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

TITLE OF RESEARCH WORK PRESENTED:

THE MOTIVATION IN THE DEVELOPMENT OF READING COMPREHENSION.

PROPOSAL:

DESIGN OF A CD WITH PLAYFUL ACTIVITIES FOR READING COMPREHENSION

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UNIVERSIDAD DE GUAYAQUIL

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ARQ. SILVIA MOY-SANG CASTRO

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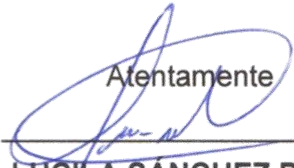**LETRAS Y CIENCIAS DE LA EDUCACIÓN**

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En virtud de la resolución por la autoridad Académica de la Facultad de Filosofía, de fecha 5 de diciembre del 2018 en el cual se me designo Asesora de Proyectos Educativos de la Licenciatura en Ciencias de la Educación, especialización LENGUAS Y LINGUISTICAS, el día.

Tengo a bien informar lo siguiente:

Que los integrantes Karla Lissette Guapacasa Espinoza C.I 0924574775 con Johnny Héctor Molina Quinapallo C.I 0924835374 diseñaron el Proyecto Educativo con el tema: **THE MOTIVATION IN THE DEVELOPMENT OF READING COMPREHENSION. DESIGN OF A CD WITH PLAYFUL ACTIVITIES FOR READING COMPREHENSION.**

Con el mismo que ha cumplido con las directrices y recomendaciones dadas por el suscrito.

Los participantes satisfactoriamente han ejecutado las diferentes etapas constitutivas del proyecto, por lo expuesto se procede a la **APROBACION** y pone a vuestra consideracion el informe de rigor para los efectos legales correspondientes.

Atentamente

MSC. LUCILA SÁNCHEZ PÉREZ

Tutora

DEDICATION

This thesis project is dedicated to my mother Georgina Elizabeth Quinapallo López for her sacrifice and effort throughout my life, for her unconditional support to help keep me strong in the face of adversities that arise, for believing in me and motivating me to be a professional.

To my grandmother Libya Esthela López Bermeo for accompanying me all the way, the first time I had my first steps and the one that accompanied me until the desired moment, the one that has always believed in me and has been able to guide me with wise advice accompanied by a smile

To my best friend Lissette Guapacasa, for more than 7 years of friendship, for her affection, support, respect and unconditional love and for always being for me, beyond something about work, or studies, for being part of my life and for depositing her confidence in me in the first instance to be able to get together here and fulfill our dream of achieving together our professional degree.

Johnny Héctor Molina Quinapallo

I dedicate this work mainly to God who gave me the strength to get ahead and fulfill one of my objectives, to my mother Magdalena Espinoza who has always supported me unconditionally to be able to fulfill my goals, she has been my mother and father at the same time and thanks to her I finished this stage of my life, to my daughter Miley Bernabe who is my great motivation, my husband James Bernabe who has been a great support in my life, my aunt Maria Espinoza who always cares about my wellbeing and Mrs. Zaida for her great collaboration in my student stage.

Karla Lissette Guapacasa Espinoza

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UNIVERSITY OF GUAYAQUIL

FACULTY OF PHILOSOPHY, SCIENCES AND LETTERS OF EDUCATION

EDUCATIONAL PROJECT

TITTLE: the motivation in the development of reading comprehension

PROPOSAL: Design of a CD with playful activities for reading comprehension

RESEARCHERS: Karla Lissette Guapacasa Espinoza and

Johnny Héctor Molina Quinapallo

PROJECT'S ADVISOR: MSC. Lucila Sánchez Pérez

ABSTRACT

The present thesis project aims to raise awareness of the importance or role of motivation in the development of reading comprehension in eighth grade students of general basic education of the República de Filipinas School. The authors of this work want to determine the impact of ludic and interactive activities on the development of reading skills and their strategies to improve it.

For this, interviews were conducted with the authorities, teachers and surveys to the students so that they are the ones who contribute in the development of the proposal of a CD with playful activities.

Key words: | motivation | | reading comprehension | | playful activities |

UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFIA, CIENCIAS Y LETRAS DE LA EDUCACION

PROYECTO EDUCATIVO

TITULO: La motivación en el desarrollo de la lectura comprensiva

PROPUESTA: Diseñar un CD con actividades lúdicas para la lectura comprensiva

INVESTIGADORES: Karla Lissette Guapacasa Espinoza and

Johnny Héctor Molina Quinapallo

TUTOR DEL PROYECTO: MSC. Lucila Sánchez Pérez

RESUMEN

El presente proyecto tiene como objetivo crear conciencia de la importancia o papel que desempeña la motivación en el desarrollo de la lectura comprensiva en los estudiantes de octavo grado de educación general básica del colegio República de Filipinas. Los autores de este trabajo quieren determiner el impacto de las actividades lúdicas e interactivas en el desarrollo de la habilidad de la lectura y de sus estrategias para mejorarla.

Para esto, las entrevistas fueron conducidas con las autoridades, profesores y encuestas a los estudiantes asi que ellos fueron quienes contibuyeron in el desarrollo de la propuesta de un CD con actividades lúdicas.

Palabras claves: | motivación | | lectura comprensiva | | actividades lúdicas |

REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGIA
FICHA DE REGISTRO DE TESIS

TÍTULO Y SUBTÍTULO: LA MOTIVACIÓN EN EL DESARROLLO DE LA COMPRENSIÓN LECTORA. DISEÑO DE UN CD INTERACTIVO CON ACTIVIDADES LÚDICAS PARA LA COMPRENSIÓN LECTORA.

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ÁREAS TEMÁTICAS: CD con actividades lúdicas que permita el mejoramiento de la destreza de la lectura comprehensiva en los estudiantes

PALABRAS CLAVES: lectura comprehensiva, actividades lúdicas.

RESUMEN: El presente proyecto de tesis tiene por objetivo dar a conocer la importancia o el papel que desempeña la motivación en el desarrollo de la comprensión lectora en estudiantes de octavo año de educación general básica del Colegio Fiscal República de Filipinas. Los autores de este trabajo quieren determinar el impacto que tienen las actividades lúdicas e interactivas en el desarrollo de la destreza de la lectura y sus estrategias para poder mejorarla. Para esto se llevaron a cabo entrevistas a las autoridades, docentes y encuestas a los estudiantes de modo que sean ellos los que contribuyan en el desarrollo de la propuesta de un CD con actividades lúdicas

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TÍTLE AND SUBTITLE: THE MOTIVATION IN THE DEVELOPMENT OF READING COMPREHENSION. DESIGN OF AN INTERACTIVE CD WITH PLAYFUL ACTIVITIES FOR READING COMPREHENSION.

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TEMATIC AREAS: CD of playful activities that allow the improvement of the comprehension skills in the students

KEYWORDS : Reading comprehension, playful activities

ABSTRACT: The present thesis project aims to raise awareness of the importance or role of motivation in the development of reading comprehension in eighth grade students of general basic education of the Republica de Filipinas School. The authors of this work want to determine the impact of ludic and interactive activities on the development of reading skills and their strategies to improve it. For this, interviews were conducted with the authorities, teachers and surveys to the students so that they are the ones who contribute in the development of the proposal of a CD with playful activities.

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GENERAL INDEX

CHART INDEX

GRAPHIC INDEX

ILLUSTRATION INDEX

INTRODUCTION

This thesis project wants to show the influence of the application of technological resources in the motivation of the students in the process of teaching and learning, in order to develop the reading comprehension.

The management of technology resources, including interactive cd, becomes a great tool, it means motivation along the learning process. In addition learners will have an interactive environment in which students can be active participants and also the collaborative work is emphasized to achieve the goals of the English education.

The objective of this thesis is to improve the reading skill of the students of 8th EGB and it is divided in four chapters.

CHAPTER 1

First at all, the chapter one is related to the context of the investigation, the problem formulation of the project, its causes, conflict. The general objective and specifics objectives are organized and finally, the justification of the thesis project.

CHAPTER 2

It shows the methodology that was chosen to start the research, in addition in this chapter two can be found the bases that inspired to research about this topic of reading comprehension. Also the philosophical, Pedagogical, Sociological, Psychological, Technological and legal foundations which contains relevant information supported by some authors giving the corresponding relevance.

CHAPTER 3

This part shows the methodology applied in the development of the research. The methodology explain and describe the research design, types of investigation, research methods, field investigation, techniques and instruments, population, sample, survey, interview, matrix of variables of this project. In addition, the data collection is explained by graphics and a conclusion.

CHAPTER IV

It focuses on the proposal, the justification, the general and specific objectives, the theoretical aspects, feasibility of the project, the description and the context of the proposal that will have English teachers of this Institution a guide to work with the students and apply dynamic methods in order to develop the reading skills of learners through the CD with playful activities.

CHAPTER I

THE PROBLEM

CONFLICT SITUATION

This research project is done due to the big amount of demotivation in the Reading Comprehension of the English language; it was detected through the application of a survey in the students of 8th grade of Unidad Educativa República de Filipinas. The most noticeable issue was the lack of teaching materials to encourage students' motivation, because the researchers observed the low scores that were registered in their reports, Also they saw that students reflect a low level in the other skill as well. It is important to highlight that English as a subject was implemented in this institution just a year ago, students do not have enough preparation or background to face this new world.

During the observation of the English class the authors could find some specific points about the insufficiency of the English level of the students of this institution. The teacher gave students few minutes to read a text from the book, then, the educator asked them to solve the activities that the reading contains. During this time, some students were looking around, talking each other or drawing on the books and the minority of them was working in what the teacher asked for.

Through this technique the authors could noticed that the students of 8th grade of Unidad Educativa República de Filipinas do not have enough motivation and they do not receive the necessary input that supposed to be provided by the teachers in that institution. In addition, at the moment of reading they could not pronounce correctly the words and they did not understand clearly the meaning of certain vocabulary and expressions. Those are the factors that made believe that students need

resources and techniques in order to make them feel motivated and participative in the English class.

English teachers are a fundamental part in the learning process of the students. People must know that teachers are not the only ones that have to talk again and again, in contrast, teachers are a guide for them, so students can create their own knowledge and they have to participate actively with their partners. For this reason, teachers must plan some activities that stimulate the students and encourage them to read. These activities are pre-reading, reading and post reading and they will allow students to understand what they are reading and to produce parts of speech as well.

The authors of this project want to show the positive effects of the application of didactic materials and modern strategies and techniques to increase the motivation of the students in the classroom in order to make them feel interested and confident. Through this research, the importance of this material to improve the quality of learning in students is revealed. This resource will allow the researchers to diagnose the process of learning the English language, creating interest and desire to overcoming in learning dynamically.

SCIENTIFIC FACT

Low development in the acquisition of reading comprehension of the English language in students of 8th grade at Unidad Educativa República de Filipinas.

CAUSES

- Students feel disinterest for reading comprehension since teachers do not use the appropriate methodology.
- Students do not understand what they read because Teachers do not use technology in class, it happens since the Institution does not possess an English lab.
- Students only work with the textbook given by the government, it occurs because teacher does not employ another didactic resource for imparting the English class.

FORMULATION OF THE PROBLEM

How does motivation influence in the improvement of reading comprehension in the 8th grade students at Unidad Educativa "República de Filipinas", Zone 8, District 09D07 Pascuales1 province of Guayas, Guayaquil canton, Tarqui, school year 2017-2018 ?

GENERAL OBJECTIVE

To establish the influence of motivation in the improvement of reading comprehension through field, bibliographical and statistical research to develop a CD with playful activities for reading comprehension.

SPECIFIC OBJECTIVES

- To analyze the motivation through field, bibliographic and statistical research.
- To determine the development of reading comprehension through field, bibliographic and statistical research.
- To design an interactive CD with playful activities for reading comprehension by interpreting the data obtained.

SCIENTIFIC QUESTIONS

- What kind of methodology will be useful for obtaining true results?
- What is the concrete background of the students' reading skill at Unidad Educativa República de Filipinas?
- Which techniques do English teachers apply to keep students motivated in the development of the reading skill?
- What type of foundation will help in the development of the scientific context?
- Do playful activities motivate students to read?
- Will the objectives of the proposal be achieve totally?

JUSTIFICATION

English language has become necessary specifically in educational and the other fields of our society, because is an important key to open the doors of success and progress. Given this, it is vital that the students can master a second language, but in our country there were some problems related to this issue, as everyone knows, English as a subject was recently implemented in Public education, according to Ministerial Agreement No. 041-14 Art. 1 provides that the English teaching, from the academic year 2016 - 2017, regime Sierra and Coast is obligatory from the second degree of general basic education up to the third course of baccalaureate for all the public institutions, fiscomisional unit and individuals of the country, as a consequence the students have many lacks in their knowledge and they have not achieved a well-development of the English skills.

According to the curricular specifications of the teaching - learning process of the English language of the Ecuadorian Ministry of Education, the 8th grade student must be located at a level A1.1; which gives

relevance to this research project. In addition, according to the Common European Framework of Reference students require the following knowledge: "Understand words, names and very simple phrases, for example advertisements, posters and catalogs". This is an issue that we want to accomplish through the implementation of this proposal in order to create students more awareness in the development of the reading skill.

In our country education must be recognized as a human right, as well as work, water, nature. Education is a historical process linked to the political, social, cultural and economic events of our societies. In the Constitution of Ecuador fifth section Art.27 the following was declared:

Education will focus on the human being and guarantee its holistic development, within the framework of respect for human rights, the sustainable environment and democracy; it will be participatory, obligatory, intercultural, democratic, inclusive and diverse, of quality and warmth, it will promote gender equity, justice, solidarity and peace; It will stimulate critical thinking, art and physical culture, individual and community initiative, and the development of skills and abilities to create and work.

Based on this article, it has been said that students must be involved in educations issues, and also teachers must reinforce in the daily leaving the values that nowadays our society needs in order to create an environment of good living as it is required. It is a big responsibility to guide students' lives and create individuals with critical thinking and productive for our country. Certainly, learning English can help to accomplish all of these objectives the law and the government demand. Therefore, this research will help to achieve these objectives through the development of English language.

The innovation of this project is to propose a CD with playful activities for the development of reading comprehension. This Cd will stimulate and motivate the different aspects of learning in the students, because reading is not just read a paragraph and after explain what you

have read Reading involves reflection, sharing experiences and imagination . The direct beneficiaries of this research will be 8th grade students and English teachers of Unidad Educativa República de Filipinas and the indirect beneficiaries are the community in general.

When students has a didactic resource in the teaching - learning process support of the English language, they achieve better results if the teacher has strong knowledge of the subject and knows how and when it must use them to reinforce the development of the reading comprehension in the students, since the design of this CD with playful activities offers a better methodology providing a well atmosphere to develop the class and also to help students to work each other creating a collaborative classroom .

One thing that must be enhances in every Ecuadorian classroom is the motivation. Motivation is one of the most vital feelings that exist because they give us great energy. This feeling arises as a consequence of a high degree of involvement in the achievement of a goal that really stimulates us. Generally, by pure natural law, people tend to feel more motivated at the beginning of a new project than when people have been embarking on that adventure for a while.

If people do not feel motivated, people do not want to keep following anything, for this reason students that do not have enough motivation during the English classes they will not have good results at the end of the course. As teachers is our responsibility to engage students in the classes using different kind of material, technological resources or just using the realia that means the usage of real objects that surround us. The point is that learners can feel interested in every single activity proposed as a consequence; students will love what they are doing. It is important to mention the motivation that teachers provide at the moment to correct the mistakes the students make, because if a student is correct in a wrong way, for example shouting or saying things that make learners feel ashamed, this student will never want to participate again and will avoid

any kind of active interaction in the classroom. On the other hand, if the teachers correct the mistakes using expressions that motivate the students and make them learn from their mistakes, the students will want to participate actively without the fear to make things wrong.

In addition, an important fact of this insufficiency is the wrong planning of teachers to work with the reading skill, this part must be divided and must have some activities that catch students' attention and also that allow learners to develop their creativity in order to build their critical thinking. Therefore, students will obtain a meaningful development of the reading skill, but not only reading because speaking and writing are involved as well. A good thing to catch students' attention is to use attractive material that can be readings related to their favorite singers, actors or movies, this way the learners will be interested in what they are working.

Manzano (2000) cites the first works on reading comprehension, first pointing out that of Romane in 1884, who after having some subjects read a paragraph of ten lines for a period of time, asked them to write everything they remembered. From this, Romane found differences between the subjects regarding the time used to make the reading and what they remembered; He observed that the memory was imperfect after the first reading but that after a second reading many previously unremembered terms were then recognized.

This could be a good technique to apply with students in order to retain the majority of information. Through this, students can explain what they have read using the list of words they remember from the texts. Here the memory has an important role because the words that they remember can be linked to the story or the information that they have obtained from the reading. It is vital to reinforce in the students love for reading because as it has been said before, reading makes develop students' creativity and critical thinking. Finally, it is very important to mention that learning a

foreign language as any subject helps leaners in the holistic improvement as a human being.

In this project we have 2 types of beneficiaries, direct and indirect. The direct beneficiaries are the students because the CD is directed towards them to motivate them in the learning of the English language and to improve their reading comprehension. The indirect beneficiaries are the teachers because the didactic material will serve as a support tool at the time of teaching their classes.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 BACKGROUND

To carry out this research it was done an analysis of the influence of The motivation in the development of the reading comprehension in English language by which it was necessary to search some authors and works the similar topic; one of these investigations is "Motivation is the action that satisfies the need and becomes a human behavior", written by Malow (2010) which objective is to prove if teaching Spanish language as a foreign language is focus on students` interests.

In this research, the authors through a quantitative and qualitative investigation determined that it is important that motivation focuses on personal interest due to it facilitates comprehension because the teaching and learning process depend on each person, in consequence students increase motivation and pay more attention and dedication; other factor is the value for the future, particularly, students want to acquire useful knowledge for their future as professionals.

The reality out of the classroom is a final factor shown in this investigation, the authors mentions that students find sense to the learning when students feel the connection between what students learn and the real life what students live in. The authors conclude that the motivation is a useful help to create an authentic environment of learning because in this manner, students can feel involved in a foreign culture and motivated by reading.

During the research process the authors have analyze and take as a basis the thesis project of Mairena and Ceneno (2016), they express that "The motivation of students is stronger when teachers encourage them during their learning process by using interesting activities to teach the class", it means that the didactic resources are an important part in the motivation of the learning process of students in order to improve the skills, as a result the authors of the present thesis project can say that is a real fact that is affecting students in general and it is essential to build new strategies that help to overcome this situation in order to have students with higher levels of English.

On the other hand the thesis project of Teran (2013) proposed a guide for the reading comprehension, it means activities to work on sheet, but this kind of proposal does not involve the technological resources that almost all the public schools have, the only thing is that the educators do not use those resources adequately, for this reason the implementation of a CD with playful activities is relevant because the students learn through games and entertained activities.

2.2 THEORETICAL CONCEPTUAL FRAMEWORK

2.2.1 MOTIVATION
Definition

Trechera (2005) mentions that etymologically the word Motivation comes from the Latin Motus that mobilizes the person to perform an activity. Motivation can be defined as an action by which a person sets objectives and is determined with appropriate behavior.

Motivation is defined as an interest of each person to learn. In general, this is an internal impulse and an internal force that makes us act

in a specific way, in this case, we are grateful that the students are truly motivated or, in contrast, that students show total indifference or a negative attitude.

In these cases of a lack of motivation it is convenient to make a valuation to find the causes of this situation, for example; personal experiences of the students, factors of adolescence or own decisions; however, it is necessary for each cause found to use a didactic system such as the design of a CD with playful activities to develop the motivation in a voluntary way with help of the teacher and help the student to remain active in their learning and as consequently, follow your teaching process in an appropriate way.

Nowadays the motivation is a main source, so students are always improving their school performance nowadays the teacher has a daily challenge of carrying out activities in an optimal and efficient way in the educational institutions and is that the teacher always finds factors that determine the level of motivation of students such as: economic status, social gender among others and this affects learning.

This is observed daily in the educational environment a sad and dark outlook to those who are the main agent of the educational process, such as the students and their limited possibilities of accessing meaningful learning for the simple fact that learners are not being motivated by their families and teachers.

We must finish this completely and generate a motivating environment for the students with a unique method and leave the traditional model and meet the needs of the student. NOELS (2001) confirms the following: "the teacher's perception in providing feedback on how to improve competition in a positive way, is associated with the increase of intrinsic motivation (p. 231).

It is important to mention that the feedback is a vital component during a class because this factor helps learners to reinforce what learners have learned in a lesson, also this contributes to the reflection of students and this develops the curiosity about the subject.

The authors of this research are convinced that students should receive and manage a type of motivation so students improve their learning in a very particular way and thus encouraging themselves to move forward.

2.2.2 TYPES OF MOTIVATION

Motivation is divided in two different purposes; intrinsic and extrinsic.

2.2.3 Intrinsic Motivation

Bolaños (2013), states that it is understood by intrinsic motivation a propensity of a person. Studies show three types of intrinsic motivations called as a certain behavior.

The first is the need that every student has when performing an activity and feels capable of doing everything well.

The second need is called relatedness is recognition and approval that every student has to feel accepted in a group of job.

Finally the third need is the independence and freedom that the student has when performing an activity.

The inquiry is added as part of this list because it is the need to know about everything around them. This in turn leads to the need to perform the duties that displease them and avoid the duties that displeases them in the classroom.

As this author mentioned the intrinsic motivation is something that exists inside the students and led them to feel satisfaction while students

perform an activity or when it is done. Also, it has been said that intrinsic motivation relates to the confidence at working by groups and the felling of acceptation inside a group. Having these characteristics together, the students can feel comfortable in the English classroom and students can feel able to achieve any activity.

2.2.4 Extrinsic Motivation

Extrinsic motivation is based on incentives such as giving, punishment.
In conclusion is the analysis that students are being controlled by something or someone.

Extrinsic motivation is the most influential since it can be found in all types of organization, work, neighbors, schools and high school. As a consequence we can observe an alienated student, indolent and most of all not responsible for what happens around them or homework. Archiavala (2010) mentions that "motivation has a leading role in people's lives, particularly favors their individual and professional growth in all aspects"

The learning will be intrinsically motivating if the teacher achieves a level of congruence with the students.
The extrinsic motivation is defined as the opposite of the extrinsic motivation but is the opposite both motivations have to the one and the other and so both will support the development of the student's knowledge from their point of view.

As a conclusion, the extrinsic motivation can be describe as an external interest to carry out an activity and also this can be awarded depending on how it was finished. Students can learn under the extrinsic motivation but it is necessary that teachers make them to be conscious

about their own motivation and the goals students must achieve in the future through the intrinsic motivation especially during the improvement of the English as a foreign language.

2.3 MOTIVATION IN THE ENGLISH CLASSROOM AS A SECOND LANGUAGE

Learning a foreign language is too complex, as GARNER (2001) states in his journal science and technology, studying a second language is not the same as studying any other subject as this involves learning new cultures and convert something foreign into something personal.

In order to learn a new language such as the English language we must concern that by hand we must bring many instruments and methods of working to develop learning quickly and effectively. On the other hand some institutions do not give leaners the enough motivation to be involved in a new language because students are not focus in speaking or reading but students can be motivated if students are informed about all the benefits that a foreign language can give them, for example meeting new people, traveling around the world because English is spoken in almost 60 countries and also it can make learners more interested in arts.

2.3.1 The importance of motivation in education

Motivation is one that leads to do what we want with enthusiasm and this plays a fundamental role in our lives. According to Gloribel (2014) motivation is the key to decentralization of the factors that encourage learning. It is evident that today most of the teachers work in a monotonous way, using an old methodology or techniques without taking advantage of the technology and the modern ways of teaching, and the

authors have to end this and begin to live a new stage in which the students need a great motivation for the development of new learning in the English language.

Why is it important to keep children motivated to learn?

1. - the motivation increases the effort in the tasks.

2. - the motivation increases your initiative.

3. - the motivation increases your skills.

Fernandez (2011) mentions that the use of these materials, has several advantages, these advantages are:

To give information

To lead the teaching and learning process

To increase vocabulary

To develop critical thinking

To make learning be more durable

To assess the knowledge and abilities

To enrich communication teacher-student.

To encourage the students´ interest

To promote long-distance Learning

To contribute with the strategies used in the process of learning.

2.3.2 Importance of motivation

A very important reason to analyze the motivation is its incidence in learning. One of the proposals which best raises the complexity of the academic motivational processes, according to Cerezo and Casanova (2004), presented by Pintrich and De Groot, who distinguish three relevant categories for motivation in the student field:

The first one is related to a component of expectations, including beliefs of the students about their ability to perform a task, the second one is associated with a value component, related with goals and perceptions about the importance and interest of the task; the third one, to an affective component, including affective-emotional consequences derived from the execution of a task, as well as the results of success or academic failure. These authors add that the investigations reveal that the student is motivated more by the process of learning when students trust capacities and has high expectations of self-efficacy, in addition to assessing the activities educational and take responsibility for the learning objectives.

2.4 AUDIOVISUAL RESOURCES AS MOTIVATION IN CLASS

2.4.1 Video

According to the Real Language Academy (2014), video is defined as the display or media form that employs a cathode-ray screen. Nowadays computers or other resources as projectors are employed to show images, videos or pictures, also the teacher can use media resources downloaded from the most popular platform for videos called Youtube

Video is one of the essential tools used in the classroom because it improves all the skills. The reading skill can be developed as well employing this resources and with the necessary input provided by the teachers students can have a meaningful approach to reality through the ear and eye and. As a conclusion, leaners become more active and participative in the classroom because students feel motivated as well. The advantages that video brings are variate for example the exposition of learners to the stress, intonation, and rhythm of the language, real situations that students can observed through videos and expressions learners can use in the daily living.

2.4.2 Audio

Audio and video are inseparable things that complement each other and both are essential in the development of the English as a foreign language.

According to Macmillan, English Dictionary (2016), audio is defined as "Sound, especially music, which is recorded, broadcast, or played on electronic equipment." In the same way, English dictionary by Larousse Advanced learners, (2016) has defined audio as "Equipment / tape that records or produces sound". (p.1)

There is a variety as audio-visual resources, tape recorder in computers, cd players, radio and songs or internet resources as Mp3, or Mp4, being those the most used. Also teachers can download audio-visual resources in which speech and cultural elements can be illustrated or demonstrated using authentic audio-visual materials such as movie clips and documentaries and TV programs and so on.

The advantages that audio resources bring are different, and also this could be a meaningful input, for example the teacher can play a recorded and the students can follow the reading in order to listen to the pronunciation and intonation of the words. In addition the learners can carry out activities guided from the audio resources and the teacher can pause the recording the students can retain the information. Finally, students can download the audio and bring it in a smartphone, I pod or any resource that allows audio material.

The audio is a vital resource that gives the opportunity to keep in touch to the real spoken language and culture. Through this resource,

students can understand expressions, words and sentences in spoken ways.

2.5 READING SKILLS

Reading has become an important skill that learners must develop along the learning process at school. Informal text reading such as magazines, journals, or texts on internet is a vital input to obtain information. Public institutions in Ecuador must prepare learners in order to explode this skill and consequently leaners can be able to read competently.

Along the history of education, authors have done several researches in order to discover methods to develop in students the reading skill it means decoding and comprehend which are the main components of reading.
However, study on reading comprehension, the procedure of making meaning from text, has developed quite late over the duration of reading research.
Since 1970s, the authors of several investigations have concerned on comprehension of informal texts and these researches are reinforced by some studies about psychology, education and neuroscience.

Comprehension is based on retain information obtained from a text, recall the important facts and visualize what it has been read such a real image in mind and finally, understand the structure (Van den Broek & Kremer, 2000).

It is important to highlight that "the most important thing about reading is comprehension" (Gambrell, Block, & Pressley, 2002, p. 3). Learners cannot just use the sight sense to look and read a text, because

the learners at the end will no remember the main information that, the very important factor as it has been mentioned before is the comprehension which allows learners to think and go beyond the text, also it let students to create the critical thinking.

2.5.1 Definitions

Beare (2017), states that reading is an important part of learning English. Reading is a process that applies perception and thoughts. Perhaps some students find it difficult but it is the language skill that will help students to consolidate their proficiency in English. As it was mentioned by Parodi (2007) Reading also has two processes: recognition of words and comprehension. Recognition refers to the process writing symbols while comprehension is the process of making or giving sense of words.

Reading is vital for the student's progress. Student learn to listen words, first, this process is called decoding. Later, students begin to understand the meaning of words, sentences and complete passages of the text. Reading is also important because it exercises students´ brains, improves concentration, improves vocabulary, leads to more highly-developed language skills and improves the child's ability to write well, help to develops imagination, helps students develop empathy, as well as , It is a great form of entertainment.

It is important to mention that reading is a vital key to understand the written language and to create a link between sides, reading and reader. In this skill the creativity and imagination plays an important role where students can predict what students are going to read, this led them to have a bigger idea about what students are going to receive in a text.

2.6 READING COMPREHENSION

2.6.1 Definition

Gutiérrez and Salmerón (2012), the reading comprehension is a process that involve to a reader and text. Read is to understand, it refers to find meaning from the text and relate it with what one already knew and what one wants to know.it is a process that need some strategies as. Interpret, integrate, criticize, infer, analyze, connect and evaluate ideas. López (2016). Comprehension entails three elements: The person doing the comprehension, (reader), the object to be comprehended, (text). The activity of comprehension (exercise). The reader is the element that involves some capacities and abilities such as: attention, memory, critical analytic ability, inference, visualization ability, motivation. The text is the elements which include the purposes, processes, and consequences associated with the act of reading.

The vital issue about reading comprehension has encouraged recent policy to analyze activities that support the comprehension of texts. A study of the Educational Research of USA created a kind of research agenda that concerned the reading comprehension study. The studies detected several areas that allow learners to develop the reading comprehension

The RAND (Reading Study Group) said "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (Snow, 2002, p. 11). Durkin (1993), defined reading comprehension "Reading comprehension is intentional thinking during which meaning is constructed through interactions between text and reader". (p. 5)

2.7 TYPES OF READING COMPREHENSION

Meléndez (2015) expresses that there are three types of reading comprehension:

Literal, Inferential, Critical

2.7.1 Literal

Melendez (2015) states that the literal function is to obtain a literal meaning of the writing, it also implies recognizing and remembering the facts and as the meaning appear and as expressed in the reading. This reading is most common in students from elementary grade because it works with the basic information that it is easily found by the learners in short texts.

This kind of reading refers to all the particular details that can be identified in a text, these details could be the principal idea, the sequence of situations, characters, the time and so on. The aim of the literal reading is to understand clearly the content of the text.

This type of reading comprehension has two subtypes: lexical access and analysis.

Lexicon Access.- When the sound writing patterns are recognized, the meanings associated with them are activated in the long-term memory, accumulating as a mental dictionary that can be accessed at the moment of understanding the language.

The memory is a very important key that will help learners to retain the information that is received as an input in the class and joined to the

sounds the students have a great resource in order to better analyze the information.

Analysis. - This function consists of combining the meaning of several words in the appropriate relation, so that it can be understood as a general idea.

The analysis makes learners to recognize by context what it has been read. For example if students do not understand a word in a text, students should continue reading and try to identify the Idea using the other words.

2.7.2 Inferential

Melendez (2015) explains that this level provides the reader with a deeper and broader understanding of the ideas the student is reading. It relates the personal experiences and the previous knowledge that the reader has about the text.

Through the inferential reading the students are allowed to add more information that is provided in the texts, it means, this type of reading led students to go beyond and reflect, predict and give conclusions about any reading.

The Integration. - When the semantic relationship is not explicit in the text and inferred to understand it.

Summary. - The function of the mental summary consists in producing in the memory of the reader a mental scheme of propositions that represent main ideas.

The Elaboration. - It is what the reader adds to the text by mixing the new information with another one that is already familiar.

2.7.3 Critical

Melendez (2015) also called appreciative evaluation. It is a higher level of conceptualization (Miranda, 1988) since it supposes to have surpassed the previous levels of understanding and interpretative understanding. From this the level of domain of the reader is quite high, characterized by issuing relevant judgments.

It means that during the critical reading the learners can contribute with comments according to the values and the principles proposed. In addition, students can evaluate what it has been read through several questions.

2.8 Phases of reading

A. Duplass (2005). When teacher applies an activity of reading in class, she or he should take in account the development of it step by step in this process teacher may passages from the textbook, handouts of Internet materials, primary documents, charts, etc.

It is relevant to mention that the reading skill involves a procedure as the other skills, in order to well develop each one and make learners better prepared for reading and it is necessary to work on reading at least three times a week so learners can obtain better results.

According to A. Duplass (2005) reading entails three phases:

Pre-reading, While reading, Post-reading.

2.8.1 Pre-reading

Before starting to the lesson is very important that the teacher asks for questions related to the topic. A. Duplass (2005). Some strategies in this phase are: Predict the text by means images and titles, do brainstorming, realize introduction of the text through an exhibition, give vocabulary so that can understand the whole reading,

For example, the first thing the teacher can do is to make learners analyze a situation and create some questions about it, the questions should be linked to the main topic. Also a good activity that can introduce the topic is a brainstorm or a map in order to add the information that learners provide according to what the teacher talks about.

2.8.2 While reading

A. Duplass (2005) in this phase the purpose is to get the comprehension of a text. This phase can help the student to improve his ability to become more fluent in English, the strategies used in this phase are: make Inference, use prior knowledge, make consolidation, make prediction of content, use of dictionary, use skimming reading, focus information to associate ideas, expand vocabulary. The second step can be to observe the pictures that the reading contains and make them describe each one using the vocabulary learned before or try to predict the situations observed.

2.8.3 Post-reading

Reading requires thinking before, during, and after to read a book. Post-reading phase provides students a way to summarize, reflect, and question about students have just read. Along with pre and while reading, post –reading complete the phase of understanding. Strategies in these phases are: Skimming, use of textual structure, use of prior knowledge, make prediction and Inference, answer to questions of comprehension in orally or written way, summarize, consolidate the new vocabulary and discuss the ideas

Through this last step learners can develop the reflection, at the end of the reading students can write down the phrases or expressions students remember from the reading or learners can change the end of the story using the creativity. Also this stage can be develop by groups where learners can share the information the learners have obtained from the reading and create new knowledge during this group work.

2.9 READING STRATEGIES

Referring to reading for adolescents, this type of learners must have a variety of strategies to work with in order to improve the reading comprehension in different areas such as math, science, literature and so on. Linguistic and subject-matter knowledge, metacognitive strategies, and motivation are part of the abilities students must handle (Kamil, 2000).

Nowadays students have more difficulties related to the reading skill, some of the things learners have to reinforce and work daily are:

complex vocabulary, content-driven text, and higher order thinking skills vital for comprehension. In secondary school the reading becomes a complex matter in which students read to obtain specific knowledge applying several strategies (Alvermann & Moore, 1991).

According to (Pressley & Block, 2002, p. 385) teenagers have a better response of reading comprehension than adults, this is due to the education received at elementary school is focused or more worried about strategies and techniques for reading comprehension. This is a fact that must concern a lot at secondary school in order to apply strategies that allow learners to develop adequately the reading comprehension and the most important thing that learners must achieve is the love for reading.

2.9.1 Multiple reading strategies

For Duplass (2005) in the educational field there is a variety of strategies that can be applied in order to improve the Reading comprehension and it is important to mention that the strategies can change according to the language, in this case the English language.

The National Reading Panel describes that exist positive points for a subset particularly summarizing, asking questions, answering questions, comprehension monitoring, graphic organizers, and cooperative learning. It also highlight that the application of some strategies together, as in reciprocal teaching can give good results for learners.

One important thing about reading comprehension is the feedback that can be provided at the end of the activities, all these facts will help students in order to improve the reading skill and to retain a big quantity of information that make leaners to start producing own opinions and criteria.

In addition those factors improve the reading comprehension in different ages and also learners who have problems or disabilities.

The improving of the reading skill implies the application of different strategies Reading deserves that students and teachers follow a process of observation and active working, this way leaners can obtain positive results. A proper reading involves a constant interaction with the text as a consequence the readers can understand completely the information. Some popular reader strategies are predicting, connecting, inferring, summarizing, analyzing and critiquing.

There are several resources that teachers and learners can apply in reading comprehension, for example: graphic organizers, talking to the text, anticipation guides, double entry journals, interactive reading and note taking guides, chunking, and summarizing.

It is vital to remember that a good application of reading strategies will make learners become in active readers that follow the instructions given in order to develop this important skill.

2.9.2 Reciprocal teaching

According to Annemarie Sullivan (2007) the developing of the reciprocal teaching help learners to predict, summarize, clarify and ask questions in some parts of a text. Summarazing is an strategy that facilitate the comprehension of learners and doing summarizing by paragraph make students to understand what it has been read.

Students can develop strongly the reading skill by themselves just applying the input that the teachers provide and also the teacher must

monitor the activities of the learners in order to asses in case of the students required help.

2.9.3 Instructional conversations

This strategy called instructional conversation makes learners to reinforce the critical thinking about what it has been read. According to Vivian Thayer the debate facilitates the communication between partners and the opinions appear and also students start to ask for information.

(Goldenberg, p. 317). Dr. Neil Postman claimed, "All our knowledge results from questions, which is another way of saying that question-asking is our most important intellectual tool" Teachers must concern in a variety of issues in order to apply the instructional conversation: remembering; testing understanding; application or solving; invite synthesis or creating; and evaluation and judging.

Teachers should model these kinds of questions through "think-alouds" before, during, and after reading a text. When learners can relate a text to an experience, another book, or other facts about the world, students are "making a connection." Making connections help students understand the author's purpose and fiction or non-fiction story.

2.9.4 Text factors

Melendez (2015) claims that for students exists a diversity of books genres in the educational field. The genres can be folktales, historical fiction, biographies or poetry, and each one has a level of difficulty for learners talking about structure, vocabulary that is quite difficult to understand and once understood it becomes easier to comprehend. Stories are compound of some parts such as plot, characters, setting and so on.

The informational books contains real knowledge including complex vocabulary and the poetry involves certain characteristics such as rhymed verse, narrative that are complex for students as well. Once learners are related to all these kinds of reading students can use those features in the parts of writing that learners produce.

2.9.5 Non-Verbal Imagery

According to Sullivan (2007) this strategy is useful to facilitate the comprehension of texts through little pictures, images or emojis that allow learners to understand the text easily and also these have a touch of humor. In addition this strategy can make connections with the context of the text read.

2.9.6 Visualization

For Salmeron (2012) through the visualization learners can create mental images while learners are reading a text, in other words students can "bring words to life" and this is good to facilitate the reading comprehension. The role of the teacher in visualization strategy is very important because the teacher can ask some questions during the reading and this helps learners to create a better mental image where learners can visualize what they "see, hear, smell, taste, or feel".

After the visualization learners can evaluate the work done through the revision of the original text, so learners can verify if the predictions and visualization were right or wrong and with daily practice students can enhance this activity.

2.9.7 Partner reading

This is a strategy that is adequately to work in pairs. The partners can be chosen randomly and for each student should be set a book for the learners to be read. The first step is that each student read the book given, second the students should write some questions of the reading for the partner and finally the students switch books and learners read aloud the texts and ask each other about the books.

This strategy…

Provides a model of fluent reading and helps students learn decoding skills by offering positive feedback.

Provides direct opportunities for a teacher to circulate in the class, observe students, and offer individual remediation.

W. Moore (2010) When a reader gets confused while is reading and does not understand something, immediately reader uses an appropriate strategy, to improve his comprehension. A good reader interact with the text from the beginning applying pre-writing, inferring, monitoring, clarifying, questioning, making connections, summarizing, and visualizing, and organizing. In class, teachers should:

- Help students to understand why a strategy is useful
- Describe explicitly how the strategy should be used.

The reading strategies are:

2.9.8 Previewing

W. Moore (2010) claims that previewing is the first step to read a text it consists in review a text from the beginning to get an overview of the content and organization to identify some situations. It means, the previewing help the readers to identify the general idea of a text and also this make appear the interest of the reading.

2.9.9 Inferring

W. Moore (2010) says that it refers to use prior knowledge and relate it with what is already known. Through this students can make predictions. Furthermore, the inferring allows learners to understand the causes and consequences about the situations presented in the text. In addition, this strategy make students to understand by context the unknown words and this way the can have a general idea about what it has been read.

2.9.10 Monitoring

W. Moore (2010) Monitoring is a strategy where students look for new words, grammar structures or idiomatic phrases and sometimes clarifying ideas from the text.
In addition, learners can demonstrate the level of knowledge of the reading by applying some output activities before or after the reading.

2.9.11 Questioning to Understand and Remember

Rasmussen (2015) this strategy is very important for the teacher because he or she should check students´ understanding, discerning relationships among ideas and information within a text. Questions

should be aimed to the main idea and expressed in own words. Teachers ask questions for a variety of purposes as: involve students in the lesson, increase motivation, evaluate students' preparation, check on completion of work, develop critical thinking, review previous lessons, and assess achievement of goals and objectives and stimulate independent learning

2.9.12 Make connections

This strategy allows students to monitor their own thinking and make connections between texts and their own experiences. Students who make connections while reading are better able to understand the text the students are reading.

2.9.13 Summarizing

Kissner (2006), after having checked all information or contents of the text, all main ideas should be putting together again. It allows both students and teachers to monitor comprehension of material and also allows students understand the organizational structure of lessons or texts.

According to MacLeod, (2016) the reading strategies more common are scanning and skimming

2.9.14 Scanning

Beare (2017) established that scanning refers to look for specific or particular information or detail through a fast reading. It is used to find names, dates, statistic, or facts without reading the entire article.

This is a very common activity applied in the classroom in order to get some information from a text; it refers to a reading where you can detect some clues or make some predictions that help to find the information that you are searching in a text.

For Marks (2013), scanning is an important strategy for reading, where the students read to find out specific information avoiding reading the whole text. A good example of scanning is when people look for a favorite tv show on the tv guide or an specific book In the library, this is just done by looking for the specific names and not by reading all the items.

2.9.15 Skimming

Beare (2017), Skimming refers to the velocity reader read and analyze with the purpose of getting only the main ideas and general overview of the content.

Scanning and skimming are techniques to read with a certain speed and less time, but there are some differences between them. Scanning is used to obtain detailed data and skimming is used to obtain the general idea of a text.

According to Mark (2013), Skimming is used to read more in less time, this term is related to gathering the global or the main ideas of a text. This strategy takes place when people read the topic or the heading of a paragraph and automatically the general idea is built, so just by reading a line people knows or predict what is written.

2.10 SKILLS FOR READING COMPREHENSION

For Andrew M.I. Lee (2014) there are six skills learners must achieve in reading comprehension:

2.10.1 Decoding

This is an essential issue for the process of Reading comprehension that learners must achieve. It consists in recalling words students have heard before but just listening not written.

This step involves sounds and phonetic that allows students associated the words that learners have in mind and those which do not. This become as a game for learners.

Decoding also depends on the ability to attach the individual sounds to letters. For example, to read the word sun, kids must know that the letter s makes the /s/ sound. Grasping the connection between a letter (or group of letters) and the sounds students typically make is an important step toward "sounding out" words.

2.10.2 Fluency

Students achieve the fluency at the moment of recognizing the words immediately while reading, this includes the confidence at the moment of reading, if the student reads slow it means the student do not understand the text but if the student read fast the teacher can determine that the student understand the words in the text.

Sounding out or decoding every word can take a lot of effort. Word recognition is the ability to recognize whole words instantly by sight, without sounding them out.

When learners can read quickly and without making too many errors, students become in "fluent" readers.

Fluent readers read smoothly at a good pace. Learners group words together to help with meaning, and students use the proper tone in their voice when reading aloud. Reading fluency is essential for good reading comprehension.

2.10.3 Vocabulary

It is essential for a good Reading that students can understand the vocabulary that learners are exposed. Also it is important that learners acquire a great quantity of vocabulary necessary for the reading comprehension. One way for learners to learn more vocabulary is for instruction but the most common way is through the daily interaction with the classmates, reading partners and experience in general.

A good way teachers can help students to gain vocabulary is to expose learners to reading and conversations of different topics including new words, expressions and ideas. The word games are important in the vocabulary learning process; learners can have fun and learn at the same time.

Reading together every day in the classroom also helps improve vocabulary. When reading aloud, stop at new words and define them. But also encourage students to read alone. Even without hearing a definition of a new word, students can use context to help figure it out.

2.10.4 Sentence Construction and Cohesion

Connecting ideas within and between sentences is called cohesion. These skills are important for reading comprehension.

Learners must know how ideas are connected each other at the sentence level helps students get meaning from passages and entire

texts. It also leads to something called coherence, or the ability to connect ideas to other ideas in an overall piece of writing.

2.10.5 Reasoning and Background Knowledge

The ability to relate stories from the past to texts recently read is called reasoning and background knowledge. It is vital for learners to retain the previous knowledge or background and be ready to connect situations while learners are reading.

Students also need to be able to "read between the lines" and extract meaning even when it's not literally spelled out.

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

Also teachers can take advantages of the background of learners, so teachers can ask learners about stories of the past and relate the real life to the story that it is been reading, after that the teacher can create some question that implies answers with thinking criteria.

2.10.6 Working Memory and Attention

These abilities are involved in the executive function. The memory plays a very important role in the reading skill because it allows learners to retain the information read from the texts and be ready to use that information to create and build own knowledge.

Memory is essential to be worked and practiced daily in order to create a habit in learners, it means read a text and retain the more information learners can.

The ability to self-monitor while reading is also linked to that. learners need to be able to recognize when students do not understand something. Then the students need to stop, go back and re-read to clear up any confusion that appears.

To help increase students' attention, the teachers must look for reading material that can be interesting or motivating. Encourage students to stop and re-read when something is not clear.

2.11 ASSESSMENT

Beare (2017) says that it is vital for a better reading comprehension to do a constant monitoring of the reading strategies in order to assess the activities of the students. Informal assessment is made by the observation and the application of several resources or tools. These tools can be story boards, interactive writing, and word sorts.

Some teachers use Formative assessments to determine if a student has understood the content of the lesson. Formative assessments can be verbal as in a Think-Pair-Share or Partner Share. Formative Assessments can also be Ticket out the door or digital summarizers. Formal assessments are district or state assessments that evaluate all students on important skills and concepts. Summative assessments are typically assessments given at the end of a unit to measure a student's learning.

2.11.1 Running records

A popular assessment undertaken in numerous primary schools around the world are running records. Running records are a helpful tool in regard to reading comprehension. The tool assists teachers in analyzing specific patterns in student behaviors and planning appropriate instruction.

By conducting running records teachers are given an overview of students reading abilities and learning over a period of time.

In order for teachers to conduct a running record properly, teachers must sit beside a student and make sure that the environment is as relaxed as possible so the student does not feel pressured or intimidated. It is best if the running record assessment is conducted during reading, so there are not distractions. Another alternative is asking an education assistant to conduct the running record for students in a separate room whilst teach/supervise the class.

Quietly observe the students reading and record during this time. There is a specific code for recording which most teachers understand. Once the student has finished reading ask them to retell the story as best students can. After the completion of this, ask students comprehensive questions listed to test them on their understanding of the book. At the end of the assessment add up their running record score and file the assessment sheet away. After the completion of the running record assessment, plan strategies that will improve the students' ability to read and understand the text.

Overview of the steps taken when conducting a Running Record assessment:

1. Select the text
2. Introduce the text
3. Take a running record
4. Ask for retelling of the story
5. Ask comprehensive questions
6. Check fluency
7. Analyse the record

8. Plan strategies to improve students reading/understanding ability
9. File results away

2.12 FOUNDATIONS

From a philosophical point of view, Aristoteles (2006) from the book "Metafisica" claims the word philosophy comes from the Greek philos (love) and Sophia (knowledge), so philosophy means love for knowledge.

It is a science that is aimed to respond to be biggest questions that human have along the history in order to reach the wisdom, this is the reason why people must use the corresponding analysis in order to reach a coherent answer.

According to the philosophical and educational point of view, Romano (2011) philosophy must be consider as a pedagogical discipline. This is an essential part of any pedagogy in the education field. It is vital to mention that philosophy should not be considered as a subject like the others from the curriculum, because is the basis for the human development in the society. In addition, it is the transversal axis of any educational proposal.

Philosophy of Education invites people to reflection about the educational and learning process in the daily living, the action of the teachers in the classroom and the process carried out concerned to the pedagogy. The main objective of this branch is to understand the relationship between the educative issue and its influence on the human being in a changing society.

Furthermore, the philosophy as a subject help students to build the critical thinking, it means that learners are guided not only to fill heads with general knowledge, but having the opportunity to express own opinions, ideas, give positive and negative sides of any issue, also learners are able

to decide what is better for growing as professionals and which strategies are convenient to enhance the skills in a practical way.

Psychology is the study of the "soul" from the greek psique (soul or mental activity) and logy (study). This branch is in charge of the mental process and analysis of the people behavior in different situations.

This is considered as an academic discipline that is related to the human experience and it is involved into the investigation field of education and related subjects.

On the other hand, according to Aramburo (2008), the psychology is a mean which help the education field to know about the development of the learning process of students and according to that, the educators build strategies to enhance the learning process.

This branch study the human being from all its dimensions, in the education field, psychology brings strategies to guide learning process in students that present difficulties of learning and give points to make a deep work in order to help those students to overcome the difficulties. Through the analysis of this procedure, the educators can discover which are the variables that influence the lacks that a percentage of learners have nowadays.

Barca (1998) claims that the psychology must focus on the learners and the learning process, giving the corresponding monitoring of the activities that will help to enhance the learning process of students, in addition the investigation is an important factor that help building new strategies to enhance the educative process.

As people know, these days a great group of students bring new kinds of problems that can be related to the family, society, economy and so on. For this reason is important as teachers try to know what is the

reality that the students present and from that information teachers and psychologies of the Educative institutions can create a ways to guide those students and do a constant monitoring to analyze the improvement of this population in a collaborative work.

In addition ,education was dominated by behaviorism from long time, investigations about ways of learning appeared after as for example, a theory that suggests that humans can construct knowledge and meaning from their experiences. This new theory would change the way how education is today, precisely, contrary to behaviorism; constructivism was born to balance the teaching and learning process.

According to Lucio (2009):

Constructivism is raised that the teacher's role is not to transmit knowledge, but to foster the tools for the student to build upon their prior knowledge, and claims that the point most interest to 32 educational psychology is that, within the constructivist model, knowledge is not simply acquired, or is not received a copy of reality, but a construction of the subject. (p. 8).

For E. Hein (2000) Constructivism needs practice to comprehend and give up the mechanic memorization, the purpose is to learn doing things by one self. This theory entails some principles of learning such as;

1. Learning is an active process in which the learner uses all their sense to learn
 2. The action of constructing meaning is mental, students give meaning by understanding the functions of the things and how the functions work.
3. Learning involves language because to understand things students should arguer respect the thing students are doing,

4. Learning is a social activity because there is a connection with other human beings,

5. Learning is contextual because people do not learn facts and theories in an isolated way,

6. Knowledge to learn because it is not possible to assimilate new knowledge without having some structure developed before,

7. It takes time to learn because learning is not instantaneous it need to be checked sometimes if it is necessary,

8. Motivation is part of learning because it encourages students to get more knowledge.

You have to take into account for Plocková (2010) communicative approach is to use a language for a real purpose where teacher help students to develop strategies for relating the structures of a language to the communicative functions. For many years, English learners have been taught through grammar, however grammar rules does not enable students to use the language for communicative purpose in a effectively way, in consequence, communicative approach have arisen with the idea of give important not only the "form" but the "meaning", too.

According to Kagan (as cited by Zanuiddini, 2010), claims that "One of the greatest proponents of cooperative learning in the classroom, has described how this strategy is very effective in ESL classrooms, particularly when employing the communicative approach" (p.72).

The communicative approach, then, places emphasis on developing the communicative competence. In the observation of pedagogical practice developed at República de Filipinas public school were analyzed some difficulties in the teaching and learning process of English as a foreign language, among them difficulties related with the insufficiency in the communicative competence, management from students derive among other factors in the lack of additional reading

materials aimed to language acquisition and reading comprehension as basic abilities of the language. The success of teaching English is to reach language with a grammar focus but also using a communicative approach.

According to Cárdenas and Martinez (2017) ", every human being is linked in society and it is important to know the environment that surrounds him" it means that as teachers guide students in order to socialize with the surrounding world, this way learners start to develop the communicative abilities.

Sullivan (2015) mentions that "the social interaction attempts to account for learning through the learner's exposure to language, production of language, and feedback on that production" (p.2). This way students can develop the skills needed to express and understand the English language and also learners can use the input and experiences received in the English classroom in order to communicate.

To continue, nowadays technology is an essential part of education, because it helps students to facilitate the learning process and to obtain better results. Kennah (2016) mentions that the use of ICT in the classroom supports the activities of the learners and the way learners perform each one. This is an important tool for learners, because as teachers know the teenagers retain for long time the information in order to manipulate the resources and take advantages of them.

Furthermore, the application of ICT has relevance due to the benefits in the learning process. As Higgins (2013) says, one important factor in why pupils" attainment improves when using ICT is because students spend more time working at or practicing the skills being studied and tested. Many pupils enjoy using computers and one benefit of computers may also be the combination of such motivation and the increased practice at particular tasks" (8).

As Padrón et al., (2004) rightly states Didactic materials are tools that help teachers to achieve their objectives during the learning process, however, it is necessary to understand that there are didactic materials aimed to students can work in class and others that teacher depend to teach his topic in class.

The rapid development of Information and Communication Technologies (ICT) advances have been influencing in all areas of modern society, in education for example, new technologies provide the means to integrate teaching and learning in classroom with tools that help to overcome issues in math, geography, history or foreign language. The introduction of ICT advances in education has been named with the term e-Learning where teacher is facilitated by the use of well-known and proven computer technologies, especially Internet and network-related technology.

In public schools, technology is an issue very distant for students because teachers do not apply the resources and in certain cases because the Institutions do not have the necessary materials. That is the reason why the University of Guayaquil proposes several projects in order to improve this reality. This thesis project wants to apply exercises aimed to develop reading comprehension since a Cd, with activities that can be used as worksheets for reading activities. It is necessary that the Government should provide tools such as: computers and projectors needed for an effective learning at Public Institutions.

Campbell (2000) claims that through this digital tool the students have the opportunity to work with different learning styles and also the integration with other students in a collaborative work. The proposal of the authors of this project is focused on a CD with playful activities that facilitates the implementation of motivating tasks in order to improve the

reading comprehension of the students. This digital tool contains activities that allow learners to interact directly with texts or readings provided.

The implementation of a CD with interactive reading activities increase in students the interest for reading through funny and entertainment tasks, this is important because the students can develop the activities proposed without the supervising of an adult, this way the student are more linked to the reading activities without feeling under pressure or obligation. In addition learners take advantage of this, because with the graphical environment, it means images, pictures, stories the students can associate vocabulary or information that is already in a background (Tompkins, 2006)

Finally to carry out this thesis project it was necessary to go from laws for the relevance of teaching in Intercultural organic law, (LOEI), Organic law of higher education.

National constitution is the first law that the Guayaquil University, this research and the public school should take in account because it contains the purposes of education in Ecuador all institution in all national territory.

2.13 CONTEXT OF THE INVESTIGATION

This research problem was detected in "Unidad Educativa República de Filipinas", it is located in Pascuales. This Institution was created to prepare students with a high academic level.

At the beginning the institution was named "Carmen Pita Solis" and it was created because all the families of Valle de los Geranios had to send their children to Rosita Paredes school in Las Orquideas because of it the parents of the sector made some arrangements with the director of this school in order to have a near place to educate their children.

Before the creation of the institution, the people of the neighborhood organized several activities such as bingos, raffles, and parties in order to obtain economic resources to build the classrooms, also there was a collaboration of Ministerio de Obras Públicas.

After all the arrangements, people from Academia Naval Guayaquil promised to build the institution with the condition that the school was called Carmen Pita Solis in honor to the mother of the owners of Academia Naval. The institution began classes on May 17th in 1997 with the presence of 100 children.

Nowadays, the Institution is named República de Filipinas, it has about 1000 students, and it is divided into initial education, basic education and baccalaureate education. In addition, the school has seventy teachers, 58 women and 12 men. It is important to mention that there are seven teachers of English as a Foreign Language **(EFL teachers).**

The structure of the school is a typical public institution with one floor but the walls are made by the material of containers. This school has thirty-five classrooms; therefore it has a large yard, it is important to mention that the school space is a very valuable instrument for the learning process due to students need a great space to development the activities. The School also has two meeting rooms, a playground, ten bathrooms, two bars, a library and a computer room, where students receive computer classes.

Talking about the methodologies of teaching English, the resources used in the classroom for the teaching and learning process have become monotonous, these materials are necessary to acquire knowledge but this knowledge is not enough to develop the required skills within the classroom and to awaken motivation in the classroom. The students want to learn a new language and also this is a great tool that will help them to be prepared for this world, that is the reason why through the

application of a didactic and dynamic method the students can feel motivated and, at the same time, have fun during the English classes.

Learning by playing is a pleasant way as motivating and efficient to do it, using here the playful activities with a specific purpose. Playful activities are particularly necessary, as an expression of their imagination and their freedom for teenagers, to grow individually and socially as the game is played solitarily or shared respectively. Through the application of playful activities students can reinforce the cooperative work and the values such as responsibility, kindness and respect as well.

2.14 LEGAL FRAMEWORK

2.14.1 National Constitution

Art. 27. - The education will focus on the human being and ensure a holistic development, within the framework of respect for human rights, the environment and sustainable democracy; It is participatory, compulsory, cross cultural relations, democratic, inclusive and diverse, quality and warmth; will promote gender equity, justice, solidarity and peace; stimulate critical sense, art and physical education, individual and community initiative and the development of skills and abilities to create and work.

2.14.2 COMMON EUROPEAN FRAMEWORK OF REFERENCE (CEFR)

Common European framework of reference (2002) is defined as the base of the general and communicative skills that refers to all the topics the learners can handle and the level of knowledge students must have in mind. In addition the CEFR gives the

students the guidance in order to achieve the parameters included in each level.

This document is divided in level of sufficiency as it is presented in the follow chart:

According to the Ministry of Education and the CEFR, the students of 8th grade must achieve the level A1.1 that describes the following:

Understand and use familiar expressions and very basic phrases aimed at meeting your everyday needs

Introduce yourself to others and can ask and answer questions about personal details such as where you live, people you know and things you have

Interact in a simple way if the other person talks slowly and clearly and is prepared to help.

2.14.3 Organic Law on Intercultural Education

Chapter three: Rights and obligations of the students

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

a. To be fundamental actors in the educational process;

b. To receive an integral and scientific formation that contributes to the development of their personality and capacities respecting their rights, fundamental freedom and promoting the equality of genre, non-discrimination, assessment of diversities, the participation, autonomy and cooperation;

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

d. To rely on educational proposals that allow the inclusion and the persistence of those people that need priority attention, in particular handicapped people, teenagers and pregnant youths.

2.14.4 Organic Law of Higher Education

Official Register Supplement 526 of 02-sep-2011

Higher Education aims to be of a humanistic, cultural and scientific nature, constituting itself as a right of the people and a public social thing that, according to the Constitution of the Republic, will respond to the public interest and will not be at the service of individual interests and Corporation

CHAPTER III

METHODOLOGY

3.1 METHODOLOGICAL DESIGN

It is based on the quantitative approach because this thesis project contain mathematical data concerned to the survey data "the variables in a given context; the measurements obtained are analyzed.

The present project is based on the qualitative and quantitative investigation, also the authors of the project mention that the research is descriptive and explanatory. (often using statistical methods), establishing a set of conclusions related to the hypothesis" (Sampieri, 2010, p.4) and also it is based on the qualitative approach that refers to the characteristics or properties of the problem formulated at the beginning of the research, it involves the issues observed at República de Filipinas School.

3.2 TYPES OF RESEARCH

3.2.1 Descriptive Research

The project is descriptive because point the features more relevant according to the phenomena and some superficial hypothesis are given in order to discover if they are real or not along the procedure of the research to "identify and classify the elements or characteristics of the subject, e.g. number of days lost because of industrial action. Quantitative techniques are most often used to collect, analyze and summarize data" (Collis and Hussey, 2003, p. 43).

In addition the variables are observed by the researchers, in this case the authors of the project have observed the behavior of the teacher and students during the English classes in order to discover important

issues that allow continuing the investigation and determine the causes and consequences of the problem.

3.2.2 Explanatory Research

It is explanatory because it is aimed to find the causes or factors that generate the problem, in this case, the explanatory research will help to determine the causes and consequences of the insufficiency of the reading skill. Also it refers to "Concepts or phenomena or the establishment of relationships between concepts; that is, they are aimed at responding to the causes of events and physical or social phenomena" (Sampieri, Collado and Baptista 2010, p.79).

3.2.3 Scientific Research

The scientific research is well known for being reflexive, systematized and methodical and helps the authors to discover or gather information in order to give solutions to a problem or phenomena. This research has several steps, it means, the scientific research follows a specific procedure.

Through this type of research, the authors of this project can apply different methods and techniques in order to obtain information and analyze it, as a consequence the variables can be studied and finally discover factors that are affecting the reading comprehension of the students of 8th grade at Republica de Filipinas.

3.2.4 Bibliographical Research

This thesis project is called bibliographical because of the information collected in order to be analyzed and applied according to the convenience of the authors.

Bueno P. (2001) claims that "It is the one that is carried out in the Library through the consultation of bibliographic sources (books, texts, essays, general and technical dictionaries, encyclopedias, general and specialized encyclopedias, etc.) and newspapers (magazines, or newspapers)". (P. 10)

3.2.5 Empirical Research

It is well known that the empirical research refers to a hypothesis that needs to be proved through observation, experimentation or experience. For this research as the other types must exist a population and a sample to be studied and observed in order to describe the situations and behaviors.

This research helps the authors of the project to know if the motivation has an impact in the reading comprehension of the students, it means, the researchers look for data to demonstrate this premise.

3.3 POPULATION AND SAMPLE

Population for Arias (2006) is a general set of objects or people that share the same characteristics. For gathering the information just it is taken a part of this general group in order to implement the necessary instruments that allow the authors to obtain relevant data. The population of this thesis project is the global amount of students of the Institution Republica de Filipinas.

3.3.1 SAMPLE

Latorre Rincon (2003) claims that a sample is a part of individuals of the population to be studied. In this case the sample that the authors selected was the eighth grade of Republica de Filipinas.

STRATUM

ILLUSTRATION 1

STAFF	POPULATION	SAMPLE
AUTHORITIES	2	1
TEACHERS	70	1
STUDENTS	1000	40
TOTAL	1072	42

Source: "Republica de Filipinas" public school
Authors: Molina Johnny and Guapacasa karla

3.4 MATRIX OF VARIABLES   ILLUSTRATION 2

INDEPENDENT VARIABLE		
	DIMENSION	**INDICATOR**
MOTIVATION	Definitions of Motivation	What is Motivation?
		What is Motivation in Education?
	Types of Motivation	Intrinsic
		Extrinsic
	Importance of motivation	Importance
		Audiovisual Resources
DEPENDENT VARIABLE		
	DIMENSION	**INDICATOR**
READING SKILLS	Definitions	Reading
		Reading comprehension
	Types of reading comprehension	Literal, Inferential, Critical
	Phases of reading	Pre- reading, while reading post reading
	Reading strategies	Reciprocal teaching, Instructional conversations, Text factors, Non-Verbal Imagery, Partner reading, Visualization, Questioning to Understand and Remember, Make connections, Scanning, Skimming
	Reading skills	1. Decoding 2. Fluency 3. Vocabulary 4. Sentence Construction and Cohesion 5. Reasoning and Background Knowledge 6. Working Memory and Attention
	Assessment	Running records

3.5 METHODS

3.5.1 Analysis – Synthesis

According to Gutierrez (1990) cited by Maya (2014), the analytical method separates the parts of the phenomena and makes a revision of each part. This method was applied because the information gathered must be studied and revised adequately In order to use the information. In addition the application of the analysis led the authors to discover the causes and consequences of the insufficiency of the reading skill.

The synthetic method analyzes and summarizes the information and this allows organizing the data obtained. It means the information is separated, studied and observed for a better understanding

Through the application of analysis - synthesis, the authors of this research can analyze the causes and consequences of the problem of reading comprehension in students of the 8th basic year of Republica de Filipinas. The authors can analyze the variables of the phenomena and determine the impact of motivation in the reading comprehension and how playful activities can help in the development of this skill.

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3.5.2 Inductive Deductive

According to Ruiz (2007) the induction refers to particular issues that finish in general ideas, this implies the generation of hypothesis according to the data obtained and the experimentation that it has been done. In addition, the predictions or conclusions obtained through the induction can be probable, and it is reinforced while the analysis of more particular issues.

The deduction works from the general to the particular or specific issue. In this case, the general idea is that learners of eight year cannot produce read or understand texts written in English properly, so the

authors want to determine the causes of this problem. By deduction it has been said that learners are not motivated by teachers because they do not implement new strategies and techniques to encourage students to improve the reading skill and according to the instrument applied, they express that this fact is real.

3.6 TECHNIQUES AND INSTRUMENTS

3.6.1 Survey

Through this technique the authors of this thesis Project collect the necessary information formulated as statements in order to know the reality of a situation. For the elaboration of the survey it is very important to take into consideration the Lickert scale, it is shown with five items

1) Totally disagree;
2) Moderately disagree;
3) Indifferent;
4) Agree;
5) Totally agree.

The Licker's scale helps the researchers to know the opinions, interests and needs of the people who were applied the surveys (Grasso, 2006).

This survey was applied to 40 students of eight grade of República de Filipinas School in order to discover the real situation of the English development. Through this instrument the authors detected that students are not satisfied with the methodologies and activities applied by the English teacher all this information is related to the reading skill and the necessity to adopt new strategies in order to improve the abilities of the students.

3.6.2 Observation Technique

According to Moran (2007) "The Observation translates into a visual record of what is happening in the real world, the empirical evidence. Thus all observation; As well as other methods or instruments for recording information; requires the subject investigating the definition of the objectives pursued by his research, determine his unit of observation". (P, 3).

The observation is applied in order to measure and register the behavior of people and phenomena. This technique involves the eyesight and through this is possible to obtain important information for the development of the investigation.

INTERVIEW TO THE AUTHORITY OF REPUBLICA DE FILIPINAS

PUBLIC SCHOOL

ILLUSTRATION 3

1	**Do you consider that English teachers must upgrade their knowledgesconstantly?**
2	**What kind of technological resources owns the Institution?**
3	**What is the importance that this institution gives to the English language?**
4	**How do you support the changes in the new methodology for teaching English?**
5	**How often do you do a English class observation?**

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INTERVIEW TO THE ENGLISH TEACHERS OF REPUBLICA DE FILIPINAS PUBLIC SCHOOL

ILLUSTRATION 4

1	**Do you use technological resources in the English class?**
2	**What kind of strategies do you use to engage students in the class?**
3	**Why is important the application of interactive activities in the classroom?**
4	**What types of reading do you use with the students?**
5	**Do you consider useful a CD with interactive activities for reading comprehension?**

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SURVEY APPLIED TO STUDENTS OF 8TH EGB OF REPUBLICA DE FILIPINAS PUBLIC SCHOOL

QUESTIONS	1 TOTALLY DISAGREE	2 DISAGREE	3 INDIFFERENT	4 AGREE	5 TOTALLY AGREE	TOTAL
1 **You like to read in English**						
2 **The teacher practices the reading skill constantly**						
3 **You understand what you read in English**						
4 **The teacher uses modern methodology in the teaching learning process**						
5 **The teacher uses playful activities to motivate you to read in the English class**						
6 **You like to learn English through useful activities**						
7 **Your teacher uses technology to develop the reading comprehension**						
8 **You want to read by means of pictures or figures**						
9 **The use of an additional didactic material like CD will help in the adquisition of the new language**						
10 **You will support the implementation of a new didactic material**						

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SURVEY APPLIED TO STUDENTS OF 8TH EGB OF REPUBLICA DE FILIPINAS PUBLIC SCHOOL

ILLUSTRATION 4

RESULTS OF SURVEY

QUESTIONS	1 TOTALLY DISAGREE	2 DISAGREE	3 INDIFFERENT	4 AGREE	5 TOTALLY AGREE	TOTAL
1 **You like to read in English**	2	3	9	12	14	40
2 **The teacher practices the reading skill constantly**	18	11	4	3	4	40
3 **You understand what you read in English**	9	6	15	6	4	40
4 **The teacher uses modern methodology in the teaching learning process**	28	10	1	1	0	40
5 **The teacher uses playful activities to motivate you to read in the English class**	28	8	2	2	0	40
6 **You like to learn English through useful activities**	0	0	3	4	33	40
7 **Your teacher uses technology to develop the reading comprehension**	29	7	4	0	0	40
8 **You want to read by means of pictures or figures**	0	0	0	0	40	40
9 **The use of an additional didactic material like CD will help in the adquisition of the new language**	0	0	2	12	26	10
10 **You will support the implementation of a new didactic material**	0	0	0	8	32	40

3.7 ANALYSIS AND INTERPRETATION OF DATA

Survey applied to students from eighth grade of Republica de Filipinas
School.   CHART 1

Question 1.- You like to read in English			
CODE	**ALTERNATIVES**	**FREQUENCY**	**PERCENTAGES**
ITEM #1	Totally Disagree	2	5
	Disagree	3	7,5
	Indifferent	9	22,5
	Agree	12	30
	Totally Agree	14	35
	Total	**40**	**100%**

Source: "Republica de Filipinas" public school
Researchers: Molina Johnny and Guapacasa Karla
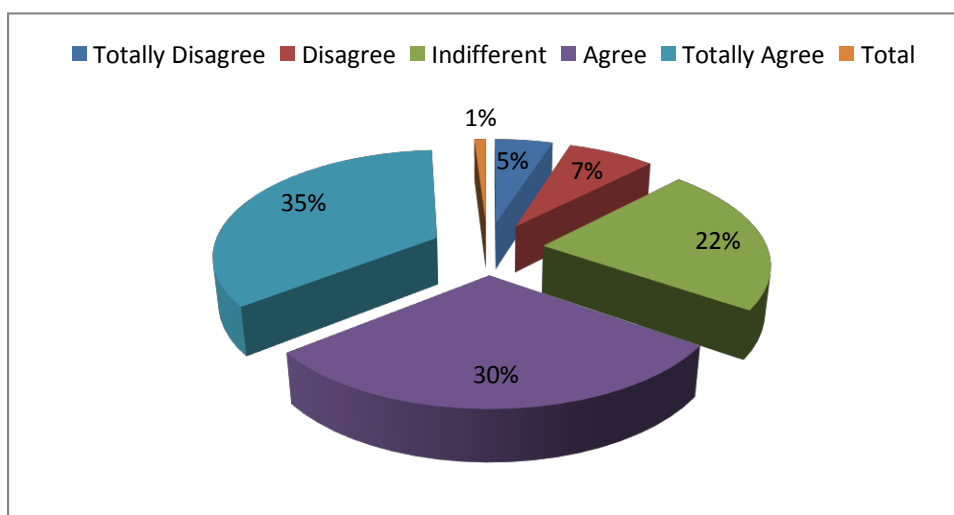
GRAPHIC 1

Source: "Republica de Filipinas" public school
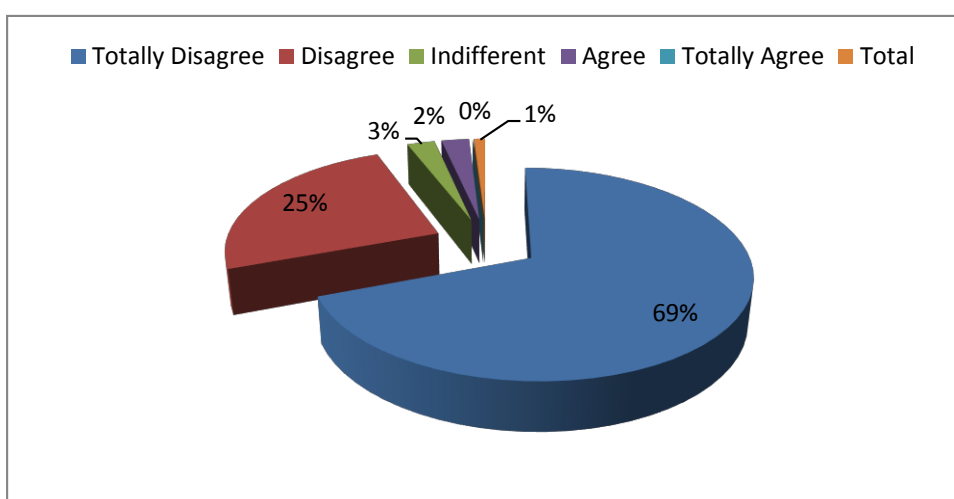**Researchers: Molina Johnny and Guapacasa Karla**

Comment: In this graphic it is shown that 14 students totally agree
that like to read in English , 12 Ss. agree, 9 Ss. are indifferent, 3 Ss. disagree
and 2 Ss. totally disagree.As it is shown in the survey, the majority of
students like English as a subject, but students need more motivation in the
classroom to improve the English skills.

CHART 2

Question 2.- The teacher practices the reading skill constantly			
CODE	**ALTERNATIVES**	**FREQUENCY**	**PERCENTAGES**
ITEM #2	Totally Disagree	18	45
	Disagree	11	27,5
	Indifferent	4	10
	Agree	3	7,5
	Totally Agree	4	10
	Total	**40**	**100 %**

Source: "Republica de Filipinas" public school
Researchers: Molina Johnny and Guapacasa Karla

GRAPHIC 2
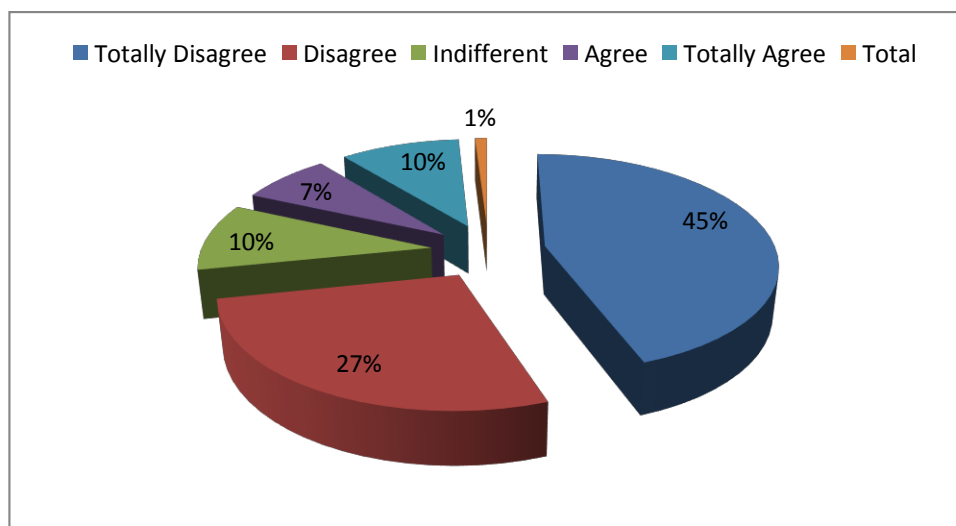
Source: "Republica de Filipinas" public school
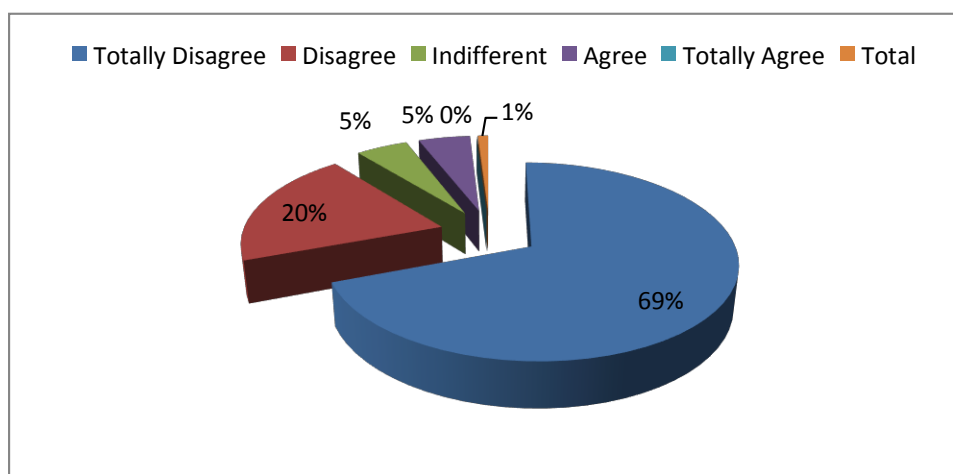**Researchers: Molina Johnny and Guapacasa Karla**

Comment: In this graphic it is shown that 4 students totally agree that the teacher practice the reading skill constantly in the classroom, 3 Ss. agree, 4 Ss. are indifferent, 11 Ss. disagree and 18 Ss. totally disagree. As it is shown in the survey, the majority of students said that in the classroom the teacher does not practice the reading skill, so the teacher must look for new strategies and activities in order to improve the reading skill.

CHART 3

Question 3.- You understand what you read in English			
CODE	ALTERNATIVES	FREQUENCY	PERCENTAGES
ITEM #3	Totally Disagree	9	22,5
	Disagree	6	15
	Indifferent	15	37,5
	Agree	6	15
	Totally Agree	4	10
	Total	40	100 %

Source: "Republica de Filipinas" public school
Researchers: Molina Johnny and Guapacasa Karla

GRAPHIC 3
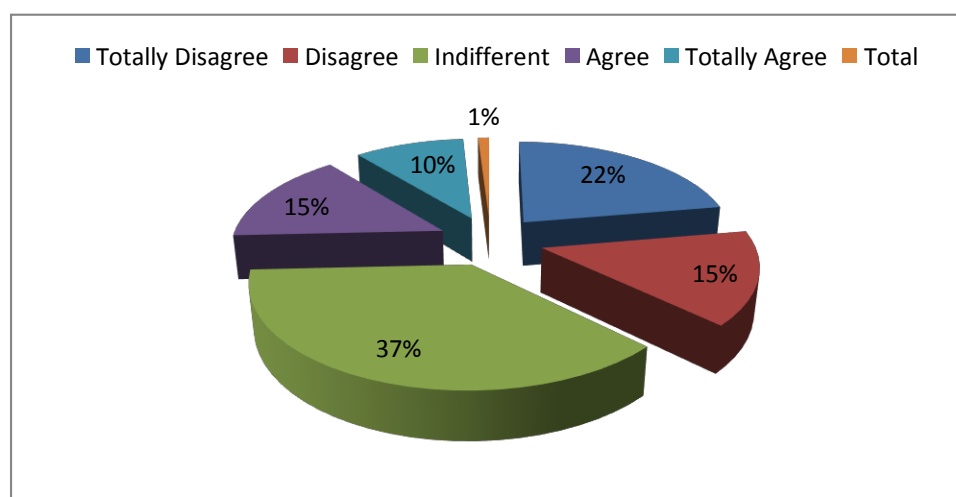
Source: "Republica de Filipinas" public school
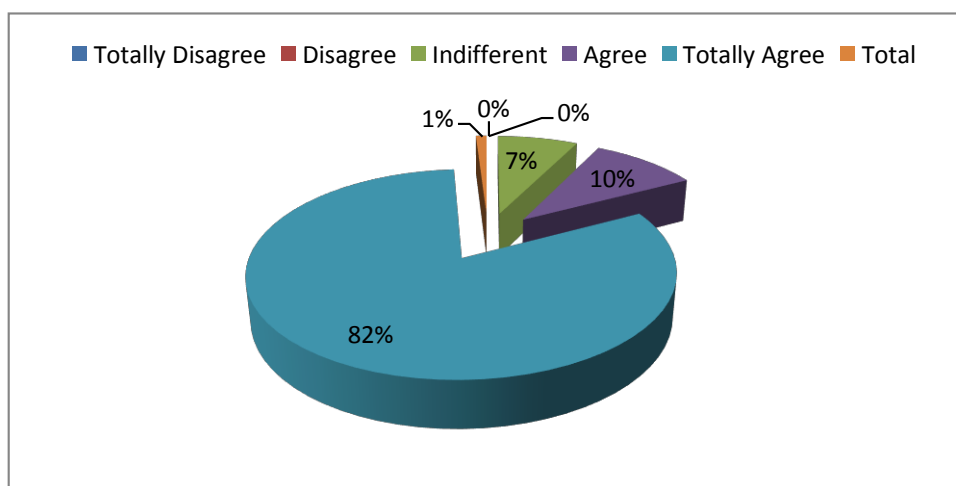Researchers: Molina Johnny and Guapacasa Karla

Comment: In this graphic it is shown that 4 students totally agree that they understand what they read in English, 6 Ss. agree, 15 Ss. are indifferent, 6 Ss. disagree and 9 Ss. totally disagree.As it is shown in the survey, the majority of students said that they do not understand written texts in English in the classroom, so the teacher and the authorities must implement different methodologies in order to develop the reading skill of the students.

CHART 4

Question 4.- The teacher uses modern methodology in the teaching learning process			
CODE	**ALTERNATIVES**	**FREQUENCY**	**PERCENTAGES**
ITEM #4	Totally Disagree	28	70
	Disagree	10	25
	Indifferent	1	2,5
	Agree	1	2,5
	Totally Agree	0	0
	Total	**40**	**100 %**

Source: "Republica de Filipinas" public school
Researchers: Molina Johnny and Guapacasa Karla

GRAPHIC 4

Source: "Republica de Filipinas" public school
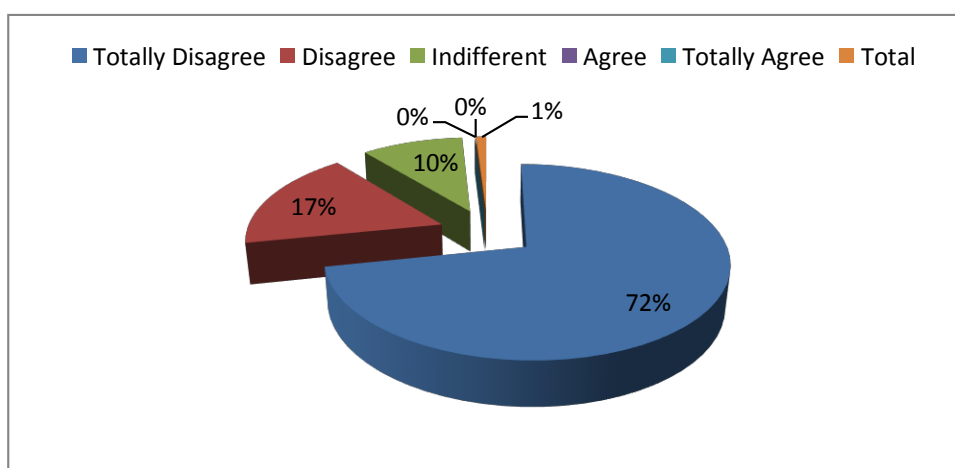**Researchers: Molina Johnny and Guapacasa Karla**

Comment: In this graphic it is shown that 0 students totally agree that the teacher uses modern methodology in the teaching learning process, 1 Ss. agrees, 1 Ss. indifferent, 10 Ss. disagree and 28 Ss. totally disagree. As it is shown in the survey, the majority of students said that the teacher does not use modern methodology in the teaching learning process, these modern practices make students feel more motivated to learn.

CHART 5

Question 5.- The teacher uses playful activities to motivate you to read in the English class			
CODE	**ALTERNATIVES**	**FREQUENCY**	**PERCENTAGES**
ITEM #5	Totally Disagree	28	70
	Disagree	8	20
	Indifferent	2	5
	Agree	2	5
	Totally Agree	0	0
	Total	**40**	**100 %**

Source: "Republica de Filipinas" public school
Researchers: Molina Johnny and Guapacasa Karla

GRAPHIC 5

Source: "Republica de Filipinas" public school
Researchers: Molina Johnny and Guapacasa Karla

Comment: In this graphic it is shown that 0 students totally agree that the teacher uses playful activities to motivate them to read in the English classs, 2 Ss. agree, 2 Ss. are indifferent, 8 Ss. disagree and 28 Ss. totally disagree. As it is shown in the survey, the majority of students said that the teacher do not use playful activities to motivate learners ro read in English, so the teacher must implement different activities in order to engage students and make them feel part of the class.

CHART 6

Question 6.- You like to learn English through useful activities			
CODE	ALTERNATIVES	FREQUENCY	PERCENTAGES
ITEM #6	Totally Disagree	0	0
	Disagree	0	0
	Indifferent	3	7,5
	Agree	4	10
	Totally Agree	33	82,5
	Total	40	100 %

Source: "Republica de Filipinas" public school
Researchers: Molina Johnny and Guapacasa Karla

GRAPHIC 6

Source: "Republica de Filipinas" public school
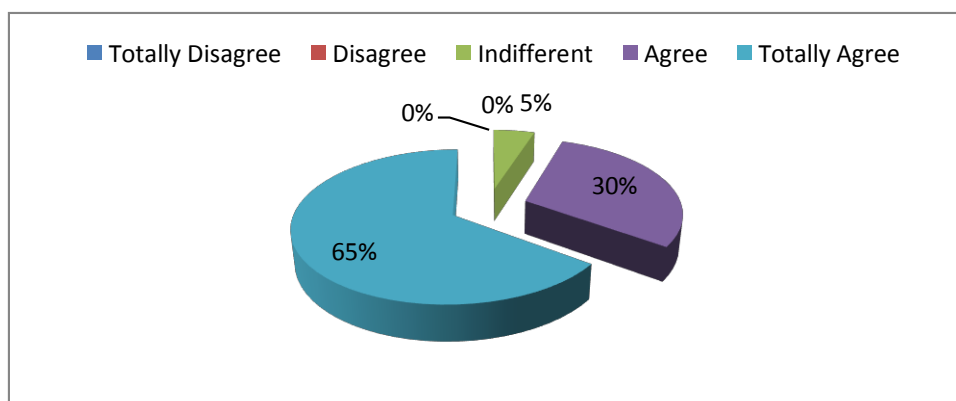**Researchers: Molina Johnny and Guapacasa Karla**

Comment: In this graphic it is shown that 33 students totally agree that they like to learn English thorugh useful activities, 4 Ss. agree, 3 Ss. indifferent, 0 Ss. disagree and 0 Ss. totally disagree. As it is shown in the survey, the majority of students said that they like to learn English thorugh useful activities, this way the students can participate more actively in the English class.

CHART 7

Question 7.- Your teacher uses technology to develop the reading comprehension			
CODE	ALTERNATIVES	FREQUENCY	PERCENTAGES
ITEM #7	Totally Disagree	29	72,5
	Disagree	7	17,5
	Indifferent	4	10
	Agree	0	0
	Totally Agree	0	0
	Total	**40**	**100 %**

Source: "Republica de Filipinas" public school
Researchers: Molina Johnny and Guapacasa karla

GRAPHIC 7

Source: "Republica de Filipinas" public school
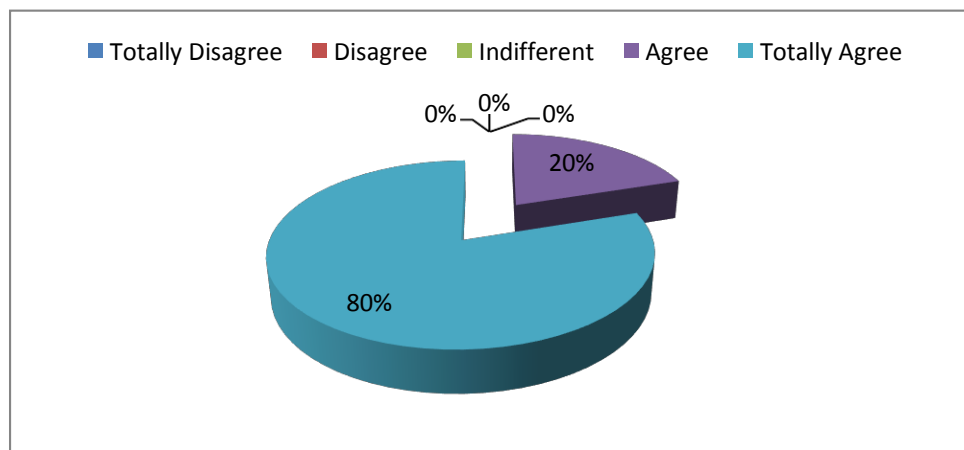**Researchers: Molina Johnny and Guapacasa Karla**

Comment: In this graphic it is shown that 0 students totally agree that the teacher uses technology to develop the reading comprehension, 0 Ss. Agree, 4 Ss. Are indifferent, 7 Ss. Disagree and 29 Ss. Totally disagree. As it is shown in the survey, the majority of students said that the teacher does not use technology to develop the reading comprehension; this is the reason why the students do not feel motivated to learn and to develop this skill.

CHART 8

Question 8.- You want to read by means of pictures or figures			
CODE	ALTERNATIVES	FREQUENCY	PERCENTAGES
ITEM #8	Totally Disagree	0	0
	Disagree	0	0
	Indifferent	0	0
	Agree	0	0
	Totally Agree	40	100
	Total	**40**	**100 %**

GRAPHIC 8

Totally Agree

■ 1

100%
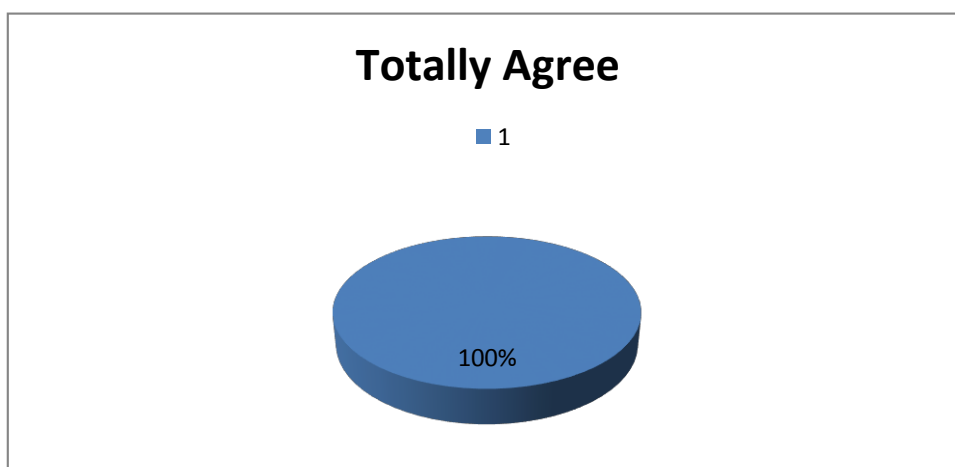
Comment: In this graphic it is shown that 40 students totally agree that they want to read by means of pictures or figures, 0 Ss. agree, 0 Ss. are indifferent, 0 Ss. disagree and 0 Ss. totally disagree. As it is shown in the survey, the majority of students said that they want to read by means of pictures or figures, this will help students to associate situations or stories through the images provided and also this will make to understand easily texts written in English.

CHART 9

Question 9.- The use of an additional didactic material like CD will help in the acquisition of the new language			
CODE	ALTERNATIVES	FREQUENCY	PERCENTAGES
ITEM #9	Totally Disagree	0	0
	Disagree	0	0
	Indifferent	2	5
	Agree	12	30
	Totally Agree	26	65
	Total	**40**	**100 %**

Source: "Republica de Filipinas" public school
Researchers: Molina Johnny and Guapacasa Karla

GRAPHIC 9

Source: "Republica de Filipinas" public school
Researchers: Molina Johnny and Guapacasa Karla

Comment: In this graphic it is shown that 26 students totally agree that the use of an additional didactic material like CD will help in the acquisition of the new language, 12 Ss. agree, 2 Ss. indifferent, 0 Ss. disagree and 0 Ss. totally disagree. As it is shown in the survey, the majority of students said that the use of an additional didactic material like CD will help in the acquisition of the new language, this resource will make the students to improve the reading skill though games and funny activities.

CHART 10

Question 10.- You will support the implementation of a new didactic material			
CODE	**ALTERNATIVES**	**FREQUENCY**	**PERCENTAGES**
ITEM #10	Totally Disagree	0	0
	Disagree	0	0
	Indifferent	0	0
	Agree	8	20
	Totally Agree	32	80
	Total	**40**	**100 %**

Source: "Republica de Filipinas" public school
Researchers: Molina Johnny and Guapacasa Karla

GRAPHIC 10

Source: "Republica de Filipinas" public school
Researchers: Molina Johnny and Guapacasa Karla

Comment: In this graphic it is shown that 32 students totally agree that they will support the implementation of a new didactic material, 8 Ss. agree, 0 Ss. indifferent, 0 Ss. disagree and 0 Ss. totally disagree. As it is shown in the survey, the majority of students said that they will support the implementation of a new didactic material; In addition it has been observed that the students would support any activity that is related to the development of their learning process.

3.8 ANALYSIS OF THE OBSERVATION TECHNIQUE

The authors of this thesis project have observed the performance and the behavior of the students of 8th basic year section A and it is relevant to mention that the students do not participate actively and adequately in the reading activities and also the teacher does not apply activities that encourage the students to keep interested in the class. Another point observed was the constant participation of the same groups of learners because those students have a good level of comprehension. This situation makes that the other group of learners that need more attention keep the empty knowledge spaces.

On the other hand, the English teacher applies images, pictures but those resources are not attractive enough for the teenagers. That is the reason why the teacher must change the methodology in order to apply resources according to ages of learners and the pictures must be related to the topic of the class.

3.9 CHI SQUARE

This chi square can be applied with measurable data in a nominal scale. This technique is used for any test in which the statistic used follows a χ^2 distribution if the null hypothesis is true.

The procedure to apply the chi-square is the following, two tabulated questions from the data analysis must be chosen: Those questions refer to the independent variable.

CHART 11

Reading skill (dependent variable)	
Question 2.	**The teacher practice the reading skill constantly**
Didactic material (independent variable)	
Question 9.	**The use of an additional didactic material like CD will help in the acquisition of the new language**

Source: "Republica de Filipinas" public school
Researchers: Molina Johnny and Guapacasa Karla

Information of question #2

CHART 12

Reading skill (dependent variable)		
The teacher practice the reading skill constantly		
Alternative	**Frequency**	**%**
Totally agree	18	45
Agree	11	27,5
Indifferent	4	10
Disagree	3	7,5
Totally disagree	4	10
TOTAL	**40**	**100 %**

Source: "Republica de Filipinas" public school
Researchers: Molina Johnny and Guapacasa Karla

Information of question #9

CHART 13

Didactic material (independent variable)		
The use of an additional didactic material like CD will help in the acquisition of the new language		
Alternative	**Frequency**	**%**
Totally agree	0	0
Agree	0	0
Indifferent	2	5
Disagree	12	30
Totally disagree	26	65
TOTAL	**40**	**100 %**

Source: "Republica de Filipinas" public school

Researchers: Molina Johnny and Guapacasa Karla

CHART 14

It was observed						Total
Question 2	18	11	4	3	4	40
Question 9	0	0	2	12	26	40
Total	**18**	**11**	**4**	**15**	**30**	**78**

Source: "Republica de Filipinas" public school
Researchers: Molina Johnny and Guapacasa Karla

It is expected

DATA SURVEY

The critical value for Chi square test has the following data:

Risk level: $\infty 0.05$

Critical value χ_α^2: 60.48

Freedom degrees: 4

Statistical test: 51.2
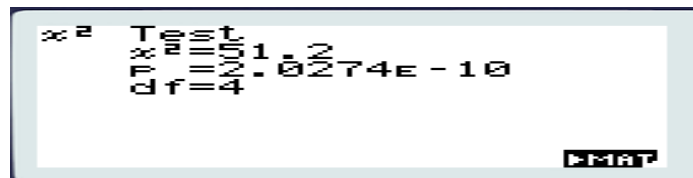
Decision rule
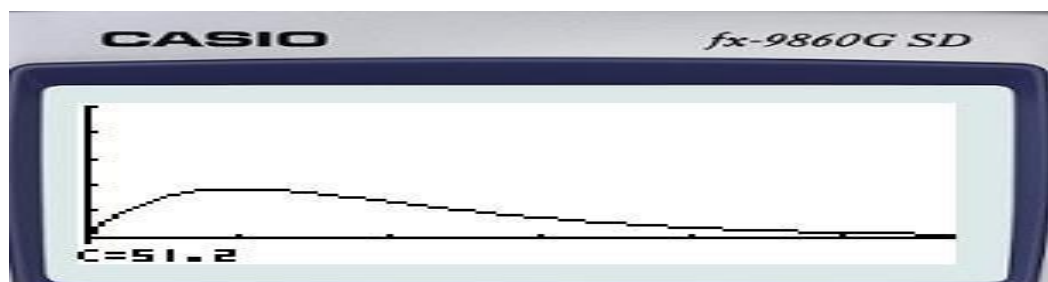
It was found that $\chi^2 > \chi_\alpha^2$

Therefore, H_o **is rejected and** H_a **is accepted**

Conclusion: The reading skill depends on playful activities

H_o : The reading skill and playful activities are independent
H_a : The reading skill depends on playful activities.

CHAPTER IV

THE PROPOSAL

DESIGN OF A CD WITH PLAYFUL ACTIVITIES

FOR READING

COMPREHENSION.

4. 1 JUSTIFICATION

As everybody knows, English as a second language has been growing and becoming a language used in business, for this reason this language must be teach around the world and offering the students the warrantee of developing the four skills. Certain countries have an education system that help leaners to upgrade the abilities of the students in all the fields using modern methodologies and technological resources in order to enhance the students' knowledge, but it is not real in Ecuador, because there is not enough investment in English education at Public schools.

It is important to mention that new strategies such as technological resources are vital in the development of a foreign language, because it makes the class more dynamic and interesting for the students avoiding the boredom and make a participative English classroom. For this reason the interactive activities of a Cd are essential in each class and must be related to all the contents of the English planning.

The implementation of this CD should be considered important, as it will help to increase the interest and motivation of the student, it is an uncommon method in the classroom for its content which will develop the vocabulary in reading comprehension according to its content level.

In addition the application of certain activities such as filling gaps, choosing answers, complete the story or solving puzzles will give the students the opportunity to learn more and develop the reading skills while the students work in a cooperative environment and socializing among partners. Also these are activities that can be practiced at home in several internet pages.

Through the implementation of this proposal students could achieve the reading comprehension goals, because the reading activities motivate students to learn and develop the critical thinking, creativity, as a result, the English as a Foreign language will turn into a entertained and funny subject, so learners will have all the readiness to learn a new language.

4.2 OBJECTIVES

4.2.1 General objective

✓ To develop the reading comprehension through the implementation of a CD with playful activities.

4.2.2 Specific objectives

✓ To apply amusing strategies to increase the motivation in students of 8th EGB.
✓ To motivate students by means of interactive activities.
✓ To assess students to affirm whether the new information has been.

4.3 DESCRIPTION OF THE PROPOSAL

The interactive CD with playful activities brings several strategies to improve the reading comprehension of learners, the activities that are included are matching, filling gaps, crosswords, word search and puzzles that provide students of tasks to develop a collaborative work, it means, encourage learners to socialize and work on entertained activities.

The CD is divided in six units, these are connected to the units from the book the students have. It is important to mention that the topics contain activities with topics according to the ages of the students of 8th basic year. All the organization of the activities was done according to the requirements of the Common European Framework of References.

ILLUSTRATION 6

Unit	Topic	Activity	Focus On
1	Personal Information	• Complete the questions • Answer Matching Questions	• Wh-Questions • Personal Information Vocabulary
2	Family Members	• Word Search • Fill in the blanks	• Family Vocabulary • Possessive Pronouns
3	Types of Movies	• Choose the correct Answer • Fill in the blanks • Match the words	• Movie Vocabulary
4	Clothes	• Crosswords • Word search puzzle • Fill and circle the words • Reorder the words	• Clothes Vocabulary
5	Places in the City	• Riddles	• Vocabulary
6	Routines	• Answer Matching • Crossword	• Daily Routines Vocabulary

4.4 CONCLUSIONS

The English language learning process involves the application of new methodologies, strategies and resources that help students to improve the four skills, as math and science, English is a subject that requires practice and the corresponding monitoring to evaluate the process of each students.

According to the authors of this proposal, the interactive reading activities are vital for the development of this skill, these activities motivate learners to know and discover more, turning the subject into an attractive area to work and participate actively.

4.5 RECOMENDATIONS

The teachers must search very often activities that motivate learners and also look for technological resources such as programs or online activities in order to improve the reading skill.

Home page of the contents of the CD, showing the authors, and tutor.
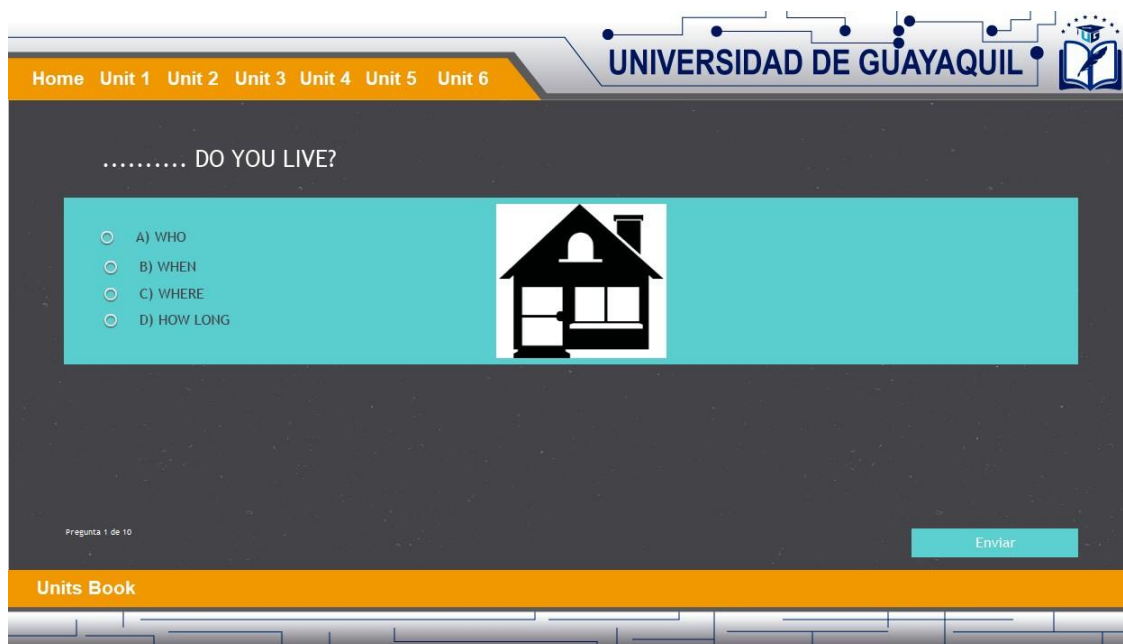
In Unit 1, we find the WH-questions as a theme, where the student has to select the correct word and fill in the blank spaces.

FAMILY MEMBERS

Clave de respuesta

GRANDFATHER
GRANDMOTHER
CHILDREN
BROTHER
FATHER
MOTHER
SISTER

Palabras restantes: 7
Intentos: 0/5

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

Units Book

Letter's soup Link

In Unit 2, we find as a theme family members, in this activity, we find a soup of letters with the members of The Simpsons family, in which we must find these members.

Associate the following

Homero is the

Marge is the

Lisa and Marggi are the

Bart is the

Bart is Patty and Selma's

A) Mom
B) Nephew
C) Daughter
D) Son
E) Dad

LOS SIMPSONS

Enviar

Units Book

Letter's soup Link

In addition to unit 2, we have a game in which you must associate the descriptions of the characters with their respective roles.

In our Unit 3 we find the topic types of movies, through this activity we must guess what type of film corresponds each image.

In Unit 4 we have as a theme clothes, in this activity we find figures of garments and we must sort the words and find the right word according to the image.

In Unit 5 we cover the theme places in the CITY, the exercise is to match the numbers of the descriptions with the corresponding images.

In unit 6 we have as a DAILY theme ROUTINES, the exercise is to fill the crossword with the words of the vocabulary of the following exercise also found in unit 6.

In this other exercise of unit 6, we must guess what kind of routine each image corresponds to.

In addition to completing the exercises of each unit, we have a kind of booklet where there are comprehensive readings and be able to solve small exercises of each unit.
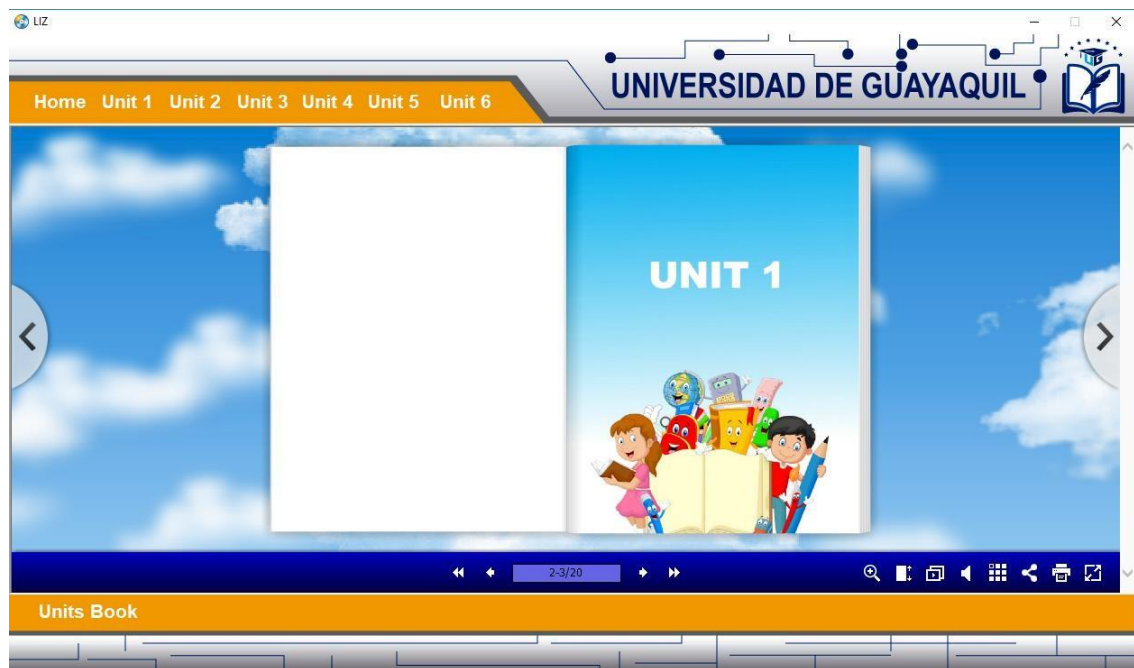
With these small readings we can use words seen in the vocabulary of the previous units and so we can improve the reading comprehension
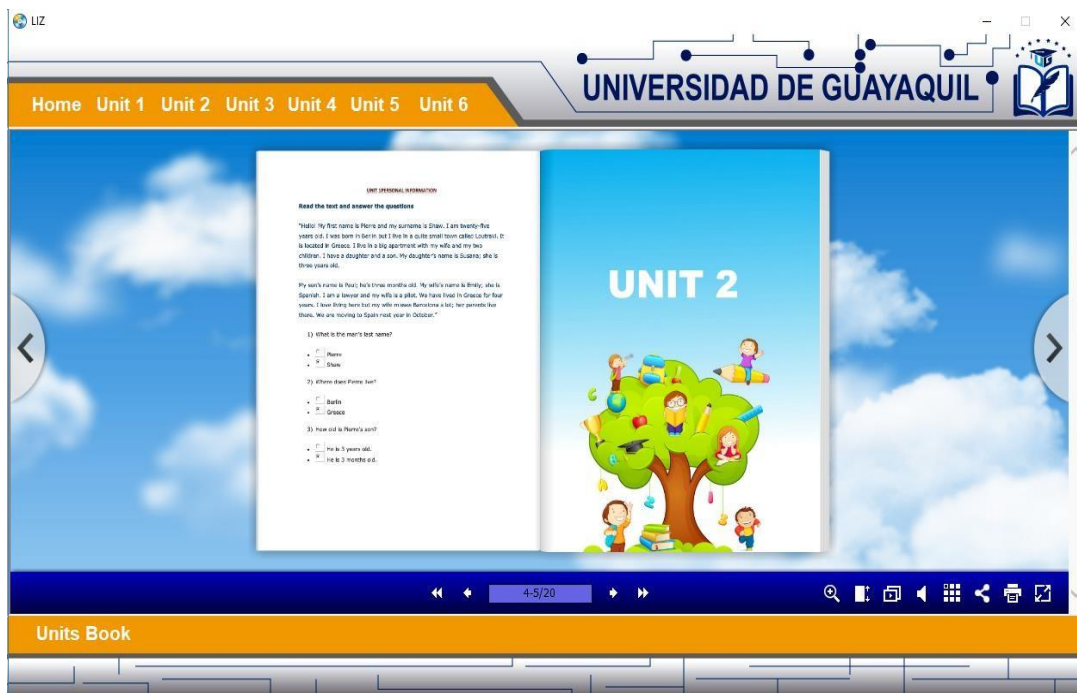
Each reading contains a small activity, where the student has to answer the objective questions according to what he/she understood in each Reading.

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ANEXES

ANEX Nº1

DOCUMENTS

Letter of tutor's appr

Oficio No. 410

Guayaquil, 27 de Noviembre del 2017

MSc.
Lucila Sánchez
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 designada Revisor-Asesor de Proyectos Educativos.

En esta designación consta el nombre de los estudiantes de la Escuela de Lenguas y Lingüística: **GUAPACASA ESPINOZA KARLA LISSETTE Y MOLINA QUINAPALLO JOHNNY HECTOR.**

TOPIC: "THE MOTIVATION IN THE DEVELOPMENT OF THE READING COMPREHENSION".

PROPOSAL: "DESIGN OF A CD WITH PLAYFUL ACTIVITIES FOR READING COMPREHENSION".

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,

MSc. Alfonso Sánchez Ávila

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

DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA

FUNCIONARIO RESPONSABLE		CARGO	FIRMA
Elaborado por:	Ing. Alexandra Delgado	SECRETARIA	
Aprobado por:	MSc. Alfonso Sánchez	DIRECTOR(A E)	

Source: Research Data
Made By: Karla Guapacasa and Johnny Molina

Letter of acceptance of Educational Institution.

Source: Research Data

Made By: Karla Guapacasa and Johnny Molina

Authorization for the application of the educational Project.

Oficio No. 046

Guayaquil, 14 de Febrero del 2018

Licenciado

Joseph Bastidas

RECTOR DE LA INSTITUCIÓN EDUCATIVA "REPÚBLICA DE FILIPINAS"

Ciudad

De mis consideraciones:

Me dirijo a Ud. con el fin de solicitarle, se sirva otorgar la autorización pertinente, para que los estudiantes: **GUAPACASA ESPINOZA KARLA LISSETTE Y MOLINA QUINAPALLO JOHNNY HECTOR,** de la Escuela de Lenguas y Lingüística, Sistema Presencial, puedan aplicar el proyecto de investigación, para la elaboración del trabajo de titulación, previo a la obtención del título de Licenciado(a) en Ciencias de la Educación, mención Lengua Inglesa y Lingüística.

TOPIC: "THE MOTIVATION IN THE DEVELOPMENT OF THE RADING COMPREHENSION". PROPOSAL: "DESIGN OF A CD WITH PLAYFUL ACTIVITIES FOR THE READING COMPREHENSION"

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

Le anticipo mis reconocimientos.

Atentamente,

MSc.Lismary Feriz Otaño

GESTORA DE TITULACIÓN

ESCUELA DE LENGUAS Y LINGÜÍSTICA

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

Elaborado por:	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
	Ing. Alexandra Delgado	SECRETARIA 1	
Aprobado por:	MSc Lismary Feriz	DIRECTOR	

Source: Research Data
Made By: Karla Guapacasa and Johnny Molina

Universidad de Guayaquil

FACULTAD DE FILOSOFIA
ESCUELA DE LENGUAS & LINGUISTICAS
UNIDAD DE TITULACIÓN

Guayaquil, 11 de Diciembre del 2017

ANEXO 2

Msc. Alfonso Sánchez
DIRECTOR (A) DE CARRERA LENGUAS Y LINGUISTICAS
FACULTAD DE FILOSOFIA
UNIVERSIDAD DE GUAYAQUIL

Acuerdo del Plan de Tutoría

Nosotros, Msc. Lucila Sánchez, docente tutor del trabajo de titulación y Karla Lissette Guapacasa Espinoza y Johnny Héctor Molina Quinapallo, estudiante (s) de la Carrera/Escuela Lenguas y Linguisticas, comunicamos que acordamos realizar las tutorías semanales en el siguiente horario 14:00, el día Lunes.

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

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

Agradeciendo la atención, quedamos de Ud.

Atentamente,

Estudiante (s)

Docente Tutor.

CC: Unidad de Titulación

Report of advance of management tutorial

Universidad de Guayaquil

FACULTAD DE FILOSOFIA
ESCUELA DE LENGUAS & LINGUISTICAS
UNIDAD DE TITULACIÓN

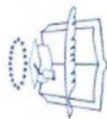## INFORME DE AVANCE DE LA GESTIÓN TUTORIAL

Tutor: Msc Lucila Sánchez Pérez

Tipo de trabajo de titulación: Investigativo

Título del trabajo: The Motivation in the Development of Reading Comprehension

Carrera: Lenguas & Linguistcas

Estudiante(s): Johnny Molina Quinapallo & Karla Guapacasa Espinoza

No. DE SESIÓN	FECHA TUTORÍA	ACTIVIDADES DE TUTORÍA	DURACIÓN: INICIO	DURACIÓN: FIN	OBSERVACIONES Y TAREAS ASIGNADAS	FIRMA TUTOR	FIRMA ESTUDIANTE
1	12/12/17	Introducció ch# 1, Conflict situation, causes, objectives	14:00	15:00	Review and restate information		
2	14/01/18	Ch#2 Background. Foundations, theorical conceptual framework	14:00	15:00	Review and restate ch# 2		
3	16/01/18	Contextual framework. Ch #2	14:00	15:00	Review and restate ch #2.		
4	23/01/18	Legal Framework ch#2	14:00	15:00	Review and restate ch #2.		
5	30/01/18	ch #2 finished. Ch 3 methodology	14:00	15:00	Review and restate ch # 3		

96

Universidad de Guayaquil

FACULTAD DE FILOSOFIA
ESCUELA DE LENGUAS & LINGUISTICAS
UNIDAD DE TITULACIÓN

INFORME DE AVANCE DE LA GESTIÓN TUTORIAL

Tutor: Msc Lucila Sánchez Pérez

Tipo de trabajo de titulación: Investigativo

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Carrera: Lenguas & Linguistcas

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No. DE SESIÓN	FECHA TUTORÍA	ACTIVIDADES DE TUTORÍA	DURACIÓN: INICIO	DURACIÓN: FIN	OBSERVACIONES Y TAREAS ASIGNADAS	FIRMA TUTOR	FIRMA ESTUDIANTE
6	5/02/18	Ch #3 Survey / Interview / Population Isample. Ch#3 Analysis of the results	14:00	15:00	Ch #3 - Analysis of the results. Ch # Review and restate		
7	12/02/18		14:00	15:00			
8	19/02/18	Ch#3 Finished. Tostfica tion of the proposal	14:00	15:00	Ch # 4 Review / Restate.		
9	5/03/18	Ch #4 General Objective, specific objective, Description of the proposal	14:00	15:00	Ch# la Review Restate		
10	19/05/18	Ch #4 Finished. Documents, Annexes.	14:00	15:00	Uskund.		

ANEX N° 2

Urkund

Molina Quinapallo – Guapacasa Espinoza

MSc. Lizmary Feriz Otaño
Gestora de UT

Universidad de Guayaquil

FACULTAD DE FILOSOFIA
ESCUELA DE LENGUAS & LINGUISTICAS
UNIDAD DE TITULACIÓN

CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado MSC. LUCILA SÁNCHEZ PÉREZ, tutor del trabajo de titulación certifico que el presente trabajo de titulación ha sido elaborado por JOHNNY HÉCTOR MOLINA QUINAPALLO C.I. 092483537-4 & KARLA LISSETTE GUAPACASA ESPINOZA C.I. 092457477-5, con mi respectiva supervisión como requerimiento parcial para la obtención del título de LICENCIADO EN LENGUAS Y LINGUISTICAS CON MENCIÓN EN INGLÉS.

Se informa que el trabajo de titulación: "The Motivation in the development of Reading Comprehension", ha sido orientado durante todo el periodo de ejecución en el programa antiplagio (URKUND) quedando el 6% de coincidencia.

https://secure.urkund.com/view/16964445-251036-988649#DccxDglxDADBv6

UNIVERSIDAD DE GUAYAQUIL
Facultad de Filosofía, Letras y
Ciencias de la Educación
Escuela de Lenguas y Lingüística
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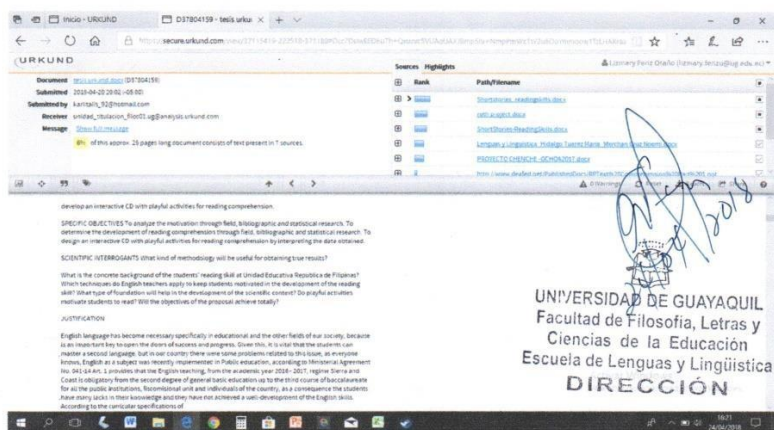
Msc Lucila Sánchez P.
C.I. 0916446834

ANEX Nº3

PHOTOGRAPHIC EVIDENCE

FACILITIES OF THE "REPUBLICA DE FILIPINAS" HIGH SCHOOL

"República de Filipinas" High School is located in Pascuales, which has 1000 students and is divided into Initial Education, Basic Education and Baccalaureate; It has seven teachers in the English área.

Source: "República de Filipinas" High School
Made by: Karla Guapacasa y Johnny Molina.

EXECUTIVES OF THE "REPUBLICA DE FILIPINAS" HIGH SCHOOL

Rector and Vice-rector of the institution, Msc. Joseph Bastidas

Source: "República de Filipinas" High School
Made by: Karla Guapacasa y Johnny Molina.

EFL TEACHERS OF THE EIGHT GRADE IN THE "REPUBLICA DE FILIPINAS" HIGH SCHOOL

Source: "República de Filipinas" High School
Made by: Karla Guapacasa y Johnny Molina.

STUDENTS OF THE EIGHT GRADE IN THE "REPUBLICA DE FILIPINAS HIGH SCHOOL"

Students paying attention to the instructions of the survey conducted in eight grade on January 29, 2018

Source: "República de Filipinas" High School
Made by: Karla Guapacasa y Johnny Molina.

SURVEY OF STUDENTS OF EIGHT GRADE IN THE "REPUBLICA DE FILIPÍNAS" HIGH SCHOOL

Source: "República de Filipinas" High School
Made by: Karla Guapacasa y Johnny Molina.

TUTORING WITH MSC- LUCILA SÁNCHEZ PÉREZ

Source: "República de Filipinas" High School
Made by: Karla Guapacasa y Johnny Molina.