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

TOPIC:
INCIDENCE OF READING MOTIVATION FOR IMPROVING READING HABITS

PROPOSAL:
CREATE A READING CORNER TO FOSTER READING HABITS
EDUCATIVE PROJECT

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

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FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

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Apreciada Sra. Decana:

En virtud de la disposición de la Autoridad Académica de la Escuela de Lenguas de fecha 12 de septiembre del 2017, en la cual se me designó Asesor de Proyectos Educativos de la Licenciatura en Ciencias de la Educación, especialización **LENGUAS Y LINGÜÍSTICA**, tengo a bien informar lo siguiente:

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kattya Carolina Vega Miranda

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TOPIC:
INCIDENCE OF READING MOTIVATION FOR IMPROVING READING HABITS.
PROPOSAL:
CREATE A READING CORNER TO FOSTER READING HABITS.
EDUCATIVE PROJECT

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

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Muy Atentamente

MSc. Lizmary Feriz Otaño

DEDICATION

I dedicate this thesis especially to God for all that he has given me in my life and for allowing me to have reached to this so important moment in my professional life. I also dedicate this to my parents and my brother for being the main core support with their love and unconditional bearing, to my son, Nehemías, who I love indefinitely, and to my husband for giving the unconditional love and constant support as always.

ACKNOWLEDGEMENT

DEDICATION

This is dedicated to God, King of the universe and creator of all things, our father and bearer of life. I also want to dedicate this to my father, Vicente, because he has been an example that has motivated me to continue, to my mother, Irma, who I owe my life to for her support at all times, to my siblings, Marvin, Rodrigo and Andrea, whom I love indefinite. To my husband, Wilson, who has render his love and unconditional support as well in the good times and the bad times and that has been a great part of this achievement, to my daughter, Marcelita, who has also sacrificed her time, to my second future child who has been with me this whole long process, to my niece, Andreina, who brightens my day with her smile. I would also like to dedícate this thesis to my uncle, Enrique Vega who even though he is no longer with us in this world, I will always carry him in my heart.

Kathy Carolina Vega Miranda

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Kattya Carolina Vega Miranda

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AUTOR: **Diana Cecilia Alcivar Macias**

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SUMMARY: In today's education, Reading is one of the most fun and fundamental skills that English or any other language has to offer. Reading is an ability that can take the student to another world, space or even galaxies depending on what the reading may be about, whether fiction or not. The most impressive part about reading is that it can become a realm of its own and authors of such type of books can have the reader engaged or stuck like glue to the text, novel, book, magazine, journal or whatever the type of reading may be and with a **reading corner** this can be a reality for students. To reach such comprehension in any type of these readings, students and teachers can engage in many ways and methods of **motivation** practices that can expand students' interest to engage in reading **habits**. All up to the objective of the class and the teachers' class preparations can reach students weaknesses so utter reading comprehension is reached in and outside the classroom as well. The essential part included in reading is one of the most adequate if the student is taught to be self-motivated.

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REPOSITORIO NACIONAL EN LENGUAS Y LENGÜISTICAS		
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AUTORES: ***** Diana Cecilia Alcívar Macías * kattya Carolina Vega Miranda	**REVISOR:** MSc. Liz Marry Ferizo	
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RESUMEN: En la educación actual, la lectura es una de las habilidades más divertidas y fundamentales que el inglés o cualquier otro idioma tiene para ofrecer. La lectura es una habilidad que puede llevar al estudiante a otro mundo, espacio o incluso a galaxias, dependiendo de qué se trate la lectura, ya sea ficción o no. La parte más impresionante de la lectura es que puede convertirse en un ámbito propio y los autores de ese tipo de libros pueden tener al lector involucrado o atascado como un pegamento al texto, novela, libro, revista, revista o cualquier tipo de lectura que pueda ser y con un rincón de lectura esto puede ser una realidad para los estudiantes. Para alcanzar tal comprensión en cualquier tipo de estas lecturas, los estudiantes y los profesores pueden participar de muchas maneras y métodos de prácticas de motivación que pueden ampliar el interés de los estudiantes para participar en los hábitos de lectura. Todo hasta el objetivo de la clase y los preparativos de la clase de los profesores pueden alcanzar las debilidades de los estudiantes para que la comprensión de lectura completa se alcance dentro y fuera del aula también. La parte esencial incluida en la lectura es una de las más adecuadas si se enseña al estudiante a motivarse por sí mismo.		
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ABSTRACT

This investigation involves reading and its importance that needs to be displayed because it is one of the most fundamental skills that English or any other language has to offer in order to improve the reading habits in the students from the 8th GBE ―F‖ at ―Unidad Educativa Agustin Castro Espinoza‖ high school. This investigation will explain how the reading material, whether fiction or non-fiction, has the ability to transport the student to another world, space or even galaxies once understanding of what is being read sets in and that is one of the main problems students have. Creating a reading corner will facilitate such understanding to be reached by students gradually. To reach such comprehension in any type of reading, students and teachers can engage in many ways and methods of motivation practices that can expand students' interest to betrothed in reading activities. All up to the class' objectives and the teachers' preparations can reach students weaknesses so absolute reading comprehension is reached in the classroom, and outside the classroom as well. The essential part included in reading is one of the most adequate if the student is taught to be self-motivated. Another advantage that reading corners will offer is the interaction with other cultures, which definitely incite students to develop inquiring about different details and experiences. This type of motivational reading techniques outside the classroom take students to other learning opportunities like discussions, forums or now with the marvelous inclusion of the internet, the creation of websites where people from all over the world share their experiences and knowledge about the topic being discussed promoting comprehension and development of language skills at all levels. All these are just some examples of the type of activities that are incorporated in this investigation and project.

Key words: reading corner, reading habits, motivation

RESUMEN

Esta investigación involucra la lectura y su importancia que debe mostrarse ya que es una de las habilidades más fundamentales que el inglés o cualquier otro idioma tiene para ofrecer a fin de mejorar los hábitos de lectura en los estudiantes de la 8 ° GBE -F‖ en -Unidad Educativa Agustín Castro Espinoza‖ de la escuela secundaria. Esta investigación explicará cómo el material de lectura, ya sea ficción o no ficción, tiene la capacidad de transportar al estudiante a otro mundo, espacio o incluso galaxias una vez que se comprende lo que se está leyendo y ese es uno de los principales problemas que tienen los estudiantes . La creación de un rincón de lectura facilitará que los estudiantes lleguen gradualmente a ese entendimiento. Para alcanzar dicha comprensión en cualquier tipo de lectura, los estudiantes y los profesores pueden participar de muchas maneras y métodos de prácticas de motivación que pueden ampliar el interés de los estudiantes por comprometerse en actividades de lectura. Todos los objetivos de la clase y las preparaciones de los maestros pueden llegar a las debilidades de los estudiantes para que la comprensión de lectura absoluta se alcance en el aula y fuera del aula también. La parte esencial incluida en la lectura es una de las más adecuadas si se enseña al estudiante a motivarse por sí mismo. Otra ventaja que ofrecerán las esquinas de lectura es la interacción con otras culturas, lo que definitivamente incita a los estudiantes a desarrollar indagaciones sobre diferentes detalles y experiencias. Este tipo de técnicas de lectura motivacional fuera del aula llevan a los estudiantes a otras oportunidades de aprendizaje como discusiones, foros o ahora con la maravillosa inclusión de Internet, la creación de sitios web donde personas de todo el mundo comparten sus experiencias y conocimientos sobre el tema que se discute promoviendo la comprensión y el desarrollo de las habilidades del lenguaje en todos los niveles. Todos estos son solo algunos ejemplos del tipo de actividades que se incorporan en esta investigación y proyecto.

Palabras clave: rincón de lectura, hábitos de lectura, motivación

INTRODUCTION

All over the world, Unimaginable and endless things could be shared through many means when it comes to reading activities. For example, the internet, video conferences, on line classes, sketches, soap operas and millions of resources that help students in the learning process of any skill or subject.

Reading included here is about the amount of information reinforced or that opens students' eyes to new possibilities of acquiring useful comprehension. The effects that these advantages cause in students is priceless, especially when dealing with students who have some kinds of difficulties produced by different factors that tend to have logically lower academic results, lack of understanding and no motivation in reading. It is easy to teach students who are in control 100% of their capacities but the learners who cannot do such things should also be considered.

The use of many motivational activities at any point of the learning process are essential for succeeding in students' purposes. Teachers must make good use of these resources and monitor students in the process. The impact that these motivational resources produce in students' lives are immeasurableand remain for a long time or eternity in students.

It is well known that students comprehend or learn properly when they do things and are not only passive in the classroom, so bearing this in mind leads to do the best in taking advantage of everything that is at hand to encourage the increase of use of motivation at any time for comprehending things for life. It is very hard to forget something that you have done and with the use and connection of motivational activities, it can expect successful results.

CHAPTER I: THE PROBLEM

This chapter is about the problem that students are facing in the English realm. The problem is placed in the many parameters that evaluate it as far as details or as a conflict with the scientific situation, the causes and consequences the problem brings out from the investigation that has been conducted. The objectives in general and specific modes are also addressed in this chapter and the questions that are related to the investigation which will be manifested in the rationale of the chapter.

CHAPTER II: THEORETICAL FRAME

Chapter two is the theoretical frame that explains the background of the investigation that gives the history of the problem exposed in the many situations that it is seen throught the nation. This is also compared at time with other previous investigations in order to get to have a different point of view from other pedagogist and other previously done investigations that are similar to the problem at hand.

The foundations like the epistemology foundation that explains the way students learn, the philosophical foundation that gives the way learning can relate to the science of reasoning, the theoretical framework allows for the investigation to reach the best way and methods can be applied in theory and hypothesis if necessary. Psychologically covers many fields but the investigation will keep itself in the vicinity of how learning affects the character, conduct and performance of the student when dealing with a foreign language.

The sociological aspect concentrates on the way the student, the family, the institution, the neighborhood and society are going to benefit with the education of the student that is taking place. The legal foundation gives the investigators the right to carry out the investigation with all the fundamental jurisdiction backed up by the articles in the constitution.

CHAPTER III: METHODOLOGY

Chapter three bases on methodology the process, the analysis of the results, the results discussion that will back up the investigation and the questionnaire that was carried out by the surveys, observations and interviews.

The methodological design and the application of it with the types of investigation that were put into the research, whether it was bibliographical, field or explanatory. The population and sample parameters about the students that are involved in the investigation are placed for the cause of the investigation.

The operationalization of variables are also addressed with the indicators and with the investigation methods, instruments and techniques of the investigation, the analysis and interpretation of data from the observation, the surveys and the investigation are also analyzed for the adequate conclusion and recommendations.

CHAPTER IV: THE PROPOSAL

The Justification will state how the proposal will benefit the students and address the problem with the synthesized information about the previous results including the general objective, the aims of the specific objectives and the feasibility of the problem.

The description of the proposal will manifest all the procedure that it will take place in order to demonstrate the effectiveness of the proposal's objective the social impact it will give, the beneficiaries whom are the students and the bibliography sources that were consulted for the investigation.

CHAPTER I

1. THE PROBLEM

1.1 CONTEXT OF THE INVESTIGATION

Unidad Educativa Agustin Castro Espinoza is located at the Flor de Bastion, bloque 17. The school is in a semi-remote area because there are only tri-motor cars, no public transportation and the roads are not paved. The area is considered rural by City Hall officials and there are public services within the community.

The students are not provided with transportation and they must get to school on their own. Theinfrastructure is made of cinder bricks and cement. All the bathrooms are serviceable and there is no video laboratory. The patio/playground area is accessible to all personnel and the breaks are schedule on time. The school was founded on September 28th, 1990. And its first Director was Dr. Francisco Moreira.

1.2 CONFLICT SITUATION

Through the observation we have analyze that poor reading habits and low linguistic competence cause difficulties in students forexpressing themselves in English. The reading task can be confusing for the majority or the whole class, and the performance from students is very low in class participation. In order to improve such deficiencies, teachers need to be equipped not only with language knowledge but also with the right pedagogy, didactic and materials, whether from the institutes or of their own.

The students from 8th GBE at Francisco Huerta Redon High School are in the desperate need of reading motivation and competence activities and instructions because it is evident the lack of knowledge about any of

the tenses in the English language when they try to express themselves. The constant practice could be another tactic that needs to be implied so results could be shown in students.

The motivation factor of language learning can be also expected to be at a low proficiency. Traditional teachings are still put into practice in the common English classroom in a public school. New methodology, approaches and techniques need to be exercised in the classroom, creating a fun-learning ambience and promoting learning of the language for all these present problems can be addressed properly. Students are also in the need of more tutoring classes and the booklet can be used for such purpose. Students also need to have as much practice as possible in order to clear the problem that is seen obviously in the classroom.

There was evidence that they could not give concrete answers to comprehension questions. Students have insufficient motivation in reading because it is part of the culture. Reading is fundamental but many find it disturbing to do so because it is an exercise that takes concentration, motivation to read and a lot of time in doing so. There can be plenty of types of reading whether they are extensive, continuous or intensive. Thus, students feel the need to either have the reading text given to them by listening to it or just do their best to decipher graphics of any type of visual that can be related to the text or story at hand.

1.3 SCIENTIFIC FACT

Insufficiency in the reading habits of students from 8th GBE ―F‖ at ―Agustín Castro Espinoza‖ high school, Zone 8, District 09D19, circuit 08, Province of Guayas, canton Guayaquil. School year 2017- 2018.

1.4 CAUSES

- Absence of resources in the class to motivate reading.
- Teachers do not use updated methods to motivate reading habits.
- Students are not exposed to meaningful reading activities.

1.5 FORMULATION OF THE PROBLEM

How does the reading motivation influence on the improvement of the reading habits of students of 8th GBE at Agustín Castro Espinoza High School, District 09D19, in Guayaquil city, School year 2017 - 2108?

1.6 OBJECTVES

1.6.1 GENERAL

To determine the incidence of reading motivation in the reading habits of students by means of bibliographical and statistical analysis in order to create a reading corner to foster motivation in the students.

1.6.2 SPECIFIC

- To describe the reading motivation through bibliographical, statistical and field study.
- To characterize the reading habits through observation and data analysis, surveys and interview to the teacher.
- Create a reading corner to foster reading motivation for improving reading habits in the students through the data gathered.

1.7 QUESTIONS OF THE INVESTIGATIONS

1. Which are the theoretical referents that have characterized the reading motivation in the reading habits?

2. What current particularities characterize the reading motivation in the reading habits in the students from eighth grade?

3. What is the main purpose of this Project to take effect on the education system?

4. What traits should be taken into account to create a reading corner?

5. What are the objectives that the Project will cover?

1.8 JUSTIFICATION

Reading is the one of the most essential components of the macro skills: Listening, speaking, reading and grammar therefore it turns into a powerful instrument to reach the most valuable purpose in TEFL: oral and reading communication in the target language in this case.

Regarding the constitution of Ecuador, this research is based on Art.349. - The state will guarantee to the teaching staff, at all level and modalities, stability, updating, continuous formation, pedagogical and academic improvement.

The students will enjoy the class activities in a nice, warm atmosphere. The authorities of the school and parents will be happier because the application of the proposed 8th grader's students in a positive way. Additionally, Augistin Castro Espinoza school and the English department will keep prestige registering more students hiring more teachers. Some of the factors that inspire this work are the necessity to

help 8th grader´s students in their reading learning process, and to contribute to the improvement of English language teaching in general.

The National Good Living Plan and its objective are to improve education nationwide in each citizen as their right for improvement in the social aspect and culturally as well. The main beneficiaries of this project are the students from the 8th grade that with these interactive listening activities in the English language will bring out the best opportunities in improving and thus allowing in future employment and social development for all the citizens of Ecuador and other students that may be able to succeed in such realm.

In the legal framework of the LOEI (LAW) specifies that all Ecuadorian has the right to linguistic and intercultural and bilingual education, because in this article is supported this proposal is duly justified as it tends to improve English language teaching of English. In the constitution of Republic of Ecuador. It can be found that both children as young Ecuadorians are to impart a qualified education and warmth.

CHAPTER II

2. THEORETICAL FOUNDATION

2.1 BACKGROUND

According to Kevin Martillo and Alexandra Herrera, 2016, the influence of popular fairy tales for motivating reading in English as a foreign language,the science of learning tries to find the understanding of the relationship between brain development, social interaction, and learning by drawing on the fields of psychology, neuroscience, machine learning, and education. This reading motivational research holds great promise for improving reading habits for all students and helping them develop more effective approaches to reading comprehension as well. Children, with the help of reading motivation for the improvement of reading habits, will be able to have better results not only in exam, but also in expressing themselves and other parameters. This is how the relationship of the proposal will be once the affect is applied to the students. (Herrera y Martillo, 2016).

2.2 THEORETICAL GROUNDS

In the current era of globalization and knowledge, where changes occur every second, it is paramount the reduction of the gap between the great powers and the developing countries especially in education.

In order to address this topic there are four concepts that need to be analyzed and discussed. They are didactic, motivational, resources, reading skills and tales.

For Brinton, Celce-Murcia and Snow (2014) a tool that has always been present in the classroom is visuals. Moreover, given the

pervasiveness of media in the outside world today, there is expectation of a visually rich classroom atmosphere. Some examples of visuals, but not limited to, are: photos, drawings, figures, graphics, posters, organizers, magazine pictures, digital photos, clip art, slide shows, films, and videos. Brinton (as cited in Brinton et al, 2014) adds that the use of visuals brings authenticity and can serve as a springboard to the lesson. Additionally, they appeal to visual learners. Teachers need to observe the kind of students or the predominant group in order to implement the activities that students will get the most out of them.

2.2.1 READING MOTIVATION ACTIVITIES

Agreeing with Carvalho (2002) the learners sometimes are not motivated to learn a new language, but they can be motivated by doing an activity. This kind of motivational activities help them to be motivated to speak because they will need to speak with others in order to achieve and finish the task already given.(Carvalho, 2002)

Didactic guide- exercise from the stories that are included in the proposal with the reading understanding questions and open ended questions as well which will make the students acquire reading comprehension.

Language usage of the stories- vocabulary usage and domain that will be implied as warm ups in order for the teachers to prepare the students with a better orientation while reading.

Interactive-role plays about the characters and situations included in the reading exercises.

Partially interactive- read alongs and storytellings

Non-interactive- reading alouds that only include one reader (starring reader) and interaction will be at the minimun.

Reading comprehension- the objective of the investigation is to guide students in achieving reading comprehension throughout the proposal.

Problem-solving- solving mentioned problems in the readers as exercises.

Relating background knowledge so students could personalize the activities.

Summarizing- resume of the readings by paragraphs, chapters or stories.

Sequencing- putting stories in the proper order.

Inferencing- reaching conclusions about the story and the wording to interpret author's purpose or opinion.

Comparing and contrasting- finding similarities and differences between readers and stories.

Drawing conclusions- predicting the end of the story can be used as warm ups for this type of indicator that successfully works in class.

Self-questioning- having students interrogating themselves with the right questions about the readers.

Provide proper input- help out students with vocabulary, scenes, plotting of the story, scenery and schematics.

2.2.2 Fundamental components for an effecctive reading comprehension

2.2.2.1 Reading competence

As for Reading, according to Pulverness, Spratt and Williams (2012) is one of the four language skills. It is a receptive skill. This involves responding to the text, not producing it. Adapting this theory to a class situation, students will have to interact with the text. In order to do this, students need to own reading skills to comprehend the text and provoke

learning spaces, final purpose of any activity teachers implement in their classrooms.

Thornbury (2016) discusses that before the receptive skills were thought of as being –passive‖ when it is actually an active, even interactive process. He adds that it should be a goal-oriented activity. Teachers need to plan their lessons in a way that by the end students can say that they understood and learnt from the text. They should also be able to transfer what they experienced into authentic exercises with the help and monitoring of the teachers. Learners need to see the example of the teachers. As adults, they should always carry a book different from the one they use for their classes in order to set examples. If teachers do not do this students will not discover the richness and advantages of avid readers.

To reinforce what the authors mention in the previous paragraph, according to studies done teachers do superficial activities when they deal with listening and reading. They are not optimizing those skills. Students should take them as models when they speak or write. Briones and Ramirez (2011) conducted a study in two different schools of the Coast of Ecuador. Their analysis indicated that in both contexts the situation was the same. Teachers only made use of one reading strategy that was factual questioning. They also limited their lessons to the activities provided by the textbooks.

Pulverness et al., (2012) add that it also means making sense of written texts. In order to understand the text, we need to know the language at all its levels: words, sentence and the reading as a whole. Teachers have to make sure to develop activities that help students master those levels before they attempt to read. If students do not comprehend them, it will be difficult for them to figure out the message of the text or learn from the author (Pulverness, 2012. p.88).

The process teachers in an EFL context should consider is the bottom-up sequence. Thornbury (2016) mentions that before understanding a text, students need to draw on a range of knowledge bases, which for him includes the following features:

- Knowledge of words, including their spelling and pronunciation.
- Knowledge of grammar, tenses, structures, parts of speech.

This means students should be able to decode letters, words and grammatical structures of individual sentences, adds Thornbury (2016). This aspect of understanding a reading is important because it is a complex process at the beginning but with training and using skills like: skimming and scanning, students will be able to comprehend the story, apply the new knowledge in other contexts and learn the message and values that fairy tales involve.

The definition of many Tales provided by Lamkin, McCarthy and Rufenacht (2011) is essential stories that native-English speaking students at a primary level are familiar with whether through reading the stories or watching them on television. This is the same scenario for Ecuadorian students the only difference is that they know the stories in their mother tongue. Therefore, teachers should consider using this material in their lessons, taking advantage that students know the plot of the story, the characters, setting, in other words they are familiar with these readings, which are also authentic material.

2.3 PHILOSOPHICAL FOUNDATION

Alternative teaching material, sometimes also called didactic resources, is most of the time authentic, as described by Johansson (2016). As for Harmer (2017), he refers to homegrown materials. These

are resources produced by native speakers or in native speaking countries.

Harmer (2017) also contributes to this respect by saying that they are teachers' made resources. This is very common in the Ecuadorian context, since the book assigned has few units to cover in a five-hour a week period. The Ministry of Education has published also some suggestions teachers can use to adapt, implement, and make more lessons that are engaging.

Something important about reading techniques in the classroom is expressed by (Harmer, 2007) —as teachers should do everything in their power to avoid being overzealous about equipment because it is only worth using if they can do activities with them‖ (p. 45). Moreover, the author says that the essentials of good teaching will always be more important than the technology we look forward to have in our classrooms. This also depends on the training and expertise of the teachers using these devices. They can have the last appliance but if they do not know how to apply it in an academic setting, it is worthless.

Nuttall (2015) argues, ‐Whether it is possible to teach people to read or if teachers can at least help them learn, the second would be our case. Facilitators are scaffolding reading skills through the use of motivational tales in this particular study‖ (p.66). Harmer (2017) implies that reading is useful for language acquisition. The more students read the better they get at it. This practice also helps learners to acquire new vocabulary knowledge, better spelling and more writing. Teachers can use text to address different areas like vocabulary, grammar, punctuation; students can use this as models for their own writing. Other advantages of this skill are that they provoke discussion, introduce interesting topics, boost imaginative responses and help to build well-rounded and fascinating lessons. To reinforce this, the same author includes the following

principles: Teachers should encourage students to read as often and as much as possible. Students need to be engaged with the texts. Teachers should motivate students to respond to the content of the reading, not just on its mechanics or grammar structure. One major skill is prediction. Teachers have to match the tasks to the topics when using intensive reading activities. Good teachers exploit readings (Nuttall, 2015).

2.4 PSYCHOLOGICAL FOUNDATION

Kang (as cited in Brinton et al., 2014) notes that the era we are moving into visual literacy is as important as language. Thus, we should develop our ability to communicate ideas visually. Teachers must consider these findings in order to exploit visuals and spatial instructional strategies to enhance the learning process.

As for Harmer (2017), there are different kinds of reading extensive and intensive. The first corresponds sometimes to the one students do outside classes. This feature makes students read for pleasure. The second refers to the different activities on the construction of reading texts, which usually takes place in the classroom.

Nuttall (2015) ponders that teachers only read in English for classroom purpose, and if this is the case, it is difficult to motivate students. This is a problem for most teachers; the motivation of needing to read is powerful. The language is alive, she adds. If only teachers could make foreign language reading interesting in itself, motivation will increase.

2.5 SOCIOLOGICAL FOUNDATION

In the Ecuadorian setting, teachers are provided with the textbooks they need to cover within a school year. —This phenomenon has gradually

created a boring and monotonous classroom atmosphere which can discourage learners to participate actively. Meanwhile, our rich cultures are not well-exploited. Some forms of literary works such as folklore, fairy-tales and legends have the potential to be used in ELT as a valuable source of authentic material‖. (Saking-Wijaya & Tedjaatmadja, 2015, p. 102) As stated by these authors, the curriculum should include cultural awareness being that the language is not only words but also countries, communities and people that enjoy their own traditions, customs and beliefs. Students should not be separated from the richness of the culture of the language.

Some reading skills that can be used to exploit those pieces of literature can be scanning, skimming, compare and contrast, critical thinking, questioning, just to mention a few.

The sociolinguistic component for 8th grade according to the CEF says that students establish basic social contact by using the simplest everyday polite forms to make requests, express gratitude, apologize, etc. in accordance with the most important conventions of the community concerned.

In the linguistic component of the communicative competence, eighth graders should have a basic repertoire of words and phrases related to their social background, which is complementary to the personal and educational background with which they are already familiar.

2.6 PEDAGOGICAL FOUNDATION

The school curriculum as provided by the Ministry of Education includes didactic motivational, reading resources as one of its components. They become the facilitators of the teaching process. Moreover, they motivate and activate relationships within the classroom,

and support the construction of essential representations of knowledge and abilities needed by the learners.

Regarding other methods, it is important to mention an international study conducted by Kozma (2013). The author confirms that a number of characteristics in methods that are consistent with principles of the science of learning and improving education. The author adds that new information and communications bring motivating curriculum based on real-world problems into the classroom. They can also scaffold and enhance learning. This can be achieved with the guide and monitoring of the teachers. Students, especially 8th graders, need a lot scaffolding activities so they can become independent learners.

Brinton (2014) mentions that -much of the studies supporting the use of didactic resources is found in the literature on learning style, especially Gardner's theory of multiple intelligences, which states that there are eight types of intelligences‖ (p. 54). Another theory that reinforces this concept is the schema. This implies that visuals provide a powerful means of activating the learner's prior knowledge of the topic, thus it facilitates the presentation or new data.

Technology for Thornbury (2006) —provides opportunities for problem-solving, creating and proofreading writings, pronouncing words well, having and automated reading coach that monitors the learner reading aloud and provides feedback. Additionally, social networks have created spaces for interaction between teacher-students and among students‖ (p. 140).

Nuttall (2015) indicates that both the teacher and the student should understand the reading process. Additionally, she says that different people use the term reading in various ways, which may lead to confusion. Therefore, there are two main definitions for this term:

We need to recognize the written words in order to start reading. Good readers are able to identify words rapidly, this is important especially for early reading teachers.

Teachers use reading to introduce pronunciation, practice fluent and expressive speaking, and reinforce structures. This is a good beginning for developing readers. Learners have to discover how writing is associated with the spoken words they already use.

2.7 SOCIAL CONSTRUCTIVISM

Is a sociological theory of knowledge according to which human development is **socially** situated and knowledge is constructed through interaction with others. The phrase was coined by Peter Berger and Thomas Luckmann in The **Social** Construction of Reality, (Luckmann, 2015)

2.7.1 CRITICAL THINKING

The objective analysis and evaluation of an issue in order to form a judgment, (Brown, Critical thinking and its prime objective, 2016). This is developed in many ways in order to reach reasoning. Students have their own critic on how to make decisions and other choices. They are also exposed to many thoughts that come from external sources like friends, relatives, authorities and members of their surroundings that can contribute to a criterion of their own.

2.8 LEGAL FOUNDATION

Besides what is guaranteed on Education and specified in the present Ecuadorian constitution and what is defined in the LOEI (intercultural organically education law), teachers need to observe the following

information in order to design their Annual plans, as described at the Ministry of Education webpage:

- The new English National Curriculum Guidelines.
- New Curriculum Specifications.
- A second run of new textbooks for 8th grade, in this case study.
- Suggestions for designing their annual, unit and lesson plans.
- Suggestions for classroom assessment within the Communicative Approach.

The linguistic component of the communicative competence indicates that students in 8th grade should have a limited control of a few simple grammatical structures and sentence patterns in a learned repertoire, which relates to their social background.

As for the reading skill, eighth graders should understand and identify simple informational, transactional and expository texts, a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required. Students also should extract the gist and key information items for simple informational, transactional and expository texts. The textbook assigned for 8th grade is Postcards 1B, book.

CHAPTER III
3. METHODOLOGY, PROCESS, ANALYSIS, AND RESULTS DISCUSSION

3.1 METHODOLOGICAL DESIGN

The methodology used in this investigation has a mixed character due to the quality and quantity of data that it possesses. It is qualitative because it uses the information through the interviews applied to the teacher. It is also quantitative because it gives the percentages and the frequencies about the questions in the surveys that students took. The characteristics also cover the flaws that were presented in students when classes were being given about the reading habits and popular reading tales to motivate students into reading.

3.2 TYPES OF INVESTIGATION
3.2.1 FIELD RESEARCH

This investigation is in the field research classification because the process of the surveys applied to students bring the parameters of the independent and dependent variables and gives the results about how this type of investigation can solve the problem.

There is also help provided by the interviews applied to the teacher and to the Director of the School. The responses of these two immediate supervisors helped out in reaching the right conclusions for the proposal could be used properly.

The topic of reading for the motivation of English language usage can be classified as a topic in which the students show the process of improvement gradually with the right type of methods applied and other parameters taken into play. The addition of other investigations also

helped reach the right and accurate results for the improvement of classroom's reading skills development.

The resources used on this investigation paved the way to have students' performance measured in every single aspect about the reading habits that may be used in the classroom. Students improved their language proficiency skills when performing the reading in the classroom.

3.2.2 EDUCATIONAL RESEARCH

The investigation is under the educational research category because it includes themes and other resources that are in the educational realm. The fact of using reading as a motivator in students to make them read in English is more than a venue for this type of educational sources could be used and applied respectively to the investigation.

The methods and the techniques used in the classroom were part of the educational sources like links form the internet, books that can be found also in the internet, exercises of extra quality to be used as warm ups for the tasks at hand and the endless sources of information that can be added to the investigation.

The pair work activities are also designed to involve students in many sociolinguistic skills about the reading part of this investigation using fairy tales to motivate English speaking to students. The other techniques and dynamics which are also involved in this investigation also collaborate in making the investigation educational.

3.2.3 BIBLIOGRAPHICAL RESEARCH

Students' resources such as books, magazines, references and books that can be found on the internet are considered and evaluated as

the bibliographical part of the investigation. The investigation has all the citations place for every author, book, reference or source of information annotated and properly addressed in the file of this investigation, providing substantial evidence that can serve as a source of data to back up the investigation in the process.

The bibliographical research made the demographics productive in the investigation field. The characteristics of the material used to promote reading in a foreign language using material to deliver positive results and support the investigation about the details.

3.3 LEVEL OF THE RESEARCH
3.3.1 EXPLORATORY RESEARCH

This investigation is appreciated as one of the exploratory research due to the methods used in the process that were applied with the reading used as a motivator in reading in English. The exploratory provides a great foundation on where the problem is on such issue, giving an open and natural discussion format so a wider variety of perspectives could be focused on in a shorter period. The exploratory research gives the opportunity to redesign the survey, giving a better sense of issues, opinions and behaviors that can go along with the research main topic.

The redesigned of the survey can gather information from the field that are less qualified or knowledgeable, not risking the opportunity to leave out any other important information. The open ended questions give exploratory in nature answers that allow the students to provide any feedback, adding a few open ended questions that can indicate important trends and opinions for other researches.

3.3.2 DESCRIPTIVE RESEARCH

The descriptive research is about studies that have their main objective to portray accurate all the features of people, situations and groups. This type of investigation is usually used for the description of both variables and not to test the predicted relationship between them. Descriptive means to describe the aspect of the phenomenology which is described. (Hungler, 2004)

Suter (2011) gives the descriptive research as a relevant cause due to the following steps such as describing the features of certain individuals, sections or groups, determining the quantity of people who act in a special way, making predictions in a specific way and determining relationships between variables‖ (p.32-33).

Obtaining the actual status of the situation and predicting the source of the situation at the moment of the study is what places this investigation as descriptive, revealing the actual stage of the problem and describing the consequences with the respective conditions and/or different variations.

3.3.3 EXPLANATORY RESEARCH

The explanation about how reading comprehension is improved is the following. Scientifically, it is by having a vast vocabulary to reach reading comprehension. The writing exercises can play a major role in the understanding process because of the description that is read and the way the students interpret such read description. (Suter, 2011)

Students were able to process the explanation for every task given to them and perform to the best of their capabilities on the task. Students explain the instructions to one another and they also explained the

situation of the activities at hand, giving enough play warm up time for each activity could have a concrete concept and form ideas on students before the real engagement of executing the activity begins.

3.4 POPULATION AND SAMPLING

This investigation population consisted of people where both, teachers/authorities and students were involved for the research. It was distributed on different venues and selection or blocks of data which no matter which portion was investigated, the outcome calculated the whole population the same way.

3.4.1 SAMPLE

The sample in this investigation did not need to be put into the whole process nor any formula had to be performed due to the fact that this investigation is only being done on a total of 27 students and the minimum requirement or number of variables/students for such sample is 100.

3.4.2 STRATUM

Table 1

STAFF	POPULATION	SAMPLE
Director	1	1
Students	27	27
Teachers	1	1
Total	29	29

Source: Students from the Unidad Educativa Agustin Castro Espinoza

Authors: Diana Cecilia Alcívar Macías and Carolina and katya Carolina Vega Miranda

3.5 VARIABLES OPERATIONALIZATION CHART

Brinton et al., (2014) assert that early literacy experiences support reading development in any language, and time spent on these activities is worth on English reading acquisition. Observing this clause the design of a didactic guide with fairy tales to develop reading skills will help students not only linguistically but in cross curricular areas like literacy.

For this research study the variables are identified as:
- Dependent: influence of technology didactic resources in the development of reading skills.
- Independent: to design a didactic guide with motivational text content to develop reading skills.

Operationalizing the variables into words it means that with the effective design of a didactic guide with reading, students will develop reading skills. They will become independent readers, get the message implied in the tales, and interact with the story and its different parts, also with the author. Teachers will exploit the text not only to scaffold the reading skills but make students use, produce, consolidate, and practice the language through the story.

The dimensions of the study are that students become independent and fluent readers, the design of the didactic guide, the tales and reading skills. In order to accomplish the goal the indicators that attest the success of the study are that students work out the message of the tales, they interact with the story, use the grammar conventions used in the reading to apply them in their own writings, lastly that students implement the use of reading skills whenever they are exposed to a text.

	Dimensions	Indicators
Dependent Reading habits	Reading Motivating Activities	Didactic Guide
		Language usage of the stories
	Motivation	interactive
		Partially interactive
	Types of Motivation	Non- interactive
		Extrinsic
	Dimensions	**Indicators**
Independent Reading Motivation	Reading comprehension	Problem
	Compating and constracting	
	Fundamental components for an effective reading comprehension	Relating background
		Summarizing
		Sequencing
		Inferencing
		Drawing conclusions
		Reading competence

3.6 THEORETICAL METHODS

Historical- Logical-this theoretical method is used during the analysis of the theoretical background of this thesis, while antecedents of the previous existing information on the topic were located and explained. The background of the problem and how it has been dealt with in different situations and other schools and other evidence of the methods and techniques that were applied. The logical part of the investigation was used as a method to find the most reasonable and applicable techniques to reach reading comprehension through the reading habits that were given to the students throughout motivation.

Analysis- Synthesis- This method is used because during the research process, an analysis of the data had been made and obtained and the essential ideas were synthesized. Just like when someone is reading a story, they are interpreting to make meaning of the event, activity or experience. The reading of of an excerpt, story or piece of writing is about ―making sense‖ of content and making sense could involve analysis, synthesis, and/or interpretations.

This analysis-synthesis method interprets the reader on how the content that is being read sinks into the subconscious of the listener or audience. It also shows where the reading of the story leads. Reading other people's writing spunks new connections in the person as well. Making summary statements of the events told, receiving critical feedback from others about those summaries and defending the summaries with an open mind.

Inductive- Deductive Methods- Deductive method is a basic form of valid reasoning. Deductive reasoning, or deduction, starts out with a general statement, or hypothesis, and examines the possibilities to reach a

specific, logical conclusion, according to the University of California, (Dr. Sylvia Wassertheil-Smoller, 2013).

This deductive method uses deduction (take away, remove) to make scientific hypothesis and theories; it is understood that in the deductive method of investigation, observations go from the broad spectrum to the most specific one, general categories to the most defined ones are taken into consideration. It is the complete opposite when induction takes place. The smallest detail of information branches out to the wider spectrum to have the general gist of the reading when this activities are put into play in the classroom.

3.7 SYSTEMATIC- STRUCTURAL FUNCTIONAL

The systematic relationship with the investigation took place in the most in structural manner, allowing the students to follow a system in which they read and find ways to elicit answers about the material from their own peers. It was also routinely to read vocabulary first and then get into the reading aspect of the activity, concluding to solid, concrete results when the class participated. The students created their own system of participation and gave themselves a score when they created their own pattern of teaching in their presentations that were part of the reading habit process.

3.8 EMPIRICAL INSTRUMENTS

The techniques that were used in order to reach the following read outs about the variables and the current status of the students in the present situation have to do with the surveys that students took and filled out. The 10 questions were addressing both variables and the alternatives were in ―total disagree‖, ―disagree‖, –indifferent‖, ―agree‖ and –total agree‖. The interview to the teacher and the school Director were also helpful in

order to conclude the academic status and the type of planning that has been conducted in the school for the students for the 9th grade. The observations that were conducted by the researchers also widen the total results of the investigation, giving concrete evidence of the problem of reading skills needed for students and how the proposal of the fairy tales will help them reach such objectives with the reading skills and the lack of practice students have.

Nuttall (2005) suggests the following procedures to promote learning using readings:

Using the next- step level, this means one step ahead of the initial level. This can be divided into the three stages of the lesson: pre-reading exercises, while activities and post-text tasks. According to research the time when students pay attention is at the beginning and ending of the lesson. Teachers should consider this information to exploit that time. Pre-activities can be:

- o Elicit information using visuals.
- o Talking about the topic.
- o Write true/false information with facts taken from the story.
- o Teaching vocabulary from the story, so when students start reading they can guess other words according to the context.
- o Have students predict the story using the vocabulary that the teacher is introducing.
- o Give an introductory situation.
- o Students can write simple sentences or a short story using the new vocabulary.
- o Do repetition exercises to practice the pronunciation of the words.

OBSERVATION GUIDE

OBJECTIVE: To recognize the strategies implemented by the teacher for teaching-learning in the students of 8th grade "F" of the Agustin Castro Espinoza high school.

Instructions: Mark with an **x** the right choice.

N°	Aspects	Yes	No
1°	It stresses the importance of using reading habits during development of the class.		
2°	Applied as a method of teaching of reading skills, memory games and word significance.		
3°	Applied as a kind of learning flashcards, Wall-charts and realia to promote motivation in reading.		
4°	Teach the vocabulary for reading in receptive and productive form.		
5°	Performed as a technique of diction, strengthening words and reading comprehension		
6°	It promoted as a technique of teaching of reading habitsin working pairs.		
7°	It provides security to students expressing their ideas in the English language.		

This guide demonstrates that the teacher relies on the use of vocabulary and other types of materials that he has carefully chosen to apply in the classroom in order to have student reach concepts to adapt reading habits and full motivation in the reading field. The motivational techniques are applied for the reading purposes in creating reading habits as well.

INTERVIEW TO THE ENGLISH TEACHER

Specific instruction:
Objective: To analyze the situation of the performance according to the teacher's point of view.

1. How is the English learning in the school?
2. How would it be for you if your English classes had reading comprehension exercises to improve skills?
3. Would you like to have reading resources in your English classes and using technology?
4. How satisfactory could it be for you if students increase their vocabulary with visual aids when reading and using them as habits?
5. How would it be for you if students receive reading practice classes more often?
6. Do you take advantage of techniques to improve reading comprehension skills?
7. How would it be for you if you have a well-equipped classroom to teach English using reading activities with internet services?
8. Have you ever read any subject in English?
9. How would it be for you if students develop their reading comprehension using modern techniques in English classes?
10. How would it be for you if students develop their reading skill habits using the web?
11. How effective do you think using these reading techniques can motivate students into fostering reading habits?

According to the teacher's answers, it can be said that the teacher is currently updated with many of the qualities of today's teaching styles in the classroom where students varied a certain degree of knowledge and learning. The teacher is also aware of the type of students in the classroom and their difficulties in reading motivation. The teacher can also relate to the proposal and its purpose because she believes that this type of exercises included will help students gradually reach and improve proficiency in readinghabits.

PROCEDURES OF INVESTIGATION

APPLICATION OF THE INVESTIGATION INSTRUMENTS

SURVEY TO THE STUDENTS

Specific instruction:
Objective: to diagnose the influence of the reading motivation in the reading habits of the students through the output of a reading class.
Place a —check mark‖ on the answer you consider the most appropriate on each one of the questions.
1- Totally disagree   3- Indifferent   5- Totally Agree
2- Disagree   4- Agree

	1	2	3	4	5
1. You like reading in English as a hobby					
2. You like to read books in Spanish					
3. You like to read books in English					
4. You consider reading in English frustrating					
5. You prefer to read books with pictures					
6. You are familiar with stories/ tales					
7. You can retell stories/ tales in Spanish					
8. You find stories/ tales interesting to read					
9. You would like to know your favorite story/ tale in English					
10. You would be willing to read stories/ tales in English					
11. You participate actively during the reading activities					
12. There is feedback about the narrated stories/tales					
13. The teacher generates emotional situations on you when the stories/tales are narrated.					
14. There are questions and answers about the story/tales					
15. Reading increases your imagination					

It can be concluded that the students survey handles the questions to their own manifest by asking students about the efficiency they have with their

teacher, the way classes are done and the supposed benefits that can be found in reading activities in the classroom. The survey also elicits answers from students about their expectations in reading as a whole concept, the abilities needed and how well their comprehension is.

APPLICATION OF THE INVESTIGATION INSTRUMENTS

ANALYSIS OF RESULTS

SURVEY TO THE STUDENTS

Sample: 27 students   **Course: 8**th course

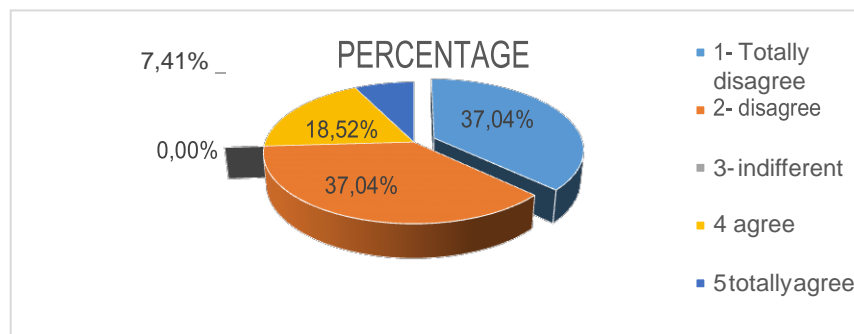**Statement 1:** You like reading in English as a hobby

Table 2

ALTERNATIVES	FREQUENCY	PERCENTAGE
A- totally disagree	10	37,04 %
B- Disagree	10	37,04 %
C- Indiferent	0	0 %
D- Agree	5	18.52%
E- totally agree	2	7,41 %
Total	27	100 %

Source: Students of 8th GBE "F" at Unidad Educativa Agustin Castro Espinoza

Authors: Diana Cecilia Alcívar Macías and kattya Carolina Vega Miranda

Graphic 1

Source: Students of 8th GBE "F" at Unidad Educativa Agustin Castro Espinoza

Authors: Diana Cecilia Alcívar Macías and kattya Carolina Vega Miranda

ANALYSIS: 37.04% of the students totally disagree in liking to read in English as a hobby, another 37.04% dislikes it and 25.93% shows satisfactory total results about reading in English. The graphic shows that students would like to read in English so well that they could make it a hobby and enjoy all types of readings.

Sample: 27 students   **Course: 8**[th] course

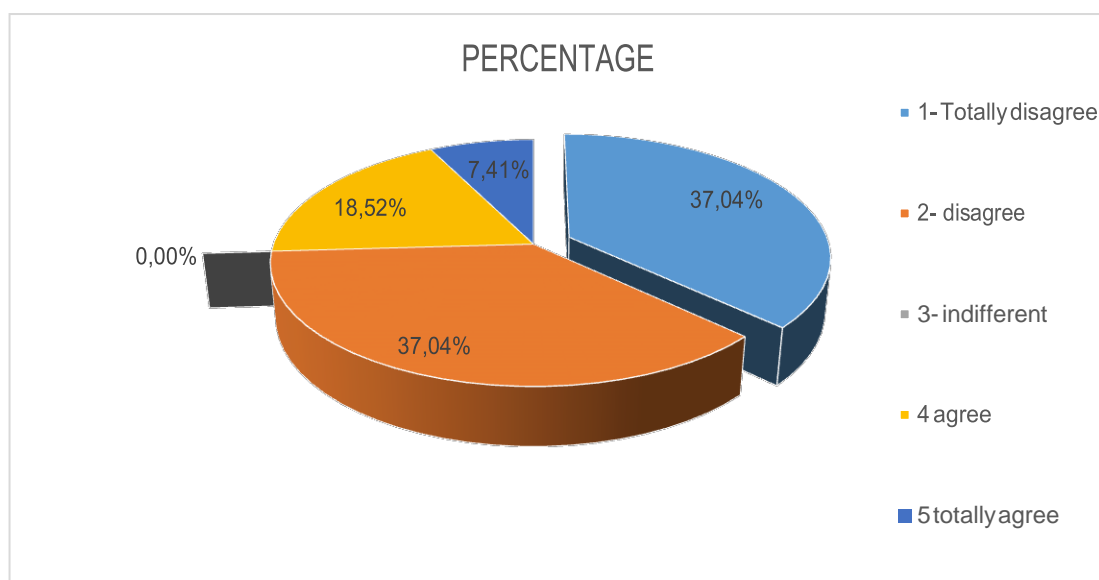**Statement 2:** You like to read books in Spanish

Table 3

ALTERNATIVES	FREQUENCY	PERCENTAGE
1- totally disagree	10	37.04%
2- disagree	10	37.04 %
3- Indiferent	0	0 %
4- agree	5	18.52%
5- totally agree	2	7.41 %
Total	27	100 %

Title: You like to read books in Spanish

Source: Students of 8th GBE "F" at Unidad Educativa Agustin Castro Espinoza

Authors: Diana Cecilia Alcívar Macías and kattya Carolina Vega Miranda

Graphic 2

Source: Students of 8th GBE "F" at Unidad Educativa Agustin Castro Espinoza

Authors: Diana Cecilia Alcívar Macías and kattya Carolina Vega Miranda

ANALYSIS: A 74.08% of students surveyed totally disagree that they read in Spanish. Students demonstrate enjoyment when reading books in Spanish. The desire to read is in them. However, the same may differed because of the language barrier some have with English.

Sample: 27 students   **Course: 8thcourse**

**Statement 3:**You like to read books in English

Table 4

ALTERNATIVES	FREQUENCY	PERCENTAGE
1. totally disagree	10	37.04%
2. disagree	6	22.22%
3. Indiferent	1	3.70%
4. agree	9	33.33%
5. totally agree	1	3.70%
Total	27	100%

Title: 3. You like to read books in English

Source: Students of 8th GBE "F" at Unidad Educativa Agustin Castro Espinoza

Authors: Diana Cecilia Alcívar Macías and kattya Carolina Vega Miranda

Graphic 3
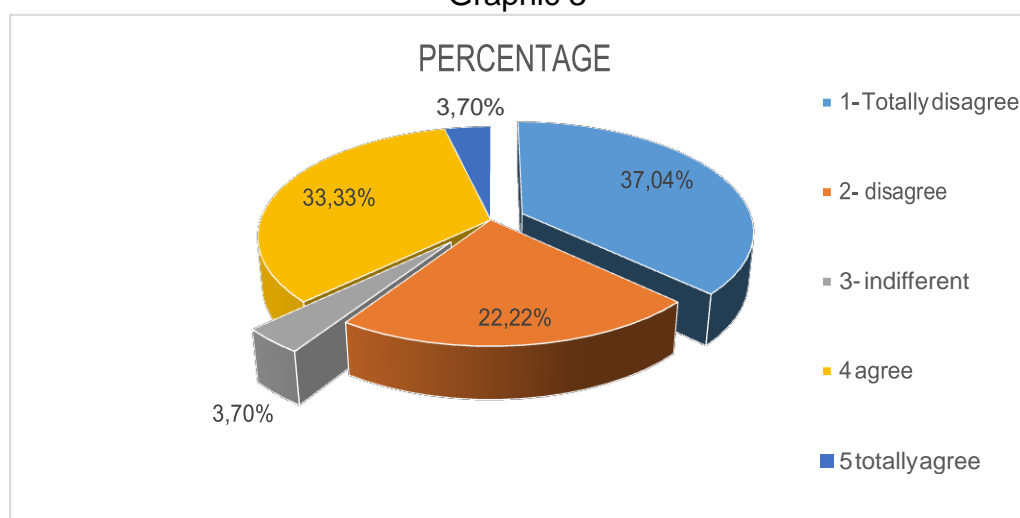
Source: Students of 8th GBE "F" at Unidad Educativa Agustin Castro Espinoza

Authors: Diana Cecilia Alcívar Macías and kattya Carolina Vega Miranda

ANALYSIS: From 27 students surveyed, 16 have a negative consideration about reading books in English. Another 10 have positive considerations and one student feels indifferent about it. There is a strong desire for student to know how to read in English as well. There is some negativity too, but it is obvious that it is caused by the lack of knowledge about the English language.

Statement 4: You consider reading in English frustrating

Table 5

ALTERNATIVES	FREQUENCY	PERCENTAGE
1. totally disagree	4	14.81
2. disagree	3	11.11
3. Indifferent	0	0%
4. Agree	10	37.04%
5. totally agree	10	37.04%
Total	27	100%

Title: You consider reading in English frustrating

Source: Students of 8th GBE "F" at Unidad Educativa Agustin Castro Espinoza

Authors: Diana Cecilia Alcívar Macías and kattya Carolina Vega Miranda

Graphic 4
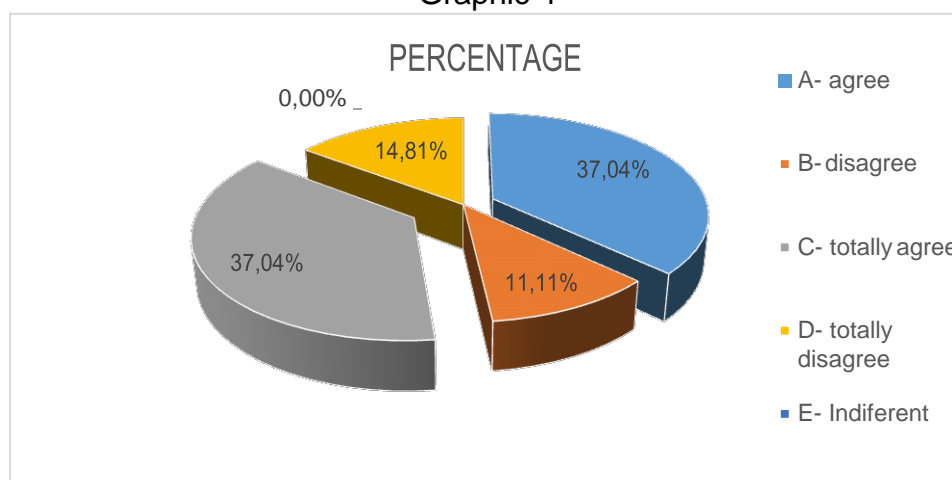
Source: Students of 8th GBE "F" at Unidad Educativa Agustin Castro Espinoza

Authors: Diana Cecilia Alcívar Macías and kattya Carolina Vega Miranda

ANALYSIS: 74.08% of students surveyed consider very frustrating to read in English. This frustration is caused by the lack of knowledge about the English language and the lack of vocabulary understanding. Students can be frustrated due to such details and overcoming such frustration can take time even if the student is exposed to the language on the daily basis.

Sample: 27 students   **Course: 8thcourse**

**Statement 5:** You prefer to read books with pictures

Table 6

ALTERNATIVES	FREQUENCY	PERCENTAGE
1. Totally disagree	3	11.11%
2. disagree	1	3.70%
3. Indifferent	0	0%
4. Agree	10	25.00%
5. totally agree	13	48.15%
Total	27	100%

Title: You prefer to read books with pictures

Source: Students of 8th GBE "F" at Unidad Educativa Agustin Castro Espinoza

Authors: Diana Cecilia Alcívar Macías and kattya Carolina Vega Miranda

Graphic 5
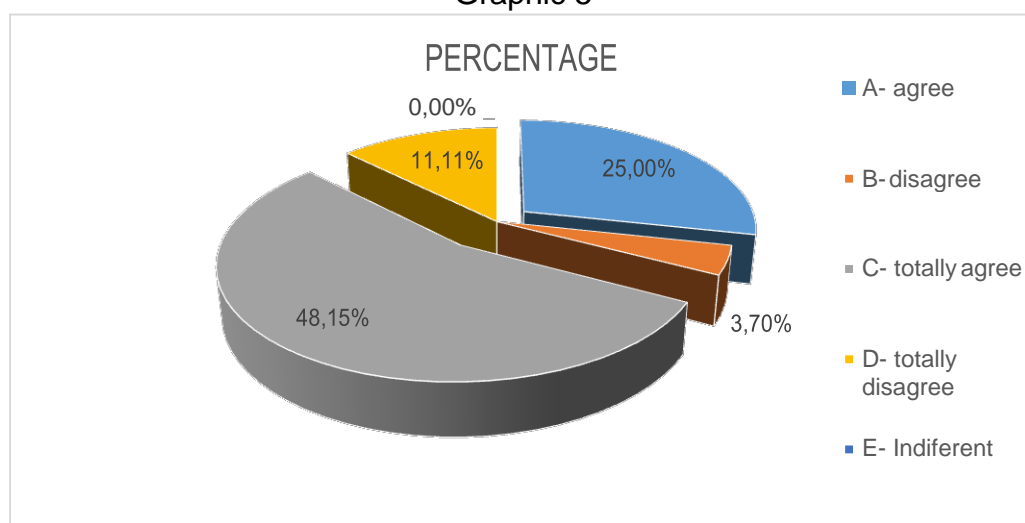
Source: Students of 8th GBE "F" at Unidad Educativa Agustin Castro Espinoza

Authors: Diana Cecilia Alcívar Macías and kattya Carolina Vega Miranda

ANALYSIS: From 27 students surveyed, 73.15% consider very satisfactory reading books with pictures; another 14% do not consider reading books with pictures. As visual learners, there is an interest awoken when books have pictures related to the story in them. It makes the reading a lot easier to understand and it helps students' imagination to navigate a lot faster.

Statement 6: You are familiar with stories/ tales

Table 7

ALTERNATIVES	FREQUENCY	PERCENTAGE
1. totally disagree	4	14.81%
2. disagree	3	11.11%
3. Indifferent	0	0%
4. Agree	10	37.04%
5. totally agree	10	37.04%
Total	27	100%

Title: 6. You are familiar with stories/ tales.

Source: Students of 8th GBE "F" at Unidad Educativa Agustin Castro Espinoza

Authors: Diana Cecilia Alcívar Macías and kattya Carolina Vega Miranda

Graphic 6
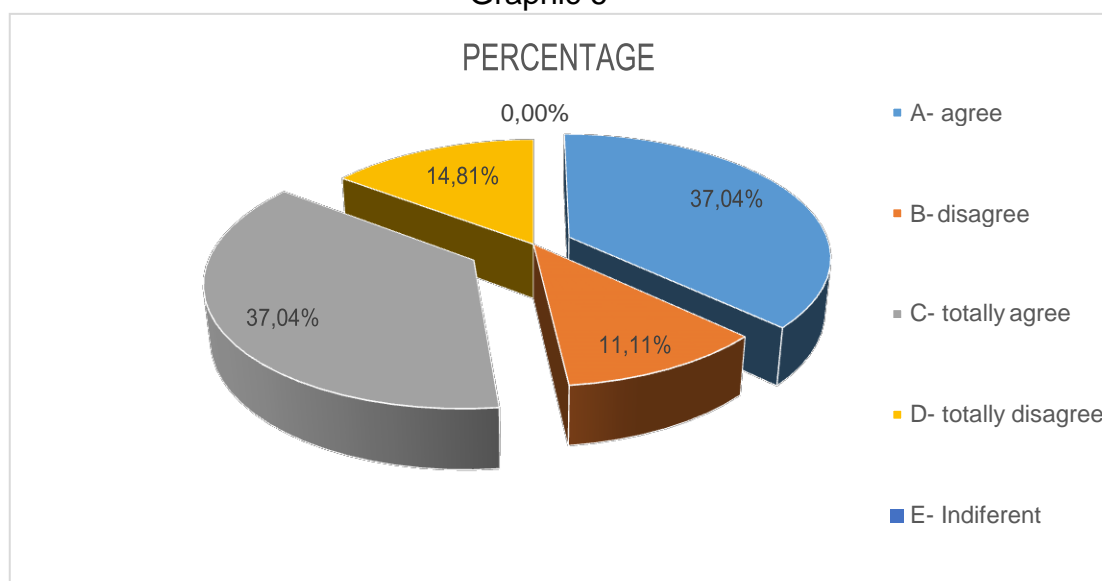
Source: Students of 8th GBE "F" at Unidad Educativa Agustin Castro Espinoza

Authors: Diana Cecilia Alcívar Macías and kattya Carolina Vega Miranda

ANALYSIS: 74% of students surveyed consider themselves familiar with stories/ tales and another 25% are less satisfactory. This does not give the information about whether the familiarization is with Spanish or English stories. However, it is vital information to know that students enjoy reading period due to the familiarization they have with books.

Statement 7. You can retell stories/ tales in Spanish

Table 8

ALTERNATIVES	FREQUENCY	PERCENTAGE
1. totally disagree	4	14.81%
2 disagree	2	7.41%
3. Indifferent	3	11.11%
4. agree	8	25%
5. totally agree	10	37.04%
Total	27	100%

Title: you can retell stories/ tales in Spanish

Source: Students of 8th GBE "F" at Unidad Educativa Agustin Castro Espinoza

Authors: Diana Cecilia Alcívar Macías and kattya Carolina Vega Miranda

Graphic 7
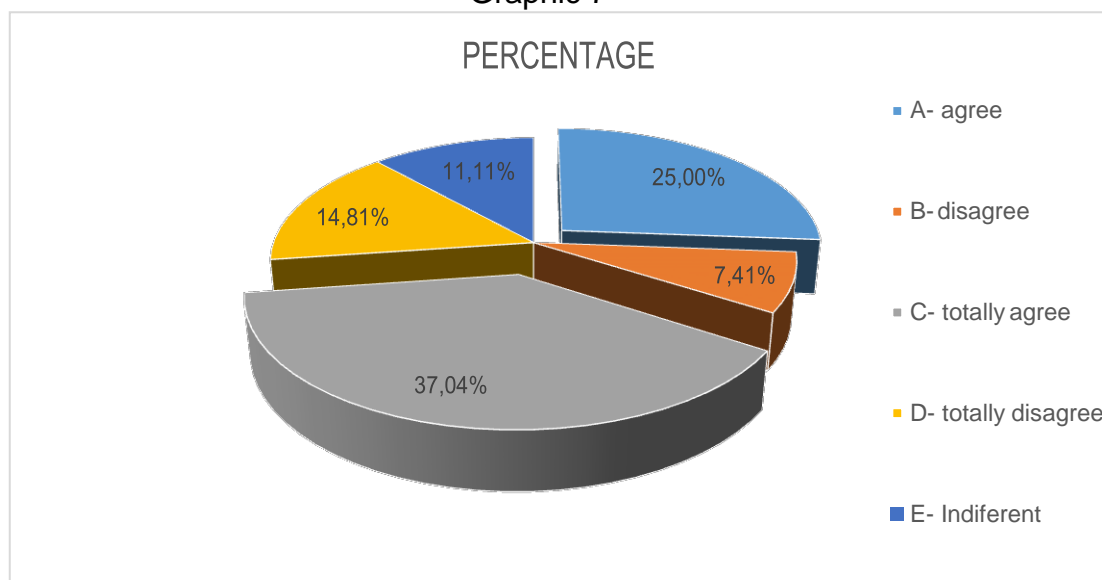
PERCENTAGE

- A- agree
- B- disagree
- C- totally agree
- D- totally disagree
- E- Indiferent

25,00%
7,41%
37,04%
14,81%
11,11%

Source: Students of 8th GBE "F" at Unidad Educativa Agustin Castro Espinoza

Authors: Diana Cecilia Alcívar Macías and kattya Carolina Vega Miranda

ANALYSIS: From 27 students surveyed, 37.04 % consider it very satisfactory to retell stories/ tales in Spanish, 14.81% consider it unsatisfactory. Students assure that they can retell stories in Spanish. The same can be done in English if the appropriate teaching of the language is applied to students.

Sample: 27 students   **Course: 8th** course

Statement 8: You find stories/ tales interesting to read

Table 9

ALTERNATIVES	FREQUENCY	PERCENTAGE
1. totally disagree	5	18.52%
2. disagree	3	11.11%
3. Indifferent	3	11.11%
4. agree	7	25%
5. totally agree	9	33.33%
Total	27	100

Title: 8. You find stories/ tales interesting to read

Source: Students of 8th GBE "F" at Unidad Educativa Agustin Castro Espinoza

Authors: Diana Cecilia Alcívar Macías and kattya Carolina Vega Miranda

Graphic 8
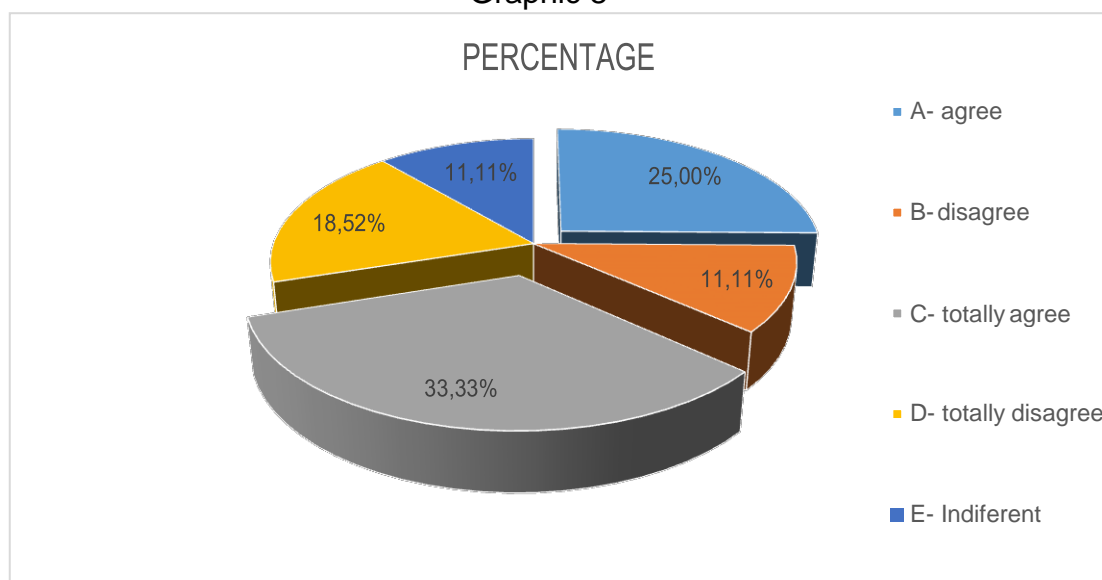
Source: Students of 8th GBE "F" at Unidad Educativa Agustin Castro Espinoza

Authors: Diana Cecilia Alcívar Macías and kattya Carolina Vega Miranda

ANALYSIS: 33% of students surveyed consider that it is very satisfactory and interesting to read stories/tales. Tales and other fantasy stories always have had that special interest to readers. Imagination escapes to other worlds and realms. The reader is always anticipating the content and the ending leaves them with the urge to read more.

Sample: 27 students   **Course: 8**th course

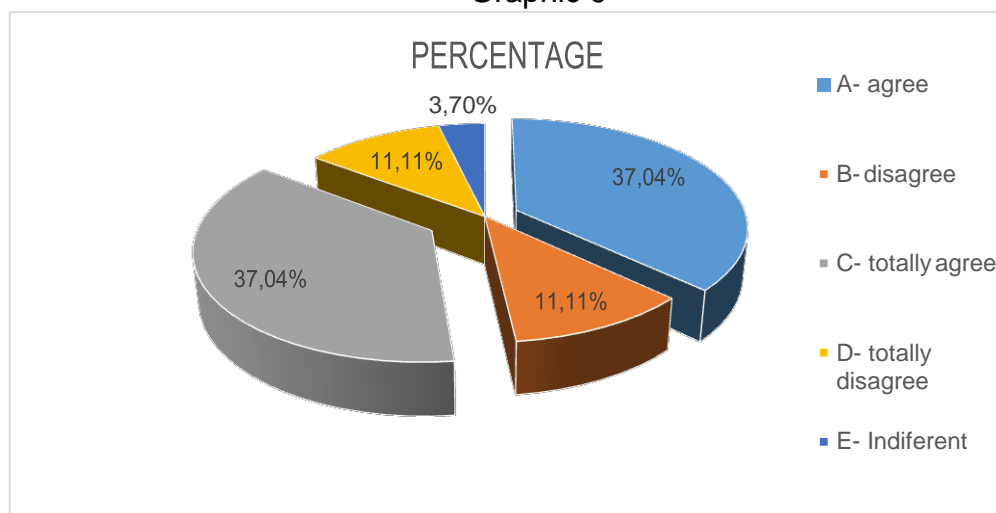**Statement 9:** You would like to know your favorite story/ tale in English

Table 10

ALTERNATIVES	FREQUENCY	PERCENTAGE
1. Agree	10	37.04%
2. Disagree	3	11.11%
3. Totally agree	10	37.04%
4. Totally disagree	3	11.11%
5. Indifferent	1	3.70%
Total	27	100%

Title: 9. You would like to know your favorite story/ tale in English

Source: Students of 8th GBE "F" at Unidad Educativa Agustin Castro Espinoza

Authors: Diana Cecilia Alcívar Macías and kattya Carolina Vega Miranda

Graphic 9

Source: Students of 8th GBE "F" at Unidad Educativa Agustin Castro Espinoza

Authors: Diana Cecilia Alcívar Macías and kattya Carolina Vega Miranda

ANALYSIS: From 27students surveyed, 74.08% considers that it is very satisfactory to know their favorite story/ tale in English. Students would like to see if the story is the same in a different language. That also gives them the opportunity to translate which is also a constructive part of learning when comparing readings.

Sample: 27 students   **Course: 8**th course

Statement 9: You would like to know your favorite story/ tale in English

Table 10

ALTERNATIVES	FREQUENCY	PERCENTAGE
1. Agree	10	37.04%
2. Disagree	3	11.11%
3. Totally agree	10	37.04%
4. Totally disagree	3	11.11%
5. Indifferent	1	3.70%
Total	27	100%

Title: 9. You would like to know your favorite story/ tale in English

Source: Students of 8th GBE "F" at Unidad Educativa Agustin Castro Espinoza

Authors: Diana Cecilia Alcívar Macías and kattya Carolina Vega Miranda

Graphic 9

PERCENTAGE

3,70%   11,11%   37,04%   37,04%   11,11%

- A- agree
- B- disagree
- C- totally agree
- D- totally disagree
- E- Indiferent

Source: Students of 8th GBE "F" at Unidad Educativa Agustin Castro Espinoza

Authors: Diana Cecilia Alcívar Macías and kattya Carolina Vega Miranda

ANALYSIS: From 27students surveyed, 74.08% considers that it is very satisfactory to know their favorite story/ tale in English. Students would like to see if the story is the same in a different language. That also gives them the opportunity to translate which is also a constructive part of learning when comparing readings.

Sample: 27 students   **Course: 8th** course

**Statement 10:** You would be willing to read story/ tales in English.

Table 11

ALTERNATIVES	FREQUENCY	PERCENTAGE
1. totally disagree	2	7.41%
2. disagree	3	11.11%
3. Indifferent	0	0%
4. agree	12	25%
5. totally agree	10	37.04%
Total	27	100

Title: You would be willing to read story/ tales in English.

Source: Students of 8th GBE "F" at Unidad Educativa Agustin Castro Espinoza

Authors: Diana Cecilia Alcívar Macías and kattya Carolina Vega Miranda

Graphic 10
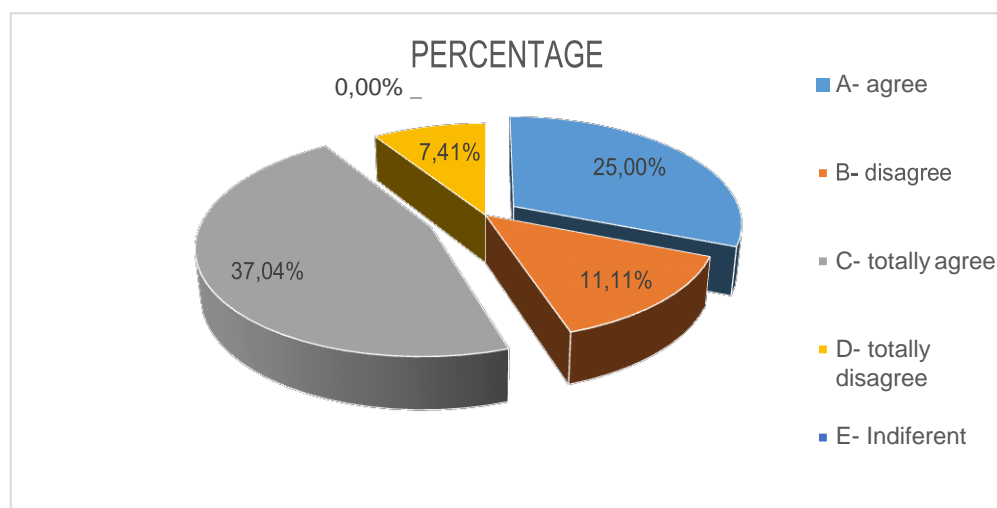
Source: Students of 8th GBE "F" at Unidad Educativa Agustin Castro Espinoza

Authors: Diana Cecilia Alcívar Macías and kattya Carolina Vega Miranda

ANALYSIS: 62.04%% of students surveyed consider that it is very satisfactory to have an extra book to improve reading story/ tales in English, just 7.41% consider it unsatisfactory. Students would love to read stories in English and have an utter understanding about them. It would also improve their writing and speaking as well.

Sample: 27 students   **Course: 8th** course

Statement 11: You participate actively during the reading activities

Table 12

ALTERNATIVES	FREQUENCY	PERCENTAGE
1. totally disagree	2	7.41%
2. disagree	3	11.11%
3. Indifferent	2	7.41%
4. Agree	12	25%
5. totally agree	8	29.62%
Total	27	100%

Title: You participate actively during the reading activities

Source: Students of 8th GBE "F" at Unidad Educativa Agustin Castro Espinoza

Authors: Diana Cecilia Alcívar Macías and kattya Carolina Vega Miranda

Graphic 11
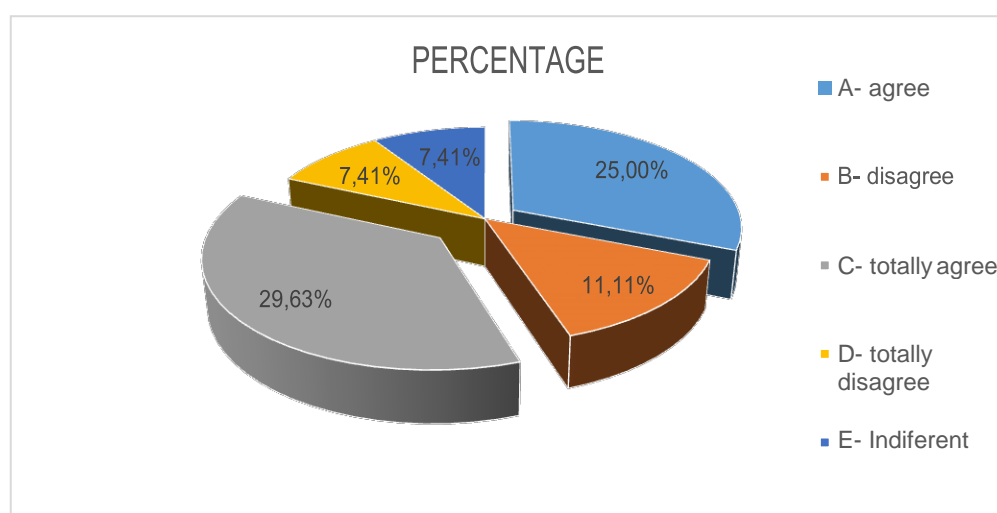
Source: Students of 8th GBE "F" at Unidad Educativa Agustin Castro Espinoza

Authors: Diana Cecilia Alcívar Macías and kattya Carolina Vega Miranda

ANALYSIS: 20 students surveyed consider that is very satisfactory to participate during reading activities, just 7.41% consider it unsatisfactory. Class participation is always motivating when students do it from their own interest. When the class is fun, students do their best to keep it active and educational.

Sample: 27 students   **Course: 8th** course

Statement 12: There is feedback about the narrated stories/tales

Table 13

ALTERNATIVES	FREQUENCY	PERCENTAGE
1. totally disagree	2	7.41%
2. disagree	3	11.11%
3. Indifferent	5	18.51%
4. agree	12	25%
5. totally agree	5	18.51.%
Total	27	100%

Title: There is feedback about the narrated stories/tales

Source: Students of 8th GBE "F" at Unidad Educativa Agustin Castro Espinoza

Authors: Diana Cecilia Alcívar Macías and kattya Carolina Vega Miranda

Graphic 12
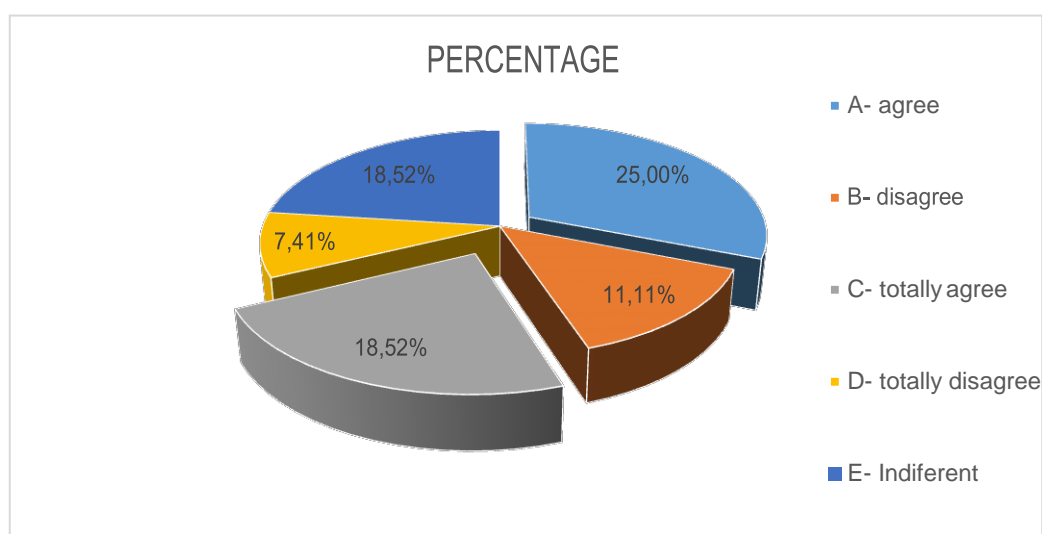
Source: Students of 8th GBE "F" at Unidad Educativa Agustin Castro Espinoza

Authors: Diana Cecilia Alcívar Macías and kattya Carolina Vega Miranda

ANALYSIS: 17 students as a whole surveyed consider that it is very satisfactory to have feedback about the material they read to improve reading story/ tales in English, just 7.41% consider it unsatisfactory. Everyone likes to have some type of input about their progress, a report of their performance and have an idea what position they play in their status as students of English learning.

Sample: 27 students   **Course: 8th** course

Statement 13: The teacher generates emotional situations on you when the stories/tales are narrated.

Table 14

ALTERNATIVES	FREQUENCY	PERCENTAGE
1. totally disagree	2	7.41%
2. disagree	5	18.51%
3. Indifferent	0	0%
4. agree	10	37.04%
5. totally agree	10	37.04%
Total	27	100

Title: The teacher generates emotional situations on you when the stories/tales are narrated.
Source: Students of 8th GBE "F" at Unidad Educativa Agustin Castro Espinoza
Authors: Diana Cecilia Alcívar Macías and kattya Carolina Vega Miranda

Graphic 13
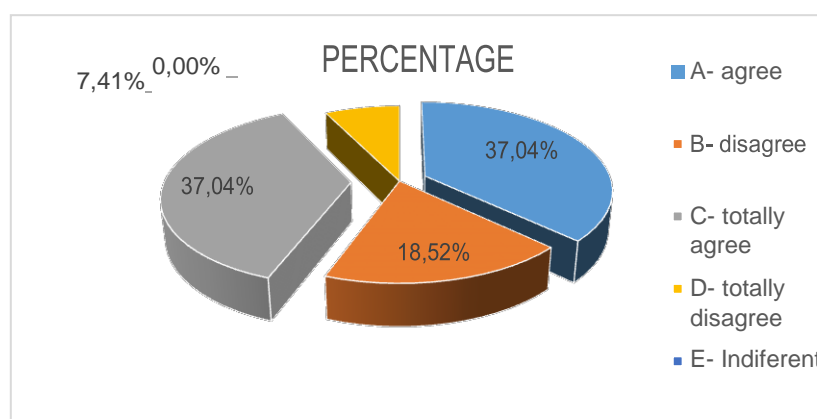
Source: Students of 8th GBE "F" at Unidad Educativa Agustin Castro Espinoza
Authors: Diana Cecilia Alcívar Macías and kattya Carolina Vega Miranda

ANALYSIS: 62.04%% of students surveyed consider that it is very satisfactory to have an extra book to improve reading story/ tales in English, just 7.41% consider it unsatisfactory. The emotional aspect of students when learning a language can be overwhelming for most of them. There are many emotional roles that take place in students through reading because they can relate to the story or simply connect to it due to the similarities with their own experiences or suppositions.

Sample: 27 students   **Course: 8th** course

Statement 14: There are questions and answers about the story/tales

Table 15

ALTERNATIVES	FREQUENCY	PERCENTAGE
1. totally disagree	6	22.22%
2. disagree	4	14.81%
3. Indifferent	4	14.81%
4. agree	6	22.22%
5. totally agree	7	25.92%
Total	27	100%

Title: There are questions and answers about the story/tales

Source: Students of 8th GBE "F" at Unidad Educativa Agustin Castro Espinoza

Authors: Diana Cecilia Alcívar Macías and kattya Carolina Vega Miranda

Graphic 14
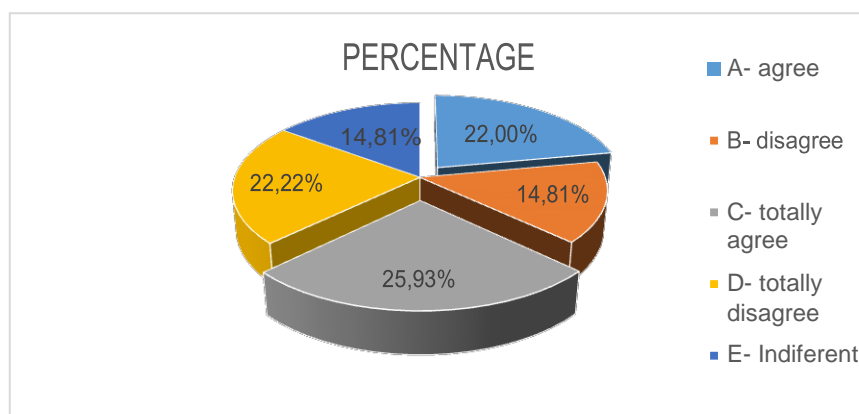
Source: Students of 8th GBE "F" at Unidad Educativa Agustin Castro Espinoza

Authors: Diana Cecilia Alcívar Macías and kattya Carolina Vega Miranda

ANALYSIS: The majority of students surveyed consider that it isvery satisfactory to have answers and questions about the story/ tales, just 14.81% consider it unsatisfactory. Reading comprehension skills and exercises must be at play when reading is conducted in a class. It allows students and teachers to have an idea of how much progress they have done when reading texts as assignments or just for personal pleasure.

Statement 15: Reading increases your imagination.

Table 16

ALTERNATIVES	FREQUENCY	PERCENTAGE
1. totally disagree	2	7.41%
2. disagree	3	11.11%
3. Indifferent	0	0%
4. agree	12	25%
5. totally agree	10	37.04%
Total	27	100

Title: Reading increases your imagination.

Source: Students of 8th GBE "F" at Unidad Educativa Agustin Castro Espinoza

Authors: Diana Cecilia Alcívar Macías and kattya Carolina Vega Miranda

Graphic 15
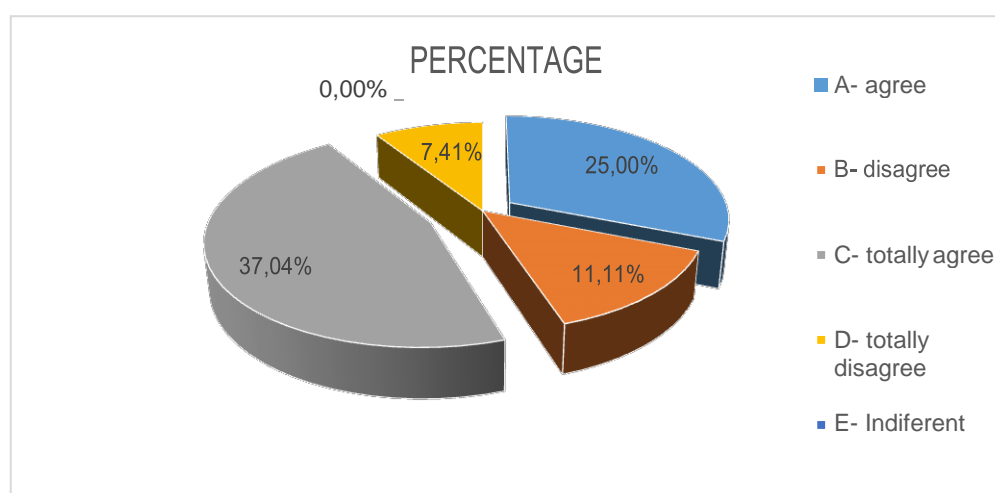
Source: Students of 8th GBE "F" at Unidad Educativa Agustin Castro Espinoza

Authors: Diana Cecilia Alcívar Macías and kattya Carolina Vega Miranda

ANALYSIS: 37.04%% of students surveyed consider it very satisfactory to have reading increase their imagination 7.41% consider it unsatisfactory. Students anticipate as they read stories. Reading is fundamental and it ignites people's imagination with no limitations to it. It helps the imagination come to conclusions of its own and to the most bizarre or enlightening style of thinking and reasoning.

3.9 CHI SQUARE

Question number 2, you like to read books in Spanish, is considered the dependent variable statement and question number 10, you would be willing to read story/ tales in English, is the independent variable statement.

```
CROSSTABS
  /TABLES=read BY tales
  /FORMAT=AVALUE TABLES
  /STATISTICS=CHISQ
  /CELLS=COUNT ROW
  /COUNT ROUND CELL
/BARCHART.
```

Resumen del procesamiento de los casos

	Casos					
	Válidos		Perdidos		Total	
	N	Porcentaje	N	Porcentaje	N	Porcentaje
read * tales	27	100.0%	0	0.0%	27	100.0%

Tabla de contingencia read * tales

			Tales				Total
			Totally disagree	Disagree	agree	Totally Agree	
read	Total Disagree	Recuento	2	3	5	0	10
		% dentro de read	20.0%	30.0%	50.0%	0.0%	100.0%
	Disagree	Recuento	0	0	7	3	10
		% dentro de read	0.0%	0.0%	70.0%	30.0%	100.0%
	agree	Recuento	0	0	0	5	5
		% dentro de read	0.0%	0.0%	0.0%	100.0%	100.0%
	totally Agree	Recuento	0	0	0	2	2
		% dentro de read	0.0%	0.0%	0.0%	100.0%	100.0%
Total		Recuento	2	3	12	10	27
		% dentro de read	7.4%	11.1%	44.4%	37.0%	100.0%

Pruebas de chi-cuadrado

	Valor	gl	Sig. asintótica (bilateral)
Chi-cuadrado de Pearson	24.480[a]	9	.004
Razón de verosimilitudes	30.111	9	.000
Asociación lineal por lineal	11.311	1	.001
N de casos válidos	27		

a. 16 casillas (100.0%) tienen una frecuencia esperada inferior a 5. La frecuencia mínima esperada es .15.

Gráfico de barras
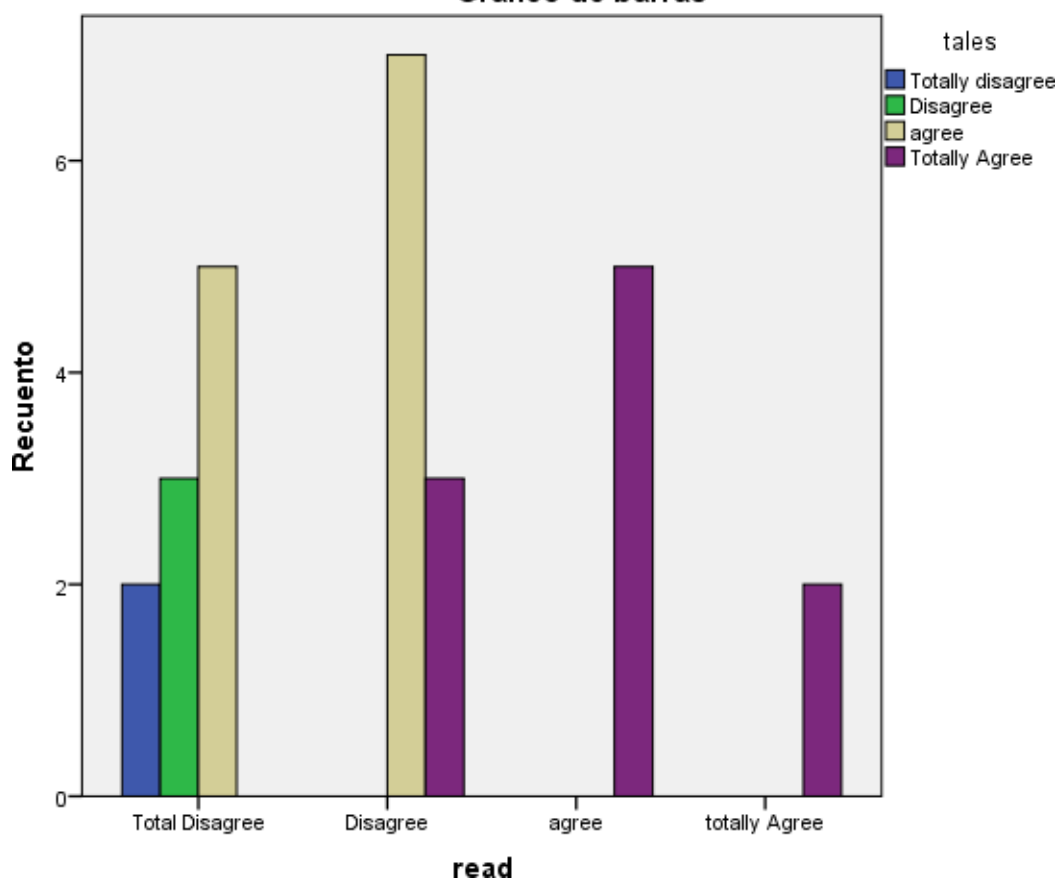
CHI SQUARE ANALYSIS

Analysis As the value of P is less than 0.40, the researchers of this study assert that there is a relation between the two variables. Therefore, the incidence of reading motivation for improving reading habits is effective.

3.10 CONCLUSIONS AND RECOMMENDATIONS
3.10.1 CONCLUSIONS

- It can be concluded that students are in a need of reading motivation skills due to the insufficiency of proper training from the teacher and the English department.
- It can also be concluded that students need the fact of many indicators that are used with the reading understanding methods that can only be achieved by building effective reading habits.
- The need of vocabulary, tools and techniques in the reading process are in vast need to reach the proper reading habits and Reading motivation in students to foster reading abilities in and out the classroom.
- Students are eager to learn how to get full understanding when reading in English.

3.10.2 RECOMMENDATION

- It is recommended for students to be engaged in updated reading activities that interests them like fiction characters in order for them to build reading habits and gradually make that insufficiency disappear.
- It is recommended for the study guide to be established with reading abilities and reading motivation to provide language acquisition and understanding through reading habits.
- Students are to participate in reading exercises in class and have the activities read among themselves in class, making these reading habits a lot more practical.
- Students are to participate constantly with the use of the guide and have different topics involved with the reading motivation stories and reading comprehension categories as well.

CHAPTER IV

4. PROPOSAL

ENGLISH CORNER TO IMPROVE READING HABITS

4.1 JUSTIFICATION

This investigation is justified because once the information is obtained throughout the explaining of reading habits, motivational stories and tales that are usually common in the Ecuadorian realm and stories alike. It is necessary to take such information into the long term memory when corresponding to knowledge that already exist in the lexical realm of the student creating such storage in the mind as one that can be accessed at a later time for future references about it. This type of storage keeps diverse patterns of wording, and other rules. It is a mental archive, a mental lexical inner storage file that can be classified as a personal basic pattern of words, etc. in other words, it is the subconscious mind at work when the brain is wide awake and absorbing information.

From this linguistic point of view, each vocabulary by category has, should have, a framework associated to it. Just like its possible meanings, its properties, syntax characteristics, and all its related functions with other associated words. Every registry in the lexical storage is found in all the data possible about the word that has been registered and its organized functions are criticized as:

- Pragmatic and functional: the frequency of the word pattern usage.
- Semantic: meaning
- Morphological: sentence structure

These terms prevail as functions over the purpose of grammar explanations and its objectives. The access to this lexicon or lexical pattern storage is made of an immediate form in the case of words that are

recognized and read through the visual, lexical or written route. There are inner graphical indicators that activate the access of meaning of a word pattern, like in the case of the first and last words in a sentence or when unscrambling them and like in the case of the silhouette or context of a word pattern.

4.2 GENERAL OBJECTIVE

To motivate the students through a reading corner in order to enhance reading habits on 8th grade students from Agustin Castro Espinoza High School, School year 2017 – 2018.

4.3 SPECIFIC OBJECTIVES

- ❖ To answer reading comprehension activities through motivational thinking process.
- ❖ To develop reading habits with motivational exercises based on reading material.
- ❖ To waken students' interest toward reading.

4.4 FEASIBILITY

The feasibility of this project was possible due to the help and recognition of the educational community from The Agustin Castro Espinoza̠ high school, the Director of such school, the staff members and teachers, the assistance of the Dean of the Philosophy College and the School of languages Director, teachers, tutors and staff that make up this community.

4.5 TECHNICAL

The implementation of this proposal does not require any special device. For this reason:

The Agustin Castro Espinoza‖ high school, has 10 hours of English per week, per grade. It is also equipped with a laboratory that has audio and visual devices so students could practice and have full participation on the activities provided by their Government issued books and also to relate any type of extra activities that may be related to the activities of the book as well. The book activities can also have audio and videos about some of the stories and tales included in the book.

Financial: This research project was financed by ourselves. Therefore, it was made using our own resources.

Technical: This research did not use any technical expenditure because it is an easy and feasible work.

Human

The human resource side about this investigation applies with the ability of students, teachers, directives and other staff members to comply within rules and regulations for the project to be a comfortable success in the community of the Agustin Castro Espinoza, the surrounding coummunity and the students too.

4.6 DESCRIPTION OF THE PROPOSAL

The proposal of this project is about stories and tales that motivate students into reading. It was put into action in the months of May, June and July in the Unidad Educativa Agustin Castro Espinoza‖ high school, in the year 2017. This guide consists of 30 exercises that involve many readings about the diverse, interesting topics. Its main purpose is to improve the reading habits in students throughout the help of reading exercises and activating the students' class participation while in tasks. The activities involve pair work and also increase the cooperative learning

in students, making students produce language on their own and discuss topics. The activities are also aimed to make students apply learned vocabulary in the classroom, come to their own conclusions and dialogue among themselves about the structure of the material and other related topics. Activating memory and prior knowledge reproduces the cognitive expansion students as a part of their aspect expanding memory, including the activities that were in process while such task was performed, orientating the activities into significant learning for the students and their language learning.

The booklet is loaded with vocabulary. Every activity engages the student into language learning by activating their prior knowledge and making them associate the task with their experiences as a whole. Such activation can influence in the learning style of the student and accommodate comprehension effectively.

The future application of the proposal consists of the following 4 phases:

PHASE I: Activate students' vocabulary meaning and utter comprehension in linguistic and reading habits in order to perform and produce recognition.

PHASE II: keep students engaged with activities that activate prior knowledge and have innovating vocabulary and reading skills exercises to help them develop abilities in expressing their significance of the reading comprehension and sentences involved.

PHASE III: Practice new methods to support students' learning styles and convey significant meaning in most of the reading topics at hand.

PHASE IV: Evaluation, feedback and assessment about students acquiring reading skills and linguistic competence skills in the classroom to

maximize and improve comprehension with reading motivation applications throughout vocabulary and such.

4.7 THEORETICAL ASPECTS

While teaching reading, teacher and learners are most of the time involved in theory and its aspects which are the factors that prepare, encourage, facilitate or instruct the learning process in many ways and forms. The teacher is capable of instructing methods by being aware of the importance to discern them, so the teacher could coordinate the class by designing classes that can reach the objectives of reading understanding through motivation of the students and teaching reading habits as well. This could be the base to have students focus on the objectives and learning could take place with the reading comprehension seen when students are performing such habits.

Thus, this proposal is based on the effect that motivation has on reading to improve it, students can also have the opportunity to acquire the language through reading and the other language skills like listening (one must listen if someone is reading) writing (one must know how to write so others can read properly) and speaking (one must speak so others could hear what you are reading) all the skills are interconnected and motivation needs to be the boost for such skills to also cooperate into the scaffolding of the reading skills(Rocío, 2012.).

4.8 PEDAGOGICAL ASPECT

This proposal is based on the constructivist learning theory. Constructivist teaching is based on the belief that learning occurs as learners are actively involved in a process of meaning and knowledge construction as opposed to passively receiving information. There are many methods that can be related to constructivism as in which students learn through communication-vocabulary activities and without grammar. The same can be achieved in reading as students have a sense of the vocabulary that is going to be used and have coherence and syntax in

order to reach full understanding. (Constructivism Teaching and Learning Models, 2015) This is what is done in the strategy can relate to the motivation and the reading habits that go along with it when applied (Wilhelm, 2011).

4.9 CONSTRUCTIVISM

Involving students into the participation of class activities is one of the main objectives when it comes to the constructivism method. In today's learning and teaching styles, presentation, practice and production must be part of the learning process as well. Knowledge is acquired throughout the use of making students produce the language on their own. Instructions are given in the indirect way, making students come to their own conclusions in order to perform and execute the activities at hand. There are various collections of techniques that can be applied in order to make students produce the language on their own; however, these methods rely on the vast discoveries that can be manifested differently by teachers according to the many learning styles the teacher may be dealing with in the classroom. Thus, students will find the concept as a challenge and not a simple hand out which gives them the answers yet no concept of learning on their own and no meaningful learning at all. (Primal, 2016).

Some of the abilities used to guide and instruct students in the many activities in which they will perform in the classroom were necessary in order to make meaningful impact in their learning. Students in the classroom did reading exercises accordingly in which the meanings of the tense were put into practice to differentiate stories with structure, sentences that gave different meaning as when used for getting the gist of the story and tale story. They also wrote sentences about themselves and shared them with the rest of the class. There were spontaneously stories created by other students with minimum vocabulary usage from the whiteboard including always thought and meaning. There were story dice

used in which a student rolls the die and whatever number comes on top of the die after being rolled, the student had to create a story about it and tell it to the class.

4.9.1 PSYCHOLOGICAL ASPECT

Cognition and intelligent activities are not only individual and mental processes but are also activities which rely on socio-culturally developed cognitive tools. A series of empirical workplace studies as well as an extensive review of psychological, sociological and educational literature in which the authors develop a framework for examining human competence as a process of networked expertise refers to competencies that arise from social interaction, knowledge sharing, and collective problem solving. These are embedded in communities and organized groups of experts and professionals,(Brown, Aspects about education, 2015)

4.10 LEGAL ASPECT

In the institutional website of the Minister of Education of Ecuador we have the English Language Learning Standards. These are results students are expected to achieve at the end of a proficiency level in terms of knowledge and skills acquired during the process. These will show
-what students must know and be able to do as they move toward full fluency in English‖.

The ELLS are based on the Common European Framework of Reference for Languages: Learning, teaching, assessment, (CEFR) as they provide a common basis for the explicit description of objectives, content, and methods. The proficiency levels set by the CEFR and established as the benchmarks for Ecuador's ELLS are A1, A2, and B1. The progression of the levels is the following:

- Level A1: At the end of 9th year Educación Básica General.
- Level A2: At the end of 1st year Bachillerato.
- Level B1: At the end of 3rd year Bachillerato.

The English Language Learning Standards are developed considering the communicative language components and the language skills as an important part of the program: listening, speaking, reading, and writing.
In our case, we will develop our project with students of eighth year basic education, so it corresponds us the A1 level.

Reading

A1 PROFICIENCY LEVEL: Understand and identify simple informational, transactional, and expository texts—a single phrase at a time—picking up familiar names, words, and basic phrases and rereading as required.

Extract the gist and key information items from simple informational, transactional, and expository texts.

CONCLUSIONS

The proposal's objectives are to comply with the solution of the dependent variable which is the development of the reading comprehension aspect. Students are to be in full accordance with this proposal due to the fact that the activities address such deficiencies that have been in the students difficulties profile since the start. The proposal will also be in full acceptance to be designed accordingly to the needs of the students and the topic of discussion to be altered for the best of the students' welfare in the education field involved in the classroom, making such objectivity one that will remain for further assessment and as a valid source of information to address such problems in the students learning curricula.

The educational performance, reading comprehension in this case, has the best types of qualifications to show or to demonstrate the scholar failure too. This academic evaluation about this autoconcept in return give the results whether students are learning or not. This project is explanatory due to the main reasons it shows the causes of the dependent variable and the at the same time one of the best problem solutions for such reasons or causes.
.

As mentioned before, the emotional part that students portray in the classroom can also affect the performance and the way the go about accepting what is being learned in school.

The guide covers all the aspects and defficiencies that were found in students throughout the matrix of the variables and the observations that were done in class and the aspects demonstrated in students performance when reading comprehension is involved.

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(Reading in use, 2010)(Justin, 2014)

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The following links were also part of the investigation

(www.readingmotivationaltales.com)(McCarthy, 1999)

(www.readingcomprehensionrealm.com)(Johanson, 2012)

(www.readingoutlet.com)(Hammer, 2014)

The logic and reading concepts (Nutall, 2016)

Reading and more (Kang, 1990)

Motivation in reading (Kozma, 2013)

Motivation in the classroom (Brown R. , 2015)

Reading habits and the process to build them (Suter C. , 2000)

APPENDIX AND DOCUMENTS

Annex 1- Urkund print out

U R K U N D

Urkund Analysis Result

Analysed Document: Diana Alcivar and Carolina Vega Thesis (3) docx (D30254049)
Submitted: 2017-08-27 04 49 00
Submitted By: dianalcivar@hotmail com
Significance: 4 %

Sources included in the report:

1 2 3 and 4-official Thesis Maria Jose & Manuela Calderon docx (D29320993)
lenguasylinguistica_PozoMielesDaniel_MinaCedeñoEvelyn docx (D21882869)
The Influence of short texts in reading comprehension, Luis Alvarado Vasconez and Janeth
Garcia docx (D30251587)
LenguasyLinguisticaNavarreteSupoVanessa&ReyesRuizJazmin docx (D29751270)
https /www aaai org/ocs index php/FLAIRS/FLAIRS11/paper/viewFile 2628 3042

Instances where selected sources appear:

13

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Facultad de Filosofía Letras y
Ciencias de la Educación
Escuela de Lenguas y Lingüistica
DIRECCION   26/10/2017

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

CERTIFICADO DE PORCENTAJE DE SIMILITUD

Habiendo sido nombrado MSc Lizmary Feriz Otaño, tutor del trabajo de titulación certificó que el presente trabajo de titulación, ha sido elaborado por DIANA CECILIA ALCÍVAR MACÍAS con CI 0930971981 Y KATTYA CAROLINA VEGA MIRANDA con CI 0922145636 con mi respectiva supervisión como requerimiento parcial para la obtención del título LICENCIADO EN CIENCIAS DE LA EDUCACIÓN mención LENGUA INGLESA Y LINGÜÍSTICA.

Se informa que el trabajo de TITULACIÓN INCIDENCIA EN LA MOTIVACIÓN EN LA LECTURA PARA MEJORAR LOS HÁBITOS DE LECTURA. PROPUESTA: CREAR UNA ESQUINA DE LECTURA PARA FOMENTAR LOS HÁBITOS DE LECTURA， ha sido orientado durante todo el periodo de ejecución en el programa anti-plagio URKUND. Quedando el 4% de coincidencias.

MSc. Lizmary Feriz Otaño

Annex 1- Urkund print out

betrothed in reading activities. All up to the class' objectives and the teachers' preparations can reach students weaknesses so absolute reading comprehension is reached in the classroom, and outside the classroom as well. The essential part included in reading is one of the most adequate if the student is taught to be self-motivated. Another source where actually all our senses are involved and help in many things, not only in reading comprehension, is having trips or visits to museums, industries, zoos, aquariums, etc. depending on the issue and other collateral factors that take place when doing these kinds of activities. Another advantage that trips offer is the interaction with other cultures, which definitely incite students to develop inquiring about different details and experiences. This type of motivation techniques outside the classroom take us to other learning opportunities like discussions, forums or now with the marvelous inclusion of the internet, the creation of websites where people from all over the world share their experiences and knowledge about the topic being discussed promoting comprehension and development of language skills at all levels. All these are just some examples of the type of activities that can be incorporated in this investigation and project. KEY WORDS: AFFECTIVE, ABILITIES, MOTIVATION, STRATEGIES, TECHNIQUES

All over the world, Unimaginable and infinite things could be shared through many means when it comes to reading activities. For example, the internet, video conferences, on line classes, sketches, soap operas and millions of resources that help students in the learning process of any skill or subject. Reading included here is about the amount of information reinforced or one that opens students' eyes to new and endless possibilities of acquiring useful and meaningful comprehension. The advantages of reading complement the learning experience without diminishing the use of the imagination before or afterward. The effects that these advantages cause in students are priceless, especially when dealing with students who have some kinds of difficulties produced by different factors that tend to have logically lower academic results. lack of understanding and no motivation in reading. It is easy to teach students who

Annex 2:

Letters from the school, Augustin Castro Espinoza

Annex 2:

Tutor Assignment letter

Oficio No. 204

Guayaquil, 03 de Julio del 2017

MSc.
Lismari Feriz Otaño
PROFESORA DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA,
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad

De mis consideraciones:

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

En esta designación consta el nombre de las estudiantes de la Escuela de Lenguas y Lingüística: ALCÍVAR MACÍAS DIANA CECILIA Y VEGA MIRANDA KATTYA CAROLINA

TOPIC: Incidence of reading motivation for improving reading habits

PROPOSAL: Create a reading corner to foster reading habits.

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

Atentamente,

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DIRECCIÓN

MSc. Alfonso Sánchez Ávila

DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA

Annex 3- Photos and Evidential Proof

Tutorials
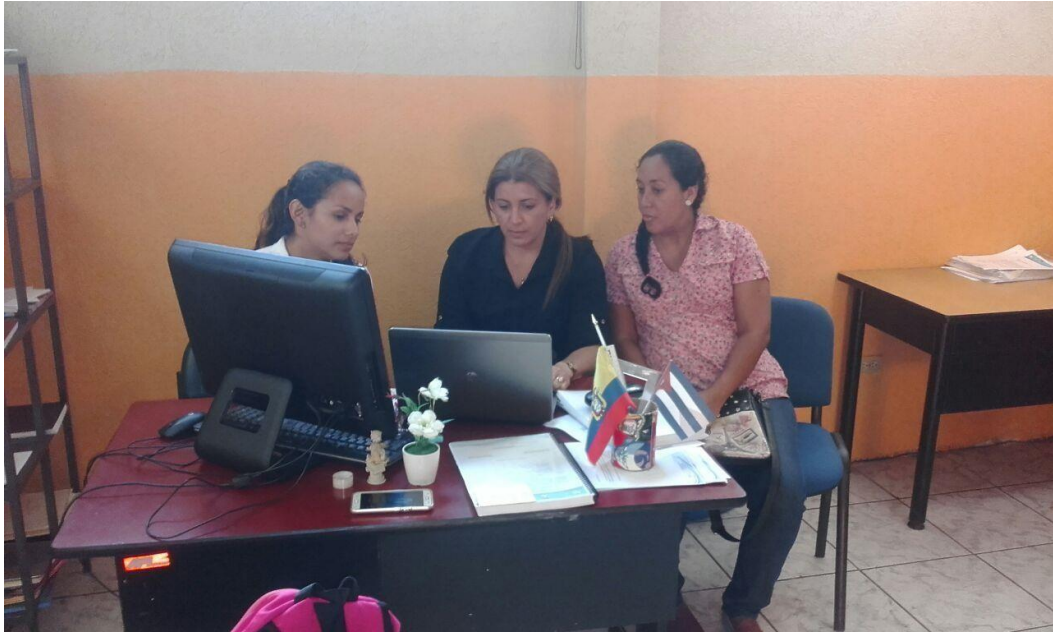
Source: Universidad De Guayaquil Facultad de Lenguas y Lingüística
Authors: Diana Cecilia Alcívar Macías and kattya Carolina Vega Miranda

Source: Unidad Educativa Agustín Castro Espinoza Highschool

Authors: Diana Cecilia Alcívar Macías and kattya Carolina Vega Miranda

Source: Unidad Educativa Agustín Castro Espinoza Highschool

Authors: Diana Cecilia Alcívar Macías and kattya Carolina Vega Miranda

INTERVIEW WITH THE TEACHER AND THE DIRECTOR.

Source: Unidad Educativa Agustín Castro Espinoza Highschool
Authors: Diana Cecilia Alcívar Macías and kattya Carolina Vega Miranda

STUDENT'S SURVEY

Source: Unidad Educativa Agustín Castro Espinoza Highschool
Authors: Diana Cecilia Alcívar Macías and kattya Carolina Vega Miranda

APPLYING THE GUIDE TO ENHANCE READING HABITS

Source: Unidad Educativa Agustín Castro Espinoza Highschool
Authors: Diana Cecilia Alcívar Macías and kattya Carolina Vega Miranda

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Source: Unidad Educativa Agustín Castro Espinoza Highschool
Authors: Diana Cecilia Alcívar Macías and kattya Carolina Vega Miranda

Annex 4- The guide:

30 Stories/Tales to Develop Reading Habits

1.Sabrina, the winter fairy

Sabrina was a little fairy winter, every day working hard to create the most beautiful snowflakes and kept them very gently, when her workday ended, she crossed out another day in her calendar and filled it with emotion: The Day to visit to Earth was coming. It would be her first time and she was willing to do everything to be the leading fairy of this visit.

The big day came, Sabrina got up early and spent all her effort to remain attentive to the instructions that the guide of the fairies said, among which included not to damage snowflakes, not to separate from the group and not to have contact with humans and a lot more rules; each fairy was assigned a number of flakes to spread and fly.

At first all went well, Sabrina was excited but quiet, until she saw him ... the most handsome man in the world, or at least that was what she thought since she had never seen one. Curiosity was greater than her dream and began to follow the man, going away little by little from the group. In an oversight she threw all snowflakes, triggering a disaster on earth, but she did not care and continued to follow the human.

Hours later, she was exhausted. She had already realized that she had lost her way and the group that was with her was away from her, they could have even arrive home now ... The man turned to be interesting, he had a thing called "cage" and that caused Sabrina's curiosity. In order to relax and watch closely the artifact, he sat next to the cage and began touching the metal bars ... then the worst happened: The cage closed trapping her inside, the man grinned at her and nobody saw Sabrina again.

One thing is clear: If you let curiosity take you away from your dreams the consequences can be really serious and unpredictable.

2. The elf eyes

When Jasmine woke up, a bright light broke the window glass into tiny particles which then would go on the floor and they evaporated before touching it. She sat up in bed and a sticky smell of alcohol reminded her what happened: the fire had swept everything she had and the arrival of fireman who picked her up and carried her on his arms through the flames. In her head the images were appearing randomly, and as they continued, a feeling of exhaustion and despair was coming over her more and more.

She had days in bed and no one had come to visit her. That afternoon a young girl with a light sight entered.

Hello, my name is Clara . How are you?

-I do not know who you are.

-No, Sorry. I came from Indigo.

Was it possible that the memory was not able to recall such an extravagant name? She tried. There was no case. She said she did not know anyone with that name. Clara said .

Yes, you have to remember. It was your friend in childhood.

She kept trying. Nothing. She said that not a single photograph had escaped the accident, so she could not use them to remember such guy Indigo. And, after a lot of trying, Clara left the room, wishing her to get well soon.

I'm going to die, I know. Nobody remembers me. I will die like everyone else.

No, Indigo, I will not let that happen.

'You've visited half of the city, people who as children believed in me and now, They do not even remember my name. Do not go wasting your time!

Clara spent several months trying to help without apparent results. But she had promised herself that she would never give up. After 3000 years of life, like all elves, Indigo will die if he would not find someone able to believe in him. Every day of that week Clara went to visit Jasmine and every visit Clara asked Jasmine if she had remembered Indigo. On one of Clara's visits Jasmine asked.

-But what about this guy Indigo? What did he say about me?

-That you were great friends.

-That's Weird! Doctors told me that I haven't been injured. Isn't it strange that I don't remember him?

-No, because you're hopeless and you no longer believe.

-What that has to do with memories?

Clara told Jasmine about it because, although she had promised to her elf friend that she would never reveal his secret, she knew that this was the last chance to save him. But it didn't work. Jasmine began to make fun of her and express clearly that she does no longer believe in magic.

Clara's eyes went down. She was not a little girl but she could cry. She had lost all her hopes; when revealing Indigo existence, Jasmine had not been able to reconnect with who was in her childhood, then there was only one thing to do, to stay with him until he vanished. Because that's the way elves die: they slowly vanish, and the last thing that disappears are their eyes, two red flames that turn yellow until the darkness buried them.

The pain Clara felt was so deep and the affection for her friend so intense that tears put her into a deep bitterness. When her friend found her, she evaded his eyes. However, a blinding light forced her to look at him: his tiny body had become sharper than ever and a huge smile lit his eyes. Her tears have saved her friend forever.

3. *The Good Fairy*

Kate was a very nice young girl with a kind heart . Every day she went through the city with her wand in her hand looking for a child to make happy.
Katherine, as you may have guessed, was not an ordinary young girl: Kate was a fairy, a fairy of happiness.

Day after day, at nightfall , the young fairy had to go to the meeting of the fairies of happiness, at that meeting her fairy fellows share their adventures and experiences about what had happened in their day and all the children who their wishes had been fulfilled .

Our little friend went out from those meeting very sad because she never had a story to tell them, she hasn't met anyone who really needed her. She always found kids whishing for moneyor new expensive toys. Kate fulfilled their wishes and kept feeling sad though because the children asked for material things.

After a lot of thinking, Kate found a possible solution, and it was that she had never gone to look beyond the city, where most of the children had everything their parents could afford and that made them happy, apparently.

The next morning, with renewed energy thanks to her discovery, she decided to go to the village called Toptown to try her luck. After a few hours of flying, she finally arrivedto the town. She did not take long to find some small children playing with mud. Kate approached to them and said:

- Hello, my name is Kate, I am a fairy of happiness and I have come to grant you a wish. What are your names?

- I'm Julia - answered the girl

- My name is Jerry - answered the boy.

- Well, what would you like me to grant you?

After a few minutes to think about and discuss the two said in unison:

- We would like these mud pies we are doing to become real, to give a little to all our friends.
Kate was very surprised, because for the first time in his life she heard a desire unpretentious and full of goodness, she never thought that one day she would hear a desire with anything ambitious on it and with tears of joy in her eyes flicked her wand and turned themud pies into rich chocolate cakes.

That day several people were happy, first of all, the children who ate the delicious cakes and Kate, who finally had something to tell in the meeting that night and learned that the best wishes are those who seek to benefit others also.

4.   The white rat

One day, the Supreme Fairy decided to gather all the fairies under her command, to reward them for the great work they performed. In her palace, there were all the fairies, in their finery and their luxury carriages. But Alba, a young fairy that was on her way she heard two children, who live in a hut, crying.

She entered to the hut and she found two small children there freezing cold. Without thinking twice, she used her magic to light the fire and make little heat for them. So they told her that their parents went working on the city, so she decided to stay with them until their parents return.

When they came back and she realized how late it was, she ran as fast as she could, leaving her wand. When she finally arrived, she met with The Supreme Fairy, and she looked at her angrily.

But what time is it good to arrive? Where did you say you've left the wand? For being careless and late, you must be punished.

While the other fairies said all sorts of arguments in her defense, the Supreme Fairy said:

I know that Alba does not deserve the punishment, just for being late. That's why, because of her good heart instead of imposing a severe punishment, I will only discipline her for a period of one hundred years. From now on, I sentence you to wander the world, transformed into a white rat.

So, when you somewhere come across a white rat as white as the snow, it is possibly Alba, who is still on her punishment.

5.   The Enchanted cat

In a far far away kingdom, there lived a smart and virtuous prince, who all his citizens looked with admiration. All the girls of the kingdom yearned to be chosen by him, to become his wife. But their prince, did not seem interested in any of them. On the only thing that he showed real interest was in tinkering with his kitten Zapaquilda.

During one of these games, he exclaimed:

Oh beautiful little kitten, if you were a person instead of an animal, I would not hesitate to marry you.

The Fairy of the Impossible, always attentive to any kind desire, said:

Since both want it, I do as you wished.

Looking to the place where Zapaquilda was, the prince met a beautiful girl, who he wanted to marry immediately.

The next day, the wedding of the Prince and the beautiful young girl was celebrated, to this feast were invited all the citizens in the kingdom. When all seemed to be having a great time, a small little mouse came into the room, leading to the new princess, chased it and ate it. The prince regretting his desire, called again and again to The Fairy of the impossible to undo the spell, but she ignored his pleas, leaving the poor man astonished.

6.   A sailor

There was once a young sailor named Derec, one night while picking up the fishing net, he saw a big tail out of the water, he thought that such a large tail could not be a fish but he thought it might be a mermaid but he believed it was just a legend of sailors.

Nobody believed in it except that the legend was true.There was amermaid, her name was Marian but everyone called her Mar, she liked to play the harp in the surface and to sing, she sang like angels.

On night, Derec woke up because he could not sleep and he heard someone singing. He was curious and took a boat and went where the noise was coming and saw the Sea mermaid. She told him not to scream and as he looked at her, he fell in love but their love was impossible.

So they agreed in meeting every night at the same place, the mermaid could not stop thinking about him. One night she told him that she knew a witch who could turn him into a mermaid. This witch made him promise that every midnight he would screaming on the surface that his love was in the sea and if he could not do it he will die.

They had a child called Ulysses and one night when he was swimming to the surface he could not reached to it and he died. The mermaid knew something happened and sat where they always met with baby Ulysses in her arms shouting -where is my love?‖.

7. The Conceited Cedar
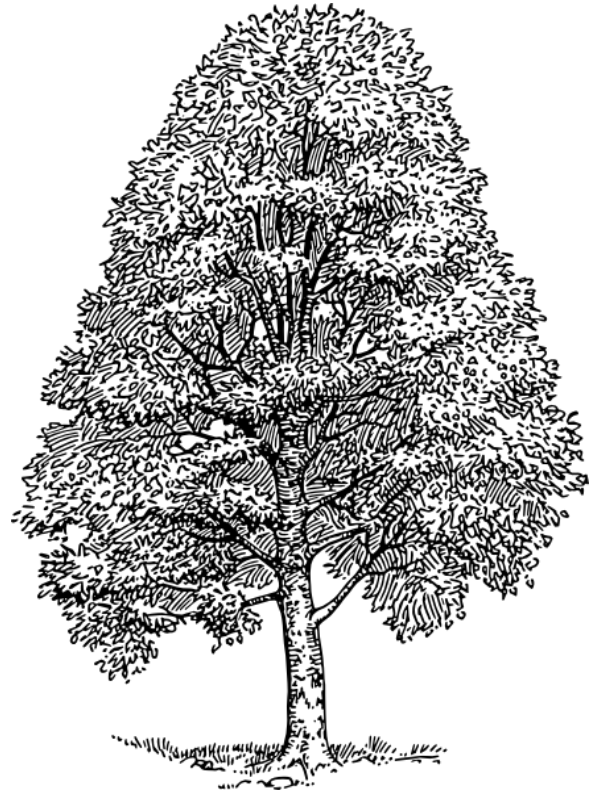
There was once a cedar satisfied with its beauty. Planted in the middle of the garden, it towered over all the other trees. Its branches were so beautifully arranged that it looks like a giant chandelier.

It was planted in the middle of the garden, she towered over all the other trees.

I am so beautiful that if I also bear fruit, it said to itself, any tree in the world could compare with me.

He decided to watch the other trees and do the same as them. Finally, at the top of his erect cup, he gave a beautiful fruit. —I have to feed the fruit well in order to grow‖, he said to itself.

So, this fruit grew bigger and bigger, that it became enormous. The Cedar cup was unable to hold it, it was doubling; and when the fruitripe, the cup which was the pride and glory of the tree, began to falter until stalk heavily.

How many men are like the cedar that their ambition ruins them too!

8. A new friend

It was a rough winter day. It was snowing, the wind blew and Belinda played with some dwarfs in the forest. Suddenly, a long howl was heard.

-What is that? the girl asked. It is the hungry wolf.

-You should not leave because you would be devour by it, explained the wise dwarf.

The next day she heard again the howl of the wolf and Belinda was distressed, she thought that they were all unfair with the beast.

In an oversight of the dwarves, she came out of the house and left in the snow a basket of food. The next day the snow and the wind were calmed. Belinda went for a walk and saw approaching a white, beautiful lamb.

- Hi! Said the girl. Do you want to come with me?

So the Lamb jumped on Belinda and the Wolf, that was hidden, jumped on the lamb. The Cunning, evil stepmother, lost the animal skin that she had used as a disguise andescaped with ghastly cries of pain and fear. Only then the wolf returned to the mountain and Belinda felt her trembling heart, joy, because she had been saved, and had gained a new friend.
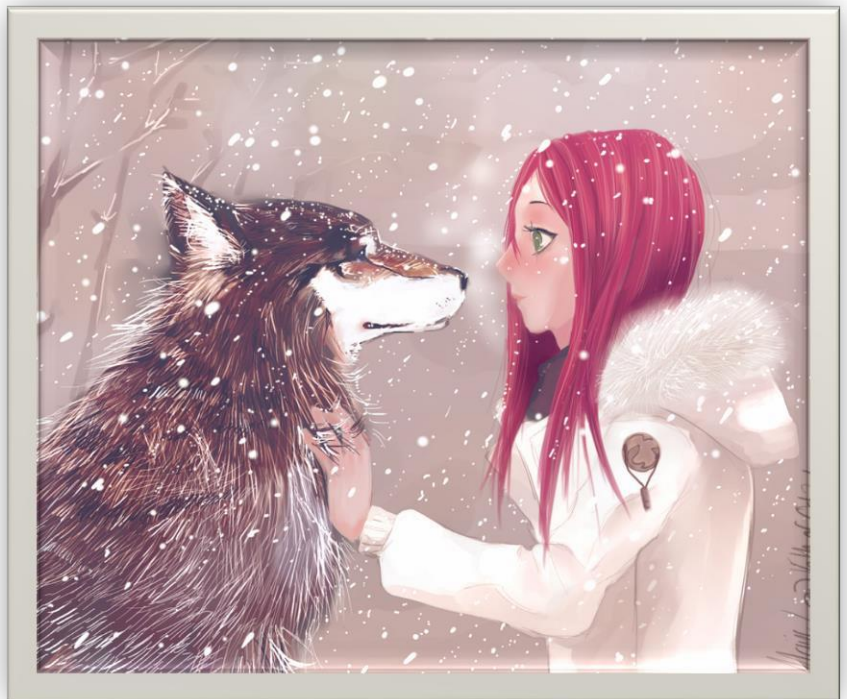
9. The Honest Lumberjack

Once upon a time, there was a poor lumberjack who was returning home after a hard day of work. Crossing a bridge over the river, he dropped his ax into the water. Then he began to wail mournfully:
-How do I make a living now that I don't have an ax?

In that moment something wonderful happened! A beautiful nymph appeared on the water and told the lumberjack:
--Wait, good man: I will bring your ax back.‖

She sank into the stream and soon reappeared w ith a golden ax in her hands. The lumberjack said:
-—That is not my ax‖.

For the second time the nymph submerged, to reappear with another ax, this time a silver one. And the lumberjack said afflicted:
- —That one is not mine, either‖.

For the third time the nymph looked underwater, and she reappeared with an iron ax. And the lumberjack said this time:
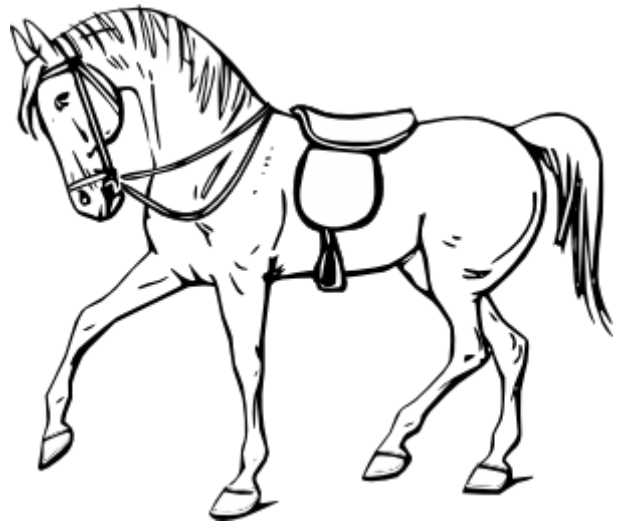—Oh! Thank you, thank you! That is mine!

But, for his honesty, she told him:
--‖ am going to give you the other two axes, too. You have preferred poverty to lie and you deserve a reward.

10. The Tame Horse

A thief prowling around a military camp, he stole a beautiful horse taking advantage of the darkness of that night. In the morning, on his way to the city, through the road passes an army of dragons that were on maneuvers. After hearing the drums, the horse escaped and, together with the troops, he was making his great somersault for those he had been trained.

-–This horse is ours! The captain of dragoons exclaimed.
–Otherwise he would not know to do these performances. He proclaimed.
-Did you steal him? He asked the thief.
-—Oh, I ...! Bought him at the fair to a salesman the thief said.
- —So, tell me, what is his name immediately?, because there is no doubt that this horse has been stolen. the captain stated.

The thief got nervous and could not quite speak. Finally, the thief realized that he was caught, and confessed the truth.

-—Of course, it seemed too weird, exclaimed the captain
-—That such a noble animal could not belong to a ruffian like you! he said.

The thief was arrested, which shows that the theft and deception rarely go unpunished.
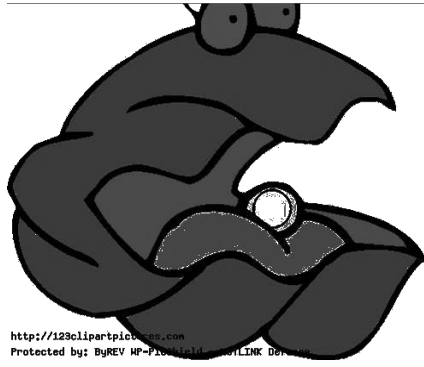
11. The Oyster and The Crab

An oyster was in love with the moon. When his big silver disc appeared in the sky, he spends hours with his shell open, watching her.

A crab noticed that the oyster was fully opened at full moon and thought to eat it. The next night, when the oyster was opened again, the crab threw a pebble inside.

The oyster, instantly, tried to close, but the pebble stopped him to do so. The crafty crab came out from where he was hiding; she opened her sharp nails, pounced on innocent oyster and ate him.

So this could happen to those who open their mouth to disclose a secret: there's always someone to hear it and spread it.

12. *The paper and the ink*

There was a sheet of paper on a table, along with other sheets like her, when a pen filled in a blackest ink, stained it filling it with words.

-"Couldn't you have spared this humiliation", the paper said angrily to the ink.

-"Your infernal black has ruined me forever", the paper proclaimed.

- "I have not got you dirty", the ink replied.

-"I've dressed you with words. From now on, you are no longer a piece of paper, but a message. You keep a man thought. You've turned into something precious." The ink stated.

In effect, ordering the office, the man saw those scattered sheets and collected them together for the fire. But the man noticed the "dirty" ink sheet and returned it to its place because it had a clear visible message of words. Then the man threw the other sheets to the fire.

13. The goldenwal nut

One day beautiful Maria, the daughter of the forest ranger, was walking on the forest and suddenly she found a golden nut in the middle of the path.

- "I noticed you've found my nut. Give it back to me", said a voice behind her. Mary turned and she came across a tiny creature, skinny, dressed in scarlet jackets and a sharp hat. It could have been a child by his size, but because of the cunning reflected on his face the girl understood that it was a pixie.

-"Come on, return the nut to its owner", the Forest Elf insisted, mockery bending.

-" I will give it back if you know how many folds does it have on the cortex. Otherwise I will keep it, I'll sell it and I could buy clothes for poor children, because winter is extremely severe." Maria stated.

-"Let me think ..., it has 1100 and folds!" , the pixie answered and Mary counted. The Pixie was not wrong! With tears in her eyes, he returned the nut.

-"Keep it" the elf said.

- "Your generosity has touched me. When you need anything, ask the golden nut. And that's it", the pixie disappeared.

Mysteriously, the golden walnut provided food and clothing to the poor people of the region. And as Mary never left it, they called it the charming name of "The Golden Nut".

14.   *The kind farmer*

An old king had to flee his war-torn country. Without any escort, tired and hungry, he came to a lonely farm, deep in enemy country, where he applied for asylum.

Despite his ragged and dirty look, the farmer gave him the best happily. Not content with offering a sumptuous dinner for the walker, the farmer offered him a bath and clean clothes, and a comfortable room for the night.

And it happened that, in the darkness, the farmer heard an anguished prayer in the stranger room and could distinguish his words:- "Thank you, Lord; you have given this poor dethroned king the consolation of finding shelter. I pray for this charitable farmer and do not let him to be persecuted for helping me."

The generous farmer prepared a delicious breakfast for his guest and when he was leaving, he even handed a bag with gold coins for his journey. Deeply touched by such generosity, the old king promised to reward the man if he ever regained the throne. Some months later he was back in his palace and then sent for the charitable farmer, who granted a peerage and heaped honors. In addition, he trusting in the nobility of his feelings, he consulted the farmer on all sensitive issues in the kingdom.

15. *The adventure of the water*

One day the water was in its element, that is, in the superb se_a it felt the capricious desire to ascend to heaven. Then he went to the fire: —Could you help me up to go higher?‖ The fire agreed and with its heat, turned the water lighter than air, transforming it into subtle steam.

The steam rose more and more in the sky, it flew very high, even lighter than cold air, where the fire could not follow it. Then vapor particles, numb with cold, were forced to join tightly, becoming heavier than air and falling as rain.

The water particles had gone to heaven invaded by pride and they were immediately put to flight. The water particles came down into a soaked rain parching the land and, thus, the water was long, long soil prisoner and its sin was purged with a long penance.

16. *The humbleflower*

When God created the world, he gave name and color to all flowers.

And when he came across a small little flower repeatedly it begged shakily:

- —Do not forget me! Do not forget me!‖

As his voice was so low, God could not hear her. Finally, when the Creator had finished his task, he could hear that little voice and turned toward the ground. But all the names were already taken. The little plant did not stop mourning and the Lord consoled as follows:
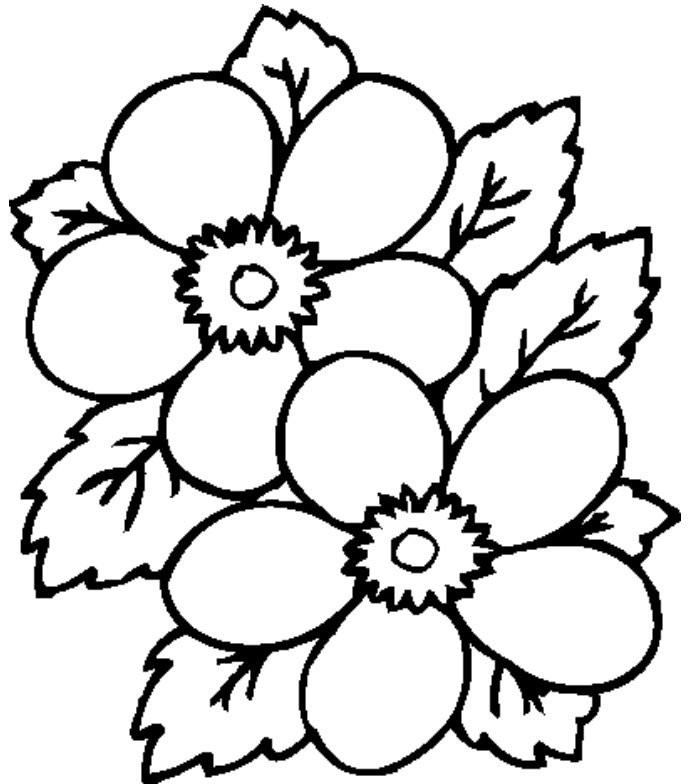
–I don't have a name for you, but you will be called: Don't Forget-me‖.

 And I will give you color blue for the sky and the red of the blood. You will accompany living people and console the dead ones.

This is how was born the —Don't forget me —plant, the small blue and redflower.

17. *Bear fur*

A young soldier walking through a forest, went to meet a
wizard. The wizard said, -If you're brave, shoot the bear that is
behind you.‖

The young man fired with his gun and the bearskin from the
bear fell on the floor. The bear disappeared among the trees.

-If you carry the bear fur for three consecutive years‖, the wizard said.

-I will give you a bag of gold coins that will never be empty. What do you decide?‖
the wizard asked.

The young man agreed. With a bear suit and with plenty of money, he began to
travel the world. Everywhere he went people throw stones to him. Only Ilse, the
beautiful daughter of an innkeeper, felt pity on him and gave him food.

--You're beautiful and good, would you be my bride?‖ he said.

- -Yes, because you need me, since you can not defend yourself,‖ said Ilse.

The soldier, in love with the young girl, wanted the time pass quickly to get rid of
his disguise. After three years, he went to see the wizard.

- -I see you've kept your promise‖, the wizard said.

- -I will also keep mine. Stay with the gold bag that never empty and
be happy.‖ stated the wizard.

In all that time, Ilse wept disconsolately:

- -My boyfriend is gone and don't know where he is.‖

- -You're a silly girl, being so beautiful, you will find another boyfriend.‖ people
said.

- I will only marry "Bearskin" –she replied.

Then a handsome soldier came and asked the innkeeper his daughter's hand. As
the girl refused to accept him, he said smiling: -Isn't your heart telling you that I
am "Bearskin"?‖

They married and not only they were happy but, with their generosity, were also
blessed all the poor people in the city.

18. *The fake appearance*

One day, on behalf of his grandmother, Adela went into the woods looking for mushrooms to cook the meal. She found very beautiful, big and stunning colorful mushrooms and she filled her basket with them.

When she arrived home, she showed them to her grandmother,

-—Look, I brought the most beautiful ...notice how beautiful is the scarlet! There were more wrinkled mushrooms, but I left them‖ said the little girl.

-—My dear‖, said the old woman.

-—The wrinkled mushrooms, Those are the ones I've always collected.‖, stated the grandmother.

--You have been guided by and deceptive appearances and have brought home containing poison mushrooms. If we ate them, we will be sick; perhaps worse‖, the grandmother informed.

That day Adela realized that she should not be guided by the beautiful side of things, because sometimes they could be hiding an unknown evil.

19. Uga the turtle

--Wow, everything always goes wrong!‖ Uga the turtle constantly laments.

And it is no wonder: she is always late, she is the last to finish her tasks, rarely she get awards for being quickly and on top is a sleepyhead.

-—This must change!‖ she thought to herself.

She hasn't even tried to make as simple tasks as stacking dry leaves falling from trees in autumn, or remove stones on the way to the pond where their friends were splashing during the hot days of summer activities. '

-- Why should I worry about making a work that then end up doing my teammates quicker? I better spend time playing and resting.‖, she considered

- —It's not a great idea‖, said an ant.

- -What really counts is not doing the job in record time; the important thing is to finish performing it the best you can, and you will always have the reward of having succeeded it. Not all jobs need fast workers. There are activities that require time and effort. If you never try to discover what you're capable of, you will remain with the question of whether you had ever achieved. Therefore, it is better to try and not just not trying plus to live with that doubt. Consistency and perseverance are good allies for what we intend; therefore I advise you to try. So you may be surprised what you're capable of.‖ The ant state

- —Gee!, ant, you touched my fibers! This is what I needed it: someone who will help me understands the value of effort; I promise I'll try.‖ Uga the turtle replied.

 A few days passed and Uga the turtle, struggled with her duties. Happy with herself because she felt as each day she was getting a little more that she proposed since she was aware that she had done everything possible to achieve it.

-- I found my happiness: what matters is not marked large and impossible goals, but finish all the small tasks that contribute to great ends.‖ She learned.

20. *The flies*
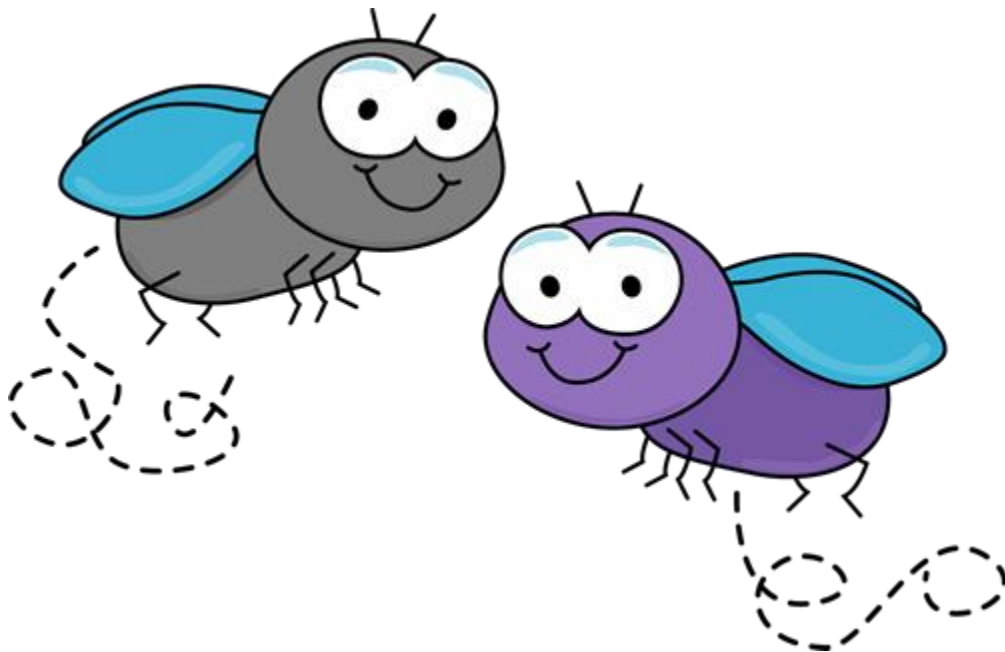
 In a lush forest, a honeycomb spilled rich and delicious honey, and the flies came quickly and eager to devour it. And honey was so sweet and delicious that the flies could not stop eating them.

What the flies did not realize is that its flies' legs were igniting in the honey and they could no longer take flight again.

Drowning at their finest treasure, flies exclaimed:

-We will die, we are miserable for taking everything in a moment of pleasure!

21. *The snowman*

It had stopped snowing and children, eager for freedom, they left home and began to run around the new formed white, fluffy carpet.

The daughter of a blacksmith, taking handfuls of snow with their deft hands, gave to themselves to task of shaping something.

-- I will make a doll like the brother who I wished I would have had‖, she thought.

She created a beautiful little boy, round, with eyes of coal and a red button by mouth. The little girl was excited about her work and the doll became his inseparable companion during the dark days of that winter. She talk to it, she spoiled it ... But soon the days began to grow longer and warmer sunshine came ... The Snowman melted leaving no trace of its existence, no more than a puddle with two coals and a red button. The girl wept disconsolately.

A fairy, who was looking at the warmth sun after winter, she said softly to the little girl: -Dry your tears, my dear, you have just received a lesson: Now you know that your heart should not be put in perishable things.‖

22.   True   justice

There was once a caliph in Baghdad who wanted above all to be a just ruler. He inquired the courtiers and his subjects and all claimed that there was more righteous caliph than him.

--Would they express like thatbecause of fear? the caliph wonder.

Then he dedicated himself to tour the city disguised as a shepherd and he never heard the slightest murmuring against him. And the Ranchipur Caliph also felt the same fears and made the same inquiries, without finding anyone who criticized his righteousness.

--Maybe, my subjects praised me for fearǁ, He said.

- I'll have to dig out outside my kingdom. Fate made both luxurious caliphs' carriages would have the chance to meet on a narrow road.

--Budge up the caliph of Baghdad!ǁ his vizier asked

--Budge up the caliph of Ranchipur!ǁ demanded the second vizier.

As neither would give a step out, the viziers of the two sovereigns tried to find a formula to get by.

--Let's give preference to older oneǁ, they agreed.

But both caliphs were the same age, equal treasures and identical armies. To settle the question, the Baghdad vizier asked the other:

--How fair is your master?ǁ

- -With the good people he is kindǁ, replied the Ranchipur vizier

-Fair with those who love justice and inflexible with hardhearted, added the Ranchipur vizier

--Well my master is gentle with inflexible people, kind to the poor, with the unfair people is fair, and even kinder with the good peopleǁ, replied the other Vizier.

Hearing this the of Ranchipur, he ordered his coachman give pass to him humbly, because Baghdad's caliph was worth of crossing first, especially for the lesson he had given him of what was true justice.

23. The child and the nails

There was a boy who had terrible temper. One day, his father gave him a bag of nails and told him that every time he lost his temper, he nailed a nail in the fence behind the house.

The first day the boy nailed 37 nails into the fence. The next day, he nailed less and so on in the following days. The boy realized that was easier to control his bad temper than put those nails into the fence.

Finally the day came when the boy did not lose his temper not even once and told his father that he didn't have to put any nail in the fence again because he had finally managed to control his temper.

His father, very happy and satisfied, then suggested to his son that for every day that he would control his character, he must take out a nail from the fence.

The days passed and the boy could finally be able to tell his father that he had taken all the nails from the fence. Then the father took his son by the hand, to the fence behind the house and said:

- Look, son, you have worked hard to nail and remove the nails from this fence, but look at all the holes left in the fence. It would never be the same.

What I mean is that when you say or do things with bad temper, and anger, you leave a scar in someone, as these holes in the fence. It does not matter how much you apologize. The wound will always be there. And a physical wound is like a verbal wound.

Friends, as well as parents and the whole family, are gems to be valued. They smile and encourage you to improve. They listen; they share a word of encouragement and always have their heart open to receive you.

His father words as well as the experience with nails, made the child reflect about the consequences of his temper.

24. Daniel and the magic words

Let me introduce you to Daniel, the great magician of words. Daniel's grandfather is very adventurous and this year as a birthday as a gift he has sent from an unnamed country , a very strange present : a box of bright letters .

In a letter , his grandfather tells him that those letters are kind words , if you give them to others, you can get people to do many things: make people laugh if they are sad, cry of happiness , understand when you do not understand , open the hearts of others , teach us to listen without talking.

Daniel plays happily in his room, fitted and removed words endlessly.

Sometimes the letters alone are joined to form fantastic, imaginary words, and it is that Daniel is magical; he is a magician of words.

He has taken a few days preparing special gifts for those who he most love.

It is very funny to see Mom's face when she discovers in the morning –Good morning, beautiful‖ under the pillow; or when dad is in his car and he receives a blue card saying ―I love you‖.

His words are friendly and nice, short, long, that sound good and make people feel good: *thank you, I love you, good morning, please, sorry, I like you.*

Daniel knows that words are powerful and he likes to play with them and see the happy faces of people when they hear them.

He knows that kind words are magical; they are like keys that open the door of others. If you are kind, people are kind to you. Daniel asks you: Would you like to try and be a magician of kind words?

25. *My old shoe*

I had a hole in the tip of my shoe; it was broken on one side, it was no longer good for anything.

- —I'll throw them away!‖ I thought.
And for a while I left my shoe, while doing my homework. When I finished I went to throw my old and useless shoes, but I got a big surprise when I saw a cute and warm egg inside one of them from my duck Loló.

- —My shoe could serve as a nest!‖ I thought.
At least it does not let wet or cold pass. I found a piece of old cloth, plunged in and put the egg on the top.

- It was cheerful! Since my duck Lolo had her bed to come into the world!

I put my shoe under a tree; there Lolo would watch her new baby and my fairy could see how I gave another use to my shoes, if theywere useless for me, there were not useless for my animals.

I will never throw anything again without considering what other use it could have and I would tell my friends from school and my teacher.
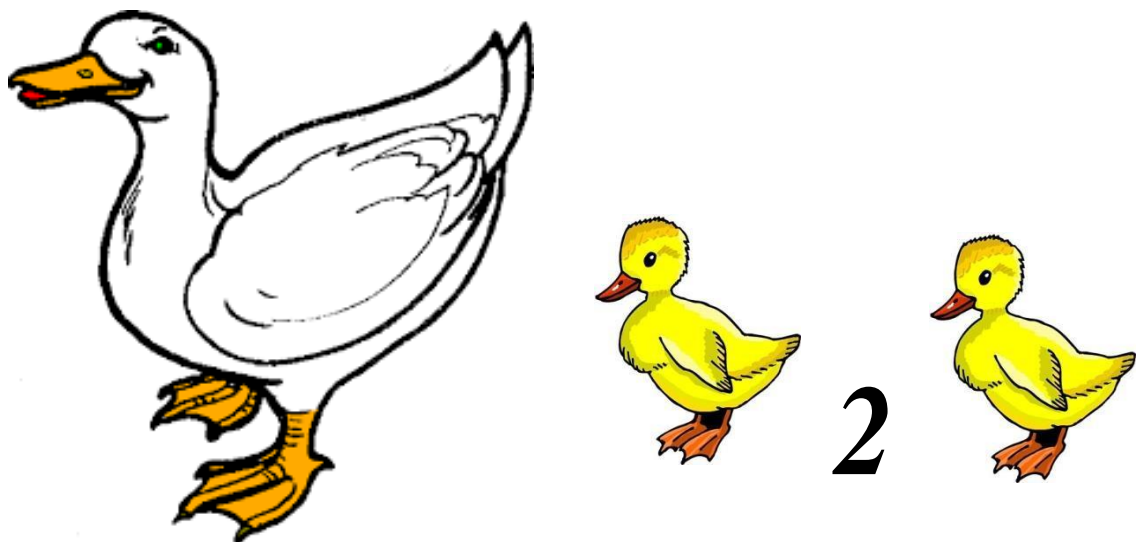
6. The fairy and the girl

There was once a girl who does not know what to do, everything get her bored, annoyed, she felt sad and lonely. There a fairy appeared and asked her:

- -What's wrong my dear? Why are you so sad?‖

She replied:
--‖ do not feel happy, nobody cares about me, nobody takes me into account, they do not even see the beautiful things that I do for them.‖

The fairy replied:
- —That's what you think, but there is someone watching everything you do and is happy for every beautiful thing you do, never expect anything in return from others.‖

- Yes, but it should not be like that because I also deserve affection, love and gratitude; I would like people to give me back what I do for them.‖ The little girl said.

- Every time you do something good, God is pleased and blesses you.‖ The fairy stated.

The girl thought for a while and then she said to the Fairy:
- Okay my dear friend, from now on I will improve, I will not complain, I will do more for my love to God and for him to be happy with me.

And the time passed and that girl totally changed her temper, she grew up and became an adult. She turned happy, doing great works of charity, helping the sick, the poor, the blind, all she could, with so much love that people adored her.

When she was old, tired and exhausted for the years, she died surrounded by many people who adored her, but she was full of joy, she had a smile on her face because she learned to be kind and generous and that let her to ascend into heaven and she is now with the angels in the Paradise.

27. A fairy of heart

If I had a fairy godmother ...

I long wondered this case and dreamed I had a fairy godmother that came to me because I was a guy with many problems in school and at home, one day I was watching the stars and made a wish asking solutions to my problems, then immediately before my eyes a beautiful young
girl with red eyes and long black hair, with huge wings
sprouting feathers heavenly appeared and I asked:
- "Who are you?"
"I'm your angel; my name is very long like a star, if you could
called me godmother"
- "But why that name?" - I asked interested.
She smiled again and said. - "I was born when you were born,
when your parents gave you a name, I received the mission to take care of you from the stars and my name is the same as the star where I was born, that is, I'm that star."
I was silent for ten seconds and said:
- "Then you came because I asked the star to remove my problems away."
She replied: - "Yes, I came because I heard your prayers. I saw in your heart the faith that allows me to be here, which surprised me, in a long time nobody had so much faith in a desire ".
So in the mind of the guy he thought - "It's wonderful, I will not have more problems."
But then she interrupted him: - "No, no, do not think I can do something."
He approached the boy and said: - "I'll be the reason for you to fix your problems."
She kissed the boy and disappeared, remaining unconscious that night.
Waking he thought it was just a dream but he suddenly felt different, more lively, cheerful and eager to walk. He spent almost two years, all was quiet, he didn't have problems. The night fell and he could not remember the problems he had before being happy, my body suddenly glowed, she came out as a small pure light and said:
- "Your problems are gone, I will return to my world. Goodbye".
I sadly said: - "Thanks to you my happiness shines like you, thank you very much".
Now I have no sorrows and if I feel lonely, I see the stars and that's it.
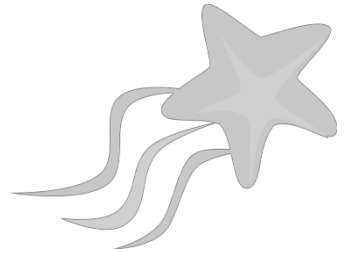
28. The Magic Forest

One day a little of 12 years decided to seek a fairy for her, small, pretty, with wings, and with long hair; so she went to a mysterious forest that was near her home convinced that she would find what she wanted. She began to walk and walk until she met an old woman who had very wrinkled face and long hair. The girl said:

-Who are you?

But the old woman did not answer. The very persevering girl asked again:

-―Are there fairies here?‖

-―No, but I know where they are‖, said the old woman.

-―Could you tell me where they are?‖ the girl excited said.

-―That depends, do you want the fairy to dissect or pulling her wings?‖, the old woman asked curiously.

-- Oh my God, no! I want to play with her and become a fairy day‖ the girl replied.

--Well, then come with me. What do you want, Do you want to be a fairy first or you find the fairy first and then you become a fairy?‖, the old woman asked.

-―I'd like to be fairy first the sooner the better‖, Said the girl.

-―Very good‖, stated the old woman.

So they went to a hut that looked abandoned. When they entered the girl gasped because she could not believe what she was seeing. The hut was full of pots with a roaring blue flame, a large fireplace and small newborn owls with her mother in a corner. The old woman began removing cans from a wardrobe, placing them on a table that was next to a large pot. Then she puts those cans content into the pot along with the words:

-Luchum Mechum, hadomus hadiomus, blondious prettious, allenes littleous comb ... Boom Bang!

From the pot came out a beautiful fairy as the little girl wanted. The old woman told the girl:

-―This Little fairy will be your new companion; her name is ˌLight', just need to ask her the desire to become you into a fairy also.‖

So the little girl asked Luz her wish. She was very surprised, but Luz did as she was asked. Within seconds she began to shrink and suddenly ... Pum !, she also became a beautiful fairy.

- ―Thanks, thanks‖, said the girl.

-You're welcome. Now we have to return to the forest, but don't be alarmed as since you became a fairy you can see what was invisible to the eye of ordinary people. We will find other fairies and new friends. Just follow me‖ said ˌLight' the newborn fairy.

Leaving the place, they appeared in a completely different forest whom the little girl knew little. In it there were elves, talking trees, mushrooms squirrel celebrating a birthday, and fairies, many fairies. One blond, one dark, one brown, one green, one blue, one yellow, one black, and so of all colors. Her new friends from the magic forest baptized the converted fairy girl with the name of ˌPetal'.

ˌPetal' found the home she wanted with fairies and other creatures that showed her the beauty of wood with all the fantasy and the magic of their world.

29. *The Princess of the Garden*

Once upon a time there was a little girl as pure as a snowflake and with a noble heart as a crystal. She lived in a small cottage on the top of a mountain, far from any reality and civilization. She lived with her parents and she was always happy, one day, a witch jealous of all this happiness appeared and began creating evil spells.

The girl and her parents go all the time to cool off in the afternoons to a river near their huts, with all animals living with them. They were people who worshiped nature and all the creation.

The Witch full of envy observed that the girl loved her parents, so she decided to harm them. He provided a malicious spell on her father in order that he feels hatred for his daughter and his wife. The father could not stand to have them around day or night; The small girl was very sad, often crying like her mother; her father stopped loving nature, and began to destroy it and spent long hours cutting trees, littering rivers and mistreating animals.

The girl who wanted to give solution to this problem decided to make a wish with all her heart, she asked to become into the most beautiful flower in her garden. Her father arrived in the evening to the garden, and when he was going to cut the flower the face of her daughter appeared, talking about all the beautiful moments that they had spent together over the years taking care of her and the environment around them. T**hen** she asked him as a last favor to give her a kiss for all those precious moments they have shared in family. Her father listened to all these nice words and from the depths of his heart kissed the flower. Suddenly the witch who watched this, exploded into pieces disappearing all her evil spell.

The very remorseful father began to make amends, he planted many trees and flowers, in addition to cure all abused animals; he noticed the mistake with his family; the very happy girl asked another desire: to live very happily ever and that anything bad happen to them again and that it would just be spring season for many years.

30. The forest fairy

Once upon a time a girl named Ana, she loved cycling. Ana always wore a hat, and lived in a house close to a green field and beautiful forest.
Ana used to ride her bike around the forest, her mother had advised her not to mess in the forest because it could be dangerous.
But one windy day and Ana's hat went flying heading into the forest. Ana thought that the hat would come back again, but she saw her hat disappearing like it swallowed by the forest ...
Ana, very upset and ignoring what her mother told her, went into the forest to find her hat.
To her surprise someone touched her shoulder and said: "Ana, I'm your fairy godmother, and I have always lived here to protect you in the day that you decide to come into the forest, because the forest is enchanted and you havee to be very careful."

The Forest Fairy went on and told Ana: "Now stay here, I'll get your hat."

Ana still shocked to see her fairy godmother, she stood motionless, waiting for the fairy returned again from the forest.
But suddenly, Ana began to hear strange noises and saw a gigantic bird grabbed her from behind and taking her. But his fairy godmother, after finding Ana's hat, heard her screams, and flew in his magical horse to look for Ana.
The forest fairy cast a magic dust to the evil bird, and managed to rescue

Ana and leave her back at home.
Finally Ana understood that she must not disobey her mother anymore. Also that she has to be very intelligent to recognize that, "the older people notice dangers that children do not see."