes us act and have interest for something, that is to say that a well self-motivated student regardless motions and noise in his context will never lose the focus of what he is doing or working on. Not so with the other kind that need of total concentration with no noise to be able to do his matter.

Intrinsic motivation to learn entails engaging in learning opportunities because they are seen as enjoyable, interesting, or relevant to meeting one’s core psychological needs (Ryan & Deci,
According to self-determination theory, all people seek to satisfy three inherent psychological needs: the need for developing competence, the need for relatedness (creating meaningful connections with others), and the need for autonomy (perceiving that one is able to initiate and regulate one’s own actions). (Froiland, Oros, Smith and Hirchert, 2012, p.91)

According to Froiland et. Al (2012), intrinsic motivation delivers opportunities that permit the learner to have fun and become more interested in their own needs. Departing on their needs, they can be of development, relationship and autonomy. As part of the necessity of each student, intrinsic motivation can become ideal and opportune for a student that is interested in any matter, letting imagination go for then focusing on what he really wants to.

A student with autonomous motivation heads his behavior to voluntary performance in order to do well at school. He seeks for learning more and scrutinize what he or she has directed the attention. This kind of student does not only take the interest to school but also outside, permitting the learning be complete and absolute for his own purpose. For this kind of learners, this behavior is fully regulated from within and depends only from backups in childhood.

Identification and intrinsic motivation (the autonomous forms of motivation) are the most enduring forms of motivation and are robustly related to academic success and psychological well-being (Froiland et al., 2012).

Intrinsic motivation is the kind of motivation that is present when people pursue activities for the inherent satisfaction that the activity gives them (Ryan & Deci, 2000a). Extrinsic motivation, on the other hand, is the kind of motivation that is present when people pursue
activities mainly to attain a specific outcome, without being particularly interested in the activity itself. (Saari, 2012, p.6)

This appreciation by Saary (2012), pursues a clear difference between extrinsic and intrinsic motivation because it clearly presents how intrinsic motivated students self demonstrate their interest on any aim that they are stimulated to follow. They do not need anybody to control or to be after them for committing a target, they depend on themselves to accomplish what they want to get. On the contrary, the extrinsic deserves a special attention with rewards and prizes that at the end make them become selfish with no motivation but for something special that will become monetary.

The study of intrinsic motivation has important practical implications. Since intrinsic motivation has been demonstrated to be beneficial for learning, creativity, persistence and hedonic as well as eudaimonic well-being (e.g. Ryan & Deci, 2000b;) it makes sense for schools and workplaces to enhance the degree of intrinsic motivation experienced by their students and employees. (Saari, 2012, p.7)

The hedonic and eudaimonic wellbeing, is what makes of a learner with autonomous motivation his strength. The teacher here should pay attention to this kind of motivation, to control and obtain other types of behavior that permit them to be more productive in their adult living. In fact, the autonomous motivation is self-interested patterns that only involve those learners that are very longing of learning correspond to this kind of motivation for what it is important that educators face the students interests at any moment.

Making a relation with readers and motivation, many readers in middle school are disengaged from reading. In addition to low
achievement, these students can have low motivation for reading. Many factors contribute to disengagement in middle school. Reading instruction is often disconnected from content, making reading tedious. Textbooks are formidable, and students are expected to respond to text with formal criticism or outlining rather than personal reactions. Finally, students are too often removed from the social support of teachers and are expected to compete rather than cooperate with each other in reading.

**Motivation Strategies**

Motivational strategies are techniques consciously used by EFL teachers as ways to promote language-learning motivation (Sugita & Takeuchi, 2008).

Student motivation is influenced by both internal and external factors. It means that internal factors comprehend students’ the interest of learning and external factors comprehend character of schooling practices that encourage their motivation.

One of the strategy a teacher should manage in the classroom is the total control of students’ intrafamiliar situations, despite the context of learning, it is essential to be aware of other non-learning issues of the students in order to prepare a specific technique to carry on an intrinsic motivation class, for this.

Sugita and Takeuchi (2008) indicate that Strategies seem to include motivational influences both in and out of the classroom. They are also not limited to teachers’ techniques; others such as parents and peers can use them. According to Dörnyei (2001a, 27), however, the importance of motivating students is recognized especially by teachers who consider the long-term development of their students. Chambers (1999) also
argues that teachers affect students’ positive or negative attitudes toward an academic subject, and that teachers carry a huge burden of responsibility to motivate their students. (p.n/d)

According to Sugita & Takeuchi (2008), the interconnection between parental-familiar issues and learning should not be far from what responsibility in education has to do. Ecuadorian education is favorable to get along with this idea, teachers are very compromised in aiding students’ preferences that is problems to deal in and out the class. There should be a program that involves authorities, teachers within students’ problems if a good motivational incentive technique is to be applied.

According to Dörnyei (2001a, as cited by Sugita & Takeuchi, 2008), whatever forms the motivational strategies take, the motivating process is usually a long-term one, building ‘one grain of trust and caring at a time.

The appreciation by Dörnyei (2001) indicates the connection with students that will determine the achievement of their own, collaboration in the classroom, and the ability to create a safe and supportive learning environment.

Management of Motivation

As it was mentioned before, referring to the roll of schooling to students with low self-esteem, this is a very essential point to deal with. Learning is an integrated practice by everyone not only in the class but as society in every part of a social life. For this, Mart,(2011) recommend that it is a must for teachers to involve the influence of social problems to create a total context of learning by thinking of effective schools with effective tools that can develop not only knowledge but a vital role in complete psico-social cognition.
In a learning environment developing motivation is a difficult task for the teacher considering that every student learns differently and every student is diverse in their own ways (...) Teachers play a vital role in influencing student’s motivation. “Effective schools and effective teachers are those who develop goals, beliefs, and attitudes in students that will sustain a long-term involvement and that will contribute to quality involvement in learning” (Ames, 1990) as quoted by (Mart, 2011, p.1)

Small (mentioned by Mart, 2011) indicated that students can perceive interest or boredom from the teacher. With this, definitely it is up to the teacher to create the right ambience in class with tenderness and demonstration of interest for teaching.

McCutcheon (1986) further reported that a survey indicated students believed that out of 51 possible choices, the main reason they missed a class was their negative perceptions of the professor and the course.

Drop outs, absences, and other negative factors of learning depend on the development of a good intrinsic motivation. Educators should prepare specific strategies for increasing this ability of self-interest to easy situations and challenge to difficult ones. It is necessary that the learners do not only go to schools as a must but for inner purpose that make them feel the necessity to do so.

Coming back to rewards, Adam’s Equity theory proposes that individuals are motivated when they perceive that they are treated equitably in comparison to others within the organization (Adams, 1963 quoted by (Shank, n/d, p.25). This argumentation by Adams (1963) reflects the necessity of being neat and fair with the students when dealing a purpose at school. The teacher should be careful in treating the students
with equality so they do not create an idea of disqualify or marginalization that instead of improving can even make it worse.

By establishing goals individuals are motivated to take action to achieve those goals (Locke & Latham, 1990)

Students’ motivation to learn for Locke & Latham (1990) has to do with the goals the students are hooked to fulfill. Through the organization of the goals, the teacher can easily take advantage of for a better assimilation of commands and the realization of their duties. A well-instructed- student can easily do a better performance of what has been inducted.

In the same way, Vroom’s Expectancy Theory (Vroom, 1964) addresses the expectations of individuals, that they are motivated by performance and the expected outcomes of their own behaviors. Expectations and longings is what the student goes for to a class, then the importance of taking this perspective into account for a better assimilation of a real life of learning immerse in a class.

As Barbara Davis (1993) writes, “Students respond positively to a well-organized course.” Therefore, it is important to be mindful of the fact that how you structure the course and the teaching methodologies you use can greatly affect your students’ motivation to learn (Mart, 2011, p.2).

The organization of a class can create a well-motivated one. Everyone in a learning context must be part of the process, not only teachers and students. The creation of activities in a well-organized way that is taking as a main aim the student with all his problems would take him to a total achievement in life.

Intrinsic motivation is associated with high levels of effort and task performance as well as preference of challenge. Children who have well
developed intrinsic motivation are more likely than others to demonstrate strong conceptual learning, improved memory, and high overall achievement in school (Gottfried, 1990)

Intrinsic motivation is not but motivation that was proposed by the teacher in class that stimulated the self-interest of the students to become them autonomous. With good instructions, wordiness, and good relationships with students, the teacher would turn the learning into a constant moment of joy and fond.

Francisco Huerta Rendon public high school is an institution with a large amount of students, so it is necessary to create groups for maintaining motivation in a high level. Students project their feelings with fashion and other likes that most of the time keep them away from a good EFL class, which is a disadvantage. However, the fond of and the necessity of dealing with a new language should make them think of its importance and here is where the teacher takes possession of the weakness and starts creating motivational situations, as a first step to increase and summon intrinsic motivation.

**Effectiveness Of Intrisic Motivation**

Anub (2010) sustains that the student's readiness to learn comes with time, and the instructor's role is to encourage its development. If a desired change in behavior is urgent, the instructor may need to supervise directly to ensure that the desired behavior occurs.

The appreciation of Anub (2010) corresponds to the yet mentioned idea of persuading students into learning by knowing what their interests are. If changes are needed, then the teacher should apply special attention to the student. If a student is not ready to learn, he or she may not be reliable in following instructions and therefore must be supervised.
and have the instructions repeated again and again (Weller, 2005). Crump found that excitement, interest, and enthusiasm towards learning were the primary components of motivation (Brewer, Burgess 2005 as cited in Anub, 2010)

Anub (2010) mentions McCombs who indicates that for students to be optimally motivated to learn, they must believe that they possess the skills and competencies to successfully accomplish these learning goals, see themselves as responsible agents in the definition and accomplishment of personal goals, understand the higher level thinking and self-regulation skills that lead to goal attainment, produce the performance outcomes that signal successful goal attainment.

Deci and Ryan (1985) posit that intrinsic motivation stems from the innate psychological needs of competence and self-determination. Intrinsic motivation to know relays to several constructs such as exploration, curiosity, learning goals, intrinsic intellectuality, and finally intrinsic motivation to learn (Gottfried, 1985; Harter, 1981 as cited in Ayub, 2010)

Connect Learning To Students’ Lives

Research has shown that the students are more motivated to learn when they understand their education is personally relevant to their interests and goals. Teachers should draw clear connections between what students are learning and real-life situations and explain why topics or activities are worthwhile (Kelly et al., 2009).

For Kelly et al. (2009), students are more motivated to learn when they comprehend instructions. Teachers, on the other hand, should have a connection with the students for what they learn different situations and interpret why the activities in classroom are worthwhile.
Connect Effort With Successful Outcomes

Blazer mentioned by Sasson et al., (2007, p. 3) indicate that
Students are more likely to engage fully when they recognize the
link between effort and outcome. When students learn to associate
their hard work with accomplishments and success, they will be
more motivated to participate in learning activities.

Sasson et. al (2007) explain that when students learn to associate
their effort with accomplishments, they will be more motivated to
participate in learning activities promoting motivation in class.

Promote Social Interaction

interaction is a strong intrinsic motivator, that the information allows
students to compare their abilities, opinions, and emotions to those of their
peers and tends to generate further interest in academic topics in order to
increase student’s motivation, especially to motivate students in reading a
book. Social interaction gives the tools to compare and express opinions in
groups and feel confidence with others.

Reading Skill

Learning to read is the most important educational outcome of
primary education. Reading is a complex process that builds on oral
language facility, and encompasses both specific skill development
(phonemic and decoding strategies) and the use of comprehension
strategies. The precise ways in which these processes combine
need to be understood if teachers are to identify their students’
needs and teach them most effectively. (Konza, 2010, p.1)
As far as this paper takes shape, it is raising in the same idea that whatever strategy for making up a good English learning class a motivation for the students is up to the educator. Konza, (2010) posits that teachers do have to identify the needs of the students to know what and how to stimulate them for a whole learning. As a complex process where many abilities count, reading is the demonstration of showing all the abilities at the same time, that is comprehending, diction, recognition, vocabulary and immediate analysis during the moment of reading.

Bottino, (2010) indicates that reading can be defined as a process of looking at and understanding what is written. He affirms that reading is an active process where the teacher needs to apply strategies that will enable you make sense of what you read. It also has to do with the interpretation of what it is written.

On the other hand, Liu (2010) indicates that reading skill is considered by many teachers, textbook writers and language test constructors to be made up of different skills and components. Reading is an interaction between the text and the reader by the reader’s prior knowledge and experiences that are involved in the cognitive process of decoding symbols in order to build a meaning; this in combination with an ambience of complex conversations, increases vocabulary development, the understanding of structures and the adaptation of hearing to English sounds.

Jalong and Sobolak (2010) indicate that Motivated readers require a safe, supportive classroom environment, one in which both the physical aspects and the culture encourages opportunities to use and combine printed, spoken, visual and digital texts. Students benefit from such an environment that allows them to feel confident in taking risks, in sharing texts, in responding openly to texts and in working collaboratively with each other. (p. 3)
According to Jalong & Sobolak (2010), in the meantime the teacher is supportive, it is ideal for launching a good reading program where many factors can be encouraged. This should be taken as a benefit for students since it would allow them work with confidence permitting increasing the motivation for reading as the unique tool for fostering interest.

Consequently, comprehension as the essence of reading and the active process of constructing meaning from text as Durkin, (1993) quotes, deserves from all the abilities for at least do the first exercise that is decoding what is being read. Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text (Van den Broek & Espin, 2012).

Comprehension depends also on language processes, such as basic reading skills, decoding, vocabulary, sensitivity to text structure, inferencing, and motivation. (Moore, 2010, p.1)

Reading is not only the fact of using eyes to do the exercise. Moore, (2010) indicates that it is a complex process where decoding and inference are the spices of a good understanding. As a cognitive process, it is the right strategy to be assumed by educators as an advantage to motivate students into this elemental practice.

**Components Of Teaching Reading**

According to Sobolak (2010), the components that need to be considered in the teaching of reading towards recognizing this complexity correspond to the strategies that get along with the practice of a good reading as an essential point for learning a subject. Among these components are:
The establishment of varied and rich vocabulary

Vocabulary development is the enrichment and extension of pupils’ word and understanding. Vocabulary consists of the words we understand when we hear or read them (receptive vocabulary) and words we speak or write (expressive vocabulary). We build vocabulary by picking up words that we read or hear and through direct instruction from teachers or other professionals (Jalongo & Sobolak, 2010, p.14).

Assuming Jalongo & Sobolak (2010), vocabulary is an extraordinary element for reading; it is the soul of the understanding beyond grammar and other part of the literature. Without vocabulary, the reading becomes a boring situation, liveless and non-reason issue for dedicating time to.

Development of phonological processes

Phonological process is the ability to recognise, combine and manipulate the different sounds of spoken words (Jalongo & Sobolak, 2010). This is very important to have the students deal with since, in English there are many sounds that in one’s other language are totally different therefore it is essential to put attention from the beginning to start students deal with this part of sounds. On the other hand, phonics has to do with the combination of (letters) in written language and phonemes (sounds) in spoken language and how to use these correspondences to read and spell. (Jalongo & Sobolak, 2010, p.2).

Learning how to pronounce and how to say words in English is a challenge that must be well motivated. Most of the time students get a bit far from learning how to pronounce and how to do listening, this part of reading, corresponds to a well prepared and organized plannification on behalf of the teacher who must dedicate time to engage students with
motivation so they can acquire the ability of reading in English with good pronunciation.

Framework for teaching comprehension strategies

It is always important to create strategies for a better accomplishment of the patterns of a good learning. Reading needs to be paid attention so it can be taught taking into account the techniques and the motivation the students need to get along with. Francisco Huerta Rendon educational center should invest time in creating new ways and strategies to make students be fond of the EFL. With a good comitee of organization, and with the proper interest, the institution would have a good English schooling where learners can feel stimulated to learn completely.

A need to ensure that motivation and enjoyment of reading are key aspects of the reading process

Motivated readers require a safe, supportive classroom environment, in which both the physical aspects and the culture encourages opportunities to use and combine printed, spoken, visual and digital texts. Students benefit from such an environment that allows them to feel confident in taking risks, in sharing texts, in responding openly to texts and in working collaboratively with each other. (Jalongo & Sobolak, 2010, p.3).

“Motivation is self-generated and happens within the child; it is not done to the child” (Lyons, 2003, p. 77). Motivation is not simply a manifestation of individual cognition but consequences of a complex interaction between the person and the social. Teachers should demonstrate that they are genuinely interested in the child,
in what he thinks, what he does, what he feels and what he cares abou (Jalongo & Sobolak, 2010, p.6).

A renewed focus on reading fluency.

Bayetto (2013) quotes that fluency is a key contributor toward independent and successful reading and is comprised of three components: accuracy, rate, and prosody (expression). Fluent reading is a particularly important skill for students as they move through the year levels as they increasingly use longer textbooks, read lengthier narratives and research topics in depth and are most often working with set timelines (p.11).

The three components of fluency proposed by Bayetto,(2013) are the most important in conceiving a good expertise in reading comprehension. In it, accent, prosody, inflection, and stress, are essential for fluency in reading. This linked with vocabulary recognition, make of reading fluently a complete exercise of the comprehension of a language.

Importance

Reading is important departing from the benefits a learner acquires when doing the exercise, that is the total aware of a new experience, the increasement of vocabulary, the imagination to live other ideas and culture that permit expand thoughts to other levels, not only academically but for getting knowledge of literature that permit the young learner appropriate of words and phrases of authors that once set their ideas.

For Ronan (2015), what makes reading comprehension such a complex thing is that understanding what you’re reading is a completely personal and almost totally internal task. Students can discuss their ideas after they’ve read something, but it’s almost impossible to track reading comprehension in the exact moment it’s happening (p.1).
The practice of reading in a constant manner with difficulties and new vocabulary makes the challenge of a learner to take his ability to other levels, which with consistency, will aid to prepare the student for new future challenges that will serve forever.

To prepare students for college and careers, reading comprehension needs to be a part of all subject areas. Students cannot master complex scientific concepts, comprehend historical treaties, or follow complex logic problems without it. Content areas deal with complex texts that require analytical reading skills. Students in social studies, science, and math classes have to be able to compare and synthesize ideas, and use specific academic vocabulary. (Ronan, 2015, p.1)

Reading is an interaction that involves the reader and the text, besides it is also an important role in text comprehension because it helps the readers to understand the words and their content.

On the other hand, reading is an important way of obtaining information in our present-day. Research revealed that the readers instinctively employ reading strategies when they read (Alhaqabi & Riazy, 2012) mentioned by (Murad, 2014).

According to Alhaqabi & Riazy (2012), is the main source of getting information from in our daily living. That it is up to the reader to encompass with the information he would like to fin, therefore, they create their own techniques for making the reading exercise comfortable and fruitful for the purpose they are being object of.

**Reading Techniques**

The reading techniques are very important, because they guide the students in the reading. They are also techniques that help the reader to
improve the reading in less time. Through these, the students develop different reading strategies along each situation reading what they have. Besides if used appropriately, the students improve reading skill.

**Skimming**

BBC (2011) indicates that skimming is another type of fast reading, and that one might use skimming to see what's in the news a paper or on a website, look through the television guide to see what's on one evening, flick through a catalogue to see what's on offer, look through the options given on a Google search to see what sites it suggests.

Skimming could be used to look a principal idea of a text quickly. Besides one might look something new in a document, look something in the television, or look a film through the Google search to look what sites are available. Furthermore, Scamming is a technique that allows the reader to quickly read the things that they see.

**Scanning**

Scanning is also a technique of fast reading. The BBC values that when scanning somehow a thing, a person might look up a word in a dictionary or index, find an address or a phone number in a directory, check what time your programme is on television, look up details or prices in a catalogue, pick out the website you want from options on a Google search (The BBC, 2011).

**Stages To The Reading Process**

Tompkins (2006) indicates that the reading process has five stages such as: pre-reading, reading, responding, exploring and applying.
Pre – Reading

Pre-reading is a set of purposes such as connect to past personal experiences, connect to prior literary experiences, make predictions and preview the text.

Montefalco (2015) describes the pre-reading as where the teacher activates background knowledge, sets purposes, introduces key vocabulary terms, and previews the text with the students.

While – Reading

The through stage is the actual reading of the text. During this stage, readers should be making sense of the text and connections. Readers should be also practicing comprehension strategies and constantly relating to the text (Diaz-Rico, 2013, p. 177).

According to Diaz-Rico (2013), the students in this stage begin to implement strategies, make connection, intellectual operational associated with the imagination, draw the scene, evaluate and question information, in short: to learn.

Responding

Tompkins (2006) indicates that responding is the way of participating in a grand conversation or instructional conversation. Responding describes the response of the students toward the text. It means that writing in a reading log and participating in a grand conversation are good ways to demonstrate the response of a text or reading toward the interaction with others students in order to reinforce the process of reading.
Exploring

Tompkins (2006) indicates that exploring makes connections with personal experiences, learning new vocabulary words, and participating in minilessons on reading procedures, concepts, strategies, and skills.

According to Tompkins (2006), “exploring is student’s point of appreciation toward the text”. This information means student’s feelings about the text and the values. Also it refers to reread and think more deeply about the text, make connections with personal experiences, examine the author’s craft, identify memorable quotes and the most important learn new vocabulary words.

Applying

Tompkins (2006) indicates that applying is the ways of constructing projects, connecting with related books, reflecting on their interpretation, and valueing the reading experience. He mentions that applying is the strategies where the students use their knowledge gained in new ways, such as Design a research about the reading reflecting in individual interpretation and part of the information may be deemed, properly evaluated or discarded.

Types Of Reading

Reading fluency is the ability to read quickly to understand proper expression. It has been identified as a key component in an effective reading instruction and instruction toward reading fluency has been revealed to lead improvements in children’s reading achievement (Rasinski, Samuels, Hiebert, Petscher, & Feller, 2011 mentioned by Yildirim, 2012). It is an important factor as any skill while students read,
enrich, and build their vocabulary, proper expression to decode and automatically recognize many words by sight.

**Oral Reading Fluency**

(Yildirim, 2012) asserts that oral reading is an instructional strategy that can help students improve a variety of reading skills, including fluency and pronunciation. It helps the students to improve the vocabulary and the pronunciation, also to identify the Grammatical Signs, the reading stress, pauses, tone and the speed. Oral reading Fluency is an indicator to the student’s progress.

**Silent Reading Fluency**

Test of Silent Contextual Reading (TOSCRF) is utilized for assessing silent reading fluency in students. It is designed to measure contextualized silent reading fluency in students. It aims to measure contextual fluency. During the administration of this test, the words in the text are printed uppercase, spaces and punctuations between words are omitted. Then, students are allowed 3 minutes to draw lines between boundaries words when they read the text silent (Traylor, Price, & Meisinger, 2011, p. 82).

Traylor et. al (2011) indicate that when the students realizes a silent reading, they can describe words in the text omitted between punctuation, and so students in little minutes can make lines in the borders when they read a silently text. They can imagine the reading and make their notes with their own ideas according to the text.
Pedagogical Foundation

Constructivism

When constructivism is applied, educators should first present real-world situations that emphasize a context in which learning is relevant. They then focus on realistic approaches to solving real-world problems. Further, constructivist professors are coaches who encourage proper strategies to solve problems. They stress conceptual interrelatedness providing multiple representations or perspectives on the content being taught and provide tools and contexts that help their students to interpret the multiple perspectives of the world (Flynn, Mesibov, Vermette, & Smith, 2007; Murphy, 1997 as cited by Huang, 2010, p.2).

Huang (2010) asserts that the teacher must help the students to have meaningful learning, as Piaget and Vikotski said too. The traditional teacher instruction is actually centered in the students, which means that the instruction must not be realized for other person as occur in the traditional learning. This is one of the main reasons why teachers must teach the students to be critical and reflexive so they can think for themselves and improve their knowledge.

Philosophical Foundation

All classroom practices reflect teachers’ principles, perceptions and beliefs even belief systems as they can often explain why teachers conduct their classes in different ways (Richards and Rodgers, 2001). Teachers have their own evaluations of the activities and how they perceive them may directly influence their classroom practices. The perceptions and beliefs of the teachers are important for several reasons (Tasci, 2015)
The manifestation of how the teacher should manage a class goes beyond only knowing the matter and subject of study. In the meantime a teacher becomes a teacher, he necessarily needs to pass and trespass situations that at first were complicated for him, for them become experience that can be transmitted to the students. Situations such as behavior, beliefs, attitudes and socio-economic positions are part of teaching to students that become a tendency of an intrinsic part of education.

Consequently, Coppolla states that developing your teaching philosophy is important because “the teaching statement gives you a starting point for examining your teaching practices, allows you to share your ideas with others, and allows you to monitor the progress of your own development as a teacher.” (Coppolla, 2002 quoted by Espinoza, 2010, p.5)

Philosophy of education is promoting learning through ideas and process to develop knowledge that helps the students to understand different learning process, which means that the educational reality of the students is centered in the education of them, where they can have an integral development of their personality and capacities. For this reason, the students must be prepared to learn different roles in the education that potentiate their knowledge.

**Sociological Foundation**

Sociology of education makes contributions to the understanding of an important institution present in every society – education. (…) it explores aspects of the field including theory, methods, emerging issues, stratification, inequalities in developing countries, politics of education and multiculturalism, educational assessment and accountability, peer group effects, school-to-work transitions, adult and lifelong learning, teacher supply, demand, status and morale, and social control. Attention is also paid to emerging issues in the sociology of education. (Dworkin et al., 2013, p.1)
Sociology is centered in the social and educational field, which allows that a person to be part in society. Within sociology, people can be involved in society with others, but by highlighting human values that are directed to the comfort of people. It is a way of living in society with dignity and also status, so people can have a favorable environment among others, demonstrating different roles according to their abilities that may lead to the improvement of the society.

**Legal Foundation**

The intrinsic motivation to improve the Reading skill is supported by the faculty of philosophy under the parameters of elaboration a project work aimed to give solution to some typical problems of the English education in Ecuador.

On the other hand, it is also sponsored by Constitución de la República Del Ecuador, Ley Orgánica de Educación Intercultural (LOEI). Ley Orgánica de Educación Superior (LOES)

CHARTER 2 Art. 5. Right of the students. The following are the right of the students a) Access, mobilize, stay, graduate and qualify without discrimination according to the academic merits.

Under this article, the researchers here with are covered with the fulfillment of their rights and the law that protect them and facilitate to be degree.

Consequently, el Artículo 6 de la ley de Educación mentions that in Ecuador the Education is right of the people, (...) a priority area for public venture requirement for national development and ensuring social equity.

Regarding the Organic Law of Intercultural Education, it includes that

Art. 2.- Principles.- The educational activity is developed according to the following general principles, which are the philosophical, conceptual
and constitutional foundations that sustain, define and govern the decisions and activities in the educational field.

Education is an activity, as such, it corresponds to the clause where remarks that every person, creed and religion take part in the educational system. This makes it important as according to the government and the organic law, education is up to authorities that ensures for the society, to be part of modernism and technology. In this case, the learning of the English language as foreign one that will permit to carry out a good plan for boostering trends with a unique criterion that is living in harmony and in peace.

Finally, the present research is also based on National Plan for Good Living, 2013-2017; which mentions the following:

**Derechos del Plan del Buen Vivir, Good Living Plan.**

**Chapter Two**

**Fifth Section**

**Education**

Art.26.- the education is the people right of people throughout their lives and inescapable and inexcusable duty of the state,…(..) individuals, families and society have the right and responsabily to participate in the education process..

Art.28.- (…) the learning will be developed in a school and non school the public education will be universal and secular at all levels and free to the third level or higher education inclusive.

Since education is a human and an inalienable right, all people can study or take part into an educational process. In this country there exists institutions that dedicate to form and give facilities to people that would like to finish their scholar terms. All of these institutions are sponsored by the government who dedicate with technology its effort to this kind of education.
CHAPTER III

METHODOLOGY, PROCESS, ANALYSIS AND DISCUSSION OF RESULTS

Methodological Design

The methodological design of this research is qualitative and quantitative because it details the events that happen at Francisco Huerta Rendón High School. Bryman and Bell (2005, p. 154) defined quantitative research as “Entailing the collection of numerical data and exhibiting the view of relationship between theory, and research as deductive, predilection for natural science approach, and as having an objectivist conception of social reality”. All aspects to the qualitative research are precise to analyze and elaborate the quantitative research. It also allows to know about the population and sample, research methods, techniques and research tools such as the interview, observation and the survey, which will be tabulated to get real information and so give a solution to the problem.

Likewise, the qualitative approach is sequential and probative. This research garners different ways to survey, face to face, online interview, and statistical to quantify the problem generated in numerical data to identify relationships between variables. This leads to important information to uncover the opinions, preferences, and trend to the people to solve the problem. There are some methods or techniques to analyze the research as individual and group interview, telephone calls, or videoconferencing.
Research Approaches

Bibliographical

This allows to search bibliographic information. Different books with important authors and internet were consulted to give support to the present research. It introduces analysis and interpretation collecting personal opinion from other authors, and gives the key to what they see important to provide different usage. With this, it helps to find a conclusion to the research.

Population And Sample

The population is formed by forty – five students of 8th year Section A. and by the English teacher, at Dr. Francisco Huerta Rendón High School, located in the canton Guayaquil. Furthermore, as the population is less than 100 students the statistical formula is not employed.

<table>
<thead>
<tr>
<th>Table 1 Population and Sample</th>
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</thead>
<tbody>
<tr>
<td>DESCRIPTION</td>
</tr>
<tr>
<td>TEACHER</td>
</tr>
<tr>
<td>STUDENTS</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
<tr>
<td>VARIABLES</td>
</tr>
<tr>
<td>-----------------------------------</td>
</tr>
<tr>
<td><strong>INDEPENDENT</strong></td>
</tr>
</tbody>
</table>
| **INTRINSIC MOTIVATION**          | **MOTIVATION STRATEGIES** | - Connect learning to students' lives  
|                                   |                 | - Connect effort with successful outcomes  
|                                   |                 | - Promote social interaction                                                              |
|                                   | **THEORY OF THE MOTIVATION** | - Maslow’s hierarchy of need  
|                                   |                 | - Herzberg’s two factory theory                                                            |
| **TYPES OF MOTIVATION**           | **TYPES OF READING SKILL** | - Extrinsic motivation  
|                                   |                 | - Intrinsic motivation                                                                     |
| **DEPENDENT**                     | **IMPORTANCE** | Reading is an important way of obtaining information in our present-day.         |
| **READING SKILL**                 | **READING STRATEGIES** | - Skimming  
|                                   |                   | - Scanning                                                                                  |
|                                   | **STAGES TO THE READING PROCESS** | - Pre-reading  
|                                   |                     | - Reading  
|                                   |                     | - Responding  
|                                   |                     | - Exploring  
|                                   |                     | - Applying                                                                   |
|                                   | **TYPES OF READING** | - Oral Reading Fluency  
|                                   |                      | - Silent Reading Fluency                                                                 |
Theoretical Methods

Inductive Method

This investigation is inductive because it begins from the empirical observation to broader aim general conclusions of the research. It begins to observe patterns and measures, making data set collecting and informal theories through tentative hypothesis, bring reliable and valid finding.

Deductive Method

This method works for more specific and real information with the interview to the teacher, and survey to the students. These help this research having the real data to reach logical reason.

Descriptive Method

This investigation describes several aspects, describing some characteristic and performance to the population. As well as the survey provides real qualitative and quantitative methods of data collection.

Statistical Method

This investigation describes the analysis and interpretation of data through which it allows to interpret the reality of them. We use the chi-square to determinate whether the variables in this investigation matched a proper frequency between two questions one of independent variable and dependent variable. The result is compatibility because it has 00.5 percent. A bar chat and graphic show this result clearly.
Techniques And Research Tools

Observation

This allows observing what is happening in eight course with forty-five students. It was an empirical observation in reading class. It was found out that, students not have methodology, didactic material, and techniques to reading skill, in addition to lack of interest for reading. The students do not receive the reading methodology to establish a real knowledge and will be better day by day.

The teacher speaks in Spanish to explain the order to the students, that is assimilated as a good teacher but when the students begin the reading, they do not understand the vocabulary.

Interview

This technique was applied to the English teacher of 8th year Section A, which was formulated in writing. It was applied through a questionnaire of six questions to the personal opinion, two independent variables, two dependent variables, and two from the proposal to obtain information.

Survey

The survey was applied to the students of 8th year Section A, at Dr. Francisco Huerta Rendón High School. The students had to put an X in the answers in the survey along their personal opinion. It allowed to know data to get the results of it. The information obtained from the survey serve to know the problem that the students in reading skill of English language. This allows to solve the problem applying the design of a motivational didactic booklet with activities to improve the reading skill. It was made to
get real results of the problem. This is done through the likert scale, which are:

- Totally Agree
- Agree
- Indifferent
- Disagree
- Totally Disagree
ANALYSIS AND INTERPRETATION OF DATA

SURVEY TO THE STUDENTS

STATEMENTS 1: Improving the reading skill is important for you.

SAMPLE: 45 Students

Table 3

<table>
<thead>
<tr>
<th>ALTERNATIVE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTALLY AGREE</td>
<td>20</td>
<td>45%</td>
</tr>
<tr>
<td>AGREE</td>
<td>8</td>
<td>18%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>10</td>
<td>22%</td>
</tr>
<tr>
<td>DESAGREE</td>
<td>2</td>
<td>11%</td>
</tr>
<tr>
<td>STRONGLY DESAGREE</td>
<td>5</td>
<td>4%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>45</td>
<td>100%</td>
</tr>
</tbody>
</table>

ANALYSIS: According to the results, the 45% of students Totally Agree that improving the reading skill is important for them, the 18% agree, the 22% are Indifferent, the 11% disagree, and the 4% Totally Disagree.

COMMENT: The students Totally Agree to improve the English because they are interested in developing the English learning and reaching a good level.
ANALYSIS AND INTERPRETATION OF DATA

SURVEY TO THE STUDENTS

STATEMENT 2: Reading will help to increase your English.

SAMPLE: 45 Students

Table 4

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally Agree</td>
<td>25</td>
<td>56%</td>
</tr>
<tr>
<td>Agree</td>
<td>12</td>
<td>27%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>5</td>
<td>11%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>Totally Disagree</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>45</td>
<td>100%</td>
</tr>
</tbody>
</table>

Graphic 2

Source: Dr. Francisco Huerta Rendón High School
Researchers: Luisa Albán and Karina Montoya

ANNALYSIS: According to the results the 56% of students Totally Agree that reading will help to increase their English, the 27% agree, the 11% are Indifferent, the 4% disagree, and the 2% Totally Disagree.

COMMENT: When the students do not have a good English class, they agree to develop the English learning by new techniques or didactic class.
ANALYSIS AND INTERPRETATION OF DATA

SURVEY TO THE STUDENTS

STATEMENT 3: The reading exercises improve the reading skill.

SAMPLE: 45 Students  
Course: 8th

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally Agree</td>
<td>27</td>
<td>60%</td>
</tr>
<tr>
<td>Agree</td>
<td>10</td>
<td>22%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>5</td>
<td>11%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>Totally Disagree</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>45</td>
<td>100,00%</td>
</tr>
</tbody>
</table>

Analysis: According to the results, the 60% of students Totally Agree that the reading exercises improve the reading skill, the 22% agree, the 11% are Indifferent, the 4% disagree, and the 2% Totally Disagree.

Comment: The interest of the student to learn the English language makes the majority of the students positive to use reading skill exercises.

Source: Dr. Francisco Huerta Rendón High School  
Researchers: Luisa Albán and Karina Montoya
ANALYSIS AND INTERPRETATION OF DATA

SURVEY TO THE STUDENTS

STATEMENT 4: The English classes should begin with fun reading.

SAMPLE: 45 Students

Table 6

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally Agree</td>
<td>36</td>
<td>80%</td>
</tr>
<tr>
<td>Agree</td>
<td>6</td>
<td>13%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Totally Disagree</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>45</td>
<td>100%</td>
</tr>
</tbody>
</table>

Graphic 4

Source: Dr. Francisco Huerta Rendón High School
Researchers: Luisa Albán and Karina Montoya

ANALYSIS: According to the results, the 80% of students Totally Agree with the English classes should begin with fun reading, the 13% agree, the 2% are Indifferent, the 2% disagree, and the 2% Totally Disagree.

COMMENT: It is necessary to awaken the interest of the student with new activities; the students need to learn the English language with new technique
ANALYSIS AND INTERPRETATION OF DATA

SURVEY TO THE STUDENTS

STATEMENT 5: You can read a textbook without the English translator or dictionary.

SAMPLE: 45 Students

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally Agree</td>
<td>5</td>
<td>11%</td>
</tr>
<tr>
<td>Agree</td>
<td>8</td>
<td>18%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>17</td>
<td>38%</td>
</tr>
<tr>
<td>Disagree</td>
<td>12</td>
<td>27%</td>
</tr>
<tr>
<td>Totally Disagree</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>45</td>
<td>100%</td>
</tr>
</tbody>
</table>

Graphic 5

Source: Dr. Francisco Huerta Rendón High School
Researchers: Luisa Albán and Karina Montoya

ANALYSIS: According to the results, the 11% of students Totally Agree that they can read without the English translator or dictionary, the 18% agree, the 38% are Indifferent, the 27% disagree, and the 7% Totally Disagree.

COMMENT: When the students are not immersed in the English classes, the importance to involve in the reading activities to develop their vocabulary becomes an important task of the teacher.
ANALYSIS AND INTERPRETATION OF DATA

SURVEY TO THE STUDENTS

STATEMENTS 6: Beginning the class with motivational dynamic will increase your interest in learning English.

SAMPLE: 45 Students

Course: 8th A

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally Agree</td>
<td>12</td>
<td>27%</td>
</tr>
<tr>
<td>Agree</td>
<td>10</td>
<td>22%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>15</td>
<td>33%</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>11%</td>
</tr>
<tr>
<td>Totally Disagree</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>45</td>
<td>100%</td>
</tr>
</tbody>
</table>

Graphic 6

Source: Dr. Francisco Huerta Rendón High School
Researchers: Luisa Albán and Karina Montoya

ANALYSIS: According to the results, the 27% of students Totally Agree that beginning the classes with motivational dynamic will increase their interest in learning English, the 22% agree, the 33% are Indifferent, the 11% disagree, and the 7% Totally Disagree.

COMMENT: The students recognize that the English classes are boring and when teachers introduce the topic for the first time, they do not use motivational activities to awaken the interest to attend the classes and learn.
ANALYSIS AND INTERPRETATION OF DATA

SURVEY TO THE STUDENT

STATEMENT 7: The intrinsic motivation will not give you extra grade, but it will help you to read and learn more.

SAMPLE: 45 Students

Course: 8th

Table 9

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally Agree</td>
<td>20</td>
<td>44%</td>
</tr>
<tr>
<td>Agree</td>
<td>14</td>
<td>31%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>5</td>
<td>11%</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>11%</td>
</tr>
<tr>
<td>Totally Disagree</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>45</td>
<td>100%</td>
</tr>
</tbody>
</table>

Graphic 7

Source: Dr. Francisco Huerta Rendón High School
Researchers: Luisa Albán and Karina Montoya

ANALYSIS: According to the results, the 44% of students Totally Agree with the intrinsic motivation no have a good grade but help to read and learn more, the 31% agree, the 11% are Indifferent, the 11% disagree, and the 7% Totally Disagree.

COMMENT: There is the interest in the student to learn English without a good grade; they have the curiosity to learn more.
ANALYSIS AND INTERPRETATION OF DATA

SURVEY TO THE STUDENTS

STATEMENT 8: The teacher should use intrinsic motivation in English classes.

SAMPLE: 45 Students

Table 10

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally Agree</td>
<td>20</td>
<td>44%</td>
</tr>
<tr>
<td>Agree</td>
<td>14</td>
<td>31%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>6</td>
<td>13%</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td>Totally Disagree</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>45</td>
<td>100%</td>
</tr>
</tbody>
</table>

Graphic 8

COMMENT: According to the results the 44% of students Totally Agree with use intrinsic motivation in English classes, the 31% agree, the 13% are Indifferent, the 9% disagree, and the 3% Totally Disagree.

ANALYSIS: The English teacher needs to learn and implement intrinsic motivation strategies.

Source: Dr. Francisco Huerta Rendón High School
Researchers: Luisa Albán and Karina Montoya
ANALYSIS AND INTERPRETATION OF DATA

SURVEY TO THE STUDENTS

STATEMENT 9: You are interest to know how you can learn through intrinsic motivation.

SAMPLE: 45 Students

Table 11

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally Agree</td>
<td>20</td>
<td>44%</td>
</tr>
<tr>
<td>Agree</td>
<td>12</td>
<td>27%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>8</td>
<td>18%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td>Totally Disagree</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>45</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

COMMENT: According to the results the 44% of students Totally Agree with the interest to know how can learn the intrinsic motivation, the 27% agree, the 18% are Indifferent, the 7% disagree, and the 4% Totally Disagree.

ANALYSIS: Assuming the information taken to the students, there is a lot of interest to have more information about the intrinsic motivation and put into practice in classes.

Source: Dr. Francisco Huerta Rendón High School
Researchers: Luisa Albán and Karina Montoya
ANALYSIS AND INTERPRETATION OF DATA

SURVEY TO THE STUDENTS

QUESTION 10: The intrinsic motivation awakens the curiosity to learn English.

SAMPLE: 45 Students  
Course: 8th

Table 12

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
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<td>49%</td>
</tr>
<tr>
<td>Agree</td>
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<td>27%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>5</td>
<td>11%</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td>Totally Disagree</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>45</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Dr. Francisco Huerta Rendón High School  
Researchers: Luisa Albán and Karina Montoya

COMMENT: According to the results, the 49% of students Totally Agree that the intrinsic motivation awakens the curiosity to learn English, the 27% agree, the 11% are Indifferent, the 9% disagree, and the 4% Totally Disagree.

ANALYSIS: The students included in this research are teenagers and they will be interested to learn something when their curiosity awakes.
ANALYSIS AND INTERPRETATION OF DATA

SURVEY TO THE STUDENTS

STATEMENT 11: The motivational didactic booklet will help you to get better in reading skill.

SAMPLE: 45 Students

Course: 8th

Table 13

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally Agree</td>
<td>22</td>
<td>49%</td>
</tr>
<tr>
<td>Agree</td>
<td>10</td>
<td>22%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>6</td>
<td>13%</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>11%</td>
</tr>
<tr>
<td>Totally Disagree</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>45</td>
<td>100%</td>
</tr>
</tbody>
</table>

COMMENT: According to the results, the 49% of students Totally Agree that the motivational didactic booklet will help to get better in reading skill, the 22% agree, the 13% are Indifferent, the 11% disagree, and the 4% Totally Disagree.

ANALYSIS: The students are motivated to increase the learning and they Totally Agree to develop the reading skill.

Source: Dr. Francisco Huerta Rendón High School
Researchers: Luisa Albán and Karina Montoya

Source        : Dr. Francisco Huerta Rendón High School
Researchers: Luisa Albán and Karina Montoya
ANALYSIS AND INTERPRETATION OF DATA

SURVEY TO THE STUDENTS

QUESTION 12: The motivational booklet should be used to develop the reading skill.

SAMPLE: 45 Students

Course: 8th

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally Agree</td>
<td>20</td>
<td>45%</td>
</tr>
<tr>
<td>Agree</td>
<td>12</td>
<td>22%</td>
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<tr>
<td>Indifferent</td>
<td>6</td>
<td>14%</td>
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<td>Disagree</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>Totally Disagree</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>45</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 14

Graphic 12

Source: Dr. Francisco Huerta Rendón High School
Researchers: Luisa Albán and Karina Montoya

COMMENT: According to the results, the 45% of students Totally Agree with the fact that a motivational booklet should be used to develop the reading skill, the 22% agree, the 14% are Indifferent, the 11% disagree, and the 7% Totally Agree.

ANALYSIS: The process of the research shows there is a lack of the motivation in English class.
ANALYSIS AND INTERPRETATION OF DATA

SURVEY TO THE STUDENTS

STATEMENT 13: It is necessary to design a booklet with exercises that motivate to improve your reading skill.

SAMPLE: 45 Students  

Course: 8th

A

Table 15

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally Agree</td>
<td>27</td>
<td>60%</td>
</tr>
<tr>
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<td>10</td>
<td>22%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>5</td>
<td>11%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td>Totally Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>45</td>
<td>100%</td>
</tr>
</tbody>
</table>

Graphic 13

Source : Dr. Francisco Huerta Rendón High School  
Researchers: Luisa Albán and Karina Montoya

COMMENT: According to the results, the 60% of students Totally Agree that the design a booklet with activities helps improve reading skill, the 22% agree, the 11% are Indifferent, the 7% disagree, and the 0% Totally Disagree.

ANALYSIS: With this, the students agree with the proposal to use the booklet and improve the reading skill.
ANALYSIS AND INTERPRETATION OF DATA

SURVEY TO THE STUDENTS

QUESTION 14: If you have motivational didactic booklet, it will improve your reading ability.

SAMPLE: 45 Students  Course: 8th A

Table 16

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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</thead>
<tbody>
<tr>
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<td>69%</td>
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<td>Agree</td>
<td>9</td>
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<td>4</td>
<td>9%</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Totally Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>45</td>
<td>100%</td>
</tr>
</tbody>
</table>

Graphic 14

Source: Dr. Francisco Huerta Rendón High School
Researchers: Luisa Albán and Karina Montoya

COMMENT: According to the results, the 69% of students Totally Agree with a motivational didactic booklet will improve your reading ability, the 20% agree, the 9% are Indifferent, the 2% disagree and 0% Totally Disagree.

ANALYSIS: The students are positive to develop the reading as a new skill in the English class.
ANALYSIS AND INTERPRETATION OF DATA

SURVEY TO THE STUDENTS

QUESTION 15: Creating a booklet and using in English class awakens your interest to read.

SAMPLE: 45 Students

Course: 8th

Table 17

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally Agree</td>
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<td>80%</td>
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<tr>
<td>Indifferent</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Totally Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>45</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Graphic 15

COMMENT: According to the results, the 80% of students Totally Agree that create a new booklet and use at the English class awake the interest to read, the 11% agree, the 9% are Indifferent, the 0,00% disagree, and the 0,00% Totally Disagree.

ANALYSIS: The student do not like to read but they are interested in seeing a change in the English class with the use of this booklet.
OBJECTIVE: To know the Influence of Intrinsic Motivation for developing Reading Skill in the students of eight course section A, at the Dr. Francisco Huerta Rendon High School.

1. Do you think the reading skill is important to improve the knowledge to the students?

2. Do you begin the English class with motivational strategies?

3. How do you motivate your students to read?

4. Is the intrinsic motivation important for improve reading skill?

5. Are you interested to know a booklet with activities for improve the reading skill?

6. Is it necessary to design a booklet with activities for improve the reading skill?
Conclusion

The interview was realize at the Dr. Francisco Huerta Rendon High School, to the teacher Mercedes Zambrano, according to the question indicate that the five skill are important, but the reading skill is the most important because reading enrichment the vocabulary and develop the English level.

According to the reading the student can be realize connection with their life. The lack of motivation is for time or the discipline in the classroom, the teacher motivate to the students created short or long groups and choose interesting topic according to their age, the teaches say that the reading skill is important but will be interesting reading for awake the curiosity to the students.

The reading skill is very important and she is interesting to know strategies or activities to develop the reading skill to her students, because in the English book there are not warm up activities to introduce a topic as the reading.

CHI SQUARE

Statement number 9, “You are interest to know how you can learn through intrinsic motivation “ is considered as the dependent variable and statement number 15, “Creating a booklet and using in English class awakens your interest to read“ is considered as the independent variable. The results are the following:
### Resumen del procesamiento de los casos

<table>
<thead>
<tr>
<th>Casos</th>
<th>Válidos</th>
<th>Perdidos</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Porcentaje</td>
<td>N</td>
</tr>
<tr>
<td>You are interest to know how you can learn through intrinsic motivation * Creating a booklet and using in English class awakens your interest to read</td>
<td>45</td>
<td>100.0%</td>
<td>0</td>
</tr>
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</table>

### Tabla de contingencia

<table>
<thead>
<tr>
<th>Creating a booklet and using in English class awakens your interest to read</th>
<th>Indifferent</th>
<th>Agree</th>
<th>Totally Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Totally Disagree</strong></td>
<td>Recuento</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>% dentro de You are interest to know how you can learn through intrinsic motivation</td>
<td>100.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Disagree</strong></td>
<td>Recuento</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>% dentro de You are interest to know how you can learn through intrinsic motivation</td>
<td>66.7%</td>
<td>33.3%</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Indifferent</strong></td>
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</tr>
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<td>50.0%</td>
<td>50.0%</td>
</tr>
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<td>0</td>
</tr>
<tr>
<td></td>
<td>Totally Agree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>---------------</td>
<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>% dentro de You are interest to know how you can learn through intrinsic motivation</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Recuento</td>
<td>0</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>% dentro de You are interest to know how you can learn through intrinsic motivation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recuento</td>
<td>4</td>
<td>5</td>
<td>36</td>
</tr>
<tr>
<td>% dentro de You are interest to know how you can learn through intrinsic motivation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recuento</td>
<td>8.9%</td>
<td>11.1%</td>
<td>80.0%</td>
</tr>
</tbody>
</table>

**Pruebas de chi-cuadrado**

<table>
<thead>
<tr>
<th></th>
<th>Valor</th>
<th>gl</th>
<th>Sig. asintótica (bilateral)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chi-cuadrado de Pearson</td>
<td>56.000±</td>
<td>8</td>
<td>.000</td>
</tr>
<tr>
<td>Razón de verosimilitudes</td>
<td>42.492</td>
<td>8</td>
<td>.000</td>
</tr>
<tr>
<td>Asociación lineal por lineal</td>
<td>29.739</td>
<td>1</td>
<td>.000</td>
</tr>
<tr>
<td>N de casos válidos</td>
<td>45</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. 12 casillas (80.0%) tienen una frecuencia esperada inferior a 5. La frecuencia mínima esperada es .18.
Analysis As the value of P is less than 4.00, the researchers of this study assert that there is a relation between the two variables. Therefore, the use of intrinsic motivation influences reading comprehension skill.
Conclusions And Recommendations

Conclusions

1. Students do not perform activities to improve the reading skill very often.
2. Students do not practice reading because they do not give importance to it.
3. Students are not motivated in English classes because the teacher does not use ways of motivation that encourage their interest to learn.
4. The English knowledge is poor and the teacher uses a basic or Spanish vocabulary at the English class.
5. The intrinsic motivation is not used in class by the teacher as a strategy to learn English.

Recommendations

1. Students may do activities in each English class to improve their reading skill.
2. Students should practice reading in their English classes to develop abilities such as the reading skill.
3. The English teacher should apply ways of motivation for students to have knowledge of the English language.
4. The teacher should begin the classes with knowledge atmosphere and interesting warm up.
5. Teachers should use a motivational didactic booklet to improve the reading skill.
CHAPTER IV

THE PROPOSAL

Title

Design of a motivational didactic booklet with activities to improve reading skill.

Justification

Currently, students are not motivated by reading activities, which affects students’ improvement of their reading skills. It is important that English teachers think ways of intrinsic motivation that encourage students to have a taste for reading.

The objective of this proposal is to design a motivational didactic booklet with activities to improve reading skill of students. The application of this proposal is of great importance because it allows to develop their skills, and it makes English classes more interactive. Furthermore, it also develops their creativity to be good readers. Therefore, with this proposal through activities the students can improve reading skill, so they can perform simple exercises in English classes. After performing these activities, students will be acquiring knowledge and will like reading, and so in this way they will improve their reading skill in English language.

Objectives of The Proposal

General Objective

To create a motivational didactic booklet with activities to improve reading skill. Motivate them to achieve at their maximum level and create a
classroom environment where students are passionate, make interesting and entertaining the reading class.

To connect an internal curiosity for learn and improve the attitude toward the teacher and subject matter.

Specific Objectives

- To demonstrate the importance in using the booklet as support material in the classroom.
- To establish a process of change that will be apply by the teacher to improve the attitude of students.
- To show motivation techniques for the reading to improve the reading skill.
- To organize reading classes of students to improve their reflective capacity.
- To discover how motivation and curiosity encourage reading.

Theoretical Aspects

Didactic Foundation

This booklet contains several activities such as: games, strategies to motivate, techniques for begin to read, technique to work individual and groups activities, tips to how to motivate students to love reading.

Through these interactive activities, students be able to express their ideas, will be critical, good readers and improve their academic performance. This also helps them improve their skills mainly readings skill of English language.
The investigation also led to the proposal's foundation which is the constructivist learning theory. Constructivist teaching sees the belief that learning takes place when students are totally active and engaged in the learning process of recognition of knowledge and meaning instead of just receiving passive information. There are many ways that learning is related to constructivism due to the activities that scaffold in students cognitive giving them full understanding and coherence to the way vocabulary is handled and activates students prior knowledge as well (Teaching and Learning about constructivism)

In addition, the purpose of this booklet, through it students make activities that will help to improve the reading skill, and have significant learning.

Feasibility of your Application

It is feasible because there are none expense on its application. In addition, it is important to English teacher and the students who will be benefit with this proposal.

Financial Feasibility

The financial feasibility of this proposal will have its own resources. The expenses were distributed in internet time, copies, prints and transportation.

Legal Feasibility

This research is based on Organic Law Intercultural Education, Art.- 2 literal q: Motivation.- Individual effort and motivation people for learning and the recognition and appreciation of teachers, ensuring compliance of
their rights and support their work, as an essential factor of quality of education is encouraged.

**Technical Feasibility**

It is feasible to do because it is not so expensive. It’s aimed at students especially the 8th year Section A at Dr. Francisco Huerta Rendón High School, and use didactic material such as a motivational didactic booklet to improve the reading skill of them.

**Human Feasibility**

It is formed of all the people involved in developing of this proposal, such as: students of 8th year section A and English teacher at Dr. Francisco Huerta Rendón High School and the researchers of this investigation.

**Description Of The Proposal**

It is designed to learn English. This proposal is interesting resource to use in English class because it allows improve reading skill so that students can improve their English level, understand a text and increase their academic performance. It has four units, which contains the following:

- Important information to understand the purpose to the booklet.
- Instruction to understand the intrinsic motivation to improve the reading skill.
- Each unit has interesting activities with instruction to begin a motivational English class.

Each unit has activities such as:
• Beat the teacher, is an activity that helps student develop strong questioning skill that result in enhanced to the reading.

• Cartoon Capers, is an activity in which students create cartoons to represent reading selection. This activity no only taps student’s visual-spatial learning modality, it is allow you to quickly check student.

• Pattern Puzzles, is a reading strategy that challenges students to read a text selection and then organize what they have read. Students are challenged to put a series of cards containing key ideas from the text in concepts.

• Picture this! Is a powerful method of motivating students to use their visual literacy skill to read and remember text. Students see a picture, discuss it, read a text selection that explains the image and then connect their reading to a deeper discussion and understanding of the picture.

RAP-Q (Read, Ask, Put, Question) is a clever and easy to remember strategy that helps students actively read, comprehend and remember text selection.

In addition, this proposal allows students improve their English level through interactive activities with reading, funny activities to do in class, make a positive impact on student motivation, can be able to understand the contents, it allows develop abilities specially the reading skill. This also motivate students to learn the English language in an interesting way.

Conclusions

The proposal facilitates the learning English

The development proposal allows students to write, draw and discuss the topic, which are a way to improve the reading skills of them,
through the activities proposed in the booklet students will learn to improve the English, read and understand about it, work in group and individually

The development of this booklet motivates students to improve the English level. The booklet has essential information for students to learn the English language. The booklet includes several activities that support the development of the reading skill such as:

- Beat the teacher
- Cartoon Capers
- Pattern Puzzle
- Picture this!
- RAP-Q (Read, Ask, Put, Question)
Design of motivational didactic booklet with activities to improve the reading skill

Written by:

Luisa Elizabeth Alban Gomez
Karina Olinda Montoya Delgado
The following guide will help teachers improve the Learning Process about the English Language and catch the student’s interest. The guide is easy and understandable; it is also based on active strategies, which are useful to create a good environment in the classroom. The guide provides the teacher many useful activities that can motivate students into feeling comfortable and confident to engage in reading activities and have understanding to the fullest, but there are some items, which teachers need to take into consideration to make students reach utter understanding. It is extremely important to follow some recommendations.

**Objective:** to improve reading comprehension
<table>
<thead>
<tr>
<th>Type of exercise</th>
<th>Reading Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>READING SKILLS</td>
</tr>
<tr>
<td>Skills</td>
<td>Reading</td>
</tr>
</tbody>
</table>

**Description**
This is a group and individual activity focused on different types of activities that are explained with the instructions to follow in order to infer sentences, practice structure or reach reading comprehension properly. Teachers need to start these kinds of activities with simple reading activities. The group or individual that finishes first is the winner.

**Objective**
To use exercises to motivate students to make proper use of reading aloud and apply it in reading comprehension to develop critical thinking skills.

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

**Resources**
Flashcards, markers and sheets, vocabulary charts, etc.

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

**Suggestions**
In order to develop reading skills in newspapers and such, learners can address themselves the words and dialogues found in all the groups in their notebooks.
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Excercise 7 ................................................................. 80
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Excercise 9 ................................................................. 82
Excercise 10 ............................................................... 83
Excercise 11 ............................................................... 84
Excercise 12 ............................................................... 85
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Excercise 14 ............................................................... 89
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Excercise 16 ............................................................... 93
Reading activities

Activities you can try

Excercise 1

Begin with any text that you have already been looking at for some other purpose. Choose any of the following ways to play with it:

 Students take turns to read the text, each student reads at least one or two words, at a time. The purpose is to try to get the passage to flow smoothly and with correct intonation, you can make questions at the end in order to know if they understood the reading.
**Exercise 2**

For this activity, you will need two students, one student starts reading aloud, and another acts as conductor. If the conductor raises his/her hands that means loud, if he/she touches his/her nose that means soft. On the other hand, arms to the left means slow, hand to the right means fast. You can suggest other gestures with your students so that it can be funny.
Excercise 3

🌈 The teacher can mime an action from the text. Students read aloud the corresponding sentence.
Excercise 4

Tell students that they can sing the text to a well-known melody or create their own melody. They have to try to fit the words according to the music.
Excercise 5

You can ask a student to start reading the text, then you can clap so that another student continues with the reading. Make sure to pause in order to make questions to your students about the reading.
Excercise 6

Students compete to see who can read a passage the fastest - without any mistakes; at the end, each student can make a question to any partner.
Excercise 7

Choose a student to read the text, the rest of students just listen, ask another learner to translate it into the mother tongue.
Excercise 8

You can have some cards with adverbs, your students must read according to an adverb, which other students can suggest, such as ‘nervously’, ‘sadly’, ‘angrily’, ‘happily’ etc.
Excercise 9

Ask students to read the text aloud, have the questions ready beforehand, students close their books as soon as they finished reading, students make groups, the teacher makes a question, one of the students from the groups has to touch the wall in order to answer the question, give points for the correct answers.
Excercise 10

You can read for your students, ask them to draw what they understood and explain their drawings with their own words. This activity is good for your students to notice the intonation and pronunciation and it will help them to improve their reading comprehension.
Excercise 11

Remember that books are not the only option. You can ask your students to read poems, they can recite them in front of the class for everybody; give your students a reward for the best performance.
Excercise 12

Reading comprehension activities

A cold morning

It is a cold morning in York, Pennsylvania. The rain is starting to fall. Dr. Anderson listens to the radio to check the weather.

He has to go to his work at the hospital soon. “Today is going to be very cold,” says the weatherman. “Make sure to take an umbrella and do not forget to wear very warm clothes when you go outside. Be careful driving on the roads they can get slippery.

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

He puts on a yellow sweater, a black jacket, gloves, socks, boots, and a hat.

“Wow, it is freezing outside,” Dr. Anderson says. He is from a hot city, he’s not used to the cold. “The weatherman was right!”

He jumps in the car and drives slowly to work. All the people are driving slowly, too. There is a lot of traffic on the road, he needs to take a shortcut to the hospital but suddenly he notices that there has been an accident! Dr. Anderson gets out from his car to check if there is someone who may need his help “Is everyone okay?” asks the doctor, he checks everyone in the car is ok and takes them to the hospital for some exams.
1. Circle true or false, correct the false statements.
   a. It’s a hot morning in Pennsylvania. T F
   _____________________________________________________________
   b. Mr. Anderson turns on the tv to check the weather. T F
   _____________________________________________________________
   c. He drives his car when he goes to work. T F
   _____________________________________________________________
   d. Dr Anderson checks everyone is fine T F
   _____________________________________________________________

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

3. Draw the scene that you liked and say why

(http)

http://www.englishforeveryone.org/Topics/Reading-Comprehension.htm
Ann is starting a new school today. She is very excited and worried at the same time. “I want to start classes today, to learn new things but I also feel scared,” Ann tells her dad. “I understand,” Dad says. “Starting a new school in a different place can be very scary.”

Ann has to move to a new town. Her dad has a new job. She starts school a new school today. She has done all of this in a week! “I feel sick,” Ann says. “My stomach hurts. I can’t eat breakfast.” “I think that is because you are nervous,” Dad says. He gives her a little hug. “Try drinking just a little juice. Then I will walk you to school.” Ann and her dad walk to school. She thinks about many things. Will I make new friends? Will I like my teacher? What if I don’t know the answer to a question? Will kids laugh at me? What if no one likes me?

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

Circle the correct answer

1.- How does Ann feel about her first day at school?
   a.- angry and quiet       b.- happy and scared       c.- excited and worried

2.- Why does Ann go to a new school?
   a.- her last school was not good    b.- her father has a new job    c.- the new school is big

3.- How many friends can she make the first day?
   a.- five           b.- three           c.- one
2.- Imagine you are Ann, describe your emotions about your first day at school.

__________________________________________________________________________

__________________________________________________________________________

3.- Answer these questions about you

a.- Can you make friends easily?

__________________________________________________________________________

b.- Who is your best friend at school?

__________________________________________________________________________
Bullies

Paul thinks going to school is a nightmare; he is tired of being bullied. Three of his classmates are mean to him. They play jokes on him, they like to hide his books, call him names and make fun of him. When he feels really scared, Paul tells his mom he is sick.

“You should stay home and rest,” Mom says. When Paul stays home, he reads books, he watches videos and eats what he wants. He feels good, “His friend Bob tells him that he should tell his mom or the teacher that he is being bullied.

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

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

a.-Answer

1.- Name the characters from the story

___________________________________________________________

2.- What does bully mean?

___________________________________________________________

b.-Match the words to the correct meaning

Nightmare__. a ridiculous or humorous anecdote

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

Joke__                      . the head of a school or other educational institution

Grades__                      . a terrifying dream

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

watches videos - nightmare - stays home - principal

a.- Everytime Paul is scared he__________________________

b.- When Paul stays home he___________________________

c.- Paul thinks school is a _______________________________

d.- Paul's mom talks to the _____________________________
Bart’s surprise

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

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

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

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

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

The band starts playing, everybody loves the food, they eat empanadas, ceviches, and chocolate cake everything is delicious. Kelly and Bart dance the whole night, they have a really good time.

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

a.-Bart’s family lives in different _______________________.

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b.- The party is on _______________________.
c.- Bart doesn’t want a surprise_______________________.
d.- Kelly has a busy day, she has to pick up the family members at the _________.

2.- Underline the correct answer.

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

2.-Where is Bart’s family from?
a.- China   b.- Ecuador   c.- Peru

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

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

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

_____.

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

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

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

A few days later Dylan is finally able to tell his father that all the nails are gone. Grandpa takes Dylan by the hand. He says, "Good job, my son, but take a look at the holes in the wall. The wall will never be the same. When you say things full of anger, they hurt and leave a scar just like this one. It doesn’t matter how many times you apologize to people. They will never forget what you did or said to them.

1.-Match the words to the correct meaning

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
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<tbody>
<tr>
<td>Anger</td>
<td>a state of mind or emotion; disposition</td>
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<tr>
<td>Scar</td>
<td>an opening made in or through something</td>
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<tr>
<td>Temper</td>
<td>a fastening device having a point at one end and a head at the other</td>
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<tr>
<td>Hole</td>
<td>a mark left on the skin after a surface injury or wound has healed.</td>
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<tr>
<td>Nail</td>
<td>a vertical construction made of stone, brick, wood, etc,</td>
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<tr>
<td>Wall</td>
<td>a strong feeling of displeasure or hostility.</td>
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</table>
2.- Find the words in the word search puzzle

ANGER SCAR TEMPER
HOLE NAIL WALL

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

3.- Answer

a.- What does grandpa give Dylan?
__________________________________________________________.

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

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

d.- Why does Dylan count from one to ten when he feels angry?
__________________________________________________________.
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Anexos
Oficio n°090-RC-2019

Guayaquil, septiembre 7 del 2019

Msc. Sara Anaguano Pérez
Directora de la carrera de Lenguas y Linguistica
Ciudad.-

De mis consideraciones:

De mis consideraciones:

Reciba un atento saludo, por medio de la presente tengo a bien informarle que en la Unidad Educativa Francisco Huerta Rendón en el periodo lectivo 2016 - 2017 aceptó con mucho agrado el desarrollo del proyecto de Titulación Educativo por los egresados ALBÁN GÓMEZ LUISA ELIZABETH y MONTOYA DELGADO KARINA OLINDA requisito previo a la obtención del título de Licenciado en Ciencias de la Educación, mención Lengua inglesa y Linguistica aplicado a los estudiantes de II Contabilidad de Bachillerato.

TEMA: The influence of intrinsic motivation for developing Reading skill.

PROPUESTA: Design of a motivational didactic booklet with activities to improve the Reading skill.

Particular que comunico para los fines legales pertinentes.

Atentamente,

Msc. Marco Yambay Herrera
RECTOR

Elaborado por: Eva Quinde Moreno - Asistente 2
Revisado y aprobado por: Msc. Marco Yambay Herrera - Rector

Teléfono 042319316
Guayaquil - Ecuador
Guayaquil, 20 de Julio del 2017

MSc.
Washington García Melena

DIRECTOR DE LA UNIDAD EDUCATIVA UNIVERSITARIA
"FRANCISCO HUERTA RENDÓN"

Ciudad-

De mis consideraciones:

Me dirijo a Ud. con el fin de solicitarle, se sirva otorgar la autorización pertinente, para que las estudiantes SRTAS. ALPÁN GÓMEZ LUISA, ELIZABETH Y MONTOYA DELGADO KARINA OLINDA, de la Escuela de Lenguas y Lingüística puedan 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 intrinsic motivation for developing reading skill.

PROPUESTA: Design of a motivational didactic booklet with activities to improve the reading skill.

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 ant依照o mis reconocimientos.

Atentamente,

MSc. Alonso Sánchez Ávila
Facultad de Filosofía, Letras y Ciencias de la Educación
DIRECCIÓN GENERAL DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA
Oficio No. 252
Guayaquil, 20 de Julio del 2017

MSc.
Washington García Melena
RECTOR DE LA UNIDAD EDUCATIVA UNIVERSITARIA
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Ciudad:

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Le anticipó mis reconocimientos.

MSc. Alonso Sánchez Ávila
DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA
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https://kredden.wikispaces.com/5+Stages+to+the+Reading+Process

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Habiendo nombrado al Master Manuel Avilés, tutor del trabajo de titulación, certifico que el presente trabajo de titulación, ha sido elaborado por Montoya Delgado Karina C.I.: 0917828618 y Albán Gómez Luisa Elizabeth C.I.: 0924314446, con mi respectiva supervisión como requerimiento parcial para la obtención del título de licenciada en lenguas y lingüística.

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Se informa que el trabajo de titulación. Topic: Influence of intrinsic motivation to developing reading skill, ha sido orientado durante todo el periodo de ejecución en el programa anti plagio, quedando el 4% de coincidencia.

MSc. Larry Torres Vivar
Consultor Académico