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**FACULTY OF PHILOSOPHY, LETTERS AND SCIENCE
OF THE EDUCATION**

SCHOOL OF LANGUAGES AND LINGUISTICS

**EDUCATIONAL PROJECT
TOPIC:**

**INFLUENCE OF THE VOCABULARY IN THE IMPROVEMENT OF
READING COMPREHENSION**

PROPOSAL:

**DESIGN OF A BOOKLET FOCUSED ON VOCABULARY AND READING
ACTIVITIES TO IMPROVE READING COMPREHENSION**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF
LICENSING IN SCIENCES OF EDUCATION, MAJOR IN LANGUAGE Y
ENGLISH LINGUISTICS**

RESEACHER:

MARÍA MERCEDES ESPINOZA FARÍAS

DIRECTED BY:

Lcdo. JOSÉ MIGUEL CAMPUZANO MSc.

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

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Guayaquil, Agosto del 2018

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Dedication

This thesis is dedicated to my mother Rita, my brothers Carlos and Julio, my grandmother Mercedes and to my friends who have heard all my funny stories about my thesis for many years.

María Mercedes Espinoza Farías

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I would like to express my sincere gratitude to my tutor, Professor José Miguel Campuzano, without his guidance this work would hardly have been completed. I also express my warmest gratitude to my English teachers who have inspired me to learn and be better and to the University of Guayaquil, School of Languages and Linguistics for all these years.

María Mercedes Espinoza Farías

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REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TESIS/TRABAJO DE GRADUACIÓN

TÍTULO Y SUBTÍTULO:	Influencia del Vocabulario en el Mejoramiento de la Comprensión Lectora.		
Diseño de un folleto enfocado en vocabulario y actividades de lectura.			
AUTOR:	María Mercedes Espinoza Farías		
REVISOR(ES)/TUTOR(ES) :	Lcdo. José Miguel Campuzano		
INSTITUCIÓN:	Universidad de Guayaquil		
UNIDAD/FACULTAD:	Facultad de Filosofía, Letras y Ciencias de la Educación		
MAESTRÍA/ESPECIALIDAD:	Lenguas y Lingüística		
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PALABRAS CLAVES/ KEYWORDS:	Vocabulario – Lectura – Comprensión Lectora		
RESUMEN/ABSTRACT:			
<p>Esta investigación considera la influencia del vocabulario para mejorar la comprensión lectura en los alumnos del octavo año básico del Colegio “Teodoro Alvarado Olea”, año lectivo 2018-2019, los cuales presentaron deficiencias en la comprensión lectora, dificultándoles alcanzar un nivel más alto de entendimiento de lo que leen y un incremento en su vocabulario. En el marco teórico se recogió información de las dos variables: el vocabulario y la comprensión lectora, incluyendo información notable en varias áreas del estudio científico como los son: Psicología, Filosofía, Lingüística, etc. Se compendió información mediante técnicas y herramientas de investigación, para la cual se solicitó la participación y colaboración tanto del maestro del área, y de los estudiantes del colegio indicado anteriormente, a su vez se realizó una investigación bibliográfica profunda cuyo objetivo buscaba expandir el conocimiento de forma más detallada. Este estudio es Descriptivo, Explicativo y Correlacionado. Se recolectó datos durante el año 2018 con una población y muestra de 28 estudiantes del octavo año básico del Colegio “Teodoro Alvarado Olea”. Las técnicas aplicadas fueron: la entrevista al maestro del área y nivel, la observación de la clase, y las encuestas a los estudiantes. Esta investigación se caracteriza por su utilidad, ya que nos permite desarrollar una propuesta con la finalidad de solucionar un problema, destacando la influencia del vocabulario para una efectiva comprensión lectora. Los principales beneficiarios de este proyecto son los estudiantes.</p>			
ADJUNTO PDF:	<input checked="" type="checkbox"/> SI	<input type="checkbox"/> NO	
CONTACTO CON AUTOR:	Teléfono: 0994389092	E-mail: mmercedesespinoza@copol.edu.ec	
CONTACTO CON LA INSTITUCIÓN:	Nombre: Secretaría Escuela de Lenguas y Lingüística		
	Teléfono: (04)2294888 Ext. 123		
	E-mail: lenguas.linguistica.filo@gmail.com		

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This research considers the influence of the vocabulary to improve the reading comprehension in the students of Eight Grade at "Dr. Teodoro Alvarado Olea" High School, school year 218-2019, who presented deficiencies in their reading comprehension, making it difficult for them to reach a higher level of understanding of what they read and an increase in their vocabulary. In the theoretical framework, the information was collected on the two variables: vocabulary and reading comprehension, including notable information in various areas of scientific study such as: Psychology, Philosophy, Linguistics, etc. Information was gathered through research techniques and tools, for which the participation and collaboration of both the area's teacher and the students of the previously mentioned school was requested, and a deep bibliographic research was carried out with the objective of expanding the knowledge of more detailed way. This study is descriptive, explanatory and correlated. Data was collected during the year 2018 with a population and sample of 28 students of the Eighth Grade at "Teodoro Alvarado Olea" High School. The techniques applied were: the interview toward the teacher of the area and level, the observation of the class, and the surveys of the students. This research is characterized by its usefulness, since it allows us to develop a proposal with the aim of solving a problem, highlighting the influence of vocabulary for an effective reading comprehension. The main beneficiaries of this project are the students.

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CONTACTO CON AUTOR:	Teléfono: 0994389092	E-mail: mmercedesespinoza@copol.edu.ec
CONTACTO CON LA INSTITUCIÓN:	Nombre: Secretaría Escuela de Lenguas y Lingüística Teléfono: (04)2294888 Ext. 123 E-mail: lenguas.linguistica.filo@gmail.com	



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

TÍTULO DEL TRABAJO DE INVESTIGACIÓN PRESENTADO:
“INFLUENCIA DEL VOCABULARIO EN EL MEJORAMIENTO DE LA
COMPREENSIÓN LECTORA”

Autor:

María Mercedes Espinoza Farías

Tutor:

Lcdo. José Miguel Campuzano, MSc.
Guayaquil, Agosto del 2018

RESUMEN

Esta investigación considera la influencia del vocabulario para mejorar la comprensión lectura en los alumnos del octavo año básico del Colegio “Teodoro Alvarado Olea”, año lectivo 2018-2019, los cuales presentaron deficiencias en la comprensión lectora, dificultándoles alcanzar un nivel más alto de entendimiento de lo que leen y un incremento en su vocabulario. En el marco teórico se recogió información de las dos variables: el vocabulario y la comprensión lectora, incluyendo información notable en varias áreas del estudio científico como las son: Psicología, Filosofía, Lingüística, etc. Se compendió información mediante técnicas y herramientas de investigación, para la cual se solicitó la participación y colaboración tanto del maestro del área, y de los estudiantes del colegio indicado anteriormente, a su vez se realizó una investigación bibliográfica profunda cuyo objetivo buscaba expandir el conocimiento de forma más detallada. Este estudio es Descriptivo, Explicativo y Correlacionado. Se recolectó datos durante el año 2018 con una población y muestra de 28 estudiantes del octavo año básico del Colegio “Teodoro Alvarado Olea”. Las técnicas aplicadas fueron: la entrevista al maestro del área y nivel, la observación de la clase, y las encuestas a los estudiantes. Esta investigación se caracteriza por su utilidad, ya que nos permite desarrollar una propuesta con la finalidad de solucionar un problema, destacando la influencia del vocabulario para una efectiva comprensión lectora. Los principales beneficiarios de este proyecto son los estudiantes.

Palabras Claves: Vocabulario, Lectura, Comprensión Lectora.



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Author:

María Mercedes Espinoza Farías

Advisor:

Lcdo. José Miguel Campuzano, MSc.

Guayaquil, August 2018.

ABSTRACT

This research considers the influence of the vocabulary to improve the reading comprehension in the students of Eight Grade at “Dr. Teodoro Alvarado Olea” High School, school year 218-2019, who presented deficiencies in their reading comprehension, making it difficult for them to reach a higher level of understanding of what they read and an increase in their vocabulary. In the theoretical framework, the information was collected on the two variables: vocabulary and reading comprehension, including notable information in various areas of scientific study such as: Psychology, Philosophy, Linguistics, etc. Information was gathered through research techniques and tools, for which the participation and collaboration of both the area's teacher and the students of the previously mentioned school was requested, and a deep bibliographic research was carried out with the objective of expanding the knowledge of more detailed way. This study is descriptive, explanatory and correlated. Data was collected during the year 2018 with a population and sample of 28 students of the Eighth Grade at "Teodoro Alvarado Olea" High School. The techniques applied were: the interview toward the teacher of the area and level, the observation of the class, and the surveys of the students. This research is characterized by its usefulness, since it allows us to develop a proposal with the aim of solving a problem, highlighting the influence of vocabulary for an effective reading comprehension. The main beneficiaries of this project are the students.

Keywords: Vocabulary, Reading, Reading Comprehension.

INTRODUCTION

This Project is the result of compound investigation about reading comprehension and the practice of vocabulary, which has done to determine how essential is the introducing and exercise of vocabulary to boost reading comprehension skill in the Eighth grade students at “Teodoro Alvarado Olea” High School.

The low existence of reading opportunities and the limited use of vocabulary and reading strategies to promote students’ reading comprehension are important factors that affect students’ meaningful learning. The present research is pertinent because it seeks to develop and enhance vocabulary and reading activities to improve their reading comprehension in the students, according to stipulated by the Ministry of Education of Ecuador that the eighth grade students must reach an A1 level, this research could be very useful to achieve these English abilities goals.

Some techniques were applied such as: the interview toward the teacher of the area and level, the observation of the class, and the surveys of the students. Students have difficulties completing reading tasks; they showed a low understanding of texts, difficulties to express ideas regarding the reading texts. There was a little active participation of students, there is also no feedback in their activities; students are not involved in the learning process, and they are not engaged and excited to learn, probably due to lack of suitable and meaningful activities.

CHAPTER I

THE PROBLEM

CONFLICT SITUATION

The government has created programs to strengthen the teaching of English as a foreign language whose main goal is that Ecuadorian students achieve a functional level of the use of English. Being specific, they are aimed at updating the national curriculum of this subject. Also, they are pointed to the professional development of their English teachers and the improvement of the training in this career. As a public school, “Dr. Teodoro Alvarado Olea” is also included in these plans. This school is located in the citadel Miraflores, street 8th and Brisas. Students attending this school come from the nearby sectors such as Mapasingue, Florida sector and some students come from the Pascuales parish; their socioeconomic statuses are low and middle.

The students of 8th grade at “Dr. Teodoro Alvarado Olea” High School have difficulties in reading comprehension which affects their development in the learning of English. During classroom observations, they showed a low understanding of texts in the activities regarding reading skill, complications to complete tasks and reproduce or rephrase what they read. Students find it hard to comprehend thoroughly the main parts of a text, even more to differentiate elements or understand the message of the reading. They do not apply any strategy or make questions about the strategy that the text suggests. In some cases, they do not finish the reading tasks in accurate way or just do not finish them.

Moreover, survey results conclude that students are unmotivated to keep learning English; students feel unsure of themselves and they do not know how to contribute to the class. In class, they are quiet and do not ask questions when they do not understand something. Also, checking some of

their previous English reading and vocabulary activities in their books and notebooks, it revealed that they are not completing some of the tasks and skipping others; which shows their lack of interest.

Finally, the teacher does not create reading opportunities, in order to know what are students' strengths and weaknesses. It means that there is no a reading class to heighten this essential skill. Through the observation, interviews, and the student survey we can realize that the class is based on completing grammatical topics and individual work by the students without any feedback that is required to ensure understanding and evaluation.

SCIENTIFIC FACT

Insufficiency of Reading Comprehension in the students of eight grade at "Dr. Teodoro Alvarado Olea" High School, Zone 8, District 09D06, Circuit 6, Province of Guayas, Canton Guayaquil, Parish Tarqui, School Year 2018 - 2019.

CAUSES

- Inappropriate use of techniques for reaching reading comprehension.
- Material is not adapted to students' age, interests, and proficiency level.
- Absence of a didactic guide that promotes reading in the classroom.

FORMULATION OF THE PROBLEM

What is the impact of vocabulary in the improvement of reading comprehension in the students of Eight Grade at “Dr. Teodoro Alvarado Olea” Zone 8, District 09D06, Circuit 6, Province of Guayas, Canton Guayaquil, School Year 2016-2017?

OBJECTIVES OF THE INVESTIGATION

GENERAL OBJECTIVE

To determine the influence of vocabulary in the improvement of reading comprehension through field, bibliographical and statistical studies to design a booklet with reading activities.

SPECIFIC OBJECTIVES

- To value the learning of reading through a literature review, field study and statistical analysis.
- To determine the influence of vocabulary through bibliographical, statistical and field studies.
- To design a booklet with reading activities through the data collected.

QUESTIONS OF THE INVESTIGATION

1. Why is reading comprehension important to help students?
2. Why should reading comprehension be strengthened?
3. What methodology will be applied to boost the interest of students with contemporary topics?
4. How can the use of contemporary topics and reading comprehension activities promote the reading skill?
5. What strategies are important to enhance reading?

JUSTIFICATION

The decision of working on this project aimed to the reading comprehension relies on the importance of this ability in the development of the English knowledge. In this way, discovering if the use of contemporary themes can help this process.

The results of the observation classes have demonstrated the low curiosity from students about Reading guided by the inappropriate use of techniques to work on vocabulary and reading comprehension and the limited use of strategies that help to reinforce this skill. These are reasons to apply new approaches to solve these problems.

Besides, the Organic Law of Intercultural Education LOEI (2011) in its article 4 Derecho a la Educación.- Education is a fundamental human right guaranteed in the Constitution of the Republic and a necessary condition for the realization of other human rights. Evidently, education has a huge importance in citizens' life; it is considered as a human right and our supreme law, the Constitution, guarantees this right. It is our responsibility as a part of

the education community to make this real and this type of projects definitely complies with these requirements.

The learning of a foreign language contributes in the progress and development of Ecuadorians. Having the ability of managing English as a foreign language is a way to get to know new cultures, new knowledge, new research discovers and expand expectations about life, education and employment. Students have the right to receive a quality education that is the reason why we need to find and apply new forms to reach Education goals.

Furthermore, according to The English Language Learning Standards (ELLS) based on the Common European Framework of Reference for Languages the students are expected to achieve the level A1.1 by the end of the 8th year EGB. In regard to reading skill, they should be able to understand and identify very simple informational texts) a single phrase at a time, picking up familiar names, words, and basic phrases and rereading as required, extract the gist and key information items from very simple informational texts. Therefore, it is necessary to work on this ability.

In accordance with National Plan for Good Living, chapter six, objective four states that: “fortifying the capacities and potentialities of our citizenship”. The Education as a right is an essential component of Good Living, since it allows the development of human potential, and as such, guarantees equality of opportunity for all people. As a right, students must receive a quality and parity education, in this way; we need to consider the necessity of finding new techniques or working on those already applied, creating projects to enhance English abilities from the first years of formal education.

This investigation is convenient because through the application of vocabulary and reading strategies that could draw the attention of the students and create an interest in them for life; in this way the objectives of this project would expand. The English skills are connected and the practice of reading might help in the progress of the other skills. Accordingly, students become direct beneficiaries of this study. Finally, the indirect beneficiaries are teachers, the institution, parents, siblings, pupils from other grades and the whole community. Applying this kind of project that allows students to continue learning is essential to contribute in the Education of the new generations.

CHAPTER TWO

THE THEORETICAL FRAMEWORK

BACKGROUND

The Reading Comprehension research has a long path, denoting the importance and concern that this ability has and the issues that scholars and the whole community have tried to solve or work on them.

Among the works regarding this topic, Kwiatkowska (2012) emphasizes the significance of this skill. He defines reading comprehension as the action of extracting meaning from text. He is also aware about the students struggle with effectively comprehending. His work entails the understanding of the factors that provokes the poor reading comprehension abilities of the student. This dissertation was drawn from a sample of 137 age 15 year old high school students in Canada. It showed a comprehension skill below the expected from their skill in word reading and nonverbal ability, denominated “unexpected poor comprehenders.” Findings revealed that the reasons lies in their weakness in vocabulary and understanding problems were connected to the identification of details and main ideas.

Besides, the research carried out by Moore (n/d) highlights the cognitive skills and processes required for the development of reading comprehension ability and research supporting effective interventions for reading development. Among the cognitive skills, the *fluency, the vocabulary and semantic processing, visualization, working memory, reasoning and inference* are detailed. Regarding the cognitive strategies and metacognition; she explains that these are active processes and also required for reading comprehension. In consonance with Kuhn (2000), Metacognition refers to control cognitive strategies that help the reader process new information from the text. Moore refers to the research done by The National Reading Panel

(2000) determining some strategies such as: prediction, activating prior knowledge, questioning, visualizing, monitoring and clarifying, and drawing inference. This organization in the United States identified an improvement in reading and text memory as the result of the coordination of multiple cognitive strategies applying by the students while they are reading. In conclusion, Moore explains that research continues to identify metacognition and cognitive strategies as fundamental helpers to reading comprehension growth, and the incapacity of using metacognitive strategies provokes the difficulties in poor readers.

Likewise, in their article, Duke and Pearson (2002) also remark that reading comprehension has a rich history and collects effective individual and collective strategies for teaching comprehension of text. They propose a comprehension program in which the strategies are inserted. They recommend that comprehension instruction is best when it concentrates on a few well-learned strategies. Within the strategies proposed were: *balanced comprehension instruction, choosing well-suited texts*, or effective individual comprehension strategies as *prediction, think aloud, story structure* among others.

These works are closely connected with this thesis which seeks the improvement in reading comprehension; but this project focuses on the selection of reading topics that inspire students to read as well as using reading strategies that help them to understand the texts.

THEORETICAL-CONCEPTUAL FRAMEWORK

THE READING SKILL

Reading is a basic skill that could be considered as a fundamental part of the learning. There are many definitions regarding what the reading skill is, and each of them remarks the importance and the complexity.

According to Moats (1999), reading “is the fundamental skill upon which all formal education depends on. The ability to read to learn is one determiner of students’ failure or success in academic endeavors. They must form the habit of reading in order to perform well in all subjects.” (p. 5)

Reading is a main part of the academic affairs, and it is as important inside as outside of the academic branch. This skill allows us to access a variety of topics, a world of ideas, and share knowledge through the years. It is clear that it refers to the acquisition of information; but it goes further.

Tankersley (2003) indicates that reading is a “complex process made up of several interlocking skills and processes” (p.32). These skills and strategies are applied before, during and after the reading. A similar connotation we found in the definition expressed by Dorn and Soffos (2005) “reading is a complex process involving a cognitive actions that work together to construct meaning” (p.6). In simple words, the reader makes connections with the text in order to construct the meaning.

All in all, it is an ability that requires the coordination of a number of interrelated abilities. For instance, the knowledge of the phonemes and how they are connected, how to decode unknown words, the necessity of having the enough background and vocabulary to get understanding and others that are going to be explained and expanded in this research.

READING COMPREHENSION

The National Reading Panel (NRP) (2000) defined reading comprehension as:

A complex process, often viewed as 'the essence of reading.' Reading comprehension is intentional thinking during which meaning is constructed through interactions between text and reader. The content of meaning is influenced by the text and by the reader's prior knowledge and experience that are brought to bear on it. (p. 4–5)

Likewise, the RAND Reading Study Group (2002) noted that reading comprehension involves four components: (1) the reader, (2) the text, (3) the activity, and (4) the situational context (p. 1). To explain these components, the central ones are the reader, the text, and the task happen through the situational context. The reader is the one getting the understanding; the text is the material, all kind of texts; and the activity involves the strategy, the comprehension task, the part or element of the text that the reader is trying to analyze such as: main idea, the sequence of events, character's traits etc. Finally, the situational context is very simple, it refers to the place where reading happens, like at home, in the classroom, in the library that in some way or another can influence or not at the time of reading.

The reading comprehension focuses on the strategies that effective readers implement before, during, and after the reading. Brown (2007), defines strategies as the "specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information." It means that these methods try to find a solution for a problem, in this case reading comprehension problems. (p.119)

Readers develop abilities like summarizing, predicting, asking questions, relating the content of the text to personal experience and knowledge, drawing inferences, among others. The function of these strategies is to check comprehension constantly and think about the content of the text. However, effective readers go beyond only using one isolated strategy. Tabasso and Bouchard (2002) say that “much more is required than knowing a strategy; becoming strategic calls for coordinating individual strategies. This coordinating involves altering, adjusting, modifying, testing, and shifting tactics as is fitting, until a reading comprehension problem is solved.” (p. 186)

To conclude, reading without comprehension is merely word baking; it is necessary to practice in order to improve the abilities to make them habitual.

READING STRATEGIES

Countless researchers with reference to reinforce comprehension strategies have been carried out, showing the importance and usefulness of these.

Brown (2001) argues that

reading comprehension is a matter of developing appropriate, efficient comprehension strategies. He establishes some strategies such as: Identify the purpose in reading, skim the text for main ideas, scan the text for specific information, guess when you are not certain, analyze vocabulary, and distinguish between literal and implied meanings. (p. 36)

Brown remarks these and more strategies that go from simple ones to those that need a little bit more of work. It is important to define the purpose of reading every time when we read creating on them a habit in the reading time.

In the same way, comprehension strategies are described as deliberate or conscious plans that the readers use in contemplation of obtaining a goal (Roit, 2005). Readers use them to make sense of the text and even more to identify and solve problems, make connections and inferences.

Summarizing and Note-taking

Summarizing and note taking require the ability to synthesize information. Details help tell you about the main idea (Marzano, Pickering, Pollock, 2001).

As we know, a summary is a brief account of the main points of something, using our own words. It requires the understanding of the texts to determine what is important or not. This is as useful in reading as in writing. They recognize and generate main ideas, they learn to connect the main ideas, exclude the unnecessary information and remember and comprehend what they read.

Compare and Contrast

This strategy helps readers bring order to concepts. When good readers compare and contrast, they are able to analyze the material to discern patterns and gain a stronger understanding of what they are reading (Adler, 2004).

Answering Questions

It helps students know how to respond better. Some of the information could be explicit in the texts, but others could not. In this moment is when students need to use information from their own background knowledge, they require to relate information, and analyze the texts for answering those questions.

Adler (2004) presents four types of questions:

“Right There” These are explicit in the text, readers find the exactly word or phrase that answer the question. Example: Who is Martin’s friend? Answer: Tom

“Think and Search” This kind of questions requires students to think and seek through the text. Example: Why was Martin happy? Answer: He had a surprise party.

“Author and You” Readers connect their prior knowledge to the things learned through the reading. These questions lead to readers to reflect and think. Example: How do think Martin felt when he discovered the surprise party? Answer: I think that Martin felt excited because his friends reminded his birthday. Friend are like a second family.

“On your Own” Answering these questions implies to consider only the prior knowledge. Example: How would you feel if your friend forgot your birthday?

Recognizing Story Structures readers recognize the categories of the text such like characters, setting, plot, the problem, the solution. There are graphic organizers that help readers to classify these elements; and it really helps the reading comprehension.

TYPES OF READING TECHNIQUES

There are four different types of reading techniques that students should be conscious of when to use each of them, and which is most suitable to apply according to the text. These main types are: Skimming, Scanning, Intensive, and Extensive.

Skimming

Skimming is a speed reading technique that allows us to cover an extensive volume of text very quickly with the objective of acquiring a general meaning of the content and the purpose of the writer, but not to read and understand every single detail. In the same line, Marks (2013) expands the definition saying that Skimming is one of the tools you can use to read more in less time. It refers to looking only for the general or main ideas and works best with non-fiction (or factual) material (n/p). Besides, this technique is very useful at the moment of doing a research when there is no time to read everything, skimming helps us to locate and gather the information needed.

Scanning

Scanning is other speed reading technique; it also covers a great deal of material with the aim of locating a specific piece of information or a particular fact. According to Marks (2013), for scanning to be successful, you need to understand how your material is structured as well as comprehend what you read so you can locate the specific information you need (n/p).

For instance, scanning is very useful for locating specific names, date, a phone number, a fact without reading the whole article. Furthermore, it is helpful if we do not have enough time to read.

Intensive Reading

This type of reading takes more time than skimming and scanning, and it is aimed at language learners who focus on semantic details and linguistic of a reading. It could be defined as a low speed reading that requires a high degree of comprehension. The aim of intensive reading, according to Nuttall (1996), it is “to arrive at an understanding, not only of what the text means, but of how the meaning is produced”. (p. 38).

Nation (2014) also explains that “intensive reading involves the detailed reading of texts with the two goals of understanding the text and learning language features through a deliberate focus on these items”. (p. 20). The texts frequently used are difficult and contain a large quantity of new words; the students need to identify the key vocabulary, grammar structures, discourse markers and expressions. This kind of reading builds the language knowledge and it is usually taught in classroom.

Intensive Reading is useful to improve students Reading Comprehension (Blackman, et. al. 2004 as stated in Erfanpour, 2013). The practice of this kind of reading provides a strong base of language structures, vocabulary and idioms, and it helps to have a better control of language.

Extensive Reading

The material for this kind of reading is not frequently used in a practice reading class because it involves a detailed reading, and it is normally chosen for pleasure. This type of practice leads us to boost our abilities and expand our vocabulary. According to Day and Bamford (2002) “in extensive reading, the learner's goal is sufficient understanding to fulfill a particular reading purpose, for example, the obtaining of information, the enjoyment of a story, or the passing of time” (p.138). Learners need to cover a good deal of reading

material; and it is also necessary that the texts fit the readers' competence in the foreign language.

Conforming to Day and Bamford (2002), "the learners' experience of reading the text is at the center of the extensive reading experience, just as it is in reading in everyday life. For this reason, extensive reading is not usually followed by comprehension questions. It is an experience complete in itself". (p. 138). In short, it is a kind of free reading. Readers choose what they want to read, read at their own pace, and there is the possibility of giving up reading when it is too difficult or not very interesting.

VOCABULARY

DEFINITION

According to Linse (2005), vocabulary is "the collection of words that an individual knows." (p.121). In addition, Richards and Rennadya (2004) defines that "vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write." (p. 255)

In these simple definitions above, vocabulary can be defined as a list or collection of words, but also it is considered as a vital part of language learning and language use. Indeed, the language is constructed by the vocabulary giving the basis for the English skills.

According to Neuman & Dweyer (2009), vocabulary can be determined as "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (p. 385). It means that students cannot develop their communication skills without vocabulary because the English abilities are related to words.

Nevertheless, Manzo and Manzo (2009) mention that “vocabulary is “more than words”, it is a measure of person’s vocabulary amounts to a measure of all that they have learned, experienced, felt, and reflected upon. It is also a good indicator of what one is capable of learning. Every test is, in large measure, a test of vocabulary”. (p. 81)

It is also important to be aware that vocabulary is not only simple words. Vocabulary is also composed by lexical chunks, phrases of two or more words. Phrases that form part of spoken and written English language called formulaic sequences. Several terminologies linked with these strings have been provided by different scholars, such as chunks, expressions, multi-word expressions, collocations, to name some of them. Erman and Warren’s (2000) defined these words as “a combination of at least two words favored by native speakers in preference to an alternative combination which could have been equivalent had there been no conventionalization” (p.31).

Vocabulary can be defined as the words of a language, in some cases not only simple and isolated words, but also phrases that convey a particular meaning. In summary, vocabulary can be single lexical items that have specific meanings, and lexical phrases or chunks.

THE IMPORTANCE OF VOCABULARY

Vocabulary is an essential part in foreign language; learning new words is always emphasized in class and in books. Vocabulary lets students understand others or even express their own thoughts. Teachers emphasize the study of vocabulary, and more important than simple words is the study of English phrases that help to communicate. Schmitt (2000) emphasizes that “lexical knowledge is central to communicative competence and to the acquisition of a second language” (p. 55).

As soon as students accumulate vocabulary and expressions in English that will allow them to keep acquiring productive vocabulary knowledge, they will create their own individual vocabulary learning strategies. Schmitt (2010) wrote that “learners carry around dictionaries and not grammar books”. (p. 4). This supports the theory regarding the importance of vocabulary rather than grammar. Also, Wilkins (1972) puts forward that “without grammar, very little can be conveyed. Without vocabulary, nothing can be conveyed” (p. 111)

We can find several studies about how important vocabulary is in both first language and second language; defining vocabulary as fundamental in the reading ability and crucial at the moment of acquiring new information from the texts.

Hu, Nation and Schmitt (2000), also hold the opinion that the amount of familiar and unfamiliar vocabulary is one of the most significant elements in discerning the complication of a text. (p. 13)

Stahl (2003) says that “the relationship between vocabulary and reading comprehension is a “robust” one and that vocabulary knowledge has constantly been the foremost predictor of a text’s difficulty”. (p. 241)

The knowledge of Vocabulary will establish how difficult the text is; it also means that vocabulary and reading comprehension has a strong relationship, they go hand in hand creating the leaning and the understanding. Moreover, the improvement of vocabulary has an influence on the competence to assemble language proficiency altogether. A rich vocabulary makes the skills of listening, speaking, reading, and writing easier to perform.

Vocabulary is fundamental with the rest of the language skills, it is considered as a base upon which to construct the language proficiency. To sum things up, vocabulary not only helps to enhance reading comprehension, but also takes part in the other abilities.

RELATIONSHIP BETWEEN VOCABULARY KNOWLEDGE AND READING COMPREHENSION

Zhang and Annual (2008) studied the role of vocabulary in reading comprehension. They applied this study with 37 secondary students learning English in Singapore. They used a Vocabulary Levels Test to measure the vocabulary knowledge of them. The results of the tests showed that the vocabulary knowledge of these students at the 2000-word level and the 3000 level were correlated with the reading comprehension. This investigation revealed the close connection between vocabulary knowledge and English reading comprehension.

The results of this test would not be far removed from the reality of our students, because through the class activities we can realize that a small vocabulary size influences in the development of the activities and the accomplishment of the goals of these.

Chang and Gould (2008) indicate that “vocabulary knowledge is fundamental in reading comprehension because it functions as identical as background knowledge in reading comprehension” (p.31). Joshi and Aaron (2000) also determined that “vocabulary knowledge is a strong predictor of reading ability when factoring reading speed with decoding and comprehension” (p. 21).

Scholars found a solid relationship between vocabulary and reading comprehension as well as the vocabulary with the reading level. Vocabulary is the key to accomplish reading comprehension; acting also as a prior knowledge to get understanding of the readings. Likewise, Qian (2002) said that vocabulary knowledge facilitates decoding, which is a significant part of reading (p. 52).

For these reasons, the lack of vocabulary influence on the reading comprehension tests of learners. It means that if students have limited vocabulary knowledge as well as a lack of adequate knowledge of meaning of words could cause a barrier for comprehending the meaning of written texts.

LEARNING VOCABULARY BY READING

Shoebottom (2013). A guide to Learning English. *How to Learn Vocabulary*. He indicates that the way you learned many of the words in your own language was by meeting them in the books and magazines you read. The context of a new word in a sentence or story was often enough for you to guess the meaning. Meeting the word again and again in your reading helped you learn it for use in your own speaking and writing.

In this way people learn new words, and guess the meaning of others by context. Currently, the access to internet is easier and everybody has social media accounts that include many English words. Thereby, people are in constant encounter with English. Meeting the same words also helped us to learn and use them in the others English abilities.

Reading is one of the best ways to increase our lexis. Reading for pleasure would make the learning easier for sure; the key is to choose books or texts that suit our tastes and level, because if we select difficult books to

begin a reading routine probably will not work. This way of learning should be constant, fun and practiced lifelong to perceive the increasing.

HOW TO EXPAND VOCABULARY

Hansen (2015). EntranceMyVocabulary.com: *Easy Ways to Improve and Expand Your Vocabulary*. He enlists some tips that surely increase the knowledge of vocabulary. Also, this author mentions that commitment is the key to expand our vocabulary both for personal growth and for school.

First, Hansen establishes **read, read and read**. The more you read -- especially novels and literary works, but also magazines and newspapers -- the more words you'll be exposed to. As we mentioned reading is decisive. The more we read the more we know. By using this method we are open to the words. Through reading we will find new words, we can conjecture the meaning from the context of the sentence as well as from using a dictionary and looking up the meaning of the words.

Second, Hansen remarks **keep a dictionary and thesaurus handy**. When you uncover a new word, look it up in the dictionary to get both its pronunciation and its meaning(s). It is really significant. Currently we have got different versions of dictionaries such as: print, software, online, or even applications for cellphones. The idea is to use them for getting the meaning and the pronunciation which is important too. Some of the dictionaries have phrases how to apply the words and that is an excellent option to learn and it helps us to remember the words the next time. Also, he mentions as an advice to go to the thesaurus and find similar words and their opposites.

Third, Hansen indicates **the use of a journal**. It is a good idea to keep a running list of the new words you discover so that you can refer back to the list and slowly build them into your everyday vocabulary. It is also an

excellent idea to keep a list of the new words that we discover, in that way we can check them and introduce them into our vocabulary gradually. Also, it functions as motivation for keeping learning words when we notice how many words we have learnt. In fact, it is a good idea although it takes time. It also functions as motivation for keeping learning words when we notice how many words we have learnt.

Fourth, Hansen refers to the **roots of the words**. One of the most powerful tools for learning new words – and for deciphering the meaning of other new words – is studying Latin and Greek roots. A root is the basic unit of the word. Students can expand their vocabulary if they learn family of words. Reading is very helpful because learners can find words with the same prefixes and suffixes and try to connect and figure out the meaning of the words.

Fifth, Hansen indicates **playing games**. Word games that challenge you and help you discover new meanings and new words are great and fun tool in your quest for expanding your vocabulary. Word games must be part of the vocabulary and reading lessons because these dare and help learners to discover new words, new definitions making words easier to remind. Some examples of them are: crosswords, puzzles, anagrams, scrabble and word jumble. Moreover, we can find a million of these types of exercises online.

Finally, Hansen recommends **engaging in conversations**. Simply talking with other people can help you learn discover new words. When we talk we hear new words, we can take note and look up them later, and then adding in our vocabulary.

To sum up, these recommendations are really important and remarkable to apply in school and outside the school. It is necessary to recall

that the expansion of the vocabulary words is not going to come easily; it needs hard word and constancy.

PSYCHOLOGICAL FOUNDATION

Psychology is one of the most important foundations of education; it is an essential part of the procedure of teaching and learning. Vygotsky (as cited by McLeod, 2014) mentions that “learning is a necessary and universal aspect of the process of developing culturally organized specifically human psychological function”.(p. 90) In this psychological field of study, we can find a division named cognitive psychology which function is the study of the act of cognition or the act of all mental processes. Also, there are two main fields of study which is the cognition processes, and meta-cognition that lead us to the topic of reading comprehension.

In regard to cognition processes, this has two levels: high and low. In the reading process this low level refers to the acquisitions of word recognition, basic grammar extraction, word meaning and assimilation of grammatically correct sentences. On the other hand, the high level in cognitive processing according to (Grabe & Stoller, 2011) refers to the “text comprehension, readers’ interpretation, background knowledge use and inference and executive control” (p.14).

To explain, the low level cognitive processing is about learning to read and recognize explicitly information in the text; and the high level cognitive processing refers to acquire the knowledge that is implicit in the text. Readers considered capable need to use a high level cognitive processing to obtain a high understanding. This comprehension processes are based on the top-down processing model that “views reading as an active process in which learners need to activate their cognitive processes to achieve full

comprehension” (Anderson, 2003: 71; Usó-Juan 2007: 239). The process of connecting known information to new information takes place through a series of networkable connections known as schema (Anderson & Pearson, 1984; Narvaez, 2002).

A reader’s cognitive development influences on the reader learner, but applying this process learners are closer to reach complete understanding of what they read or even evaluate themselves of their progress.

PHILOSOPHICAL FOUNDATION

Education has some perspectives; philosophical view is one of them. Bhattacharya (2006) establishes that “the philosophical perspectives provide the basis of education in terms of values, aims and objectives. Education as a subject should have a value-orientation for its impact on philosophy society and other factors of education” (p.1)

This philosophical basis of education provides a guide which education ought to follow. This directions are values that lead education from time to time; making education more useful to aims essentially good.

One of the branches of the Philosophy is the Axiology. Ranjan (2015) indicates that Axiology is “the study of the question of value. Deals with issues of value in the following areas: Ethics, the study of moral principles, attempts to establish rational grounds for good conduct. (p. 7)

Social Political Philosophy, the study of the value judgments operative in civil society, and Aesthetics, the study of the nature and value of works of art and the aesthetic experience. (p. 8)

These areas present a set of values that allow the students to be chosen for their moral and ethics, and set them apart from others. Some of these values are: integrity, commitment, cooperation, respect, empathy, tolerance, loyalty, love, among others.

Values are the basis of education. These help students to clarify what is most important to their lives; or simpler what is right or wrong. While most values form part of them, it would be better for their development as a part of society.

PEDAGOGICAL FOUNDATION

Siraj-Blatchford as cited by (Wall, Litjens and Taguma, 2015) indicates that Pedagogy relates to the “how”, or practice of educating. It refers to “that set of instructional techniques and strategies which enable learning to take place and provide opportunities for the acquisition of knowledge, skills, attitudes and dispositions within a particular social and material context. It refers to the interactive process between teacher and learner and to the learning environment” (p.4).

In this field we encounter with the Constructivism theory; Olusegun (2015) says that “is an approach to teaching and learning based on the premise that cognition (learning) is the result of "mental construction." In other words, students learn by fitting new information together with what they already know”. (p.66). Constructivist conceptions of learning have their historical roots in the work of Dewey (1929), Bruner (1961), Vygotsky (1962), and Piaget (1980).

Piaget explained that the students build their understanding starting from their prior knowledge and what they discern of the world. Teachers

encourage and guide students to integrate their experiences and background knowledge with the new knowledge. It is simple, when a student finds something new, he or she needs to associate it with their prior knowledge and experience, this could change what they believe, or ignore the new information as unrelated. Students are protagonists and creators of their knowledge.

To reach these results it is necessary to ask questions, explore, and assess what they know. This paradigm is essential at the moment of working reading comprehension, and necessary to form active readers.

SOCIOLOGICAL FOUNDATION

Reading is defined as a receptive skill, but we need to consider that reading is not only a passive skill, but also it is an active skill because the external cognitive processes that born of the interaction with the external world conducive to obtain new experiences, analyze the world and interchange with the other member of the community.

Sociology of Education is considered as the scientific analysis of the social processes as well as social patterns that form the educational organization.

According to Durkheim "Society can survive only if there exists among its members a sufficient degree of homogeneity: education perpetuates and reinforces this homogeneity by fixing in the child from the beginning the essential similarities which collective life demands" (Durkheim, quoted in Haralambos, 2013, p. 107). Education provides the connection between the individual and society.

Additionally, Roucek (as cited by Ravi, 2015) mentions that “Educational Sociology is sociology applied to the solution of fundamental educational problems”. (p. 226). These problems depend on their solution on sociological principles. We can remark that there is a close connection among educational sociology, educational psychology, and educational philosophy.

Dewey (1915) wrote a powerful book which was written within the framework of how education was to fulfill the needs of society. He associates the existence of society as a living and growing entity in this statement: “Society exists through a process of transmission quite as much as biological life. The transmission occurs by means of ideals, hopes, expectations, standards, and opinions from those members of society who are passing out of the group to those who are coming into it. Without this, social life could not survive” (p. 3).

In brief, the sociology of education is the study of how social organizations and individual experiences influence education and their consequences. The sociology of Education aims the development of every individual to their full potential.

CONTEXTUAL FRAMEWORK

This research is carried out at “Dr. Teodoro Alvarado Olea” Public High School. This institution was founded on April 25th, 1977. This school was named in the honor of this lawyer, politician, professor, and journalist, who performed educational, diplomats and administrative works. Additionally, he was recognized for his commitment and honesty and his constant concern in providing excellent teachers for the provinces in our country.

Currently directress of this Institution is Dr. Imelda Troya Morejón who certainly has headed the leadership with comprise, accuracy and predisposition to enhance the students' performance. In this school, there are one hundred thirteen teachers and two thousand seven hundred students in both morning and afternoon shift. Besides, this school possesses the International Baccalaureate IB with the Diploma Programme DP since December 24th, 2008.

This school is located in the citadel Miraflores, street 8th and Brisas, its structure was built of concrete and metal, with one entrance gate, three blocks, a cafeteria, two playgrounds, a medical department, an English laboratory, a computer laboratory, a library and an exterior parking.

LEGAL FRAMEWORK

The Organic Law of Intercultural Education LOEI (2011), in its article 4 Education Rights. - Education is a fundamental human right guaranteed in the Constitution of the Republic and a necessary condition for the realization of other human rights.

Education has a huge importance in the citizens' life, it is considered as a human right and our supreme law the Constitution guaranteed this right. It is our responsibility as a part of the education community make this real.

The learning of a foreign language contributes in the progress and development of Ecuadorians. Having the ability of manage English as a second language is a way to get to know new cultures, new knowledge, new research discovers and expand expectations about life, education and employment. Students have the right to receive a quality education that is the reason why we need to find and apply new forms to reach education goals.

As we already mention the Education is a right and among all the State obligation in the same law LOEI (2011), we find in its article 6 Obligations.- e. Ensure the continuous improvement of the quality of education. It means that we need to keep investigating, gathering information and applying new methods to improve the quality of education. For those reasons, the labor that is going to develop through this research will contribute in the fulfillment of this right.

The Intercultural Education Law in its article 2, principle b *Education for change* states that Education is an instrument for the transformation of society; it contributes to the construction of the country, the projects of life and the freedom of its inhabitants, peoples and nationalities; recognizes human beings, particularly girls and boys and adolescents, as the center of the learning process and subjects of law; and is organized on the basis of constitutional principles.

Education plays an important role in the human beings, it is considered as an element of society development and it is also relevant in the growth of children and teenagers. The researchers and educational projects promote a permanent culture of learning that built a better community.

CHAPTER THREE

ANALYSIS AND DISCUSSION OF RESULTS

METHODOLOGY DESIGN

This research follows the mixed methodological approach since in accordance with Leech, Onwuegbuzie (2009) “the mixed methods research represents research that involves collecting, analyzing, and interpreting quantitative and qualitative data in a single study or in a series of studies that investigate the same underlying phenomenon” (p. 265). This method uses several ways to explore and solve a research problem in the educational context. It is quantitative because of the empiric data recollection practice, through the use of instruments such as surveys, observation, and interviews. It is also qualitative because of the analysis and synthesis done on the results gotten from the instruments applied, to demonstrate the necessity of a booklet with vocabulary and reading activities for the students

TYPES OF RESEARCH

CORRELATIONAL RESEARCH

“A correlational study is a quantitative method of research in which two or more quantitative variables from the same group of subjects exist, and the researcher determines if there is a relationship between these two variables” (Waters as cited by Joseph, 2015, p.31). A correlation exists in this study because there is a relationship between the two variables; the vocabulary is particularly related to the reading comprehension. Whether one of these is improved, the other will improve as a consequence. In the same way, whether one of these does not work, the other will be affected interrupting the progress of the skill.

EXPLANATORY RESEARCH

As Kumar (2011) explains, explanatory research attempts to “clarify why and how there is a relationship between two or more aspects of a situation or phenomenon” (p. 11). This investigation is based on the explanatory research because it is identifying a problem; but it has been essential to discover the causes and how the low acquisition of vocabulary is affecting reading comprehension in the students.

It is also explanatory because it explains the relationship between scientific knowledge theories according to the language, psychology, sociological, philosophical and pedagogical to prove the influence of learning vocabulary to enhance reading comprehension.

DESCRIPTIVE RESEARCH

According to Leedy and Ormrod (2005), descriptive research “involves either identifying the characteristics of an observed phenomenon or exploring possible correlations among two or more phenomena” (p. 179).

In brief, Robson (1993) explains that the descriptive research objective is “to portray an accurate profile of persons, events or situations” (p.4). This study is descriptive for the facts observed in the classroom during the observation that allowed us to define the problem and the proposal. The performance of the survey to the learners to get an elemental knowledge of students views regarding their learning process. An interview was conducted to the class teacher to find out the teaching procedure related to vocabulary (independent variable) and reading (dependent variable), the methodologies and strategies applied to acquire reading comprehension.

POPULATION AND SAMPLE

The students population from eight grade in “Teodoro Alvarado Olea” High School, Zone 8, District 09D06, Circuit 6, Guayas Province, Canton Guayaquil, school year 2018-2019, is filled with 40 students.

The chart below indicates the numbers of students from eight grade at “Teodoro Alvarado Olea” High School, Zone 8, District 09D06, Circuit 6, Guayas Province, Canton Guayaquil, School Year 2016-2017. It is not necessary to apply the statistic formula because the population is less than one hundred; it means that the population is the same as the sample.

	DISTRIBUTION	SAMPLE
Teacher	1	1
Students	28	28
TOTAL	29	29

OPERATIONALIZATION OF VARIABLES

Variable Matrix Chart		
Variables	Dimensions	Indicators
Dependent Variable: Reading	-Definition	<i>Reading is a complex process made up of several interlocking skills and processes.</i>
	-Reading Comprehension	<i>A complex process viewed as the essence of reading.</i>
	-Reading Strategies	
		Summarizing and Note-Taking
		Compare and Contrast
		<i>Right There Think and Search Answering Questions Author and You Own Your Own Recognizing Story Structure</i>
	-Types of Reading Techniques	
		<i>Skimming</i>
		<i>Scanning</i>
		<i>Intensive</i>
		<i>Extensive</i>
Independent Variable: Vocabulary	-Definition	<i>The collection of words that an individual knows.</i>
	The -Importance of Vocabulary	<i>Essential in the learning of a foreign language.</i>
	-Relationship between Vocabulary and Reading	<i>Vocabulary facilitates decoding, that is a significant part of reading.</i>
	-Learning Vocabulary by Reading	<i>Learning words by meeting them in different kinds of text.</i>
	-How to Expand Vocabulary	<i>Keeping a dictionary</i>
		<i>The use of a journal</i>
		<i>Roots of the words</i>
		<i>Playing Games</i>
		<i>Engaging in Conversation</i>

RESEARCH METHODS

INDUCTIVE METHOD

Inductive approach starts with the observations and theories are formulated towards the end of the research and as a result of observations (Goddard and Melville, 2004).

Bernard (2011) explains that inductive research “involves the search for pattern from observation and the development of explanations – theories – for those patterns through series of hypotheses” (p.7). This study also uses the inductive approach, observing and recordings the facts, with the analysis and classification of these, to formulate a general view and conclusions of what is affecting the reading comprehension in the students, and whether vocabulary influences in the results.

DEDUCTIVE METHOD

Wilson (2010) mentions that “a deductive approach is concerned with developing a hypothesis (or hypotheses) based on existing theory, and then designing a research strategy to test the hypothesis” (p.7). In other words, the researchers formulate theories that must be tested. This research uses the deductive approach because it also takes procedures of how to learn vocabulary, the use of reading strategies to prove the influence of these in the reading comprehension.

TECHNIQUES AND RESEARCH TOOLS

In function of attainment the objectives of this study, tools were used aimed at obtaining information or data through of the following techniques:

OBSERVATION

Observation is a systematic data collection approach. Researchers use all their senses to study people in natural settings or naturally occurring situations. In this study, the observation is carried out to collect data and evidence regarding the teaching of vocabulary and reading process and the student learning. The objective is deducing the causes that provoke the reading comprehension problems in order to find the solutions applying the strategies purposed.

SURVEY

The survey to the students is done through a questionnaire using several types of evaluation such as frequency of usage, level of advance, the difficult or easiness of a technique is used, and the students' thoughts to obtain conclusions of where the frailty of their learning lay. The objective is to determine the needs and difficulties of students in regard to vocabulary and reading skill. McIntyre (1999) emphasizes that "surveys can also elicit information about attitudes that are otherwise difficult to measure using observational techniques" (p. 75)

INTERVIEW

The interview to the teacher is carried out to get to know what methodologies are applied in the class, what vocabulary and reading strategies work for the students, and teacher's thinking regarding students learning. All these things will help to develop this research and work on the key points.

ANALYSIS OF RESULTS

OBSERVATION

CRITERIA	DEGRRE OF ACHIEVEMENT			
	YES	NO	PARTLY	N/A
1. The vocabulary is introduced before reading.				
2. A variety of opportunities are provided to practice the vocabulary.				
3. Vocabulary supports and daily vocabulary routines provide practice with the new vocabulary.				
4. The sitting arrangement of the class favors effective oral communication.				
5. Select appropriate level text that will give students opportunities to practice				
6. Name the reading strategy. *Model Strategy *Explain strategy and give an example. *Guided practice.				
7. Address potential challenges in text (vocabulary, concepts, format, structure)				
8. Show in context of text and how you might gather clues about these words.				
8. Coach students individually as needed.				
9. Check understanding through orally questions according to the reading.				
10. Reading tasks are checked.				
11. Lesson includes plans and follow-up independent reading beyond the textbook.				
12. Ongoing assessment of lesson objectives (context and language) is present.				
Comments:				

ANALYSIS OF THE OBSERVATION

The class observation reveals that there are some problems in the introduction and development of a vocabulary and reading class. The target vocabulary is barely practiced; there is almost no connection with the daily vocabulary or the class environment, the words meaning are not clear enough for the students. It is evident that the sitting arrangement helps in the order of the class, but it affects the communication and the peer correction.

There is a lack of pre-reading activities, having as a result the understanding of few of the students, the reading strategy proposed by the book is explained, but more examples are necessary to strengthen the comprehension of what they have to do. Students needed constant monitoring of the tasks, the independent working is very low, and the pair work needs to be applied in order to have an interactive class. The text was briefly analyzed, some words were deducted by context, and others were translated to Spanish.

Teacher almost does not guide students to go further through the text, for instance, picking words to boost their students' vocabulary, or adding meaning reading activities. The tasks are checked on the board, but the students' participation is also low; it means that the feedback is not completely real. The goals of reading comprehension are not fully achieved; even objectives of the class are not specific, turning a reading class a bit disorganized. Also, the students are not the primary discussion leaders, and they do not appear interested in the topics.

INTERVIEW

TO THE ENGLISH TEACHER

TEACHER'S DATA

Teacher's name: _____

Years of experience teaching foreign languages: _____

Years of experience teaching foreign languages at high school level.

Questions:

1. Do you think that vocabulary is important to achieve reading comprehension?
2. How do you introduce vocabulary to your students? Mention one effective strategy you use.
3. Do you consider that reading comprehension is practiced inside the classroom? Mention one effective strategy you use.
4. Do you include in your planning, activities that allow students to express their opinions based on facts and where they can relate their prior knowledge of their culture with what is in the text? Mention some of which you use.
- 5) In the methodology that you use in class, which of the following activities do you use more often?
 - a) Identify the meanings of words and expressions. _____
 - b) Practice and reinforce vocabulary before reading. _____
 - c) Recognize important details from the texts. _____

d) Make relevant questions that challenge your students to analyze the meaning of texts.

e) Encourage students to make predictions regarding stories. _____

ANALYSIS OF THE INTERVIEW

The interview to the teacher reveals that he is aware that reading comprehension is an important skill and how significant is vocabulary for the students to enhance not only reading but also the other skills.

According to the methodologies and techniques used, it is clear that reading comprehension is based on the understanding of basic questions made by the text book or the ones made by the teacher. Vocabulary is introduced by the methods of reading definitions or translating the words to Spanish because of their students' lack of prior knowledge. This means that the translation of words is constantly used, which could be good and helpful, but it should be used cautiously in the lessons.

It is clear that the use of methodologies is very basic, and that reading comprehension is not being worked applying a variety of strategies that can allow students connect their background knowledge and real experiences to the texts and contents.

The reinforcement of words is almost null, there is no opportunity of reusing words learned or doing extra activities to stick these to their vocabulary knowledge. Moreover, according to the teacher's responses, there is a very superficial analysis of texts or a follow-up of independent reading further than the text.

SURVEY

UNIVERSITY OF GUAYAQUIL
FACULTY OF LETTER AND SCIENCES OF EDUCATION
GENERAL CORDINATION OF RESEARCH AND EDUCATIONAL
PROJECT

SURVEY QUESTIONNAIRE

OBJECTIVE: In this investigation was applied a survey to students who are the object of this study. The purpose is obtaining their opinions about the thematic suggested. The tool used is designed with closed questions and a Likert scale.

1. According to the following activities, put a check mark in the box that fits the frequency you practice them: (ALWAYS – FREQUENTLY – SOMETIMES – ALMOST NEVER – NEVER)

- a. I know and practice a new vocabulary previous a reading.
- b. I guess the meaning of unknown words.
- c. I do word games to practice vocabulary.

A	F	S	AN	N

2. Put a check mark in the box that fits band how easy it is for you to use the following strategies: (VERY EASY – EASY – SOMEWHAT EASY – HARD – VERY HARD).

- a. I guess the meaning of words by context.
- b. I identify key words in texts.
- c. I use semantic maps.

A	F	S	AN	N

3. I use a dictionary to look up the meaning of unknown words. (TOTALLY AGREE – AGREE – UNDECIDED – DISAGREE – TOTALLY DISAGREE)

TA	A	U	D	TD
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4. I understand almost everything I read (informational reading, stories, instructions). (TOTALLY AGREE – AGREE – UNDECIDED – DISAGREE – TOTALLY DISAGREE)

TA	A	U	D	TD
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5. Put a check mark in the box that fits best how easy it is for you to use the following strategies: (VERY EASY – EASY – SOMEWHAT EASY – HARD – VERY HARD).

a. I read and answer questions.

b. I identify details from the texts.

c. I compare and contrast information.

VE	E	SE	H	VH

6. According to the reading techniques put a check mark in the box that fits how easy it is for you to use the following techniques: (VERY EASY – EASY – SOMEWHAT EASY – HARD – VERY HARD).

Skimming: to search for the message in the context of the text.

Scanning: to search for specific words or phrases.

VE	E	SE	H	VH

7. The higher my level of reading comprehension is, the higher my level of English I will have. (TOTALLY AGREE – AGREE – UNDECIDED – DISAGREE – TOTALLY DISAGREE)

TA	A	U	D	TD
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8. The vocabulary influences in the reading comprehension. (TOTALLY AGREE – AGREE – UNDECIDED – DISAGREE – TOTALLY DISAGREE)

TA	A	U	D	TD
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9. There are difficulties in the development of reading comprehension. (TOTALLY AGREE – AGREE – UNDECIDED – DISAGREE – TOTALLY DISAGREE)

TA	A	U	D	TD
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10. Active class participation is important for reading comprehension. (TOTALLY AGREE – AGREE – UNDECIDED – DISAGREE – TOTALLY DISAGREE)

TA	A	U	D	TD
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11. The analysis is done frequently during the reading of a text. (ALWAYS – FREQUENTLY – SOMETIMES – ALMOST NEVER – NEVER)

A	F	S	AN	N
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12. There is a feedback of the vocabulary and reading activities. (ALWAYS – FREQUENTLY – SOMETIMES – ALMOST NEVER – NEVER)

A	F	S	AN	N
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13. My English text counts with different kind of reading. (TOTALLY AGREE – AGREE – UNDECIDED – DISAGREE – TOTALLY DISAGREE)

TA	A	U	D	TD
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14. The reading parts in my English book are of my interest. (TOTALLY AGREE – AGREE – UNDECIDED – DISAGREE – TOTALLY DISAGREE)

TA	A	U	D	TD
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15. A booklet with vocabulary and reading activities helps the students understand better. (TOTALLY AGREE – AGREE – UNDECIDED – DISAGREE – TOTALLY DISAGREE)

TA	A	U	D	TD
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ANALYSIS OF THE SURVEY TO THE STUDENTS

Sample: 28 students

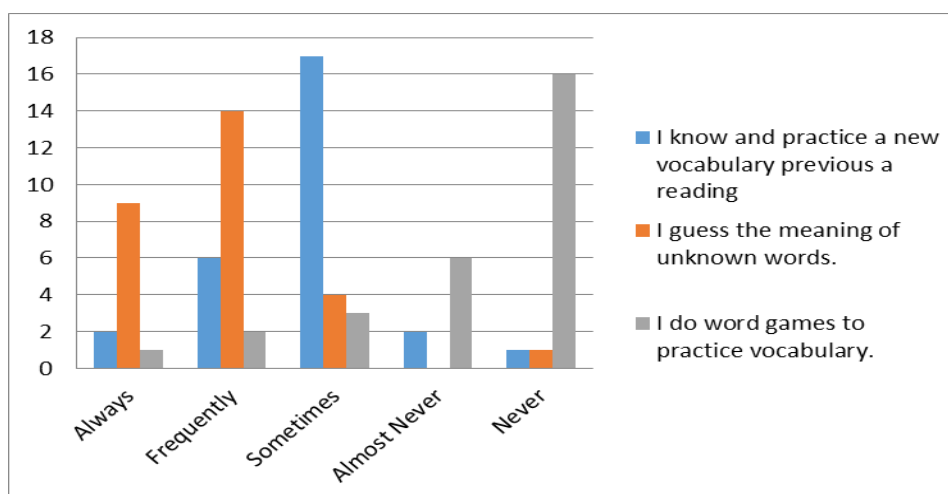
Question 1: According to the following activities, put a check mark in the box that fits the frequency you practice them:

Frequency Chart 1

ALTERNATIVE	FREQUENCY					
	Always	Frequently	Sometimes	Almost Never	Never	Total
a. I know and practice a new vocabulary previous a reading.	2	6	17	2	1	28
b. I guess the meaning of unknown words.	9	14	4	0	1	28
c. I do word games to practice vocabulary.	1	2	3	6	16	28

Source: Students form Eight Grade at “Teodoro Alvarado Olea”.

Author: María Mercedes Espinoza Farías.



Comment: This question sought to find out the frequency of use of these activities. It is relevant to mention that these kind of activities are not being

used with periodicity, but the results also revealed that a large part of students are inferring the meaning of words by themselves, this shows a commitment in their learning. Likewise, it is important to know the lack of word games that could help students to exercise a new vocabulary before a reading class, this aspect should be considered in this study.

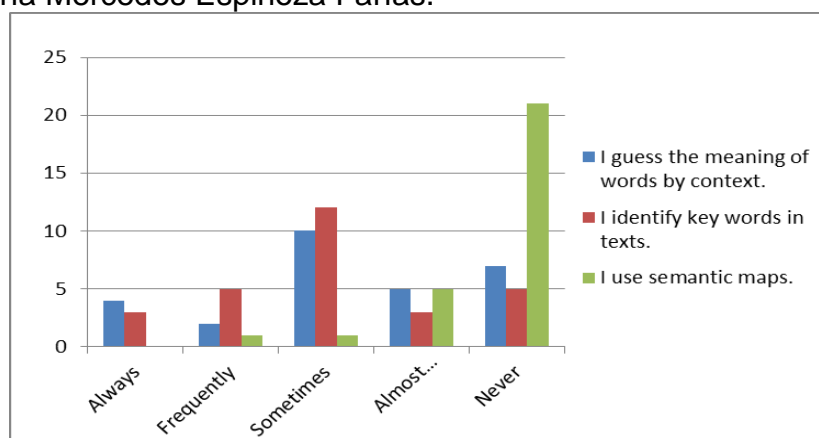
Question 2: How easy it is for you to use the following strategies:

Frequency Chart 2

ALTERNATIVE	FREQUENCY					
	Always	Frequently	Sometimes	Almost Never	Never	Total
a. I guess the meaning of words by context.	4	2	10	5	7	28
b. I identify key words in texts.	3	5	12	3	5	28
c. I use semantic maps.	0	1	1	5	21	28

Source: Students form Eight Grade at “Teodoro Alvarado Olea”.

Author: María Mercedes Espinoza Farías.



Comment: This question sought to understand how often these strategies are applied by the students. It is remarkable to notice that a strategy like

semantic maps is not being applied, which can expand students' vocabulary. On the other hand, there were a high percentage of students who expressed that they try to guess the meaning of words by context and identify key words; both of them are common strategies but with a huge importance.

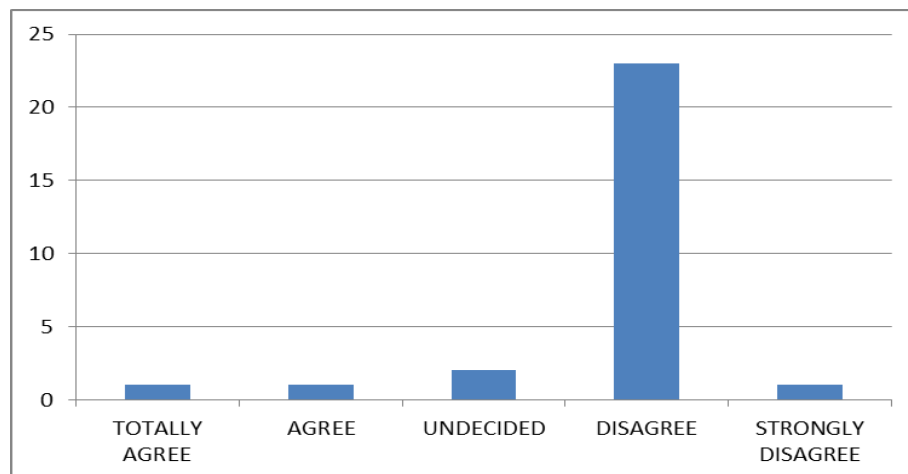
Question 3: I use a dictionary to look up the meaning of unknown words.

Frequency Chart 3

ALTERNATIVE	FREQUENCY
TOTALLY AGREE	1
AGREE	1
UNDECIDED	2
DISAGREE	23
STRONGLY DISAGREE	1
TOTAL	28

Source: Students form Eight Grade at "Teodoro Alvarado Olea".

Author: María Mercedes Espinoza Farías.



Comment: Question three revealed that students are not used to using a dictionary to find out the meaning of words. The use of a dictionary in this

level of education is essential, and there are useful techniques to take advantage of this resource. This result helps us to emphasize the use of methods to learn new words.

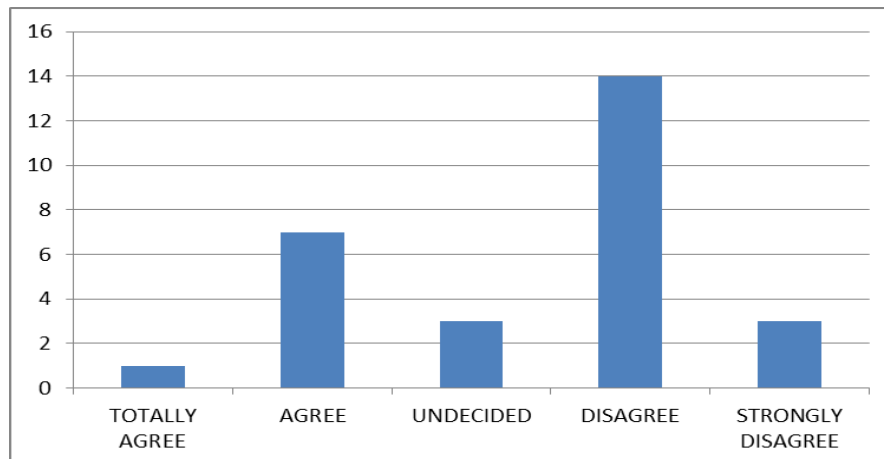
Question 4: I understand almost everything I read (informational reading, stories, and instructions).

Frequency Chart 4

ALTERNATIVE	FREQUENCY
TOTALLY AGREE	1
AGREE	7
UNDECIDED	3
DISAGREE	14
STRONGLY DISAGREE	3
TOTAL	28

Source: Students form Eight Grade at “Teodoro Alvarado Olea”.

Author: María Mercedes Espinoza Farías.



Comment: Half of the students assure that they do not understand what they read. It is essential to know the degree of difficulty of texts. This information is valuable because we can search material according to the students' level or

adapt what they already have. Students must enjoy what they read, otherwise the reading will become a struggle.

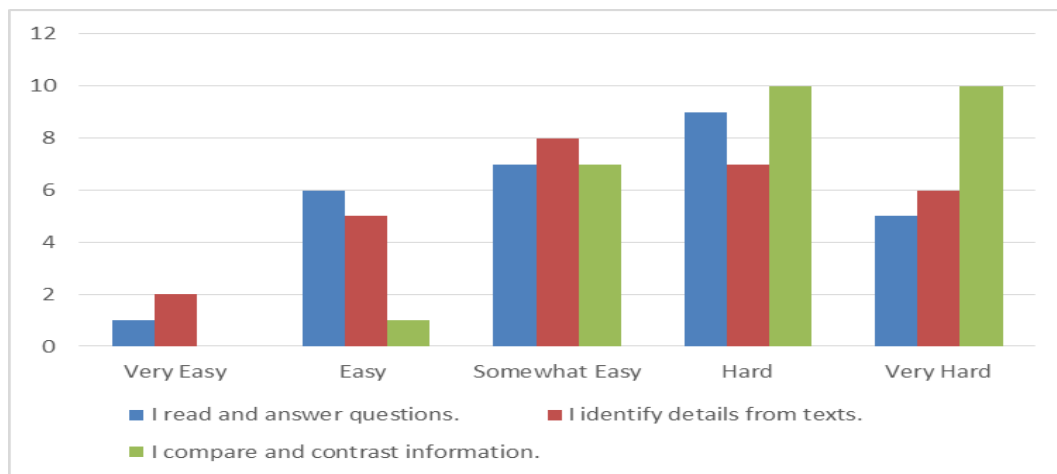
Question 5: Put a check mark in the box that fits band how easy it is for you to use the following strategies:

Frequency Chart 5

ALTERNATIVE	FREQUENCY					
	Very Easy	Easy	Somewhat Easy	Hard	Very Hard	Total
a. I read and answer questions.	1	6	7	9	5	28
b. I identify details from texts.	2	5	8	7	6	28
c. I compare and contrast information.	0	1	7	10	10	28

Source: Students form Eight Grade at “Teodoro Alvarado Olea”.

Author: María Mercedes Espinoza Farías.



Comment: This question sought to check the ease to which the students could carry out the strategies mentioned above. Most of the students found that strategies like compare and contrast information was very hard, others

like read and answer questions or identify details were hard, presumably due to the level of English they have or the lack of knowledge in how to use context clues. These strategies are not impossible to reach, but they need to be analyzed and worked.

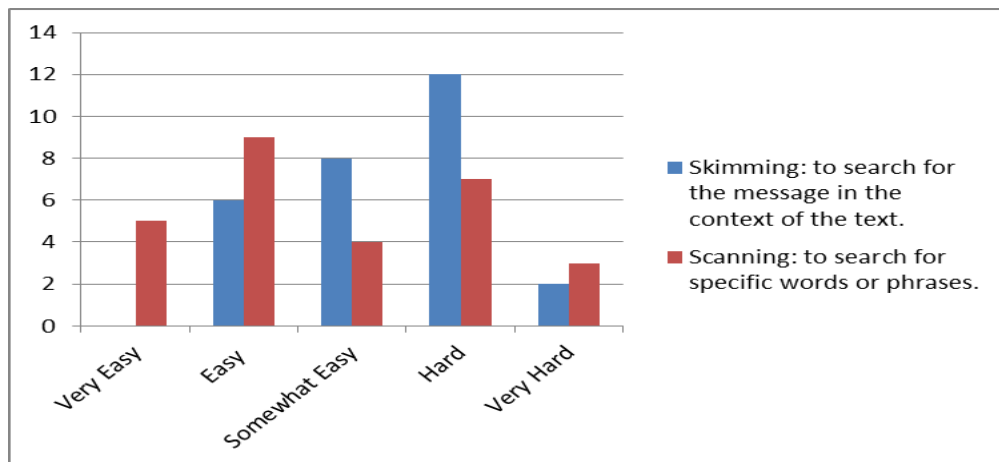
Question 6: According to the reading techniques, put a check mark in the box that fits how easy it is for you to use the following techniques:

Frequency Chart 6

ALTERNATIVE	FREQUENCY					
	Very Easy	Easy	Somewhat Easy	Hard	Very Hard	Total
Skimming: to search for the message in the context of the text.	0	6	8	12	2	28
Scanning: to search for specific words or phrases.	5	9	4	7	3	28

Source: Students form Eight Grade at “Teodoro Alvarado Olea”.

Author: María Mercedes Espinoza Farías.



Comment: Students indicated that their level of development was higher in the use of the scanning technique than in the skimming technique. Scanning

technique for scanning specific words or phrases is easier than the skimming technique that represents the understanding of a whole text or even a conclusion of this. This result just confirms the degree of difficulty of these techniques.

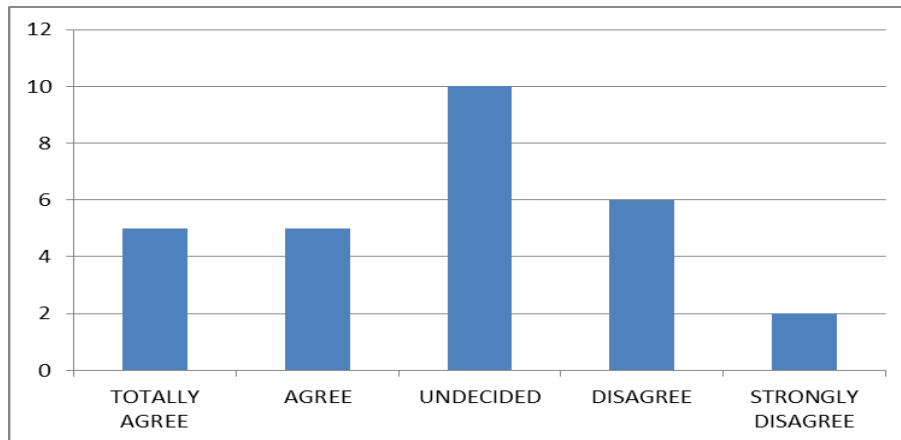
Question 7: The higher my level of reading comprehension is, the higher my level of English I will have.

Frequency Chart 7

ALTERNATIVE	FREQUENCY
TOTALLY AGREE	5
AGREE	5
UNDECIDED	10
DISAGREE	6
STRONGLY DISAGREE	2
TOTAL	28

Source: Students form Eight Grade at “Teodoro Alvarado Olea”.

Author: María Mercedes Espinoza Farías.



Comment: The majority of students are doubtful about this statement. Nevertheless, the significance of reading comprehension in this period of

education might influence in the rest of the school years, or in their independent learning. The purpose of this study is to create a different idea of what reading comprehension represents.

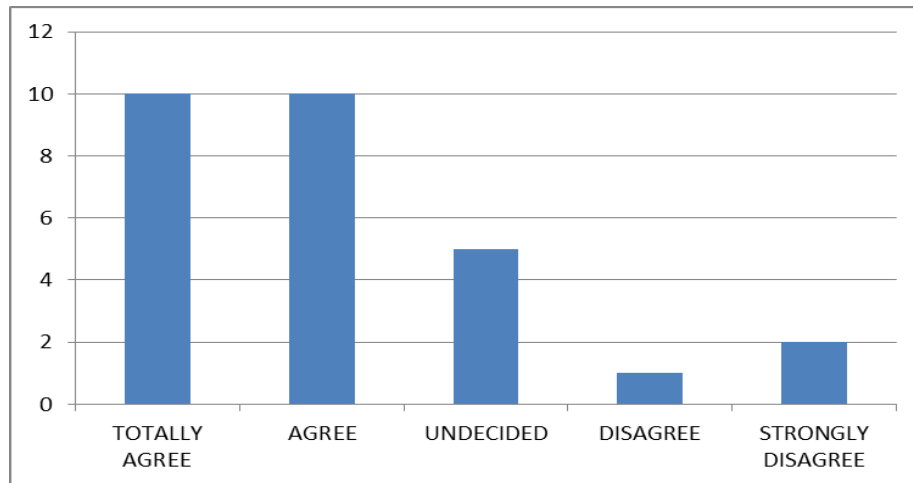
Question 8: The vocabulary influences in the reading comprehension.

Frequency Chart 8

ALTERNATIVE	FREQUENCY
TOTALLY AGREE	10
AGREE	10
UNDECIDED	5
DISAGREE	1
STRONGLY DISAGREE	2
TOTAL	28

Source: Students form Eight Grade at “Teodoro Alvarado Olea”.

Author: María Mercedes Espinoza Farías.



Comment: Students totally agreed with this statement that expresses that vocabulary is essential for reading comprehension. Students are aware of the importance of learning and increasing their vocabulary for attainment reading goals.

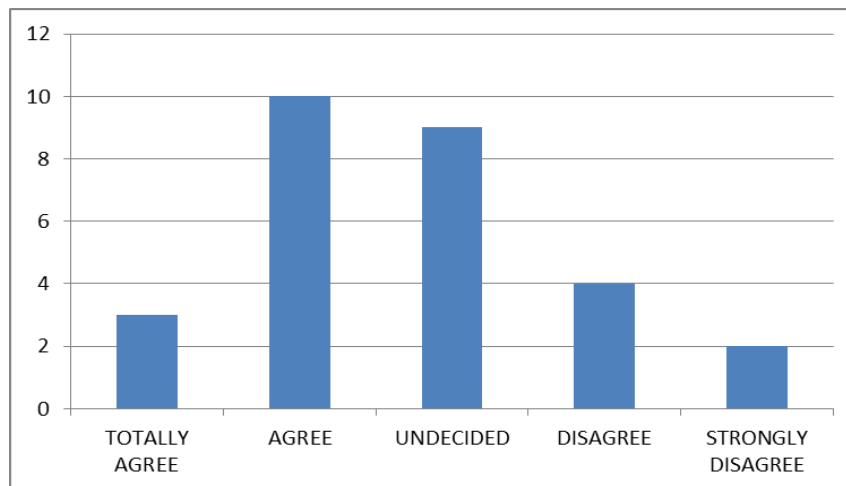
Question 9: There are difficulties in the development of reading comprehension.

Frequency Chart 9

ALTERNATIVE	FREQUENCY
TOTALLY AGREE	3
AGREE	10
UNDECIDED	9
DISAGREE	4
STRONGLY DISAGREE	2
TOTAL	28

Source: Students form Eight Grade at “Teodoro Alvarado Olea”.

Author: María Mercedes Espinoza Farías.



Comment: Students mostly agree with this statement that reflects the difficulties in the development and improvement of reading comprehension. Even though, there is a similar quantity of students, who are unclear about this fact, it might be assumed that they have a vague idea of what reading comprehension consists or covers.

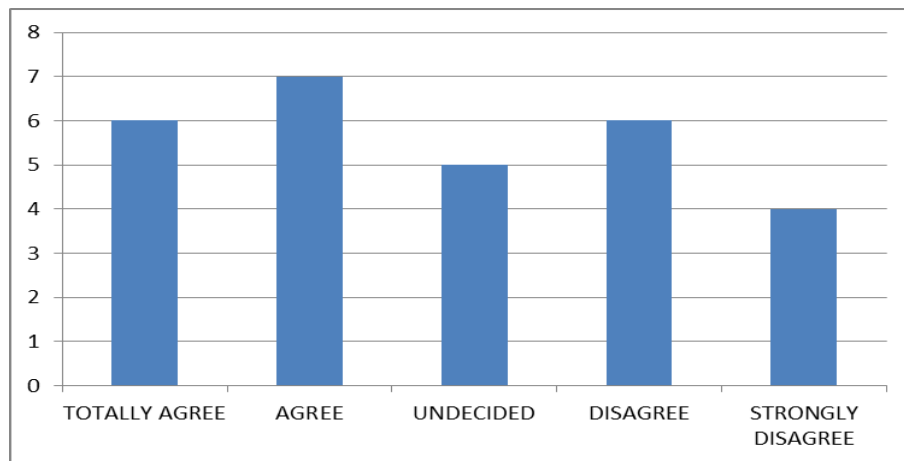
Question 10: Active class participation is important for reading comprehension.

Frequency Chart 10

ALTERNATIVE	FREQUENCY
TOTALLY AGREE	6
AGREE	7
UNDECIDED	5
DISAGREE	6
STRONGLY DISAGREE	4
TOTAL	28

Source: Students form Eight Grade at “Teodoro Alvarado Olea”.

Author: María Mercedes Espinoza Farías.



Comment: The opinions are divided. Students are undecided if an active class is relevant for reading comprehension, or it is not the only cause. The low participation in reading class might be caused by many factors, but one of these might be the fear of make mistakes or a low encouragement by the teacher during the stages of the lesson.

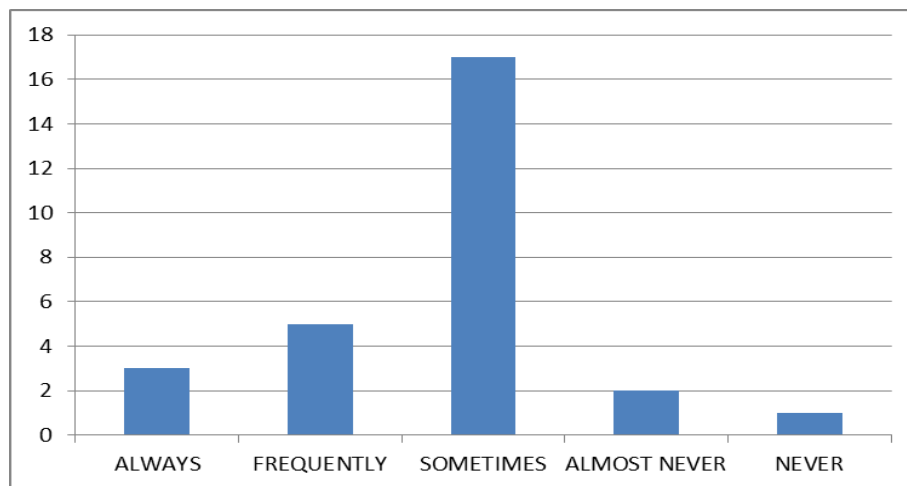
Question 11: The analysis is done frequently during the reading of a text.

Frequency Chart 11

ALTERNATIVE	FREQUENCY
ALWAYS	3
FREQUENTLY	5
SOMETIMES	17
ALMOST NEVER	2
NEVER	1
TOTAL	28

Source: Students form Eight Grade at “Teodoro Alvarado Olea”.

Author: María Mercedes Espinoza Farías.



Comment: Students stated that they do analyze text during class. However, just because they agree with statement does not mean that this action is effective. It is pertinent to keep searching ways how to improve understanding and maintain a constant practicing.

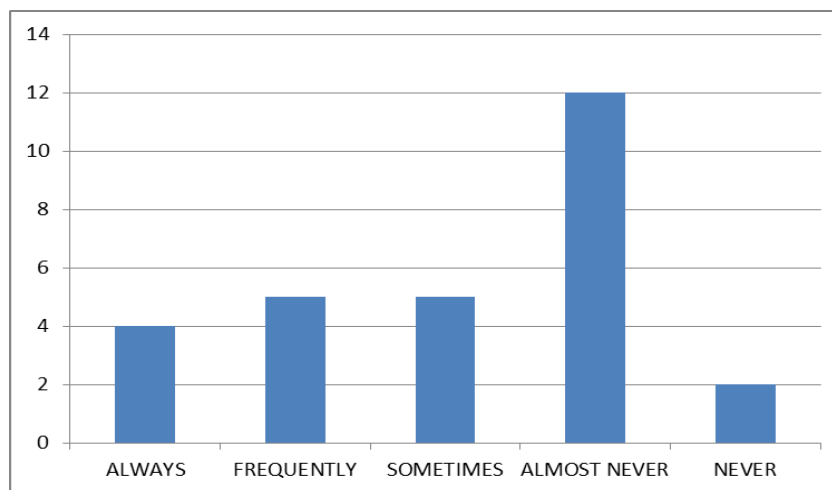
Question 12: There is a feedback of the vocabulary and reading activities.

Frequency Chart 12

ALTERNATIVE	FREQUENCY
ALWAYS	4
FREQUENTLY	5
SOMETIMES	5
ALMOST NEVER	12
NEVER	2
TOTAL	28

Source: Students form Eight Grade at “Teodoro Alvarado Olea”.

Author: María Mercedes Espinoza Farías.



Comment: A large part of the students agree with this statement expressed that a feedback is not part of the lesson or it is not used frequently. Feedback is also a key part of a vocabulary and reading class, checking understanding of students using short activities might help them to affirm their knowledge or correct future mistakes.

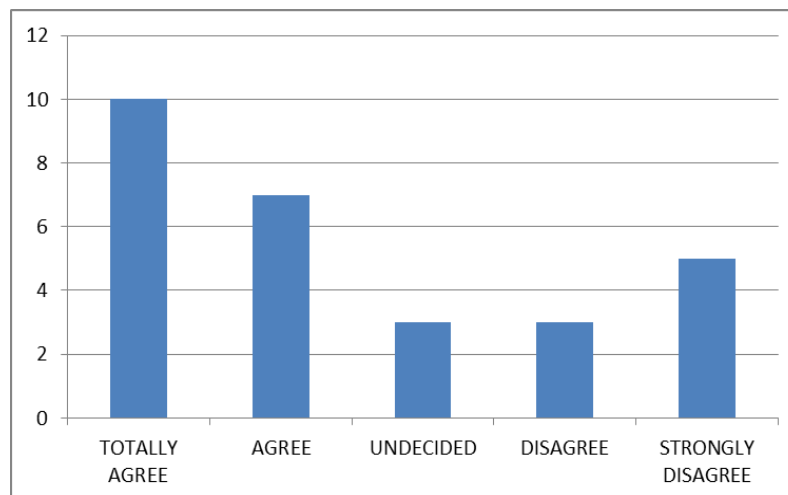
Question 13: My English text counts with different kind of reading.

Frequency Chart 13

ALTERNATIVE	FREQUENCY
TOTALLY AGREE	10
AGREE	7
UNDECIDED	3
DISAGREE	3
STRONGLY DISAGREE	5
TOTAL	28

Source: Students form Eight Grade at “Teodoro Alvarado Olea”.

Author: María Mercedes Espinoza Farías.



Comment: Students totally agree on the statement that expresses that their book or English text counts with different kind of reading. The issue is whether or not is being used. Taking advantage of class resources influences in the students learning. English texts are useful but is not the only resource for an English lesson.

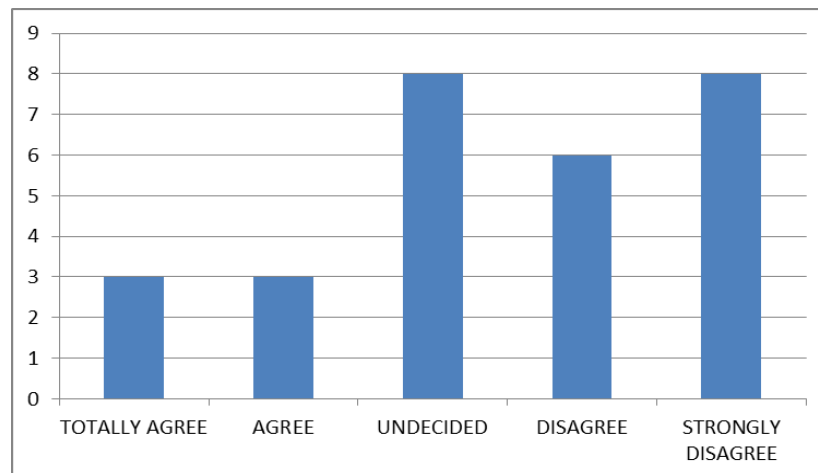
Question 14: The reading parts in my English book are of my interest.

Frequency Chart 14

ALTERNATIVE	FREQUENCY
TOTALLY AGREE	3
AGREE	3
UNDECIDED	8
DISAGREE	6
STRONGLY DISAGREE	8
TOTAL	28

Source: Students form Eight Grade at “Teodoro Alvarado Olea”.

Author: María Mercedes Espinoza Farías.



Comment: This statement perfectly connects with the previous one. The opinions are divided among the students; there is a large percentage of student who disagree, and others who are undecided. Having a text is not, it is also important that the material provided is to their liking, reading material topics might influence in the students interests.

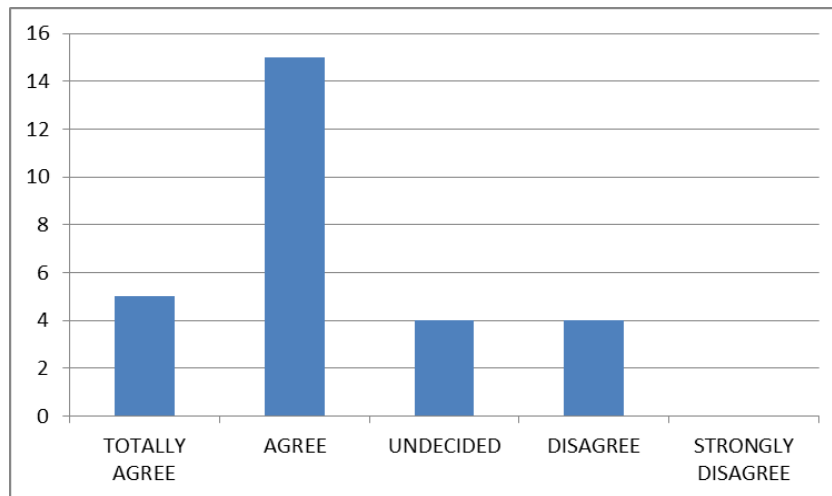
Question 15: A booklet with vocabulary and reading activities helps the students understand better.

Frequency Chart 15

ALTERNATIVE	FREQUENCY
TOTALLY AGREE	5
AGREE	15
UNDECIDED	4
DISAGREE	4
STRONGLY DISAGREE	0
TOTAL	28

Source: Students form Eight Grade at “Teodoro Alvarado Olea”.

Author: María Mercedes Espinoza Farías.



Comment: A very high percentage of students agree that they could need an extra resource like a booklet with vocabulary and reading practice to understand better. It is one more reason to accomplish with this project. The low percentage of students who disagree to the booklet might be answered at random or they did not have a clear view of an extra resource could change.

CHAPTER IV

THE PROPOSAL

Design of a booklet focused on vocabulary and reading activities to improve Reading Comprehension in students of Eighth Grade at “Dr. Teodoro Alvarado Olea” High School.

JUSTIFICATION

A first analysis made through observation of the classroom revealed that there were insufficiencies in the process of reading comprehension. It also presented a very low use of vocabulary and reading techniques during the development of the class that could be applied to reinforce the content and achieve the objectives of the lesson. A thorough investigation accomplished by the use of instruments and techniques revealed that these insufficiencies lie mainly in the scarcity use of strategies that allow and encourage students to improve reading skills. The students' survey showed an unclear knowledge regarding reading and vocabulary techniques. This is how the proposal of this booklet takes place. It is aimed at the students because they need a guide with activities to enhance this essential ability.

This work was accepted positively by the director, teacher, and the students. It is important for Eighth grade students to put into practice vocabulary procedures in order to learn, improve and advance with reading comprehension. In this way, we are contributing to their students' development as future professionals.

GENERAL OBJECTIVE

- To strengthen the Reading Comprehension by using a booklet focused on vocabulary with reading activities to the eighth grade students at “Teodoro Alvarado Olea” High School, school year 2018-2019.

SPECIFIC OBJECTIVES

- To increase vocabulary knowledge through exercises.
- To acquire new vocabulary identified from assigned texts.
- To develop new strategies to enhance reading comprehension.
- To improve their critical thinking and comprehension skill.
- To boost understanding of new vocabulary by making connections to related ideas and other words.

DESCRIPTION OF THE PROPOSAL

The aim of this proposal is to strengthen the reading comprehension using reading and vocabulary activities that are designed to motivate and make the reading process easier. Likewise, students will locate unfamiliar words in a story and determine their meaning using a diversity of strategies.

The booklet has many activities with a variety of different reading texts which both teacher and students will be benefited. This brochure will have six topics that hold opening questions to prepare students to read, the introduction and practice of a vocabulary according to the text, the reading (fiction, nonfiction stories) to read and practice, the reading strategy that is named with a small definition, and each unit provides practical exercises to reinforce the reading strategy and the reading comprehension.

This booklet contains vocabulary exercises such as crosswords, word search, simple matching activities, word maps, which develops definitions, synonyms, antonyms, sentences, and expand students' lexis. The reading texts are selected according to possible students' interest in order to motivate and create a potential expansion of their reading experience.

The author of this thesis refers to the constructivist view that argues that learners construct their knowledge by themselves, being learning an active process the students become the center of this process, they build their knowledge through reading comprehension because students' learning also lies on their analysis, examination and judgment to the new knowledge learnt.

Constructivism is considered as an effective learning theory. The practicing of reading skills and strategies following the statements of this theory can reveal a better performance of pupils in their reading learning process.

This project will be implemented with the following structure:

Topic 1: Movies

“The Man behind Shrek” Fiction

Reading Strategy: Main Idea

“In the Mood for a Movie” Nonfiction

Reading Strategy: Classifying / Summarizing

Topic 2: Exercise and Health

“Get Moving!” Nonfiction

Reading Strategy: Compare and Contrast / Answering Questions

Topic 3: Music

“An Amazing Musician” Fiction

Reading Strategy: Main Idea

Topic 4: Robots

“Plinky, the Sensitive Robot” Fiction

Reading Strategy: Sequencing

Topic 5: Friendship

“Friends like You” Nonfiction

Reading Strategy: Answering Questions / Main Idea

Topic 6: Animals

“Am I a Dog Person?” Nonfiction

Reading Strategy: Compare and Contrast / Summarizing

CONCLUSIONS

The author of this study concludes that the design of the booklet with vocabulary and reading activities conforms to the specific objectives expressed in this chapter as follows:

- The brochure seeks to increase pupils’ vocabulary through enjoyable vocabulary and reading activities that let students practice new words in order to understand the reading texts. It also expands students’ lexis with the constantly encounter with new words through the stories.
- The booklet looks forward to relating prior knowledge with reading comprehension strategies through all classroom practical stages through activities wisely researched and proposed to draw the students’ interest.

- The booklet holds activities according to the students' level whose main objective is to provide a simple and valuable resource that promotes students to read, practice and increase their vocabulary. The reading selection is done to avoid students' struggles with demanding texts; the aim is to work on reading comprehension and upgrade the reading skill.
- It also makes simpler the use of vocabulary techniques for the enhancement of students' learning process with the tasks proposed in the units through simple instructions that help teacher and students throughout the lesson stages.
- It leads students to improve their critical thinking and comprehension skills through the practice of reading; they become active students and efficient readers, they read and analyze characters, think critically to interpret authors' purpose, remember main ideas and details of stories, and complete tasks.

RECOMMENDATIONS

- It is important to emphasize the use of different techniques avoiding a repetitive vocabulary and reading class that could affect students' attention. For this reason, this project suggests the use of a variety of strategies that enable students to read more fluently, comprehend the word choice, and attain a deeper understanding of the meaning of texts.

- It is necessary the practice of vocabulary before a reading class, it is advisable not to skip vocabulary exercises which are important for a pleasant and fun reading.
- The teacher's contribution plays an important role in this proposal, without teacher's effort this project would not have the same results.
- Teacher should make students read and inquire for themselves the meaning of some words by context. Teacher should monitor students' tasks, support, provide direction and a timely feedback.
- The results from the current project might be used to start future research into how reading methods are connected to student outcomes.

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Annexes



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

UIG
Universidad de Guayaquil
Escuela de Lenguas y Lingüística

Facultad de Filosofía, Letras y Ciencias de la Educación

Escuela de Lenguas y Lingüística
Edificio: 2004-2005
Teléfono: 099-2094-3099

Oficio No. 227

Guayaquil, 04 de Julio del 2018

Recibido
21:45
Julio 17/2018
[Signature]

MSc.
José Miguel Campuzano
PROFESOR 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 ratifica la designación de Revisor-Asesor de Proyectos Educativos, que se le hizo mediante oficio N0. 125 del 09 de Mayo del presente año.

En esta designación consta el nombre de la estudiante de la Escuela de Lenguas y Lingüística: **ESPINOZA FARIAS MARIA MERCEDES**

TOPIC: The influence of vocabulary in the reading comprehension.

PROPOSAL: Design of a booklet with vocabulary and reading exercises.

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,

[Signature]

MSc. Alfonso Sánchez Ávila
DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA

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

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
Elaborado por:	Ing. Alexander Delgado	SECRETARÍA	
Aprobado por:	MSc. Jacqueline López	DIRECTOR(A)	

Entregado a: [Signature]



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ESCUELA DE LENGUAS Y LINGÜÍSTICA



Universidad de Guayaquil

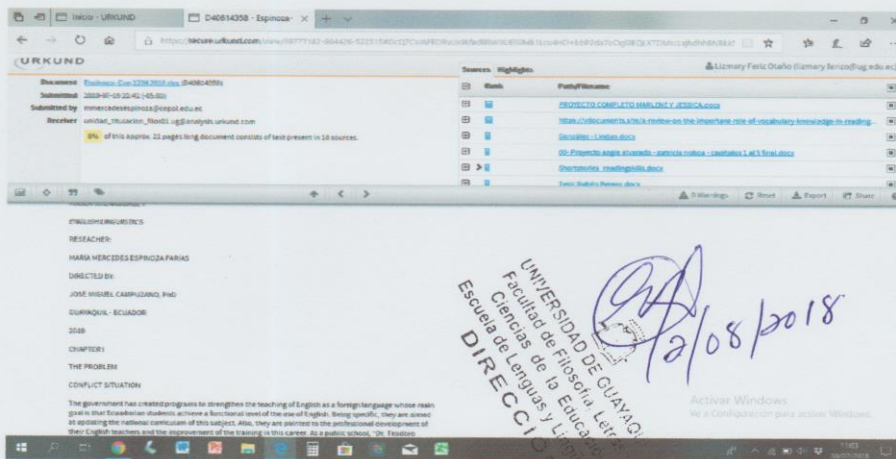
ANEXO 6

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

CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado José Miguel Campuzano, tutor del trabajo de titulación, certifico que el presente trabajo de titulación ha sido elaborado por María Mercedes Espinoza Fariás con C.C. 0926577099, con mi respectiva supervisión como requerimiento parcial para la obtención del título de Licenciatura en Lengua Inglesa.

Se informa que el trabajo de titulación: "Influencia del Vocabulario en el Mejoramiento de la Comprensión Lectora" ha sido orientado durante todo el periodo de ejecución en el programa antiplagio Urkund, quedando el 8% de coincidencia.



Lcdo. José Miguel Campuzano MSc.
C.I. 092494127



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ESCUELA DE LENGUAS Y LINGÜÍSTICA

UNIVERSIDAD DE GUAYAQUIL

ESPECIE UNIVERSITARIA- NIVEL PREGRADO

Guayaquil, 18 de Junio del 2018.

Dr.

Imelda Troya Morejón

Directora del Colegio "Teodoro Alvarado Olea"

De mis consideraciones:

Me dirijo ante usted con el fin de solicitarle, se sirva otorgar la autorización pertinente, para que la estudiante de la Facultad de Filosofía, Letras y Ciencias de la Educación, **María Mercedes Espinoza Farías** con cédula de ciudadanía no. **0926577099**, pueda aplicar el proyecto de investigación para la elaboración del trabajo de titulación, previo a la obtención del título de Licenciatura en Ciencias de la Educación, mención Lengua Inglesa.

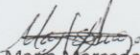
TOPIC: Influence of the Vocabulary in the Reading Comprehension.


Proposal: Design a Booklet focused on Vocabulary and Reading Activities.

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

Gracias de antemano por su atención.

Atentamente,


María Mercedes Espinoza Farías
C.I. 0926577099


UNIVERSIDAD DE GUAYAQUIL
Facultad de Filosofía, Letras y
Ciencias de la Educación
Escuela de Lenguas y Lingüística
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Handwritten notes:
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UNIDAD EDUCATIVA FISCAL "Dr. TEODORO ALVARADO OLEA"

Calle 8va. y Las Brisas - Cdla. Miraflores

Teléfonos 042 203 776 - 042 202488

Mail: drtalvaradoolea@gmail.com

Guayaquil - Ecuador



International Baccalaureate
Baccalaureat International
Bachillerato Internacional

CERTIFICACIÓN

POR MEDIO D DE LA PRESENTE LA SECRETARIA DEL PLANTEL CERTIFICA QUE LA **SRTA. MARÍA MERCEDES ESPINOZA FARIAS**, FUE AUTORIZADA POR LAS AUTORIDADES DEL COLEGIO "**TEODORO ALVARADO OLEA**", PARA REALIZAR SU PROYECTO EDUCATIVO "**INFLUENCIA DEL VOCABULARIO EN EL MEJORAMIENTO DE LA COMPRENSIÓN LECTORA DE LOS ALUMNOS DEL OCTAVO AÑO BÁSICO**", PREVIA LA OBTENCIÓN DEL TÍTULO DE LICENCIATURA EN CIENCIAS DE LA EDUCACIÓN MENCIÓN LENGUA INGLESA EN LA FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN DE LA UNIVERSIDAD DE GUAYAQUIL.

LA SRTA MARÍA MERCEDES ESPINOZA FARÍAS, CULMINÓ SU PROYECTO CON TODOS LOS REQUISITOS DE LEY.

ES TODO CUANTO PUEDO CERTIFICAR EN HONOR A LA VERDAD.

ATENTAMENTE.

SRA. EMMA FALCONI TERAN
SECRETARIA



ELABORADO	Nombre de funcionario	Cargo	SUMILLA
	Emma Falconí	SECRETARÍA Vespertina	





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ESCUELA DE LENGUAS Y LINGÜÍSTICA

VOCABULARY INTRODUCTION



Source: "Teodoro Alvarado Olea" High School
Elaborated by: Espinoza Farías María

APPLYING THE READING STRATEGY: COMPARE AND CONTRAST.





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STUDENTS OF EIGHT GRADE AT “TEODORO ALVARDO OLEA” HIGH SCHOOL



STUDENTS WORKING ON THE VOCABULARY AND READING ACTIVITIES



Source: “Teodoro Alvarado Olea” High School
Elaborated by: Espinoza Farías María



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FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN.-
Vista la solicitud presentada se le acepta al trámite, previo al pago de los
derechos respectivos.- Hecho devuélvase al peticionario.-
Guayaquil, abril 15 del 2013.-


LIC. FERNANDO CHUCHUCA BASANTES, MSc.
DECANO

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN.-
El infrascrito Secretario de la Facultad, **CERTIFICA** que la
SRTA. ESPINOZA FARIAS MARIA MERCEDES aprobó la
PRÁCTICA DOCENTE de la Escuela de **LENGUAS Y LINGÜÍSTICA**,
especialización **INGLES**, período lectivo **2011 - 2012**.

Así consta en los respectivos archivos de ésta secretaría a mi cargo a los
que me remito en caso necesario.- Guayaquil, abril 15 del 2013.-


AB. SEBASTIÁN CABALLA ALVARADO
SECRETARIO

REVISADO Y EXTENDIDO
por 



FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
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Facultad de Filosofía
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Educación



Dirección de
Vinculación con la
Colectividad

CERTIFICACIÓN

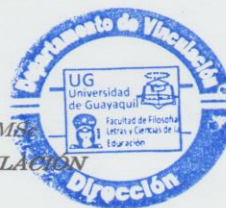
LA COORDINACIÓN DE VINCULACIÓN CON LA SOCIEDAD DE LA FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN, CERTIFICA: Que, vistas las evidencias correspondientes, el Sr. (a.) (ta.) ESPINOZA FARIAS MARIA MERCEDES, con C.I. 0926577099, carrera LENGUAS Y LINGÜÍSTICAS en la modalidad PRESENCIAL realizó y aprobó la actividad de Vinculación con la Sociedad, por lo que se le concede el presente certificado.- Guayaquil, 9 de mayo de 2016.

Es todo cuanto puedo decir en honor a la verdad.-

Atentamente,

Lic. Domingo Tapia Avilés, MSc.

GESTOR GENERAL DE VINCULACIÓN



Revisado y aprobado por:	Lic. Domingo Tapia Avilés, MSc., Gestor General
Elaborado:	Lic. Angela Yanki A. MSc., Digitadora



Caminemos juntos a la excelencia



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SURVEY TO THE STUDENTS

WRITE AN X IN THE BOX ACCORDING TO YOUR OPINION

Nota: Cada pregunta tiene su propia valoración basado en la escala Likert.

1. According to the following activities, put a check mark in the box that fits the frequency you practice them: (ALWAYS – FREQUENTLY – SOMETIMES – ALMOST NEVER – NEVER)

- a. I know and practice a new vocabulary previous a reading.
- b. I guess the meaning of unknown words.
- c. I do word games to practice vocabulary.

A	F	S	AN	N

2. Put a check mark in the box that fits band how easy it is for you to use the following strategies: (VERY EASY – EASY – SOMEWHAT EASY – HARD – VERY HARD).

- a. I guess the meaning of words by context.
- b. I identify key words in texts.
- c. I use semantic maps.

A	F	S	AN	N

3. I use a dictionary to look up the meaning of unknown words. (TOTALLY AGREE – AGREE – UNDECIDED – DISAGREE – TOTALLY DISAGREE)

TA	A	U	D	TD



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4. I understand almost everything I read (informational reading, stories, instructions). (TOTALLY AGREE – AGREE – UNDECIDED – DISAGREE – TOTALLY DISAGREE)

TA	A	U	D	TD
-----------	----------	----------	----------	-----------

5. Put a check mark in the box that fits best how easy it is for you to use the following strategies: (VERY EASY – EASY – SOMEWHAT EASY – HARD – VERY HARD).

a. I read and answer questions.

b. I identify details from the texts.

c. I compare and contrast information.

VE	E	SE	H	VH

6. According to the reading techniques put a check mark in the box that fits how easy it is for you to use the following techniques: (VERY EASY – EASY – SOMEWHAT EASY – HARD – VERY HARD).

Skimming: to search for the message in the context of the text.

Scanning: to search for specific words or phrases.

VE	E	SE	H	VH



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7. The higher my level of reading comprehension is, the higher my level of English I will have. (TOTALLY AGREE – AGREE – UNDECIDED – DISAGREE – TOTALLY DISAGREE)

TA	A	U	D	TD
-----------	----------	----------	----------	-----------

8. The vocabulary influences in the reading comprehension. (TOTALLY AGREE – AGREE – UNDECIDED – DISAGREE – TOTALLY DISAGREE)

TA	A	U	D	TD
-----------	----------	----------	----------	-----------

9. There are difficulties in the development of reading comprehension. (TOTALLY AGREE – AGREE – UNDECIDED – DISAGREE – TOTALLY DISAGREE)

TA	A	U	D	TD
-----------	----------	----------	----------	-----------

10. Active class participation is important for reading comprehension. (TOTALLY AGREE – AGREE – UNDECIDED – DISAGREE – TOTALLY DISAGREE)

TA	A	U	D	TD
-----------	----------	----------	----------	-----------



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11. The analysis is done frequently during the reading of a text. (ALWAYS – FREQUENTLY – SOMETIMES – ALMOST NEVER – NEVER)

A	F	S	AN	N
----------	----------	----------	-----------	----------

12. There is a feedback of the vocabulary and reading activities. (ALWAYS – FREQUENTLY – SOMETIMES – ALMOST NEVER – NEVER)

A	F	S	AN	N
----------	----------	----------	-----------	----------

13. My English text counts with different kind of reading. (TOTALLY AGREE – AGREE – UNDECIDED – DISAGREE – TOTALLY DISAGREE)

TA	A	U	D	TD
-----------	----------	----------	----------	-----------

14. The reading parts in my English book are of my interest. (TOTALLY AGREE – AGREE – UNDECIDED – DISAGREE – TOTALLY DISAGREE)

TA	A	U	D	TD
-----------	----------	----------	----------	-----------

15. A booklet with vocabulary and reading activities helps the students understand better. (TOTALLY AGREE – AGREE – UNDECIDED – DISAGREE – TOTALLY DISAGREE)

TA	A	U	D	TD
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INTERVIEW TO THE ENGLISH TEACHER

TEACHER'S DATA

Teacher's name: Lcdo. Charles Freire MSc.

Years of experience teaching foreign languages: 15 years

Years of experience teaching foreign languages at high school level: 15 years

Questions:

1. Do you think that vocabulary is important to achieve reading comprehension?

I think vocabulary is really important, it is necessary to learn vocabulary in order to comprehend different kind of texts; we live in a society surrounded by English language.

2. How do you introduce vocabulary to your students? Mention one effective strategy you use.

I teach vocabulary mainly with translation of words because of the student's level. Some of them have a good level, but there are other students with many difficulties.

3. Do you consider that reading comprehension is practiced inside the classroom? Mention one effective strategy you use.

To be honest, it is difficult to apply real strategies. I could say that teachers try to make students understand a general idea about the reading texts.

4. Do you include in your planning, activities that allow students to express their opinions based on facts and where they can relate their prior knowledge of their culture with what is in the text? Mention some of which you use.

The books that they use are connected to cultural topics, so it is easier to reach them and try to link prior knowledge with the new knowledge.

5. In the methodology that you use in class, which of the following activities do you use more often?

a) Identify the meanings of words and expressions. 3

b) Practice and reinforce vocabulary before reading. 1

c) Recognize important details from the texts. 5

d) Make relevant questions that challenge your students to analyze the meaning of texts. 2

e) Encourage students to make predictions regarding stories. 4



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CLASSROOM OBSERVATION RUBRIC

CRITERIA	DEGRRE OF ACHIEVEMENT			
	YES	NO	PARTLY	N/A
1. The vocabulary is introduced before reading.			X	
2. A variety of opportunities are provided to practice the vocabulary.		X		
3. Vocabulary supports and daily vocabulary routines provide practice with the new vocabulary.		X		
4. The sitting arrangement of the class favors effective oral communication.			X	
5. Select appropriate level text that will give students opportunities to practice	X			
6. Name the reading strategy. *Model Strategy *Explain strategy and give an example. *Guided practice.			X X X	
7. Address potential challenges in text (vocabulary, concepts, format, structure)		X		
8. Show in context of text and how you might gather clues about these words.		X	X	
8. Coach students individually as needed.			X	
9. Check understanding through orally questions according to the reading.			X	
10. Reading tasks are checked.		X		
11. Lesson includes plans and follow-up independent reading beyond the textbook.		X		
12. Ongoing assessment of lesson objectives (context and language) is present.		X		
Comments:				

Reading Practice Book



Topic 1: Movies

“The Man behind Shrek” Fiction. **Reading Strategy:** Main Idea

“In the Mood for a Movie” Nonfiction. **Reading Strategy:** Classifying / Summarizing

Topic 2: Exercise and Health

“Get Moving!” Nonfiction. **Reading Strategy:** Compare and Contrast / Answering Questions

Topic 3: Music

“An Amazing Musician” Fiction. **Reading Strategy:** Main Idea

Topic 4: Robots

“Plinky, the Sensitive Robot” Fiction. **Reading Strategy:** Sequencing

Topic 5: Friendship

“Friends like You” Nonfiction. **Reading Strategy:** Answering Questions / Main Idea

Topic 6: Animals

“Am I a Dog Person?” Nonfiction. **Reading Strategy:** Compare and Contrast / Summarizing

The Man behind **Shrek**

Reading Skill: Main Idea

Get Ready to Read:

Who is your favorite actor?

Have you ever seen the movie Shrek?



Learn Key Words

1. actor

☐

2. quite

☐

3. commercial

☐

4. support

☐

5. live

☐

6. silly

☐

A. Very.

B. To **help**.

C. Foolish.

D. A person who **plays** a **character** in a movie, play or TV show.

E. A **paid advertisement** on **TV** or **radio**.

F. Happening **right now**; not recorded before.



Reading Strategy

The **main ideas** are the most important ideas in a text.



The Man behind Shrek



I **saw** the movie Shrek the Third yesterday. The voice of Shrek was really **funny**. The voice **actor** for Shrek was **Mike Myers**. I got interested in him. So, I looked him up on the Internet.

Mike Myers was born in Toronto, Canada on May 25, 1963. He started acting at **quite** a young age. At nine years old, he was in his first television **commercial**. His parents must have **supported** him a lot!

I read about Mike Myers' other work. He was on a TV comedy show called *Saturday Night Live*. He made lots of **silly** characters. Each one has a different funny voice.

He's also been in lots of popular **movies**. One of them was Austin Powers. I was glad to find that out. I had really enjoyed that movie!

I didn't know much about Mike Myers before. But now I'll **look** for more movies by his funny actor!



Find the following **words** in the puzzle. Words are hidden ↓ and →

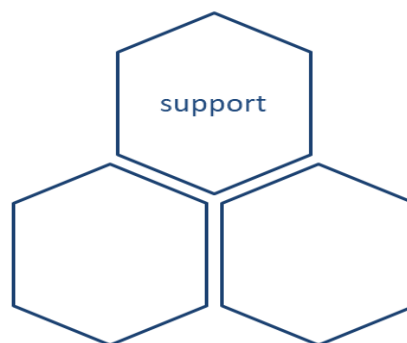
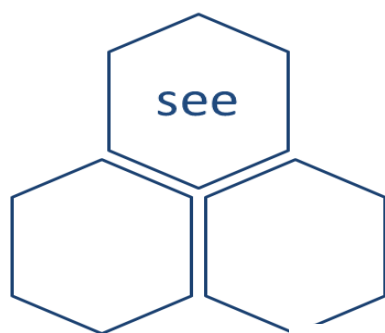
ACTOR **QUITE**
COMMERCIAL **SILLY**
LIVE **SUPPORT**



Vocabulary Word Map

Complete the word map using the **synonyms** below.

help	watch	aid	fool	look	crazy
------	-------	-----	------	------	-------



Check Comprehension

Complete the sentences using the words or phrases from the box.

voices	strongly supported	the life of Mike Myers
in a TV commercial		Canada

1. This story is about_____
2. Mike Myers is from
3. Mike Myers was_____ when he was nine.
4. Mike Myers' parents_____ him.
5. Mike's characters on *Saturday Night Live* had funny_____

Unscramble the following words

mvioe

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mecdoy

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unynf

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oofl

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ctawh

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ilev

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Practice the Skill

Write the main idea for paragraphs one to five. The first one has been done for you.

Mike Myers is the voice of Shrek.

- I will look for more movies by Mike Myers.
- He has been in other popular movies.
- He has done other work on TV.
- He started acting when he was very young.



Mike Myers is the voice of Shrek.









In the Mood for a Movie

Reading Skill: Classifying

Get Ready to Read:



What is your favorite movie?
Are most of your favorite movies sad, funny, or exciting?



Learn Key Words

Match the words with their meaning.

1. mood ☐

2. character ☐

3. situation ☐

4. serious ☐

5. bored ☐

6. effects ☐

G. Tricks to make movies more interesting or exciting.

H. A person in a story or play.

I. A feeling

J. Something that happens to people.

K. Not interested in something.

L. Not joking.

To classify thing, find
the groups to put them



“In the Mood for a Movie”



Many people like to watch movies. There are many kinds of movies. So, people can choose the right kind of movie for their **mood**.

People often watch **dramas** when they are **sad**. At first, the movie makes feel much sadder. Dramas show **characters** in difficult **situations**. Their loves breaks up, or a loved one dies. Dramas are always full of sadness. But after watching them, people feel better.

Sometimes people have lots of **stress**. Then they watch **comedies**. Comedies are not **serious**. Usually, the characters are strange or **funny**. They get into funny situations. People can laugh and forget their problems.

People often get **bored**. Then they like to watch action movies. The characters are not difficult to understand. People don't have to think much about them. But they must fight against evil. So, action movies have danger, fast action, and fighting. There are lots of special **effects**. People feel excited while they watch them.

Check Comprehension

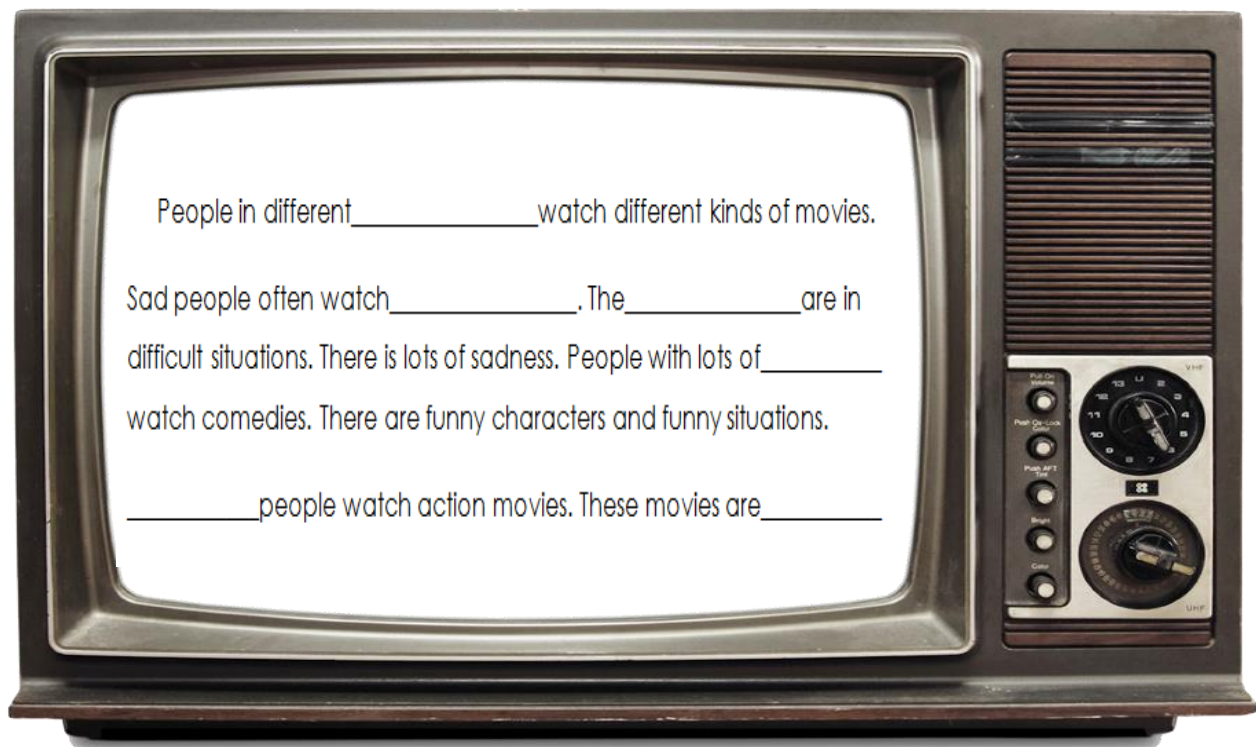
Circle the correct answer.

1. This article is about_____.
 - a. the reasons a movie is great
 - b. different kind of dramas
 - c. movie choices and moods
2. People watch dramas when they feel_____.

- a. sad b. excited c. bored
3. Characters in dramas usually_____.
- a. fight against evil b. have problem c. are strange or funny
4. When they watch a comedy, people can_____.
- a. forget their problems
- b. feel excited
- c. see special effects
5. A person with lots of stress would_____.
- a. see a comedy b. go to a drama c. not watch a movie
6. The characters in_____ fight against evil.
- a. dramas b. comedies c. action movies

Summarize it

Fill in the blanks using words from the box below.



Practice the Skill

Write these sentences under the correct heading to show what each type of movies is like.

- People watch them when they **feel** very **stressed**.
- People watch them when they feel **bored**.
- People watch them when they feel **sad**.
- They are not **serious**.
- The characters are **not difficult to understand**.
- The characters are in **difficult situations**.
- The characters **fight against evil**.
- The characters are **strange** or **funny**.
- They are full of **sadness**.

Dramas



Comedies



Action Movies



A large, empty, rounded rectangular box for writing under the 'Dramas' heading.

A large, empty, rounded rectangular box for writing under the 'Comedies' heading.

A large, empty, rounded rectangular box for writing under the 'Action Movies' heading.

Get Moving!

Reading Skill: Compare and Contrast.

Get Ready to Read

Do you often exercise?

What kind of exercise do you like to do?



Learn Key Words

1. fit ☐

2. simple ☐

3. bone ☐

4. ankle ☐

5. a bit ☐

6. burn ☐



M. to use up

N. a hard part inside the body

O. not difficult

P. a body part connecting the leg and the foot

Q. a little

R. in good health

Reading Strategy

To **compare** and **contrast**, find what is the same and what is different.



Get Moving!



It is important to exercise. You can keep healthy and **fit**. Two of the best ways are walking and running.

Walking and running are very **simple** and **cheap**. You can do them anywhere, at any time. You only need a good pair of running shoes. Both can make your heart stronger. And they're good for your **bones** and muscles, too.

Walking is easier than running. For heavy or **old** people, walking can be better than running. Walking doesn't hurt weak knees and **ankles**.

Running can be **hard** for beginners. You have to start with walking, then run slowly. Then you can go a **bit** faster every day. But it **burns** more calories. So, running gets you fit faster.

Both walking and running are great exercise. But everybody has to choose the right exercise for themselves. Either will make you healthy. So, what are you waiting for? Get moving!

Check Comprehension

Read and answer the question:

1. **What** is this article **about**?

2. **What** do you need to run or walk?

3. **Can** running be harder for beginners?

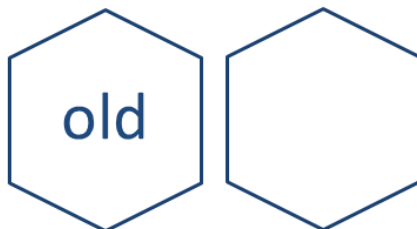


Read and circle true or false.

- | | | |
|--|------|-------|
| a) Walking is great for old people. | TRUE | FALSE |
| b) Running doesn't burn any calories | TRUE | FALSE |
| c) Walking can hurt your knees. | TRUE | FALSE |
| d) Both walking and running are good exercise. | TRUE | FALSE |

Expand your vocabulary.

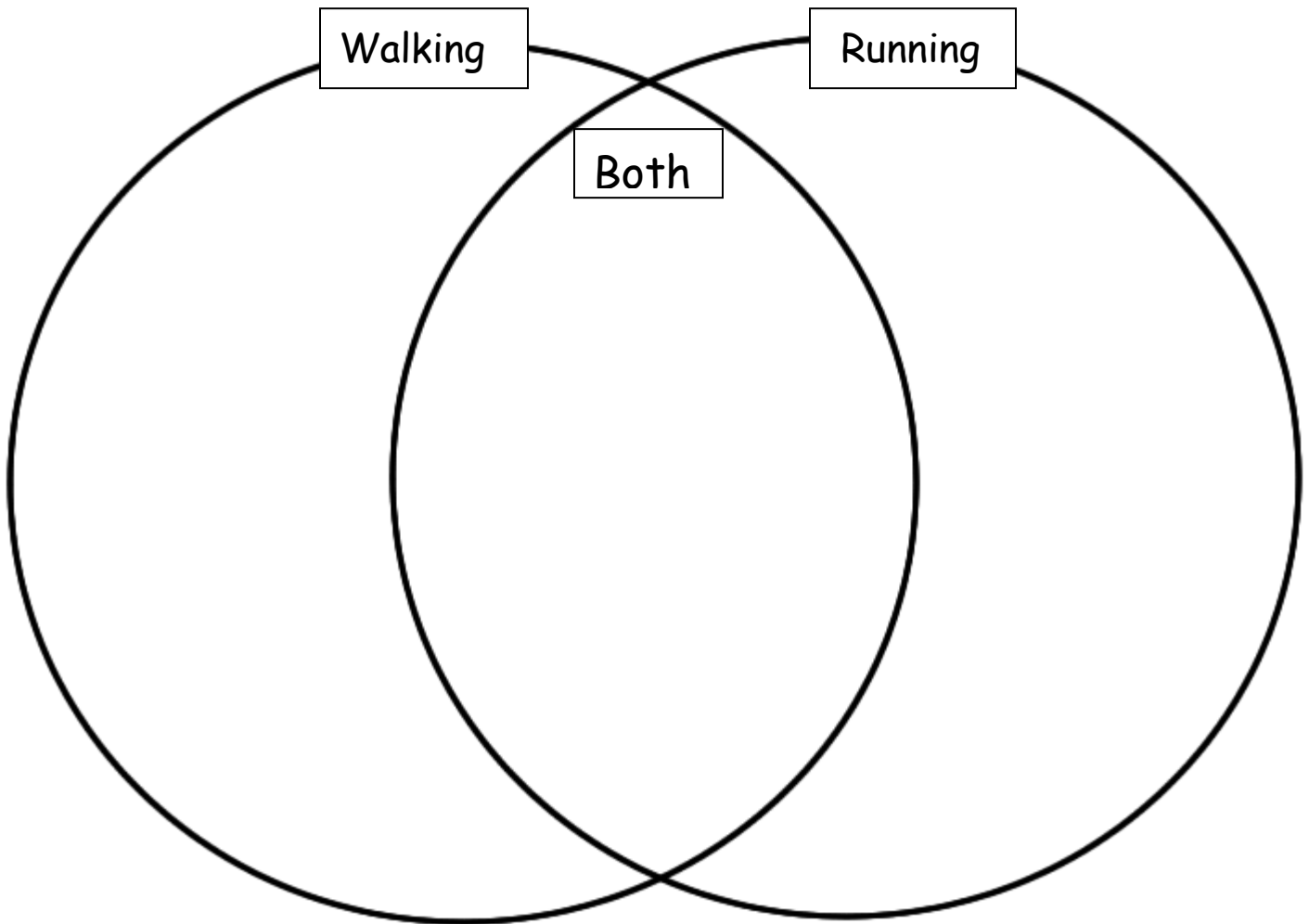
Complete the word map using the following **antonyms**: **complicated**, **young**, **easy**, **expensive**.



Practice the Skill

Fill in the chart to show walking and running are the same, and how they are different.

- simple and cheap
- good for heavy and old people
- burns more calories
- good for your heart, bones, and muscle
- difficult for beginners
- doesn't hurt your knees and ankles.



An Amazing Musician

Reading Skill: Main Ideas

Get Ready to Read

Who is your favorite musician?

Learn Key Words



❖ Match the words with their correct meaning.

1. influence

☐

4. hit

☐

2. success

☐

5. award

☐

3. blind

☐

6. whole

☐

A. a prize

B. the achievement of something you have been trying to do

C. not able to see anything

D. having all its parts

E. something which is very popular

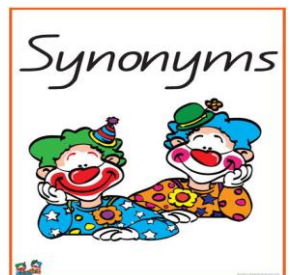
F. to cause to change

❖ Write the missing letters. Write the **synonym** from the box.

all achievement prize unseeing

a		a		
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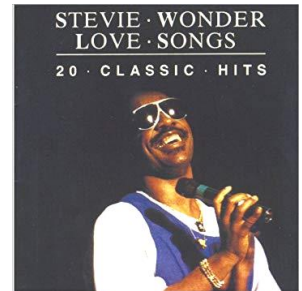
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b				d
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	u	c				
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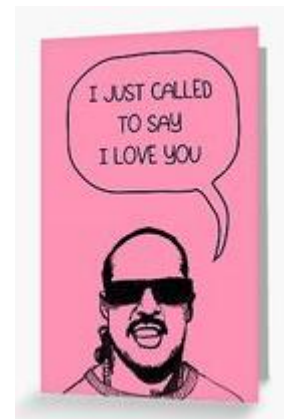
Word Power



Definition:	Synonym:
<div style="border: 1px solid black; padding: 5px; display: inline-block;">Word:</div>	
Sentence:	

Definition:	Synonym:
<div style="border: 1px solid black; padding: 5px; display: inline-block;">Word:</div>	
Sentence:	

Definition:	Synonym:
<div style="border: 1px solid black; padding: 5px; display: inline-block;">Word:</div>	
Sentence:	



“An Amazing Musician”



Today I bought a CD by one of my favorite musician. His name is **Steve Wonder**. Most of my friends don't know about Stevie Wonder. But he has **influenced** many famous musicians. Michael Jackson, Mariah Carey and Beyoncé all think his music is great. Actually, there are lots of amazing things about him!

He started working as a musician when he was really young. He taught himself to play piano, **harmonica** and drums by age 9. At age 11, Motown Records asked him to play music for them. He had his first number one hit at 13. No one had ever done that before!



And that was only his first **success**. He has made more than 30 top-ten hits. He won many awards for his music. Twenty-six of those are Grammy awards. Only the best **musicians** win Grammys.

There's one more amazing thing about Stevie Wonder. He has been **blind** his **whole** life!



The **main ideas** are the **most important** ideas in a text.

Check Comprehension

Circle the correct answer.

1. This article is about_____.
a. a great musician
b. a record company
c. Grammy awards
2. The writer's favorite musician is named_____.
a. Michael Jackson **b.** Mariah Carey **c.** Stevie Wonder
3. Stevie Wonder started working for Motown Records when he was _____years old.
a. 9 **b.** 11 **c.** 13
4. When Stevie Wonder was 13 years old, he_____.
a. Wrote his first song **b.** had his first number one hit
c. taught himself to play piano
5. Stevie Wonder was blind from_____.
a. birth **b.** childhood **c.** age 13

Read and circle the antonym.

- | | | |
|----------------------|-------------------|-----------------------|
| a. success | b. failure | c. achievement |
| a. incomplete | b. whole | c. entire |
| a. famous | b. unknown | c. famed |



Practice the Skill

❖ Write the main idea for paragraphs one to five. The first one has been done for you.

- *Today I bought a CD by Stevie Wonder.*
- Stevie Wonder has been blind his whole life.
- There are lots of amazing things about Stevie Wonder.
- Stevie wonder has won many awards for his music.
- Stevie Wonder started and succeeded as a musician when he was very young,



Today I bought a CD by Stevie Wonder.









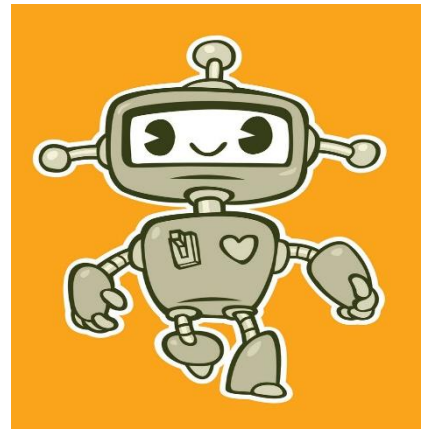
Plinky, the Sensitive Robot

Reading Skill: Sequencing

Get Ready to Read

Could a robot do anything for you?

Does your family need a robot?



Learn Key Words

❖ Match the words with their correct meaning, then match with the picture.

a. made afraid

☐

guard

b. to bring out of danger

☐

safe

c. a person who secretly takes other's things.

☐

scared

d. a person who watches over people or things

☐

false

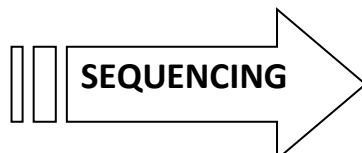
e. not true

save

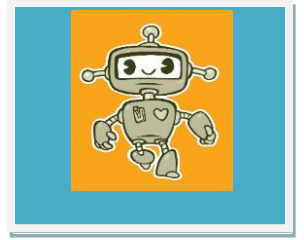
f. not dangerous

☐
☐

thief



It is putting things in the order they happened.



“Willy, the Sensitive Robot”

Dad bought us a **guard** robot. It would keep us **safe**. It made funny sounds. So, we called it ‘Plinky.’

The first night, everyone woke up. There was a loud sound and flashing lights. Everyone was **scared**. It was Plinky’s alarm. But there was no danger. Plinky had just thought our cat was a **thief**.



A few days later, it happened again. Plinky’s **alarm** woke everyone up. But Plinky had just heard a noise. A tree branch was hitting the window. Dad was angry. He was going to take Plinky back to the store.

Later that night, we all woke up again to Plinky’s alarm. No one wanted to get up. We thought it was another **false** alarm. Then, we smelled the smoke. It was a **fire**!



We ran outside. Soon, the fire trucks arrived. Plinky had called them. Everything was going to be okay. I gave Plinky a big hug. He had **saved** our family.

Check Comprehension

Circle the correct answer:

1. This story is about _____

- a.** an alarm clock **b.** a guard dog **c.** a robot

2. The new robot could _____

- a.** clean the house for the family
b. keep the family safe
c. wake everyone up in the morning

3. The robot's name was 'Plinky' because_____

- a. it was pink b. it made sounds

4. The first night, Plinky's alarm rang because of_____

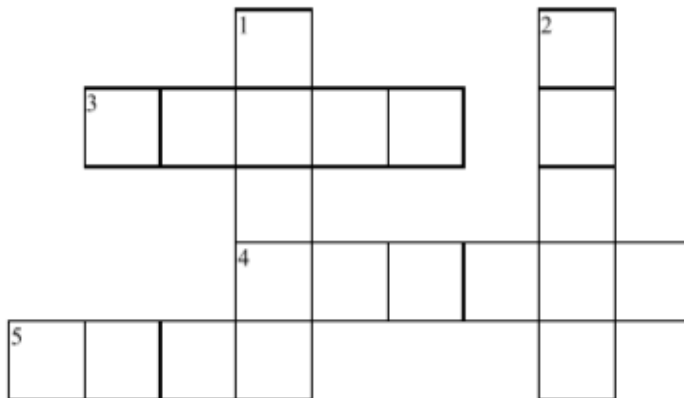
- a. a strange noise b. the family's pet c. a thief in the house

5. _____called the fire trucks.

- a. The writer b. Plinky c. The writer's dad

❖ Read the clues and complete the crossword puzzle.

thief fire scared leave false alarm



Across

3. a device that makes a loud noise to warn of danger

4. with fear or terror

5. a flame

Down

1. not according with truth

2. a person who secretly takes other's things



Practice the Skill

List these sentences in the **order** of the story. You already have number **one**.

- Dad bought a guard robot.
- Plinky's alarm rang because of smoke.
- Plinky woke everyone up because of a strange sound.
- Plinky saved our family from a fire.
- Plinky's alarm rang because of the cat.

1

Dad bought a guard robot.

2

_____.

3

_____.

4

_____.

5

_____.

"Friends like You"

Reading Skill: Main Idea

Get Ready to Read:

Do you have a best friend?

How is your best friend?



Learn Key Words

❖ Match the words with the meaning

1. result

4. reason

2. similar

5. debate

3. upset

6. wonder

a. An incredible thing.

d. A cause for an action or event.

b. A little mad or sad.

e. Almost the same.

c. What a study discovers.

f. A discussion with two sides.

Find the following **words** in the puzzle. Words are hidden ↓ and →

UPSET

REASON

DEBATE

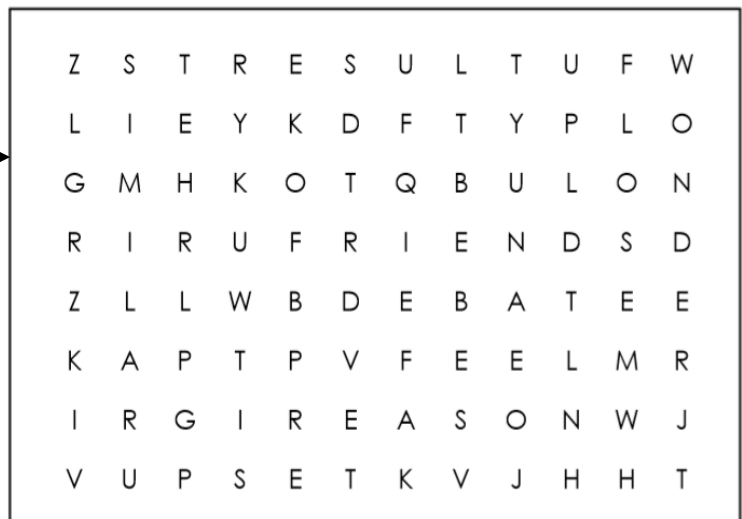
FEEL

RESULT

WONDER

FRIENDS

SIMILAR





The **main ideas** are the **most important** ideas in a text.

“Friends like You”

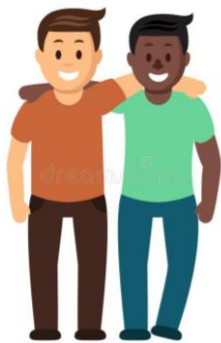
Are most of your friends like you? Or are most of them different? Studies were done about this. The **results** are clear. People make friends more easily with people like themselves. Here are some **reasons**.



First, people who are like you make you feel better about yourself. Their ideas are **similar** to yours. So, they make you feel that you are right. Remember a **debate** with a group of classmates.

Did you like the people with different ideas? Maybe you started to hate them.

Second, it is easier to understand people similar to you. The same kinds of things make you happy or **upset**. Image your friend gets upset about something. You are similar. So, it's easier to understand your friend



Third, you can do things together more easily. You act in similar ways because you have similar feelings. So, there is less stress between you and your friends. This means you can work together and have fun together without problems.

These are the reasons we choose friends like ourselves. It's no **wonder** our friends are so important to us!



Check Comprehension

A. Circle the correct answer.

1. The main idea of this article is that _____.
 - a. We make fiends easily with similar people.
 - b. We should make friends with all kinds of people.
 - c. Friends are very important to us.
2. In a debate, you might hate people with _____ ideas.
 - a. new
 - b. similar
 - c. different
3. Friends who are similar to you make you feel your ideas are
 - a. wrong
 - b. funny
 - c. right
4. You can easily _____ people who are similar to you.
 - a. hate
 - b. understand
 - c. debate with
5. Doing things with similar friends _____.
 - a. is not as fun
 - b. gives ore stress
 - c. is easier

Vocabulary Word Map

Complete the word map using the following **synonyms**: **discussion**, **mad**, **buddy**, **pal**, **sad**, **argument**.

friend



upset



debate



Answer questions about you:

What things do you like to do with your best friends?

Do you often get upset with your friend?

Practice the Skill

Write the main idea for paragraphs one to four. The first one has been done for you.

- Studies show that we make friends more easily with people who are similar to us.
- You can do things more easily with similar friends.
- People who are like you make you feel good about yourself.
- It's easy to understand people similar to you.



Studies show that we make friends more easily with people who are similar to us.









“Am I a Dog Person?”

Reading Skill: Compare and Contrast.

Get Ready to Read:

Would you like to have a pet?

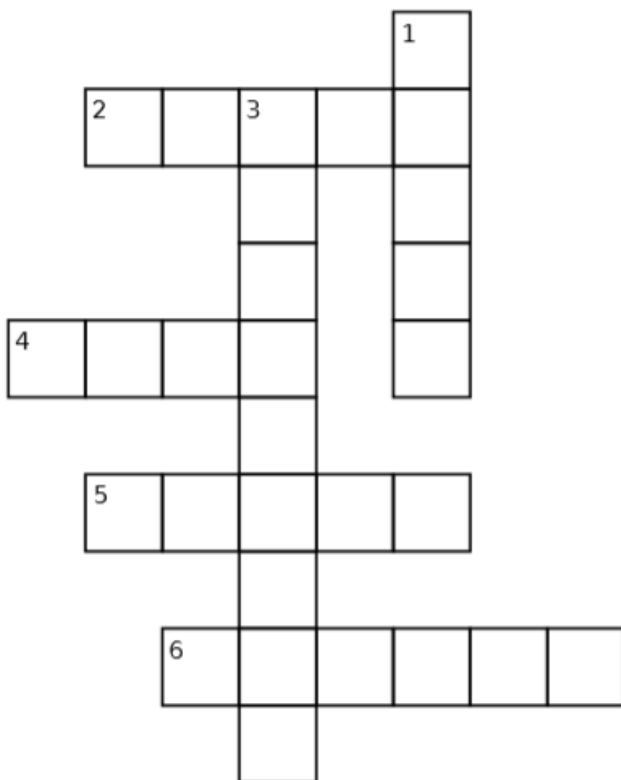
What do you prefer, a cat or a dog?



Learn Key Words

❖ Read the clues and complete the crossword puzzle.

care attention bother match space leave



Down:

1. To go away for something.
3. Great interest.

Across:

2. Time to be alone.
4. The activity of looking after someone.
5. To be right for something.
6. To make problems for someone

Reading Strategy

To **compare** and **contrast**, find what is the same and what is different.



“Am I a Dog Person?”



You might want a dog or a cat as a **pet**. Both can make wonderful pets. But which is better for you? Ask yourself these questions.

First, how often are you home? For a busy person, a cat would be better. Cats use a **litter box** and can stay inside a long time. But dogs need walks often. So you can't **leave** them alone for long.

Also, how much time do you have for your pet? Dogs **need** a lot of **care**. A dog's fur needs to be washed and brushed. But cats clean themselves. So they don't need much care.

Lastly, what do you want from your pet? A cat will give you **space**. It likes to be alone. So it won't **bother** you much. A dog will give you attention. It needs people close by. So it will often want to play.

Make sure your pet **matches** you. Then, you'll have a great new friend.

Check Comprehension

1. This article is about _____

- a. The differences between dogs and cats as pets.
- b. Why dogs are better than cats as pets.
- c. How to choose the right kind of dog.

2. Busy people should _____

- a. choose a cat
- b. choose a dog
- c. not have a pet

3. It's important to _____ a dog often.

- a. talk to
- b. kiss
- c. walk



4. Cat's _____ themselves.

a. sleep by

b. wash

c. feed

5. Dogs need more _____ than cats do.

a. food

b. toys

c. care

6. Cats will give you a lot of _____.

a. attention

b. space

c. space

Unscramble the words, match with the picture.

arce

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seapc

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tsac

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ogd

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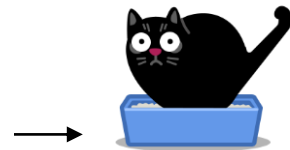
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Practice the Skill

Fill in the chart to show how dogs and cats are the same, and how they are different.

- ❖ They don't need much care.
- ❖ They need a lot of care.
- ❖ They make wonderful pets.
- ❖ They will give you space.
- ❖ They will give you attention
- ❖ You can't leave them alone for long.
- ❖ They can stay inside a long time.

