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FACULTY OF PHILOSOPHY, LETTERS AND SCIENCE OF EDUCATION
PRESENTIAL SUPERIOR EDUCATIONAL SYSTEM
CENTRAL UNIVERSITY GUAYAQUIL BRANCH
EDUCATIONAL PROJECT

IN PARTIAL FULLFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
LICENCIADOS EN CIENCIAS DE LA EDUCACIÓN
MAJOR IN LENGUAS Y LINGÜÍSTICA INGLESA

TITLE

THE SYSTEMATIC USE OF READING STRATEGIES TO DEVELOP LEARNING READING COMPREHENSION OF THE ENGLISH LANGUAGE

PROPOSAL
DESIGN OF A WORKBOOK WITH SYSTEMATIC READING STRATEGIESTO IMPROVE READING COMPREHENSION

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2015 - 2016

UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
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De mis consideraciones:

En virtud que las autoridades de la Facultad de Filosofía, Letras y Ciencias de la Educación me designaron Consultor Académico de Proyectos Educativos de Licenciatura en Ciencias de la Educación, Mención: LENGUA INGLESA Y LINGUISTICA, el día 18 de enero del 2016.

Tengo a bien informar lo siguiente:

Que las integrantes **MARIANA OLGA JURADO LOMBEIDA** con c.c. 0915178446 y **CLAUDIA PIEDAD LOPEZ SANCHEZ** con c.c. 0915401574 diseñaron el proyecto educativo con el Tema: **The systematic use of reading strategies to develop learning reading comprehension of the English language.** Propuesta: **Design of a workbook with systematic readings strategies to improve reading comprehension**

El mismo que han cumplido con las directrices y recomendaciones dadas por el suscrito.

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

Atentamente

.....

MSc. Jacqueline López

Guayaquil, 25 de mayo de 2016

MSc
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DECANO DE LA FACULTAD DE FILOSOFÍA,
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Para los fines legales pertinentes comunico a usted que los derechos intelectuales del proyecto educativo con el tema: Diseñó y ejecutó del proyecto educativo con el Tema: **The systematic use of reading strategies to develop learning reading comprehension of the English language, p**ertenecen a la Facultad de Filosofía, Letras y Ciencias de la Educación.

Atentamente,

MARIANA OLGA JURADO LOMBEIDA	**CLAUDIA PIEDAD LÓPEZ SANCHEZ**
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UNIVERSIDAD DE GUAYAQUIL

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

SISTEMA DE EDUCACIÓN SEMIPRESENCIAL

CENTRO UNIVERSITARIO: MATRIZ GUAYAQUIL

PROYECTO

TEMA: **THE SYSTEMATIC USE OF READING STRATEGIES TO DEVELOP LEARNING READING COMPREHENSION OF THE ENGLISH LANGUAGE.**

APROBADO

……
Tribunal No 1

…… ……
Tribunal No 2 Tribunal No 3

_____ _____

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EL TRIBUNAL EXAMINADOR OTORGA AL PRESENTE TRABAJO

LA CALIFICACIÓN DE:_____

EQUIVALENTE A: _____

TRIBUNAL

_____ _____

_____

DEDICATION

This project is dedicated to all people who constantly struggle with life to achieve their dreams and do not surrender to anything or anyone but always with God as the teacher of battles.

Mariana Olga Jurado Lombeida

DEDICATION

I dedicate this project to my children Mikelle and Martina because they gave me the strength not to lose heart and keep going, because sometimes it is difficult to continue before many adversities, also dedicate this project to my mommy Ms. Ninfa Sanchez for her moral support.

This project is dedicated to MSc. Jackeline López for her perseverance in their classes taught with earnestness.

The person who also always pushed me not to lose heart and continue breaking barriers during my career Ms. Romero Zoila, my mother.

CLAUDIA PIEDAD LÓPEZ SANCHEZ

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To God for blending each step of my life.

To my beloved sons victor, Bryan, Luis but especially my older son Steven who cares his brothers to get my dreams.

To my sister Gabriela Who encourages with her words and actions.

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Mariana Olga Jurado Lombeida

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Gratitude for the personal and academic improvement to the School of Languages and Linguistic which is huge, to my teachers who with responsibility, honesty and perseverance taught us to be better every day, my colleagues one by one we gave those desires to complete the studies.

Thanks to my teacher project with her wisdom on the subject taught us to be better every day.

I thank my Mom who always at every moment of my life was close to me and my strength my children.

CLAUDIA PIEDAD LÓPEZ SANCHEZ

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ABSTRACT

The objective of this project was analyzed for professionals and it is important because the proposal to solve the problem of the students of eighth grade of the Armada Nacional School, who have not developed a good reading comprehension. Some teachers do their work according to the needs of the students, so their own method is designed to encourage students to learn the subject, it will be a benefic for the teachers to develop a good reading comprehension by the systematic use of reading strategies. The results, say that the process of teaching and learning have to be more dynamic, assigning to the student an active role, considering it as a subject and not as a subject in the process; with this teacher it mobilizes forces motivating students in, volitional, intellectual, moral and physical, to achieve the specific objectives of teaching and in the education. The proposal is based in systematic techniques to students improve, develop, and understand the reading comprehension.

Keywords: Teachers, students, strategies, good reading comprehension.

Presidencia de la República del Ecuador | Plan Nacional de Ciencia, Tecnología, Innovación y Saberes | SENESCYT SECRETARÍA NACIONAL DE EDUCACIÓN SUPERIOR, CIENCIA, TECNOLOGÍA E INNOVACIÓN

REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGIA		
FICHA DE REGISTRO DE TESIS		
TÍTULO Y SUBTÍTULO: THE SYSTEMATIC USE OF READING STRATEGIES TO DEVELOP LEARNING READING COMPREHENSION OF THE ENGLISH LANGUAGE.		
AUTORAS: Mariana Olga Jurado Lombeida – Claudia López Sánchez	**REVISOR: MASTER JACQUELINE LÓPEZ**	
INSTITUCIÓN: UNIVERSIDAD DE GUAYAQUIL	**FACULTAD:** FILOSOFÍA Y LETRAS	
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Presidencia de la República del Ecuador

Plan Nacional de Ciencia, Tecnología, Innovación y Saberes

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PALABRAS CLAVES: Maestros, estudiantes, buena comprensión lectora**.**		
RESUMEN: El objetivo de este proyecto fue analizado para que los maestros ayuden a resolver el problema de lectura comprensiva de los estudiantes de octavo año de Educación Básica Superior de la Escuela Armada Nacional, los mismos que no han desarrollado una buena comprensión de la lectura. Algunos profesores hacen su trabajo de acuerdo a las necesidades de los estudiantes, por lo que su propio método está diseñado para incentivar a los estudiantes a la asimilación del tema, será un beneficio para los profesores desarrollar una buena comprensión de la lectura mediante el uso sistemático de estrategias de lectura. Los resultados, del proceso de enseñanza y aprendizaje tiene que ser más dinámicos, asignando al estudiante un papel activo, teniéndolo en cuenta como un sujeto en el proceso; con maestros que motivan a los estudiantes en forma volitiva, intelectual, moral y físico, para lograr los objetivos específicos de la enseñanza y de la educación. La propuesta se basa en técnicas sistemáticas para que los estudiantes puedan mejorar, desarrollar y entender la lectura comprensiva.		
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INTRODUCTION

The problem in this school was observed through of a reading class that the lack of motivation and the systematic use of strategies do not help to develop learning reading comprehension of the English Language.

This project was analyzed for professionals and it is important because the proposal will be encouraged to solve the problem of the institution that is getting a good reading comprehension in students of eight grade of the Armada National School.

This project will be accomplished because it has been written using a didactic support and practice to achieve a smart and easy way to understand the reading comprehension.

The reading comprehension is read more accurately, follow a text closely, identify important events and concepts in context and feel motivated to read with pleasure.

A factor very important to get a good reading comprehension is the motivation where the teacher engages to students to achieve a big understood and interpretation of the reading in context.

This project is divided in four chapters to facilitate the comprehension of its different aspect.

CHAPTER I THE PROBLEM.- In this chapter has been detected the main problem in this institution, some English teachers have to innovate using new strategies in the reading comprehension to work better with the students in spite of Spanish environment in which students develop their learning.

CHAPTER II THEORETICAL FRAME.- This chapter shows the antecedents about reading comprehension and it is defined as the level of understanding of a text. In the epistemological mentions that the reading can be understood through methods, techniques and strategies following a order in the teaching English whose is very important to establish a knowledge according with the reality and the observation which will help to solve problems of this educational institution.

CHAPTER III METHODOLOGY.- Considering the data collected has been determined the needs to improve the reading comprehension through cultural and creative activities based in fun and dynamic strategies to encourage students in the learning English teaching.

CHAPTER IV THE PROPOSAL.- This proposal has fundamental aspects that must be understood and applied in various ways. Design a workbook with systematic readings for the students is a help because it will facilitate to raise up the level of reading comprehension in context and practice it in the English class in order to get the best learning.

CHAPTER I

THE PROBLEM

1. CONTEXT SITUATION

Nowadays a second language has become an important tool for communication opportunities studies, labor for people around the world and many another benefits that offer to speak English.

This investigation will be carried out in the Armada Nacional publish school, located at January 5 and Vigia streets in the south of the Guayaquil city belongs to Guayas province where the problem of the lack of reading comprehension was detected in the students of eleven and twelve years age. This school is an urban sector of the city Guayaquil, with children of an average economic situation because they are children of members of the rank of the National Navy of Ecuador who need the systematic use of reading strategies to develop learning reading comprehension of the English Language because it is necessary and essential that the teachers constantly update and renew reading strategies to get a correct understanding of the text and to be alert to any disinterested of the child.

The systematic use of reading of reading strategies is the main important activity to increase their reading comprehension about of a determinate topic. This process shows to the student how has to follow a order during all the reading doing daily routine which it will facility the learning of the reading comprehension of the English Language.

A previous observation in the students of eleven and twelve years of basic education at Armada Nacional School in the Guayaquil city, Guayas province

is found that readers do not understand that they read producing a low level of comprehension and motivation at the moment of the learning English. The main problem is that they do not follow a order at beginning of each reading to get good results and wake them the satisfaction for read and understand that they read in a correct way.

Doing some exercises of reading comprehension it has been noticed that this problem needs an appropriate solution that is why to design a workbook with systematic reading strategies to show teachers the correct use of it and to raise in their students a high level of comprehension, would be a good benefit for teachers and students.

1.1. CONFLICT SITUATION

Nowadays the majority of the students in public high schools have many difficulties to understand or assimilate the readings in English due to the lack of reading comprehension which does not permit to improve the reading skill in the learning process.

The problem for reading comprehension happens when the students read and want to express their opinions or answer some questions about the reading because they do not understand the reading in context. The constant use of technology makes the students lose the interest for understanding the text that they are reading. All this process begins at moment when the teachers ask them that they understand and they stay quite in their chairs without pronounce anything word. The students are not motivated to do that because teachers do not apply reading strategies properly to engage them to participate in reading activities and when they finally participate they do know how to describe or answer about the reading because they have not understood everything.

1.2. SCIENTIFIC FACT

Poor reading comprehension enhancement in the English learning in the students of eighth year of Basic section A of National Army Public School , Zone 8 , Ximena District 2 , Guayas Province , Guayaquil Canton , 2015-2016 school year. Teachers think that this problem is not just in this school, it is in all the schools where they do not use the materials indispensable to motivate students to develop their reading comprehension and with that to increase knowledge and motivation in their students.

1.3. CAUSES

1. - Students are not interested in the reading comprehension
2. - There are many students in the classroom
3. - Teachers do not use appropriate ludical techniques to strengthen the reading comprehension.
4. - Books do not have enough practice drills
5. - Family Problems

1.4. FORMULATION OF THE PROBLEM

What is the impact that the systematic use of reading strategies will have in the development of the learning reading comprehension of the English language among students of eighth year of basic education section "A" of the National Army Public School, Zone 8, Ximena District 2 province of Guayas, Guayaquil Canton, 2015-2016 school year?

1.5. VARIABLES

INDEPENDENT

The systematic use of reading strategies.

DEPENDENT

When students are stimulated and engaged ludic techniques they strenght the reading comprehension skill faster.

1.6. QUESTIONS OF INVESTIGATION

1.- What is the importance of a good reading comprehension?

2.- What methodology will be applied in this project?

3.- Who will be the beneficiaries?

4.- Will the students increase their reading comprehension using ludic techniques?

5.- Will the students feel motivated using ludic activities?

6.- What is the contribution of this investigative work to science?

7.- How will this investigative work help to achieve an integral education in students?

1.7. OBJECTIVES

GENERAL OBJECTIVE

To analyze the impact that the systematic use of reading strategies will have in the development of the learning reading comprehension of the English language through the design of a workbook with reading techniques to increase the reading comprehension at Armada National public school.

SPECIFIC OBJECTIVES

- ✓ To describe appropriate reading strategies to optimize the reading comprehension through bibliographical and field analysis.
- ✓ To characterize the reading comprehension through the systematic bibliographical and field analysis.

- ✓ To design a workbook with reading techniques with systematic learning to increase the reading comprehension by means of the data gathered.

1.11. JUSTIFICATION

It is very important to mention that this project seeks the active participation of the human being facing new challenges which this Project is adjusted to the new global demand and is projected within the objectives of the Millennium development goals, which is interested in **"achieve universal primary education".**

The most important thing is to capture the attention of students in an interactive, participatory and systematic way for that reason this project is clear, precise and feasible to perform.

This work of investigation has been elaborated to the development and the good use systematic of reading strategies to students of eight courses at Army National School in the educative level.

By the way it is suggested to this educational problem to find a solution to this problem that affects children and young people through the use of systematic techniques of reading so that they get a good reading comprehension.

However this project is based on the challenge presented by the new Millennium according to the United Nations.

According to Kofi A. Annan Secretary General of United Nations Kofi A. on April 7, (Annan, 2004):

> Still have time to achieve the objectives, globally and in most of the countries, if not at all, but only managed to break the routine. "Success will

> not be achieved overnight in the morning, but it will require work continuously throughout the Decade, from now until the end of the term. It takes time to train teachers, nurses and engineers; takes time to build roads, schools and hospitals, as well as promoting large and small companies that can generate jobs and income needed. Therefore, should get to work now. Also we should increase development assistance in the world to more than double over the next years, because only thus you can contribute to the achievement of the objectives.

The Millennium Declaration has become the navigation system of the United Nations Charter and to put it into practice countries requested by General Secretary General establish mechanisms for monitoring and accounting the Members of the States, both at the national level as regional and global support, achieving a definition of responsibilities between the State the private sector and civil society.

Within the objectives posed the new millennium, Ecuador has focused on strengthening the level of education in order to achieve greater access, completion of school cycles with the purpose of obtaining considerable qualitative results not only as a learning object, but as a basic principle to protect basic social rights that influences in a way positive in the economy and equity by the accumulation of human talent.

This research work is timely by looking for renewal, the implementation of new strategies of reading in a systematic way to strengthen reading comprehension in the institutions public.

According to the LOIES and the National Plan for good living establish the following:

To form academics and professionals responsible, ethical and solidarity-minded, able to contribute to the development of the institutions of the Republic, to the entry into force of the democratic order and to stimulate social participation. Promote and implement programs of scientific, technological and pedagogical research that contribute to the improvement and protection of the environment and promote national sustainable development. Contribute to local and national development on an ongoing basis, through community work or university extension.

The beneficiaries of this educational project are teachers since they will take into account that using systematic reading strategies will enable them to obtain a better result of reading skills in the students so their learning will be optimal and meaningful.

Parents also would be beneficiaries because they found a significant change in their sons and daughters who concluded all their capabilities to getting an active participation in the society.

The Principle of Quality in Higher Education comprises as a sustainable base for this project, thus giving the support and the Foundation on research and the structure of the project as they consist of the systematic and constant search for excellence, relevance, and optimum production, transmission of knowledge and development of thinking through self-criticism, the external criticism and permanent improvement.

CHAPTER II

THE THEORETICAL FRAME

2.1. ANTECEDENTS

The Armada National School is ubicated in the south of Guayaquil city it belongs to the Guayas province. The address of this institution is: Neighborhood Moran Valverde 5 de January and Vigia streets behind Teodoro Maldonado Carbo Hospital.

This school has educated to many students of the sector, the school is surrounded by some citadels such as: El Maestro, Guangala, Huancavilca, el Guasmo, Acacias and Malvinas.

Currently these places are surrounded by so much dangerous people and a low level of education.

These places have a middle high level to poor level social status, because the parents work to afford their home budget expenses and their sons and daughters stay alone at home without control or the oldest brother who take care of the younger brothers, the lack of love and the absence of the parents encourage them to lose the human values.

Because everything affects to boys and girls and they show in class in several ways as: the lack of interest in the studies, low concentration, everything is bored, they do not feel excited when their teacher is explaining the subject.

Therefore the teacher should become a facilitator of the knowledgement using new strategies in a systematic way to be able to give a good kind of reading which will give the young of today a reflection to think (which will make them to discover) a coherent view of the theme that the teacher is giving in that moment.

Therefore, for the above mentioned has been performed in order to find the problem which has been presented in the Navy National school that will be solved through an innovative project full of systematic strategies to develop basic English language skills at the same time reinforcing reading comprehension in the students of eighth grade.

A priority of the dependent and independent variables of the proposal through a scientific study and knowledge conceptual through literature as books, magazines articles several documents and expressions of authors with knowledge on the subject should be considered for the implementation of the project.

2.2. THEORETICAL FOUNDATION

UNESCO (2009) asserts one of their reports

> Learning to read and write is an essential means to dominate other materials and is one of the best tools to make predictions about the results the long-term learning. The reading should be a major area of focus when efforts in improving the quality of Basic education. (p. 19)

Reading is important for students when they find its content easy and the texts are understood so that the use of the language is applied, perhaps in a conversation or written text, but what happens when the words are read, but they are unknown and difficult to relate in the context by the students? and this becomes into a mystery for the students. This research is motivated by

the fact to observe that in different learning situations to develop elementary students, there is a clear absence of reading comprehension, ignoring the basic and essential strategies for acquiring knowledge through a text.

This situation can be caused if the Teachers do not often use teaching strategies and metacognitive learning or developing processing for reading and writing. It may also be because teachers are still attached to using traditional methods, renouncing the teaching plan reading and writing, or perhaps the lack of knowledge and experience in the application of procedures or update proposals to teach reading and writing to children.

In this regard, the need arises to implement Teaching and learning strategies that are dynamic, interactive, which only encourage students in the techniques and learning resources represent centers of interest and motivators to learners, thereby promoting environments school construction and procurement new ways of thinking.

According to Londoño (2009): "the teacher you might not be able to develop literacy through the use of strategies metacognitive that arouse attention, understanding and memorizing students, or perhaps because it does not apply the strategies of repetition, preparation and organization of content learned"(p.23). Therefore, it is necessary that teachers put in practice teaching and learning strategies metacognitive, such as attention, understanding, memorization and repetition strategies, preparation and organization necessary for the development of reading and writing.

2.3. STRATEGIES

Many researchers have explained what they are and what involves the use of strategies, but to analyze more depth is considered relevant to define them according to various authors.

To Coll S. (1986) the term strategy "is a procedure to or learning a set of ordered actions aimed at achieving a goal"(p.48) Both prior to and after reading read English, you have to make a preamble and speak English to them about reading itself through games; and after making reading, guide them and force them to participate and by learning games for better comprehension and understanding of the story read.

(Nisbet and Shucksmith,1987-2013 p.106) argue that "are integrated sequences or procedures activities are chosen for the purpose of facilitate the acquisition, storage and / or use information or knowledge". In this case would be necessary the different exercises and games of the subject of reading in English, to awake students interest, where a summary of what will be done at the end they have understood.

(Monereo, 1999, p.168), strategy is defined as "a guide to the actions to follow" procedures that serve as means for performing an activity and allow people to achieve certain goal, to be used consciously; otherwise the expected effect is lost. According to all the above, the strategies are considered forms to organize specific resources (time, thoughts, skills, feelings, actions) for consistent results at doing some work and are always oriented towards a positive goal.

So it can be said that strategies are procedures used to help students to achieve the proposed goals, but certainly there are many classifications the

types of strategies that have been developed and founded in endless investigations of empirical and applied to the process teaching and learning.

2.4. TEACHING STRATEGIES

(Brown, H. Douglas, 2007) mentions:

> Those teachers can play many roles in the course of teaching and this might facilitate the learning. Their ability to carry these out effectively will depend on a large extend on the rapport they establish with their students, and on their own level of knowledge and skills (p.65).

With the development of a good relationship between teacher-student and teacher effort that students learn strategies outlined in this project, students will have a willingness to learn, demonstrating reading comprehension in English, which in itself because it is not their native language and will not be in an environment where the language is spoken constantly provided its aprenzaje is difficult, to implement the established strategies.

Mora (2011) affirms that the teaching strategies are as “The set of decisions taking the teacher or facilitator to guide teaching with the aim of promoting student learning. They are presented as General guidance on how to teach the content of reading, considering what He wants students to understand”. This work is the result of different versions of educational materials about reading, therefore, all decisions made in the direction of Maestro are useful and necessary to awaken the student's desire to exercise as a game of words and should be as a general guide for everyday and so have the habit and the interest of students to practice reading comprehension (p. 73).

Chart 1 Difference Between Method, Strategy And Activities

METHOD	STRATEGY	ACTIVITIES
Ordered set of operations by which projects achieve a particular result.	**Ordered set of actions aimed at achieving particular learning objectives.**	**Joint actions taken with the participation of students and aims to facilitate the learning of certain content.**

Researchers: Mariana Jurado L. and Claudia López

The principal difference between method, strategy and activities is to perform manipulations or modifications within a course or class in order to facilitate learning and student understanding. They are planned by the agent teaching (teaching materials designer or educational software) and should be used intelligently and creatively.

2.5. TO UNDERSTAND BETTER WHAT READING IS

It has been cited phrases of famous authors of literature to create the habit to the reading in the students.

According to (George R.R. Martin, 2013) said:

> A reader lives a thousand lives before he dies, said Jojen. The man who never reads lives only one". In fact the reading permits to live creating a world full of imagination that takes of the hand to travel and engage to look for new strategies to induce new learners to the satisfaction to enjoy a good reading. (p. 17).

According to (Salma Rushdie, 2014,): "A book is a version of the world. If you do not like it, ignore it or offer your own version in return" (p. 39). These

words have a sublime and practical message because it allows the opportunity to offer the world for a reader of something created by his/her inspiration but it must do it in a systematic way with innovative strategies as it is established in the project.

2.6. READING

2.6.1. WHAT IS READING?

(Owens R.E., 2010) says on this subject states:

"Reading is one of the most complex mental processes and higher concentration because operated mental skills that require numerous activity synaptic connections introducing physiological changes in the cerebral cortex with which human capacity is strengthened. The man thinking ability". (p. 85) It is a complex cognitive process of decoding symbols in order to construct meanings. This refers to get language acquisition, of communication and of sharing information and ideas.

According to Haruki Murakami (2013) "If you only read the books that everyone else is reading, you can only think what everyone else is thinking" (p.19). It is very important to establish that the teachers need making connections with the students. Rather than simply tell students these are skills they need to have, teachers need to break these skills into teachable strategies because it is necessary to equip students with means by which to become good readers. Cannot just assume it will happen.

The teacher must apply good systematic strategies to develop reading skills in students. It's not enough to tell students about these skills. It is necessary to show them. Show them what good readers do, how their minds work, how understands the meaning of reading. And the only way to show them is to model doing it by ourselves, and eventually to have students doing it.

Therefore the teacher should focus on the skills and proper techniques according to the group of students for successful learning of reading in the foreign language.

The teaching of listening is essential to achieve the goal of communication in a foreign language and even more when the hearing is by far the most used skills in everyday life. On average, twice the talk is heard four times more than what you read five times more than what is written.

In the process of learning foreign languages in this case English, the development of perceptual learning is very important, as it is understood as a process that will allow students to develop skills that will allow them to encode, decode, discriminate, and memorize a lower level of effort and increased automation.

In all research supports many of the essence of what is" read" either physical or digital but the more relevant in the reading experience is to find the factor that motivates us to log and identify the text that is being read.
In all the readings there are three fundamentals aspects and they are the following:

- Decoding
- Comprehension
- Retention

Decoding.- This refers to the process of translating a printed word into a sound, because if it becomes difficult in the Spanish language sometimes a reading comprehension in the English language is a bit tricky.

When you read, and understand what you read, our cognitive system identifies letters, makes a transformation of letters into sounds, build a phonological representation words, access to the multiple meanings of this, select a meaning appropriate to the context, assigns a value to each word syntax, builds meaning of the phrase to make the gist of the text and make inferences based on their knowledge of the world.

As a fundamental means of knowledge and communication, it allows better understand the world around them, educate the feelings and willness, It serves as a source of aesthetic enjoyment and promotes the formation of personality.

COMPREHENSION.- This is defined as the level of understanding of a message or a text.

That is, the Master draws students that should apply comprehension skills to read a text on its own; for example when the skill is involved. This step helps the students to continue developing the metacognitive processes. The teacher asks questions to determine the overall intent or help them grasp the text. The discussion which follows is read focuses primarily on ensuring it the students have understood the intention of the text.

Questions are asked to determine whether or not students apply the skills or processes involved. The student notes on their own terms how and when they have to use the skills learned or understanding processes; he faculty encourages them with questions closely related to the metacognitive development.

In reading, working in groups sessions in reading between team members and fulfill tasks to decode, learn the structure of stories, make predictions, and summarize the baseline stories.

RETENTION.- It is the capacity of keeping something depending of the short term or long term memory of the human beings.

According to the process of reading which is fundamental following a systematic order to develop learning reading comprehension of the English Language.

They have done recently, a research on cognitive psychology and indicate that comprehension and retention are increased when "made" new information. This means thinking by the student about what he reads present information differently, compare it to previous knowledge, to create categories, associating with each other, to connect their learning to their own knowledge and personal experience, and generally organize ideas and then rearrange. This can be achieved through their imagination and on a piece of paper.

2.6.2. TYPES OF READING

Reading is a complex activity that involves both perception and thought. Reading consists of two related processes: **word recognition** and **comprehension**. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text.
The types of reading are: Intensive Reading and Extensive Reading.

2.6.3. INTENSIVE READING

These readings involve details and extract specific information on particular themes. In this reading the teacher approaches in grammatical forms, semantic details, draw a picture to solve a problem, read carefully. For

example: when someone has to give an oral report or prepare an English mind term.

2.6.4. CHARACTERISTICS

- This reading is based in the classroom
- The reader is intensely involved in looking inside the text
- Students focus on linguistic or semantical details of a reading
- Students are based on grammatical structures
- Students identify key vocabulary
- The texts are read carefully again and again
- The aim is to build more language knowledge rather than simply practice skill of reading.

The intensive reading must be used to achieve full understanding of logical argument, rhetorical pattern of text, and linguistic means to an end.

2.6.5. ADVANTAGES

This reading provides a base to study structure vocabulary and idioms; for students to develop a greater control of language and check on the degree of comprehension for individual students.

2.6.6. DISADVANTAGES

- The text may or may not interested the reader because it was chosen by the teacher
- In a class with multi-reading abilities, students may not be able to read at their level because everyone in class is reading the same material
- Because exercises and assessments usually follow in extensive reading, students may come to associate reading with texting and not pleasure.

FOUR LEVELS OF COMPREHENSION OF READING

It is necessary to provide to the teacher with a sneak preview of what shall be at primary focus in reading for term four.

Using the reading strategies of inferring, re-reading and consulting a reference to understand of how to effectively comprehend texts.

LEVEL 1 – LITERAL COMPREHENSION– The information explicitly raised in the text and reorganizes using classifications, summaries and synthesis is recovered; stated facts in the text: Data, specifics details, dates, traits and settings, because it is necessary for better understanding when students need to remember a specific event.

LEVEL 2 – INFERENTIAL – Build on facts in the text: Predictions, sequence and settings. Students need enough vocabulary to express what they imagine.

Seek relationships that go beyond the reading, the most widely text explains, adding information and past experience, relating the reading with previous knowledge, formulating hypotheses and new ideas. The goal of inferential level will be drawing conclusions. This level of understanding is very little practiced in school, because it requires a considerable degree of abstraction by the reader. Favors the relationship with other fields of knowledge and integration of new knowledge into a whole.

LEVEL 3 – EVALUATIVE– Judgment of text based on: Fact or opinion, validity, appropriateness, comparison, cause and effect. Students can compare between themselves. The formation evaluative beings today is a vital need for school and can only take place in a cordial atmosphere and free

speech, in which students can argue their views peacefully and while respecting that of their peers

LEVEL 4- COMPREHENSION APPLIED– Response to a text based on: Author's language, values, imagery, style and purpose. It is better students interchange information, own experiences in order to apply the language.

Learning Objective: To locate information that is direct and indirectly stated within a text as well as deepens the understanding of the purpose of a text.

Steps to Success

- Read the questions
- Identify the key words
- Read the text
- Re-read to clarify meaning

For example:

- Task: Read "Tumbling Cities" & China's worst earthquake
- Then write four questions one for each level about the texts.
- Next, answer the questions that the person next to someone created.

2.7. METHODS OF TEACHING READING IN ENGLISH

There are various methods of teaching reading the English language; may be noted the so-called traditional and new.

Traditional methods argue that to achieve English reading the child must attain the ability to decode the elements of the written text and then decipher the meaning or content. But this must know that there is no foolproof method and specific, as each child has different intellectual and personal characteristics so that the use of combined methods is suggested.

Among the traditional methods are:
Alphabet - Analytic - Synthetic - Phonetic - Mimic - Gesture - Syllabic
Within the current methods these can mention:

2.8. THE TEACHING METHOD

This method will depend on how to acquire knowledge, which is the disposition or attitude of the student or the reader or strategies and resources used.

There are other so-called active methods and methods can be:

The project method: This uses the participation of members of the school, family and social context, by planning actions to respond to the interests of children.

The Directed Study: The purpose self-direction and self-control of learning, which is significant, since it considers the previous experience and adds the new information for the achievement of knowledge. It has certain advantages because the individual learning rhythm sets; saving time and replaces the family (can study only).

It should be remembered that both traditional and current require constant renewal and updating of the method and teaching and that there are favorable conditions for its implementation.

2.9. INDUCTIVE METHOD IN TEACHING READING IN THE ENGLISH LANGUAGE

When a teacher uses the inductive method, students discover for themselves the spelling rules and other basic skills. There are many spelling rules that deserve to be induced due to the few exceptions and frequent use as presented.

For the application of this method to be followed the following steps:

- ✓ Remarks by the student.
- ✓ Comparisons between the observed.
- ✓ Generalization on the basis of observed and compared.
- ✓ Significant learning

Ausubel argues that meaningful learning involves active restoration of perceptions, ideas, concepts and schemes that the learner has in his cognitive structure. “The student is conceived as an active processor of information and says that learning is systematic and organized as it is very complex and not simple rote associations”. (Ausubel, D., Novak, J., & Hanesian, H., 1978, p. 221)

> The importance of meaningful learning in the design of strategies to teach reading and writing is that this type of learning is flexible as new information relating to non-arbitrary and substantive with what students already know and a characteristic mode this learning is that it takes into account the motivation of affective factors in the students for understanding and effort required. (Ausubel, 2011, p. 181)

Teachers should use a variety of resources and methods to try to capture the child's attention and interest in the process of acquiring reading and writing.

Do not forget that in infancy and preschool age the acquisition of concepts and propositions is by discovery, so that there is a significant learning must teach reading and writing to topics that make sense and relationship using a vocabulary easily understood and consistent at their level, as it has been discovered that children learn to read and write as they are and are interrelated with the written language, therefore, their learning and teachers is closely linked to their experiences with writing and to the need to make use of reading and writing, and learn to read and write similarly to learn to speak and the process of oral messages you receive, is learning how they come in order to exchange which is established with his surroundings.
Learning is a process of receiving information.

Learning is meaningful to the extent that is generated accordance with environment and under conditions that allow for contextualization.
When the incidental spelling in the teaching process is used, every opportunity will be good to guide students in the correct spelling of words.

The study of different subjects provides many opportunities for incidental teaching spelling.

2.10. READING COMPREHENSION STRATEGIES FOR ENGLISH LANGUAGE LEARNERS

Longtime research has devoted great efforts based on the search for strategies aimed at studying how to teach and how to learn to read by humans.

In that sense this work has been done in order to analyze some strategies that can be used to impart the teaching of reading in relation to the significant world around the child.

To summarize the above it is necessary is learning from the study of the subject, aiming that it serves usefully in performing the teachers´s role and provide with answers to the questions or concerns about education, specifically for reading in the English language.

According to Lydia Breiseth: “the comprehension is the goal of reading, but it can be the most difficult skill to master, especially for English Language Learners (ELLs) ”often have problems mastering science, math, or social studies concepts, for example, because they cannot comprehend the textbooks for these subjects. (Breiseth, 2013)

ELLs at all levels of English proficiency and literacy development will benefit from improved comprehension skills, which allow them to:

- Read more accurately.
- Follow a text or story more closely.
- Identify important events and concepts in a text.
- Master new concepts in their content-area classes.
- Complete assignments and assessments.
- Feel motivated to read in school and for pleasure.

There are a number of ways to build ELLs' comprehension skills. Often, standard strategies that teachers use in mainstream classrooms are a good starting point—they just need to be tweaked with ELLs' language and academic needs in mind.

2.10.1. BUILD BACKGROUND KNOWLEDGE.

- **Draw on students' existing knowledge.** Students may already possess content knowledge that they cannot yet demonstrate in English. Look for opportunities to make associations between students' experiences and

new content. Allow students to use their native language with peers for a quick brainstorm to discover what they know about a topic before presenting their ideas to the whole class.

- **BUILD STUDENTS' BACKGROUND KNOWLEDGE.** Students with limited or interrupted schooling may not have the same level of knowledge as their peers, especially when it comes to historical or cultural topics. When starting a new lesson, look for references that you may need to explicitly explain.

- **TAKE STUDENTS ON A TOUR OF THE TEXT.** Each time you hand out a new textbook, take students on a "virtual tour." Show them different elements of the text, such as the table of contents and the glossary, and discuss how these sections can be helpful. Explain how the text is organized, pointing out bold print, chapter headings, and chapter summaries. Once students learn how to recognize these elements, they will be able to preview the text independently. Remember that students need to know how to use a tool in order for it to be helpful.

- **USE A "PICTURE-WALK."** You can use this strategy for fiction or nonfiction books. Walk through the book with the students, pointing out photographs, illustrations, and other graphic elements. Ask them what they notice about the pictures and how they think those details may relate to the story or content.

- **USE OUTLINES TO SCAFFOLD COMPREHENSION.** Provide a brief, simple outline of a reading assignment or an oral discussion in advance of a new lesson. This will help ELLs pick out the important information as they listen or read.

2.10.2. TEACH VOCABULARY EXPLICITLY.

- **FOCUS ON KEY VOCABULARY:** Choose the vocabulary that your students need to know in order to support their reading development and content-area learning. Provide student-friendly definitions for key vocabulary.
- **INCLUDE SIGNAL AND DIRECTIONAL WORDS:** Remember that students may also need explicit instruction in signal or directional words ("because" and "explain"), in addition to key content vocabulary ("photosynthesis" and "evolution").

- **USE A "PICTURE-WALK" FOR VOCABULARY:** Once students know a new word's definition, ask them to connect those new words to the pictures they see in the text.

- **TEACH STUDENTS TO ACTIVELY ENGAGE WITH VOCABULARY:** Teach students to underline, highlight, make notes, and list unknown vocabulary words as they read.

- **GIVE STUDENTS PRACTICE WITH NEW WORDS:** Ensure that your students can:
    - Define a word.
    - Recognize when to use that word.
    - Understand multiple meanings (such as the word "party").
    - Decode and spell that word.

- **INCORPORATE NEW WORDS INTO DISCUSSIONS AND ACTIVITIES.** For students to really know a word they must use it—or they will lose it. Use new words in class discussions or outside of class, in other contexts such as on field trips. Give the students as many opportunities to use and master the new vocabulary as possible.

3. CHECK COMPREHENSION FREQUENTLY.

- **USE INFORMAL COMPREHENSION CHECKS:** To test students' ability to put materials in sequence, for example, print sentences from a section of the text on paper strips, mix the strips, and have students put them in order.

- **TEST COMPREHENSION WITH STUDENT-FRIENDLY QUESTIONS:** After reading, test students' comprehension with carefully crafted questions, using simple sentences and key vocabulary from the text. These questions can be at the:

    - Literal level (Why do the leaves turn red and yellow in the fall?)
    - Interpretive level (Why do you think it needs water?)
    - Applied level (How much water are you going to give it? Why?)

- **NO MATTER WHAT THE STUDENTS' PROFICIENCY LEVEL, ASK QUESTIONS THAT REQUIRE HIGHER-LEVEL THINKING:** To probe for true comprehension, ask questions that require students to analyze, interpret, or explain what they have read, such as the following:
    - What ideas can you add to...?
    - Do you agree? Why or why not?
    - What might happen if...?
    - How do you think she felt...?

- **USE GRAPHIC ORGANIZERS:** Graphic organizers allow ELLs to organize information and ideas efficiently without using much language. Different types include Venn diagrams, K-W-L charts, story maps, cause-and-effect charts, and time lines.

- **PROVIDE STUDENTS WITH MANY DIFFERENT WAYS TO SHOW WHAT THEY KNOW:** Drawings, graphs, oral interviews, posters, and

portfolios are just a few ways that students can demonstrate understanding as they are beginning to develop their reading and writing skills in English.

- **SUMMARIZE:** Ask students to use the following strategies to summarize, orally or in writing, what they have read:
    - Retell what you read, but keep it short.
    - Include only important information.
    - Leave out less important details.
    - Use key words from the text.

It may be challenging to improve ELLs' comprehension skills, but it is well worth the extra effort to put them on the path to becoming successful readers (Breiseth, 2013).

2.11. FOUNDATIONS

2.11.1. EPISTEMOLOGICAL FOUNDATION

The legitimacy of Education has philosophical foundations.

Cesar Augusto Bernal (2006) in his book "Research Methodology" mentions that the Epistemology is “based on methods, techniques and strategies for teaching English, is a direct derivation of philosophy whose essential importance the pursuit of knowledge useful; establishing knowledge through observation and contact with reality, as knowledge to solve problems or needs of educational institutions” (p.32)

In this sense, it can establish more clearly even than the epistemology of what is responsible is to address the philosophy and knowledge through the answer to questions of vital importance such as: what is knowledge?, how it human reasoning will be conducted? or how we see that what we have

understood that true? Laying the known as the science that seeks to know things in their essence and its causes.

The driving philosophy of education eminently Education scientific, democratic and free of dogma.

Encourages education thoughtful, rational, critical and constructivist. It determines what kind of human being intends to be in terms of knowledge, skills and values.

2.11.2. PSYCHOLOGICAL FOUNDATION

Educators at all levels need to know Psychological the characteristics: why do the students always go behind something through the learning process?. Piaget say “You must know their skills, abilities, interests, development of consciousness cognitive, all immersed in the psychological aspect to adapt teaching and learning to read in English language and determine individual differences; better understand the ways of learning to read”. Because of this emphasis on activity, Piaget's theory came to potentiate active teaching methods that had arisen during the first third of century, the result of the proposed figures such as Montessori, Dewey, Claparède, etc. (Hernández, R; Fernández, C y Baptista, P., 2006)

Psychology in Middle Education leads man to make a reflection about social life, man himself, the world and its phenomena. In higher education form social leaders, professionals are able to produce new forms and instruments to change production.

In addition Piaget believes that knowledge is constructed through the interaction between the subject and the medium. In the construction of knowledge assumes that:

a) The source of it is the significant activity of the subject;

b) The construction process depends on the initial cognitive level and mindsets of the individual and is developed from the activity, reflection and social confrontation; c) access to knowledge is not closed;

d) Subject the teacher is the facilitator of constructive learning;

e) The development of cognitive structures is necessary to attach importance to the error occurred in the acquisition of knowledge and social experiences;

f) Learning depends on the type of activities

g) Conflicts play an important role in learning. (Ortiz Hurtado, M., 1999)

2.11.3. SOCIOLOGICAL FOUNDATION

In the words of (Alonso, Luis Enrique y Fernandez, R., Carlos Jesús, 2009) Luis Enrique Alonso and Carlos Jesús Fernández Rodríguez “the study of labor discipline geared to passing that cultural aspects related analysis work process itself and its various actors” (p. 39). Besides they argue:

> Education is the integration of each person in society; so vocational training must achieve a preparation for research, development, application and transfer of appropriate contexts technologies, which implies a formation that responds to the magnitude of the changes and transformations and allows rapid action judiciously own.

English Language Learning in the country involves giving a more concrete meaning to multiculturalism because it is no longer just a luxury for the elite class, but is an essential right in education. Also study the English language in the world today has many advantages both academically and labor.

In sociological teaching Spanish as a foreign language or second language development or communication language for the students achieve their learning objectives is vital skills.

This Research has provided the study of the theoretical foundations, which are essential for the development of reading ability or skill during the process of teaching and learning Spanish as a foreign language or second language in Ecuador.

2.11.4. PEDAGOGICAL FOUNDATION

Heimlich and Pittelman (1991) say “state that reading comprehension is an active process in which students integrate prior knowledge with text information to build new knowledge” (p.13).

Carmenate (2002) believes that language learning "process formation of reading ability can be improved if it is applied typology exercise of a systemic nature, and based on the development of mechanisms for reading ability and its phenomena " (p.38). In largely acquired knowledge a student will come through the reading. During the process of teaching and learning, from primary to postgraduate education, you need to read a variety of texts appropriating different skills and the importance of the fact, not only lies in content, but in quantity, style and even the purposes of each reading.

The pedagogical instruments for education have an impact in students because it involves different personality and culture working in all areas of learning and the value students give to teachers. Reading has relation with the psychology and sociology that are its fundamental disciplines, working on together with the “constructivism is a theory of learning and not a theory of teaching, the elements of effective constructivist teaching are not known”

(Richardson, 2013, p.7) it can be figured as series of principles in close relation with learning.

2.11.5. LEGAL FOUNDATION

Twenty years ago in Ecuador starts a new English curriculum reform in July 1992 during the regime of Raul Vallejo Minister of Education and Culture and Diego Cordovez Foreign Minister and Ambassador Frank Wheeler, representing the British government.) .

The Ecuadorian and British governments signed a bilateral technical cooperation (CRADLE Project), with the main objective of improving the quality of teaching and learning of English in the country. And it was applied from 8th year of basic and addresses many issues to expand, not only the English language but also the general culture.

In this last stage it is where reading comprehension in the teaching and learning of English is emphasized. Students received five hours of English lessons a week for every year of middle school (eighth, ninth and tenth, first, second and third high school). And until now they kept these teaching hours.

The legal rationale behind this research refers to:

*** The Constitution of the Republic of Ecuador in force (2008)**

That **Art. 26** of the Constitution of the Republic of Ecuador.

It states that education is a right of people along his life and an unavoidable and inexcusable duty of the State. It is an area of priority of public policy and state investment guarantee equality and social inclusion and an indispensable condition for the good life.

Individuals, families and society have the right and the responsibility to participate in the educational process (Republic of Ecuador, 2008; p.36)

That Art**. 27** of the current Constitution states that education is and will be focused on the human being and ensure a holistic development in the framework of respect for human rights, the environment and sustainable democracy; It is participatory, compulsory, intercultural, democratic, inclusive and diverse, quality and warmth; will boost gender equity, justice, solidarity and peace; stimulate the sense critic, art and physical education, individual and community initiative and the development of skills and abilities to create and work;

That **Art. 29** of the Constitution states that the State shall guarantee academic freedom, up to higher education and the rights of people to learn in their own language and scope cultural.

.Article 5. The State budget allocation to be a National Book Commission, consisting in the global game of the Ministry of Education.

Article 15. The publishing companies are exclusively aimed for publishing books, enjoy exemption from income tax for ten years from the date on which the production and printing of books begins, provided that these are made in Ecuador. Also enjoy this exemption publishing companies that carry out their activities within the area of co-publishing.

Article 20. Any book published in Ecuador must contain: the name and surname of the author, place and date of printing, the edition number, the name and address of the publisher and printer, the number of International Standard Bock Number - ISBN-. The original title, year and the first registration of copyright.

Any clandestine book that omits one of the previous requirements started and edited or reproduced means that it is violating the legal provisions or at least it shall be presumed.

The swindled, prior permission of the authors, or anyone with such rights, republished books whose editions have been exhausted and deemed essential to the culture and education.

Article 21. The obligation of every editor, for purposes of legal deposit, submit three copies of the book in the office that point Regulation.

This law was amended and is now called law book and is in force since 2008.

CHAPTER III

METHODOLOGY

3.1. BACKGROUND

To describe and interpret the reality of the problem, this study is focused on qualitative and quantitative methodology.

For its part Altuve and Rivas (1998), says that “the research design is a general strategy adopted by the investigator as a means of addressing a particular problem, which identifies the steps to be followed to perform the study”. For this, the work is part of a qualitative - quantitative approach, so that this research was performed sharing the facts and experiential phenomena during the pre-professional practice in order to collect information from students and teachers to discuss their experiences in the teaching - learning English for the Socio-Educational this mode is used; according to Article 3 of Law Degree of the regulation says.:

It will be understood by socio educational research project based on the scientist method which can be of qualitative or quantitative character to generate alternative proposals for solving the problems of social reality and / or education at macro, meso or micro.

3.2. TYPES OF INVESTIGATION

The type of applied research is a qualitative approach, since it allows the study of the individual as a unique and unrepeatable that is related with himself and the environment, plus interact in a social and cultural context.

The quantitative approach allows addressing the subject and the communities from a global vision, which is crucial to take any proposed comprehensive proactive prevention.

In the leading it is useful because this method needs to seek a source of the problems encountered, and not so much the numerical value but causes them not to allow a good development process.

The most common way to classify research is one that seeks to locate in time (as time dimension) and distinguishes between the investigation of things past (Historical), the things of this (**descriptive**) and what can happen (Experimental).

HISTORICAL, DESCRIPTIVE AND EXPERIMENTAL

Historical, Descriptive, Experimental: Traditionally three types of research which arise the various types of research being conducted and are presented.

Historical research is about past experiences that describe how it was and it is a critical search for the truth that sustains past events. The researcher depends on primary and secondary sources which provide information and to which the investigator should examine carefully in order to determine their reliability through internal and external criticism. In the first case verifies the authenticity of a document or track and in the second, determines the meaning and validity of the data contained in the document is considered authentic.

Descriptive research, it works on realities of fact and its main characteristic is to present a correct interpretation. This may include the following types of studies: Surveys, Studies, Exploratory, Causal, developmental, Predictive, ensembles, Correlation.

Experimental research involves the manipulation of one (or more) unproven experimental variable, under strictly controlled conditions in order to describe how or why cause a particular situation or event occurs. The experiment led

by the researcher, allows you to enter certain study variables manipulated by him, to control the increase or decrease of these variables and their effect on the observed behaviors.

3.3. METHODS OF INVESTIGATION

More specifically the method used is participatory research: A study arises from a problem that originates in the community, in order that the living standards of the people improve in the search for a solution involved.

To use and develop this work sure will be noticed the change in the level of social and intellectual life of the institution and especially in eighth grade of Education in the Armada Nacional High school.

3.3.1. QUALITATIVE APPROACH

Qualitative approach is a type of scientific research. In general terms, scientific research consists:

• Seeks answers to a question
• Systematically uses a predefined set of procedures to answer the question
• Collects evidence
• Produces findings that were not determined in advance
• Produces findings that are applicable beyond the immediate boundaries of the study

Additionally, it seeks to understand a research problem or topic from the perspectives of the local population it involves. Qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social contexts of particular populations.

3.3.2. QUANTITATIVE APPROACH

This work originates of the experience gained in the pre-professional practice, where it was found during the dynamics of the teaching - learning English, there was little use of techniques and methodologies for successful development of reading comprehension and texts responding to the tastes of future readers, in this case, students coming to unsatisfactory results. (Denzin NK, Lincoln YS (eds.), 2000)

In order to conduct it through the study and worthwhile results, to provide it with new changes for education: this study had been made for qualitative - quantitative approach.

According to Hernández & Fernández (2006) states that:

> The quantitative approach is a process that collects, analyzes and links quantitative data in a single study or a series of investigations to respond to a problem statement. Therefore, methods of quantitative approaches are used and involved quantitative data and otherwise too.

3.3.3 OBSERVATION METHOD

This method is used to identify the problem of the institution and search the solution directives and teachers all together to improve the reading comprehension in itself.

3.3.4 INDUCTIVE METHOD

Inductive learning encourages the learner to “find” the answers/learning/understanding on their own Inductive is known as a 'bottom up' approach. In other words it has the following stages:
The observation of the class
The formulation of the hypothesis and verification of the definitive law.

3.3.5 DEDUCTIVE METHOD

Deductive is known as a 'top down' approach whereas Deductive learning presents the information, answers, learning for the learner.

3.3.6 ANALYTICAL METHOD

This method involves the analysis (decomposition), this is the separation of a tone in parts or in it is an established element. It relies on knowledge of something that must be divided into its parts.

3.3.7 HYPOTETICAL – DEDUCTIVE METHOD

An hypothesis is something that can or cannot be real depending on the research and the methods that will be used. Shuttleworth (2008) adds that "the hypothetical- deductive method is one of the mainstays of scientific research, often regarded as the only true scientific research method" (p.10) of the employed methods it could be know the veracity of the investigation.
In this research has been chosen the following methods:

In this project will be applied this hypothetical- deductive method because in the procedure is possible to make a practical activity through observations and creation of a hypothesis that shows how to combine deduction and verification to get knowledge about the studied phenomenon.

The hypothesis was established through previous knowledge of the lack of development of strategies to improve the reading comprehension in students and how create the interest in themselves in its development.

The inductive method because if it is known a particular idea can be studied via analysis to obtain a general idea about the situation at this institution with students.

The analytical method is important to know what the reasons are and to establish in which conditions were found the knowledge of students about reading comprehension.

3.4 TECNIQUES OF INVESTIGATION

3.4.1 APPLIED RESEARCH:

This research aims to pursue direct and immediate application. The application on circumstantial research rather than developing theories reality. This study sought to know and to act. Zorrilla, in his book of types of research (1993), defines it as:

> Save intimate relationship with basic, it depends on the findings and advances in basic research and is enriched with them, but is characterized for your interest in the application, use and consequences internship knowledge. Applied research seeks to know, for act, to build, to change.

3.4.2 NO EXPERIMENTAL RESEARCH

Being direct observers of the problems within the study area was established which is a non-experimental design, where the authors of the area of methodology are, Hernandez et al, (2003), define the research as: “The studies conducted without the deliberate manipulation of variables and in which only the phenomena observed in their natural environment and then analyze them”.

3.4.3 TRANSVERSAL RESEARCH

This study in turn was transversal as data collection was done in a given time. According to Hernandez et al. (2003), defined as:

“Cross designs or transactional data collected research one time, in one time. Its purpose is to describe variables and analyze their impact and interaction at any given time. It's like taking a photograph of something happening”

3.4.4 EXPERIMENTAL RESEARCH

Attempts to determine how and why something happens. Experimental research tests the way in which an independent variable (the factor that the scientist manipulates) affects a dependent variable (the factor that the scientist observes).

A number of factors can affect the outcome of any type of experimental research. One is finding samples that are random and representative of the population being studied. (Bernard HR, 1995)

3.4.5 DESCRIPTIVE RESEARCH

All research needs to collect information and then be analyzed and interpreted. It includes the description, recording, analysis and interpretation of the current nature, composition or processes of a phenomena. The approach is made on findings is dominant, or as a person, group or thing leads to function in the present. Researchers conducting qualitative studies want to collect as much data as they can that will allow them to capture all of the elements of an event that come together to make it the event that it is. As long as they are ``in the field,'' they are obliged to consider as data whatever they observe in the field. Qualitative researchers cannot, as readily as quantitative researchers, insulate themselves from data'' (Becker, 1996,p.56). Descriptive research works on the realities of the facts and collects qualitative and quantitative data and describe clearly the root of the found problem.

3.4.6 EXPLORATORY RESEARCH

This type of research was aimed to discover the early events that occur in the environment. Hernandez Fernandez and Baptista, research methodology, (2006), mention that “explanatory research is "to establish the causes of events, events or a phenomena being studied”.

3.4.7 DOCUMENTARY RESEARCH

Such research was supported in documentary sources. Zorrilla (1993) states that “the documentary-that research is being done through consultation documents (books, magazines, newspapers, reports, yearbooks, records, manuscripts, constitutions, etc.)”.

3.4.8 BIBLIOGRAPHIC RESEARCH

A research to have a livelihood it needs to support the work done, it was necessary to access documents used to obtain information. The research as is pointed by Hernandez Sampieri, Fernandez Baptista (1998), “is the tool to know what surrounds us and its character is universal. Within all research should be a bibliographic support to support the technical part of an analysis”.

3.4.9 FIELD RESEARCH

Based on a field of study, this research was based on the collection of information in direct contact with the object of study.

This emphasis upon meanings that individual construct and modify during the process the process of interaction holds implication for the research process.

The study of action has to be conducted from the position of the actor in order to see the way in which actors perceive situations. Blumer (1966) said:

In short, one would have to take the role of the actor and see his world from his standpoint. This methodological approach stands in contrast to the so-called objective approach so dominant today, namely that ofviewing the actor and his action from the perspective of an outside, detached observer…the actor acts towards his world on the basis of how he sees it and not on the basis of howthat world appears to the outside observer. (p.542)

This project has used the exploratory research because in the search of causes and consequences and with the result and its respective analysis will be determine factors in the development of the reading comprehension which to help to reach the established objectives in this investigation and get the answers of the educative community.

The descriptive research will explain the fundamental characteristic in which this research is based to get the solution to the main problem at this institution.

this research is also quantitative because it is related to case studies and numbers and the porcentages in relation with the given items in the instruments that keep close relation with the varibles and finally to examine information and data that will help to find a solution.

3.5 SURVEYS

A survey is a method in descriptive research designs (non-experimental) in which the researcher seeks to collect data through a previously designed questionnaire or interview someone, without changing the environment or the phenomenon where information is collected and is to deliver it in the form of triptych, graph or table. The data are obtained by performing a set of standard questions to a representative sample or total whole population.

Surveys will be conducted with multiple choice options to students of the eighth level Navy School referred to the tastes and preferences of students to understand reading in English, only students in the first year of primary education in this school, corresponding to forty students in this case of investigation.

To depth in the thoughts of students about their knowledge of reading comprehension are going to be used surveys. (Cherry,2015) affirms " A survey is a type of research tool that involves administering a questionnaire or interview to participants. A survey can be used to investigate the characteristics, behaviors, or opinions of a group of people" (p.62) This method is going to be used as the principal instrument that will show the levels for each formulated item trying to deepen the research to the select population.

3.6 INTERVIEWS

> Interviews are among the most challenging and rewarding forms of measurement. They require a personal sensitivity and adaptability as well as the ability to stay within the bounds of the designed protocol. Here , I describe the preparation you need to do for an interview study and the process of conducting the interview itself (Trochim, 2006, p.25)

Asking questions in a formal meeting is the best way to know the reality of specific situation; it is possible through via interview to catch the necessary information for having a clear objective in research.

Through the interviews directed to the director and teachers staff of the institution it can be found the methods, techniques and resources used to developed the innovated strategies to get a good reading comprehension in students and the importance that they give to the learning of English, all this

information has given by the surveys achieving the participation of all members of the educational community.

3.7 ANALYSIS AND INTERPRETATION

The surveys did possible to notice the principal aspects of this investigation that pretends to rise the levels of the interest in students in reading comprehension, it is visible to see how are divided the criteria of students about the reading comprehension and the impact that is has in them.

The most important factor was the observation during an English class which evidenced it is necessary innovate techniques of reading to develop in the students a good reading comprehension and create in the classroom a funny space to read and understand.

If the students comprehend from their books depend of the strategies that teachers use for its better comprehension, it is not an easy something to do because the difficulties that represent to learn a new language. The lack of the systematic use of reading strategies can contribute to a good or bad decision that student want to learn or does not the second language, in this case English.

3.8 OPERAZIONALIZATION OF VARIABLES

Chart 2 Operazionalitation of Variables

Variable	Dimension	Indicator
Independent Variable **THE SYSTEMATIC USE OF READING STRATEGIES**	**Definition**	• Technique • Motivation • Interpretation
	Types of comprehension Techniques	• Rewards • Competition
	Importance	• Interactive comprehension techniques in the classroom
	Use of gender narrative	• Advantages • Disadvantages
Dependent variable **Reading comprehension**	**Definition**	• Listening • Comprehending speech • Play games
	Listening processing models	• Ask • Answer
	Listening materials	• Extensive listening • Intensive listening
	Use of listening material	• Advantages • Disadvantages
	Listening stages	• Pre-listening • While listening • Post listening

Source: Armada Nacional High school
Researchers: Mariana Jurado L. and Claudia López

3.9 LIKERT SCALE

The Likert scale is one of the most used (and reliable) ways to do it, it measures attitudes and behaviors using response options ranging from one extreme to another (for example, unlikely to extremely likely). Unlike simple questions with yes / no, the Likert scale allows you to discover different levels of opinion, which may prove particularly useful for sensitive topics or issues or challenging.

Having a range of responses will also allow you to easily identify areas for improvement, regardless of whether you are sending a questionnaire to understand the levels of efficiency of tastes in reading and understanding English.

totally agree	agree	indifferent	disagree	totally disagree

3.10 POPULATION AND SAMPLE

POPULATION

The concept of population statistics goes beyond what is commonly known as such. It is specified as a finite or infinite set of people or objects with common characteristics. Levin & Rubin (1996) mentions that: "A population is a set of all elements we are studying, about which we try to draw conclusions."

When the population is very large, it is obvious that the observation of all elements are difficult in terms of work, time and costs required to do so. To solve this problem a statistical sample is used.

It is often impossible or impractical to observe all the individuals, above all if they are many. Instead of examining the whole group called population or universe.

SAMPLE

According to Murray R. Spiegel (1991), cited by (Issuu, J. L. , 2014), he says: "statistical sample consists of a representation of some elements of the population, but not all" (p.18). This means select of a set and choose a small part to give a statics according to the group of studies.

The Armada National School is ubicated in the south of Guayaquil city it belongs to the Guayas province. The address of this institution is: Neighborhood Moran Valverde 5 de January and Vigia streets behind Teodoro Maldonado Carbo Hospital.

This school has educated to many students of the sector, the school is surrounded by some citadels such as: El Maestro, Guangala, Huancavilca and Acacias.

The total population of the eighth grade of students of the Armada Nacional School is 80 students thus be made to all children surveys.

3.11 GRAPHICS AND CHARTS

From the data obtained from surveys, tabular, graph and analyzed to see the level of reading comprehension in English with the students, which will enhance reading comprehension in students of the eighth grade course, because they face the need to apply their reading skills in academic tasks at the heart of its activities during study process.

This analysis is based on the variables according to the subject of this investigation, taking into account that the independent variable is "lack of reading comprehension in English" and the dependent will be variable as "improve reading comprehension”.

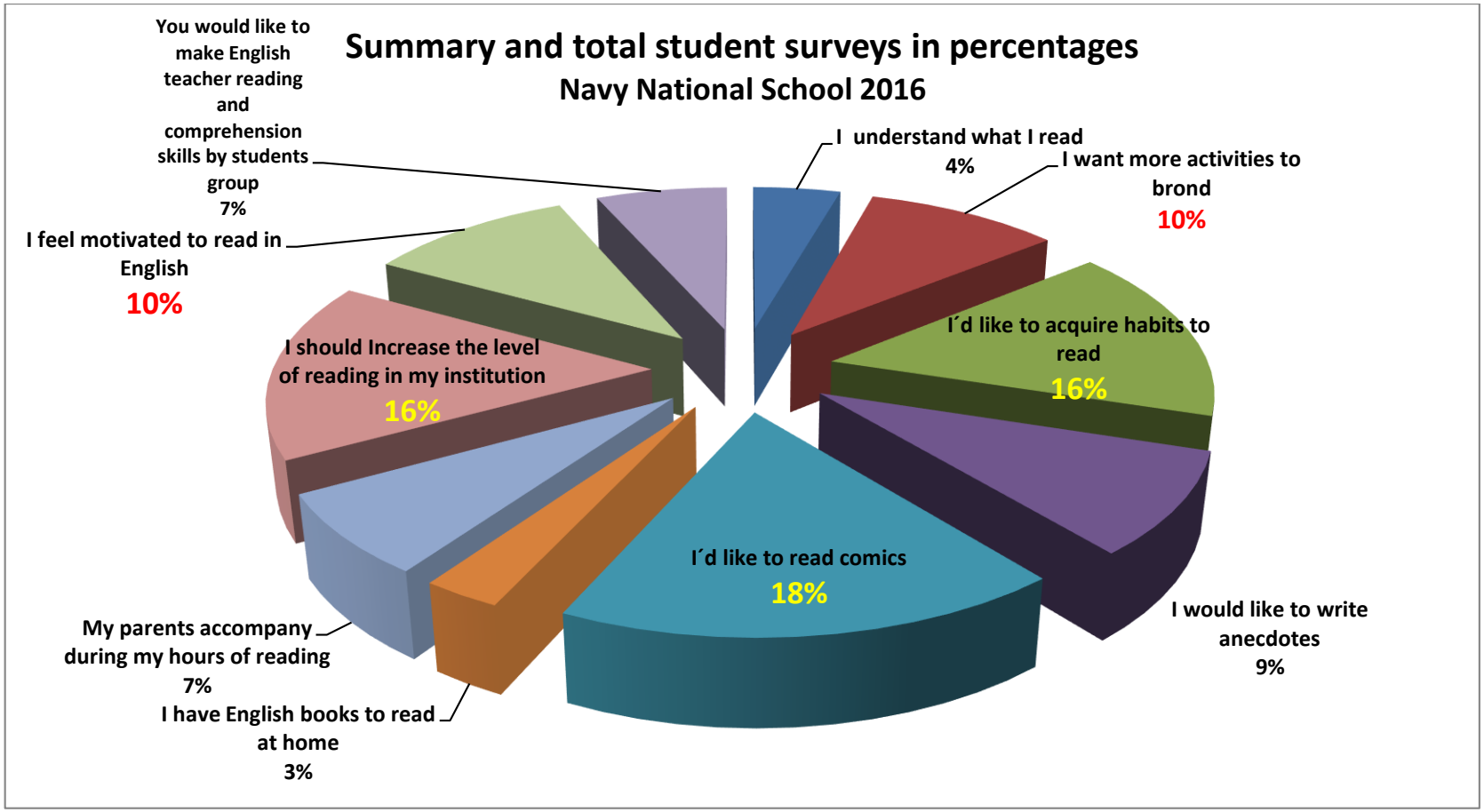
Then the total summary is presented in percentages of surveys to students, where the summary information confirms that students in the eighth grade of the Armada Nacional School express that the mostly them would like to learn and understand the reading in English and one of the best way to do it ; this would be through interactive exercises and comics.

Chart 3 Summary and total student surveys with percentages amounts.

No.	ITEMS	1 Totally agree	2 Agree	3 Indifferent	4 Disagree	5 Totally disagree	
1	I understand what I read	18%	35%	30%	14%	4%	100%
2	I want more activities to brond	39%	50%	6%	3%	3%	100%
3	I would like to acquire habits to read	63%	28%	3%	8%	0%	100%
4	I would like to write anecdotes	36%	49%	5%	10%	0%	100%
5	I would like to read comics	71%	19%	10%	0%	0%	100%
6	I have English books to read at home	11%	48%	28%	13%	1%	100%
7	My parents accompany during my hours of reading	29%	19%	15%	34%	4%	100%
8	I should Increase the level of reading in my institution	64%	26%	5%	3%	3%	100%
9	I feel motivated to read in English	41%	39%	6%	1%	13%	100%
10	You would like to make English teacher reading and comprehension skills by students group	26%	58%	9%	8%	0%	100%

Source: Armada Nacional High School survey
Researchers: Mariana Jurado L. and Claudia López

Graphic No. 1 Summary and total student surveys with percentages graphic



Source: Armada Nacional High School survey
Researchers: Mariana Jurado L. and Claudia López

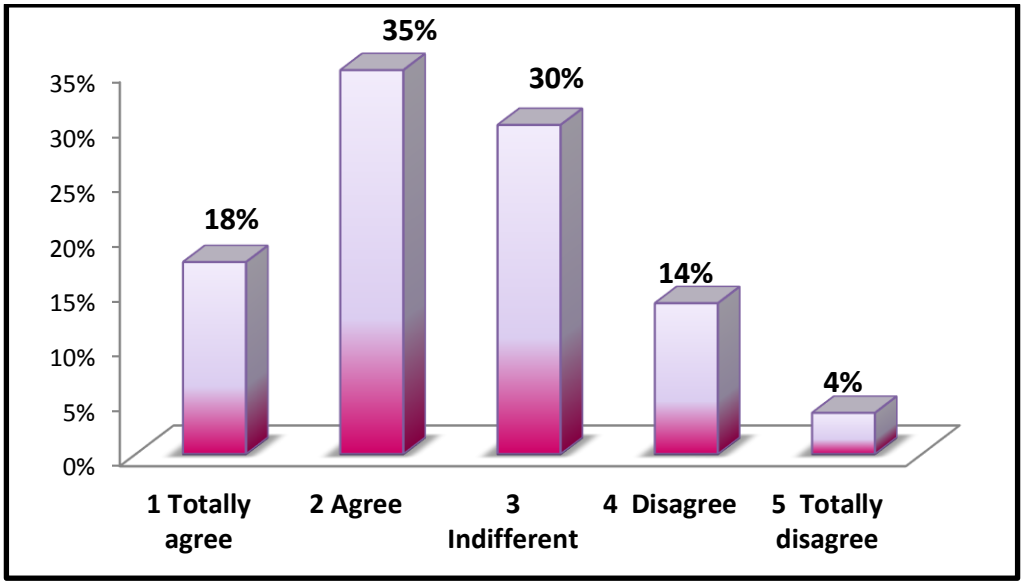
ITEM Nº 1: I understand what I read

Chart 4 I understand what I read

1 Totally agree	14	18%
2 Agree	28	35%
3 Indifferent	24	30%
4 Disagree	11	14%
5 Totally disagree	3	4%
TOTAL	80	100%

Source: Armada Nacional High School survey
Researchers: Mariana Jurado L. and Claudia López

Graphic No. 2 I understand what I read



Source: Armada Nacional High School survey
Researchers: Mariana Jurado L. and Claudia López

Analysis: Respondents indicated that they are "Totally agree" 18% more than those who are "agree" 35%, but who "understand what they read, while 30%, implying that there is a real problem because high rates as 47% indicate that or are "indifferent" or "disagree" or "totally disagree"

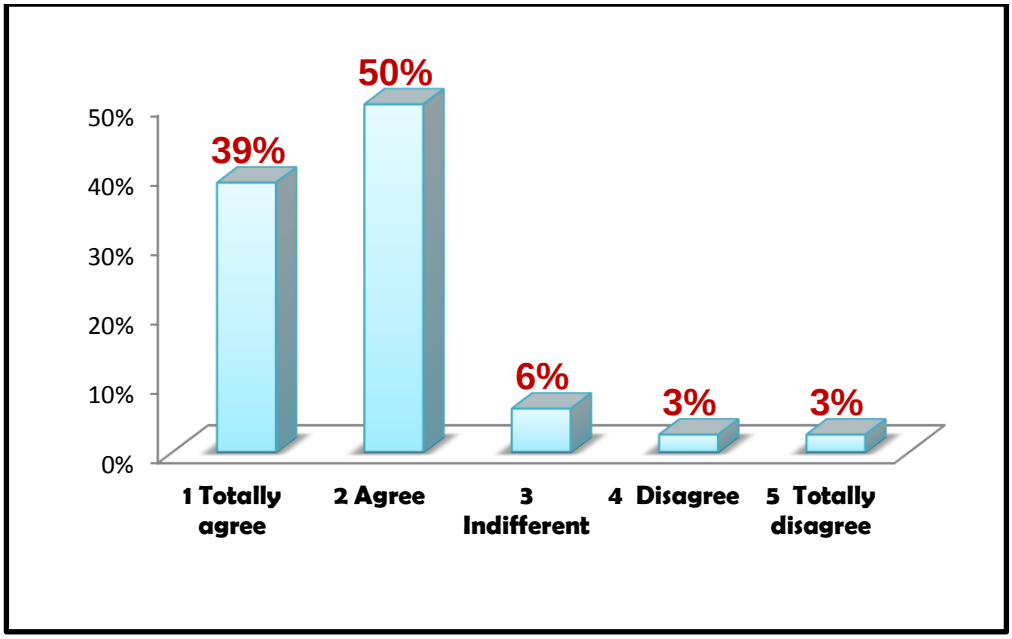
ITEM Nº 2: I want more activities to brond

Chart 5 I want more activities to brond

1 Totally agree	31	39%
2 Agree	40	50%
3 Indifferent	5	6%
4 Disagree	2	3%
5 Totally disagree	2	3%
TOTAL	80	100%

Source: Navy High School survey
Researchers: Mariana Jurado L. and Claudia López

Graphic No. 3 I want more activities to brond



Source: Armada Nacional High School survey
Researchers: Mariana Jurado L. and Claudia López

Analysis: To this question the 2 highest percentages of students responded by 50% and 39% they indicated that they agree fully; while a minors scale of them are indifferent.

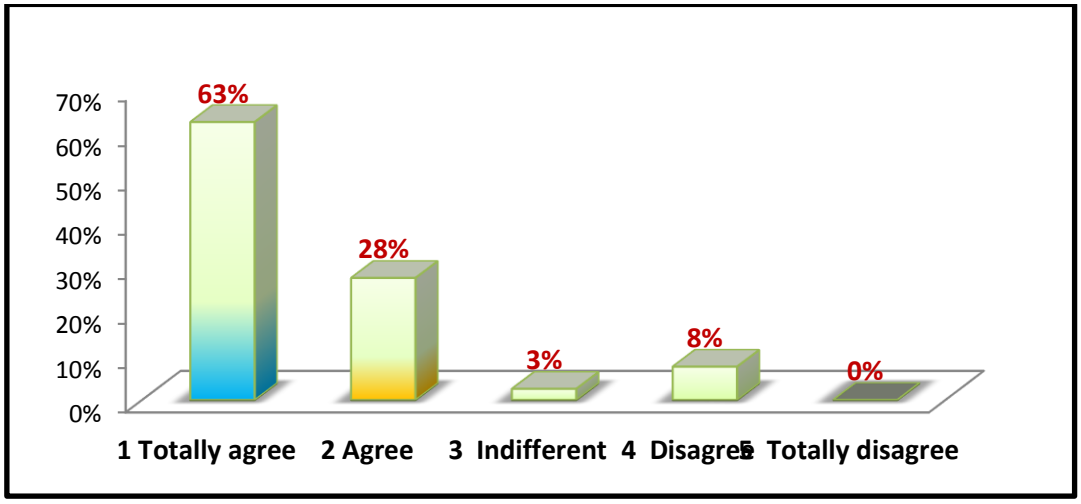
ITEM Nº 3: I would like to acquire habits to read

Chart 6 I´d like to acquire habits to read

1 Totally agree	50	63%
2 Agree	22	28%
3 Indifferent	2	3%
4 Disagree	6	8%
5 Totally disagree	0	0%
TOTAL	80	100%

Source: Navy High School survey
Researchers: Mariana Jurado L. and Claudia López

Graphic No. 4 I would like to acquire habits to read



Source: Armada Nacional High School survey
Researchers: Mariana Jurado L. and Claudia López

Analysis: The most high percentages are 63% and 28% who would like to acquire reading habits, while few scale are 3 and 8 % are indifferent and they "disagree" respectively; the key factor indicates that of them like to read but it is difficult to understand a reading because maybe English teachers in that institution do not perform or do their

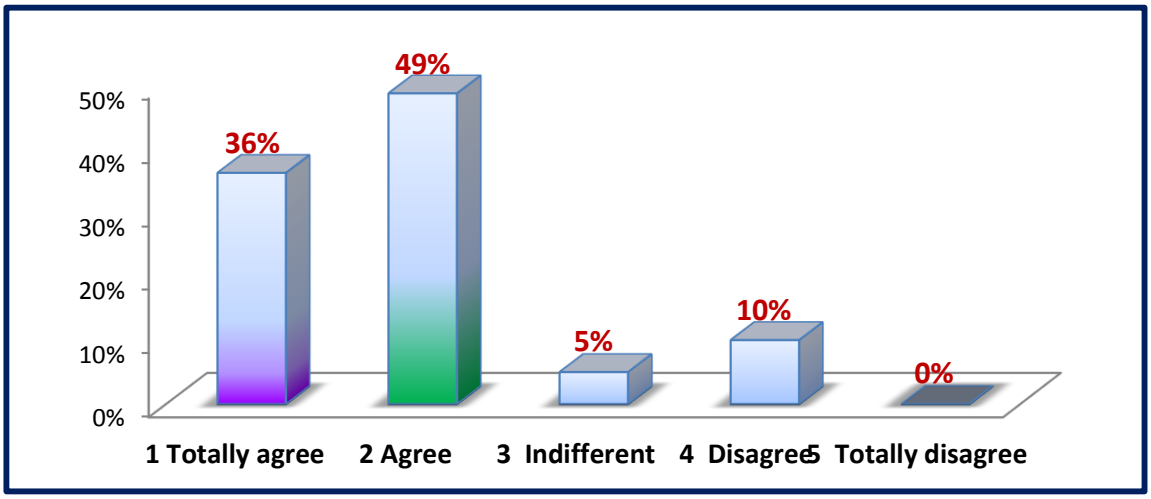
work well, do not follow in the footsteps of successful strategies to make it understandable one reading.

ITEM Nº 4: I would like to write anecdotes

Chart 7 I´d like to write anecdotes

1 Totally agree	**29**	36%
2 Agree	**39**	49%
3 Indifferent	**4**	5%
4 Disagree	**8**	10%
5 Totally disagree	**0**	0%
TOTAL	**80**	**100%**

Resource: Armada Nacional School survey
Researchers: Mariana Jurado L. and Claudia López



Resource: Armada Nacional High School survey
Researchers: Mariana Jurado L. and Claudia López

Analysis: Analysis: In 49 and 36 percent, would like to write stories, while only 15% expressed among which are "indiferent" and "disagree". This is a response that should be taken into account for teachers to develop their programs of learning and understanding English in the classroom in an interactive and participatory manner with all Student Local Trade.

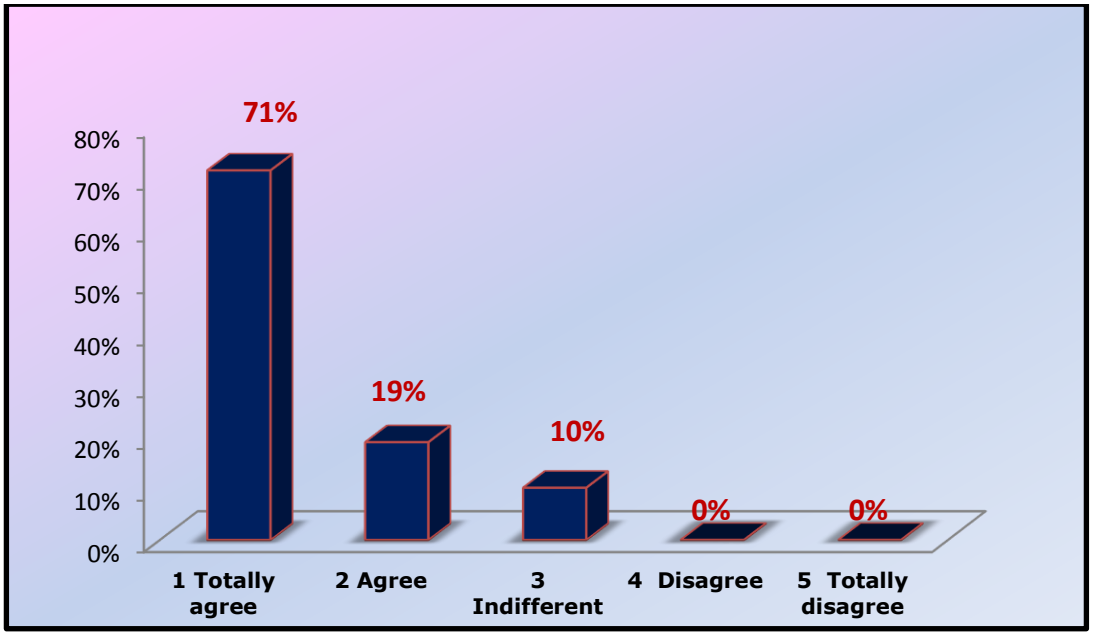
ITEM Nº 5: I would like to read comics

Chart 8 I would like to read comics

1 Totally agree	**57**	71%
2 Agree	**15**	19%
3 Indifferent	**8**	10%
4 Disagree	**0**	0%
5 Totally disagree	**0**	0%
TOTAL	**80**	**100%**

Source: Armada Nacional High School survey
Researchers: Mariana Jurado L. and Claudia López

Graphic No. 5 I would like to read comics



Source: Armada Nacional High School survey
Researchers: Mariana Jurado L. and Claudia López

ANALYSIS: This response of respondents confirms the reason for this investigation because the majority of respondents are fascinated and fully agree that "they would like to read comics," so it is important to make and lunch the proposal so that they can improve this skill.

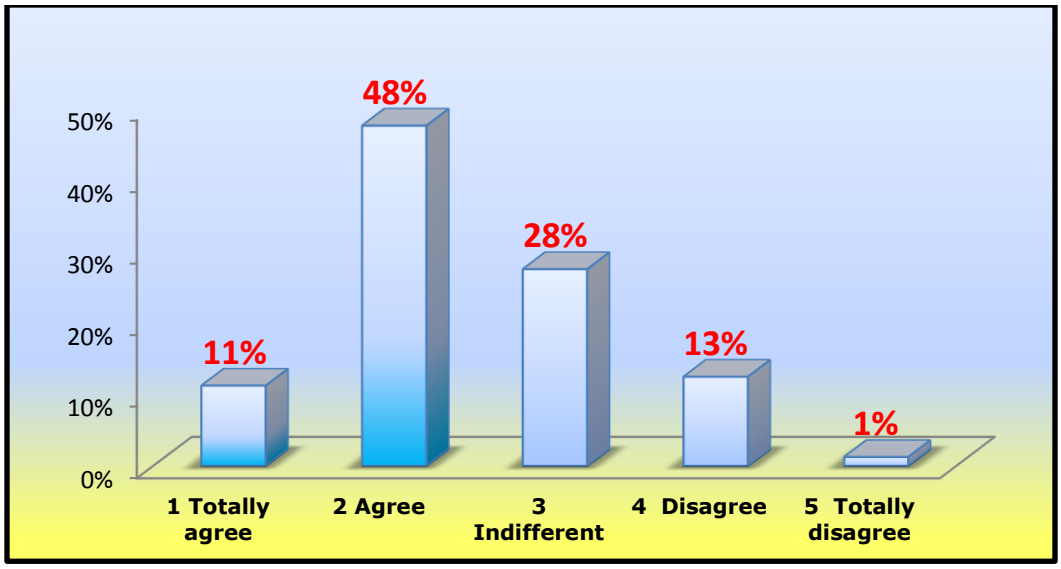
ITEM Nº 6: I have English books to read at home

Chart 9 I have English books to read at home

1 Totally agree	**9**	11%
2 Agree	**38**	48%
3 Indifferent	**22**	28%
4 Disagree	**10**	13%
5 Totally disagree	**1**	1%
TOTAL	**80**	**100%**

Source: Armada Nacional High School survey
Researchers: Mariana Jurado L. and Claudia López

Graphic No. 6 I have English books to read at home



Source: Armada Nacional High School survey
Researchers: Mariana Jurado L. and Claudia López

Analysis: With a total of 59% express who have books and read them at home, while 13% indicate that 28% are first exposed to these indifference, consequently they to be encouraged to develop this skill with the application of the proposal.

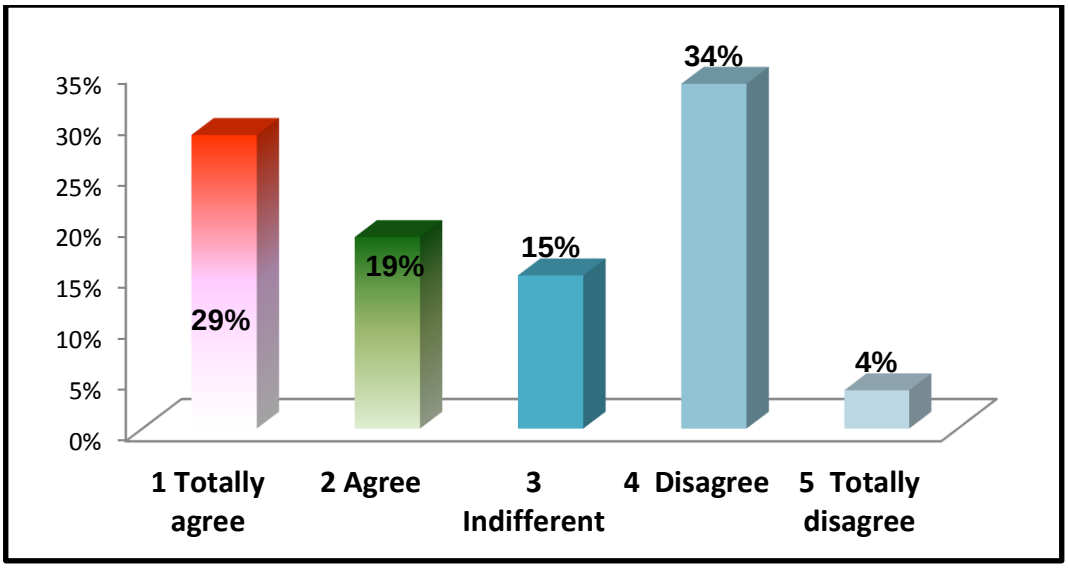
ITEM Nº 7: My parents accompany during my hours of reading

Chart 10 My parents accompany during my hours of reading

1 Totally agree	**23**	29%
2 Agree	**15**	19%
3 Indifferent	**12**	15%
4 Disagree	**27**	34%
5 Totally disagree	**3**	4%
TOTAL	**80**	**100%**

Source: Armada Nacional High School survey
Researchers: Mariana Jurado L. and Claudia López

Graphic No. 7 My parents accompany during my hours of reading



Source: Armada Nacional High School survey
Researchers: Mariana Jurado L. and Claudia López

Analysis: the majority of the students express who have books in home but they do not to read alone by the way it is important to encourage to their parents to read with their sons or daughters to develop funny way the learning of the reading comprehension through of the proposal of this project.

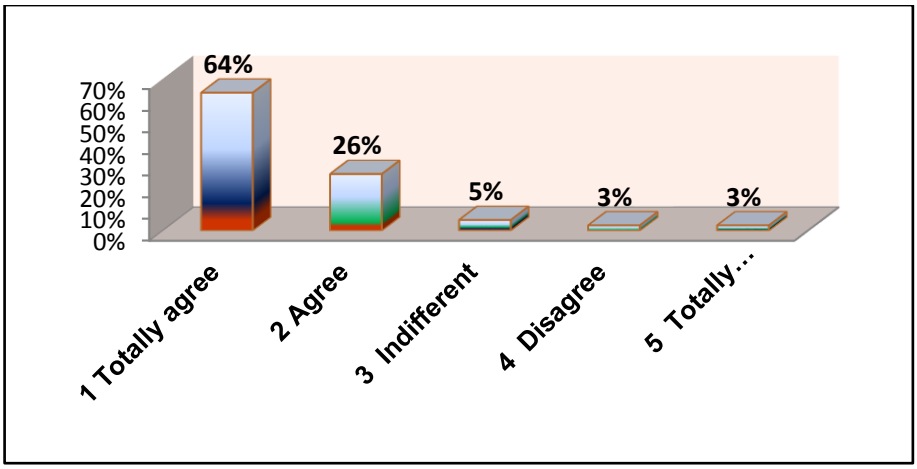
ITEM Nº 8: I should Increase the level of reading in my institution

Chart 11 I should Increase the level of reading in my institution

1 Totally agree	**51**	64%
2 Agree	**21**	26%
3 Indifferent	**4**	5%
4 Disagree	**2**	3%
5 Totally disagree	**2**	3%
TOTAL	**80**	**100%**

Source: Armada Nacional High School survey
Researchers: Mariana Jurado L. and Claudia López

Graphic No. 8 I should Increase the level of reading in my institution



Source: Armada Nacional High School survey
Researchers: Mariana Jurado L. and Claudia López

Analysis: 64% of respondents expressed that they are "total agree" that they would like to increase the reading level in the institution, another 26% indicate they "agree" that added would be 90% who agree, while a minority 11% "indifferent", "disagree" and "totally agree", another principal to develop a new way to make students have excellent reading comprehension factor that is shown to develop the proposal to encourage to student to improve their reading comprehension.

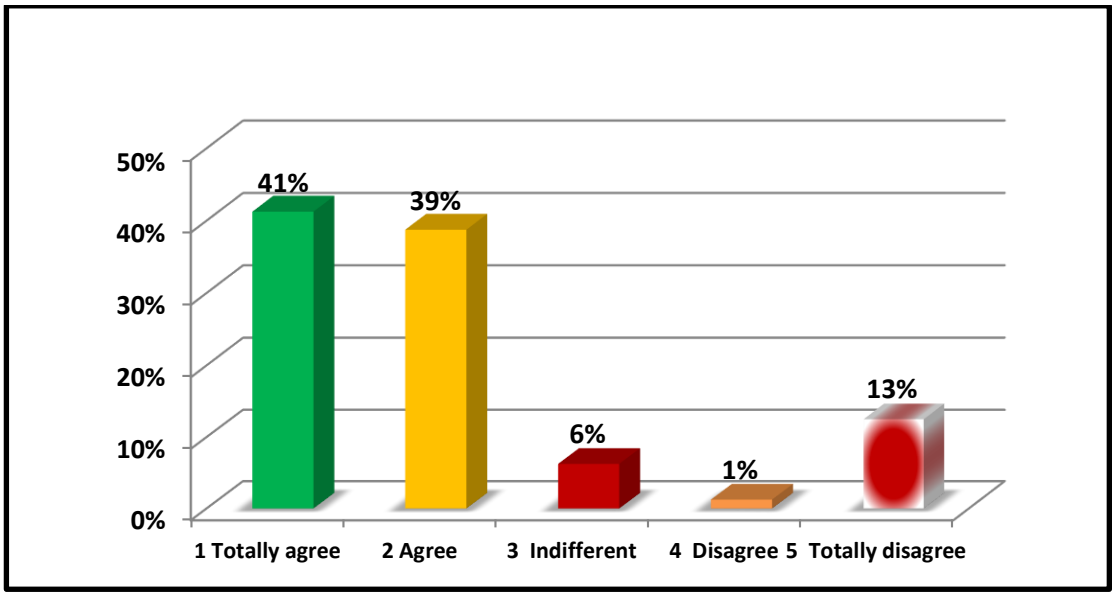
ITEM Nº 9: I feel motivated to read in English

Chart 12 I feel motivated to read in English

1 Totally agree	**33**	41%
2 Agree	**31**	39%
3 Indifferent	**5**	6%
4 Disagree	**1**	1%
5 Totally disagree	**10**	13%
TOTAL	**80**	**100%**

Source: Armada Nacional High School survey
Researchers: Mariana Jurado L. and Claudia López

Graphic No. 9 I feel motivated to read in English



Source: Armada Nacional High School survey
Researchers: Mariana Jurado L. and Claudia López

Analysis: By confirming with 80% of the votes that are "total agree" and agree to whom you feel motivated reading English; and only 20% in total by responding between "indifferent" 13% "Total disagree" and 1% with "disagree". The majority are agree how the use systematic strategies will improve their reading comprehension.

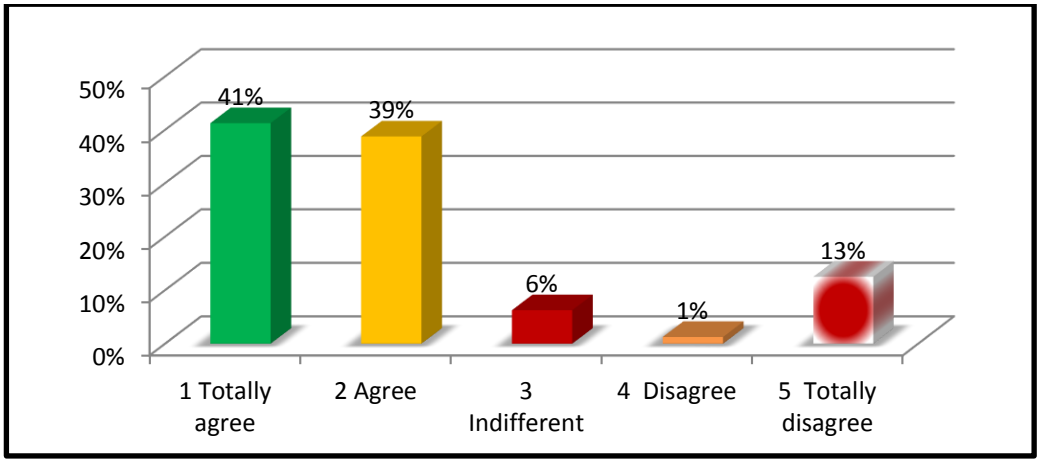
ITEM Nº 10: You would like to make English teacher reading and comprehension skills by students group

Chart 13 You would like to make English teacher reading and comprehension skills by students group

1 Totally agree	**33**	41%
2 Agree	**31**	39%
3 Indifferent	**5**	6%
4 Disagree	**1**	1%
5 Totally disagree	**10**	13%
TOTAL	**80**	**100%**

Source: Armada Nacional High School survey
Researchers: Mariana Jurado L. and Claudia López

Graphic No. 10 You would like to make English teacher reading and comprehension skills by students group



Source: Armada Nacional High School survey
Researchers: Mariana Jurado L. and Claudia López

Analysis: In responding to 41% and 39% who would like to make English teacher Reading and comprehension skills in group. Can be said that almost all ask to be taught with other assets methodology for better understanding games. It is lovely to apply the proposal to show the students need to be encourage to read in correct way and improve their reading comprehension.

3.12 RESULTS OF CHI CUADRADO

Objective: To show the relation between the variables independent and dependent

Independent variable: Motivation to read in English

Dependent variable: understand English

Chosen Items:

I understand what I read

I feel motivated to read in English

Chart 14 TABLE OF CONTENGENCY

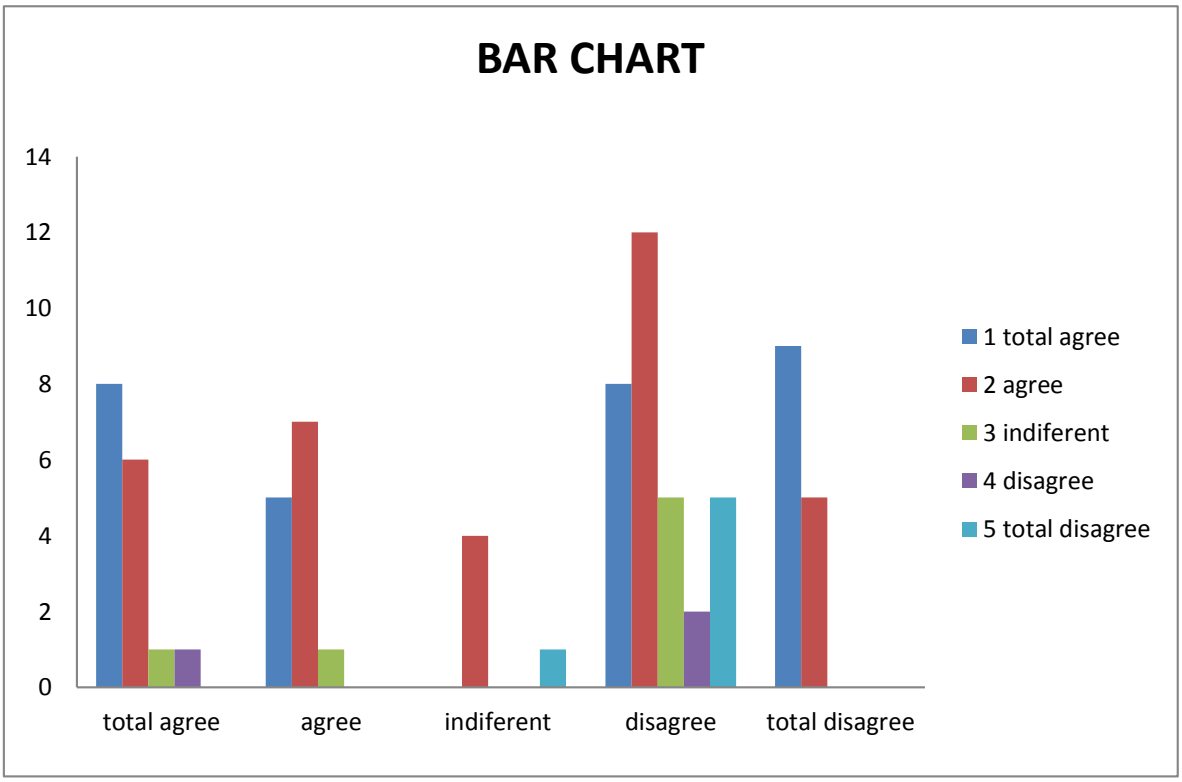
I understand what I read	I_feel_motivated_to_read_in_English					Total
	1	2	3	4	5	
Total agree	8 50,0%	6 37,5%	1 6,2%	1 6,2%	0 0,0%	16 100,0%
Agree	5 38,5%	7 53,8%	1 7,7%	0 0,0%	0 0,0%	13 100,0%
Indifferent	0 0,0%	4 80,0%	0 0,0%	0 0,0%	1 20,0%	5 100,0%
Disagree	8 25,0%	12 37,5%	5 15,6%	2 6,2%	5 15,6%	32 100,0%
totally disagree	9 64,3%	5 35,7%	0 0,0%	0 0,0%	0 0,0%	14 100,0%
Total	**30** **37,5%**	**34** **42,5%**	**7** **8,8%**	**3** **3,8%**	**6** **7,5%**	**80** **100,0%**

Source: Armada Nacional High School survey
Researchers: Mariana Jurado L. and Claudia López

TEST STATISTICS	Value	df	Sig. asintótica (bilateral)
Pearson Chi Square	11,431[a]	12	,492
Razón de verosimilitudes	11,335	12	,500
Asociación lineal por lineal	2,146	1	,143
N de casos válidos	80		

Significative level: 0.05

No parametric test: chi square



GRAPHIC CHI SQUARE

ANALYSIS CHI SQUARE

The first and foremost question to represent in the 80 surveys is that if the student understands a script to read it in English, which is why five variables were identified to determine an almost 85% represented by the blue bar students, who do not understand the eighth level in the English language in different readings taken in each class.

By this question needed to know whether respondents are aware that they must raise their level of understanding, expressing 70% who "strongly agree" plus the 23.8% "agree", account for a considerable percentage of 93.8% to the institution you must raise the level of reading comprehension in the English language, important in determining the Masters must act and implement as soon as teaching strategies for reading comprehension in English, implementing the proposal contained herein factor.

3.13 CONCLUSIONS

According to data collected by the survey, was determined and confirmed that indeed the students do not understand the reading done in the English language, for various reasons, one of them because you think they are doing in a somewhat boring or old way to teach teachers or because teachers do not perform all the steps of teaching strategies in English or because some learning steps are obvious, giving notice that do not follow the proper sequence.

With the problems and specific and general objectives of this project, it was found that children are more interested in reading, when they engage directly and actively in the realization of the interactive activities proposed.

Learning more dynamic and fun way addresses makes the frustrations of classroom context will be overcome and that the English teacher achieve progress on the proposed contents and the students themselves class are the fundamental support of the English teacher.

Reading is an extremely valuable to achieve significant learning a foreign language instrument; however, to be so, it must be designed a type of strategies that suit reading levels that include understanding and interpretation.

It is well known that the motivation to improve reading comprehension in English, is achieved through strategies and recreational, educational, artistic, creative and cultural activities, thus enabling the achievement of reading habits and everything here. It is derived for the process of academic and personal development of each student.

3.14 RECOMMENDATIONS

Students and other respondents would understand new forms or ways to do a reading done in English and that they want the school to determine and implement a project where use is made because of the teaching strategies in English, positively changing for the good of the institution and would raise their educational status in the educational field.

There must be a high degree of mediation and participation of teachers in the process of reading comprehension, that is vital and imperative and categorical active participation of teachers in the rear ensure the achievement of the expected results.

Reading and writing are learned according to the context in which the child develops, parents are called on to stimulate and develop these skills from an early age constantly motivating.

Finally when learners meet step by step without skipping any technique or strategy and develop fully the proposed in this research program, students will samples to get a better reading comprehension, much faster and present an attitude and acceptance positively.

CHAPTER IV

THE PROPOSAL

- **TITLE:**

  Design a workbook with systematic readings learning to improve reading comprehension.

4.1 JUSTIFICATION

You need to understand that by the teacher who teaches English may not know all teaching strategies in terms of reading comprehension by students and / or may be the lack of knowledge to manage your time, do not you can continue with some type of education because if there is no understanding little or nothing can be done; It is for this reason that this guide is planned in a different way of how to get from the Master to the student.

The proposal in this research is to develop a guide for teachers to teach didactic teaching strategies in reading comprehension in English studying at the Naval Education Unit.

The most important of the proposal and all the parts of this project have been explained and focused to the reading comprehension which helps to students to develop, known, learn, explore and open their main in different topics and areas to get the necessary knowledge to promote to society.

4. 2 OBJECTIVES

This proposal has fundamental aspects to capture the attention and the interest in the students to open their minds and know the amazing world of the reading comprehension in English Language for achieving a good communication in a spontaneous form.

4. 2. 1 GENERAL

Support teachers in the teaching of reading comprehension in English during his student life.

4. 2. 2 SPECIFIC

- Motivate and strengthen the interest of the students in English.
- Guide and feedback students increase new strategies for reading comprehension in English.
- Improve the level of reading comprehension in students.

THEORETICAL ASPECTS

4.3 PEDAGOGICAL FOUNDATION

In language learning, involving classrooms as democratic, authentic, personalized, self-directed, collaborative and plural spaces. These characteristics are taken into account to capture the interest and motivate students, fundamentals of constructivism they expect that knowledge is socially built more than just received or machining. Thus, students create their own meanings and learn to do and work collaboratively in groups or projects.

This guide is formed by all the guidelines and leading to educational instruction in reading comprehension in English, considering that the teacher must observe the most significant when it does its job which is to teach well.

4.4 PSYCHOLOGICAL FOUNDATION

Psychologically speaking, is understood to be a process consciously made and responsible, sustained and commissioned by society to school, mainly executed by the teacher in the classroom, you can understand it as that oriented activity, through the process teaching - learning, and actively learn to convey fundamental knowledge accumulated by humanity; to form the skills, habits, skills and values essential for the individual to adequately address the solution of the problems that life will raise him; and modeling capabilities and behavior of man for their active and effective participation in society and harmonious coexistence with others.

Both teacher and students must understand that it will teach reading comprehension, using the best psychological techniques behind it.

4.5 PHILOSOPHICAL FOUNDATION

Is required to overcome those traditional and declaration forms to take to the philosophy of education and designing the study as an effective instrument

understanding and transformation of educational activity from the philosophical approach, which we call the philosophical foundations of education, understood as the philosophical analysis of education, and in particular the process of teaching and learning that takes place there, which offers a set of theoretical and practical instruments to develop the educational activity of a more conscious, optimum, efficient, effective and appropriate manner.

It is based on the unity of the external and the internal, defined as "aspects of an object or a process that is distinguished by its location and its role in the structure of a whole".

4.6 LEGAL FOUNDATION

In the fifth section of the constitution of Ecuador says:

Art. 26.- Education is a right of people throughout their lives and an unavoidable and inexcusable duty of the State. Is an area priority of public policy and state investment that guarantee equality and social inclusion and an indispensable condition for the good life. Individuals, families and society have the right and the responsibility to participate in the educational process.

4.7 FEASIBILITY OF APPLICATION

This project and research was made possible by the requests and appeals Teachers Naval Education Unit for guidance or support to know how to teach children reading comprehension in English.

4.7.1 FINANCIAL FEASIBILITY

This proposal could be possible with own resources of the researches. It is not necessary to spend a lot of money to achieve it because with the support of the educational community, agreements done with the authorities, teachers and students will be key factors in the development of this proposal.

4.7.2 TECHNICAL FEASIBILITY

The technical bases of this proposal are the same as is referred to in the academic curriculum that distributes the Ecuadorian academic system where teachers must properly follow all the steps with students in the classroom.

4.7.3 HUMAN FEASIBILITY

All the educational community are involved for the development of this proposal, within them this project will be not possible because all them are the reason of this research to capture the attention of the students and the teacher lead them for avoid difficulties with the comprehension in the classroom and getting fun time for the reading.

4.7.4 POLITICAL FEASIBILITY

In this aspect the institution is a public organization which is obligated to establish an interaction between education community and society. It is a direct necessity that offers the opportunity to educate with clear goals focused in the main difficulties in educational system.

4.7.5 LEGAL FEASIBILITY

According to the 9th section of the constitution of the Republic of Ecuador, art.68 says that the national education system may include teaching programs according to the country's diversity. It will incorporate in its management and administrative decentralization strategies, financial and pedagogical decentralization. Parents, community, teachers and students involved in the development of educational processes. It means that its projects is directed to the intellectual grow of all members of educative community, and also in an indirect way to the society.

4.8 DESCRIPTION OF THE PROPOSAL

This guide is supported primarily by surveys to students in that institution with its own analysis; and all the precepts that are required when it comes from a psychology guide, it which has its philosophical, psychological, scientific, educational, sociological and legal foundations.

It is important to considerate that it contains mixture exercises about reading comprehension that encourage students to read and comprehend the text with a deep study. The students will able to take what they read activities that could be done in the classroom.

This proposal is to encourage teachers and directors to search for and use updated appropriate methodologies to teach the students. To build motivation and the realization by the students that they really need to know how understand a reading following a order which permit them open their minds and to have a better future by improving their social outlook.

Chart 14 Guide Support to students in Navy National School and all the precepts that are required when it comes from a psychology guide

UNIT No.	CONTENT	OBJETIVE
CHALLENGES 1	School Contests, Miss Alaineus American Legends Davy Crockett Saves the World Trees for Life, Time for Kids: Forests of the World Exploring Space Ultimate Field Trip 5:Blasting Off to Space Academy	TO STUDY: Vocabulary Comprehension: Character and Plot. Plot and Setting. Plot and Setting Chart. Compare and Contrast Comprehension: Character and Plot Chart. Venn Diagram, Summary Chart, Summarize Fluency. Text Features: Photographs and Captions. Toolbar and Link Vocabulary Vocabulary Strategy: Synonym, Compound Words. Context Clues. Phonics: Long and Short Vowels. Using the Library, Media Center. Words with /är/, /âr/, /ôr/ Literary Elements: Rhyme Scheme and Rhythm
DISCOVERIES 2	People Helping Animals, *Shiloh* Slithery Snakes! *Rattlers!* Remembering the Past: Time for Kids: Maya Lin: Architectof Memory The Caribbean Islands The Night of San Juan	Vocabulary Comprehension: Make Inferences. Comprehension: Inferences Chart. Fluency Text Features: Photographs and Captions Vocabulary Strategy: Idioms. Homographs Phonics: Compound Words . . . . Words with /ü/, /u¯ /, /u˙ /
TURNING POINTS	The American Revolution, Sleds on Boston, Common	Vocabulary Comprehension: Draw Conclusions, Fact and Opinion,

3	The Right to Vote, When Esther Morris Headed West Protecting the Environment, Time for Kids: Beyond the Horizon Desert Habitats, My Great-Grandmother's, Gourd Into the Future, Zathura	Compare and Contrast. Comprehension: Venn Diagram Fluency, Fact and Opinion Chart, Draw Conclusions, Conclusions Diagram Text Feature: Process Diagram Vocabulary Strategy: Headline and Byline Strategy: Denotation and Connotation Phonics: Accented Syllables. Study Skill: Study Strategies Vocabulary Strategy: Pronunciation Key, Synonyms Phonics: V/V Pattern, VCCCV Pattern, Final /ər/ .
EXPERIENCES 4	Civil Rights, Goin' Someplace Special Animal Defenses, Carlos and the Skunk Democracy, Time for Kids: Getting Out the Vote	Vocabulary Comprehension: Character and Setting, Author's Purpose Chart, Comprehension: Character and Setting Chart, Make Generalizations. Generalizations Chart. Fluency Study Skills: Parts of a Book Text Feature: Time Line, Deck and Headings Vocabulary Strategy: Recognize Homophones, Context Clues, Prefixes and Suffixes Phonics: Final /əl/, /ən/; More Accented Syllables, Accented Syllables in Homographs

Resource: Armada Nacional High School
Researchers: Mariana Jurado L. and Claudia López

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ANNEX 1

UG
Universidad
de Guayaquil

Facultad de Filosofía
Letras y Ciencias de la
Educación

Escuela de Lenguas y Lingüística
Guayaquil – Ecuador
Teléfono: 2294-888
Email: lenguas.linguistica.fil@gmail.com

Guayaquil, 15 de junio de 2015

Sr (a). MSc.
Lcdo (a) Víctor Viera Salazar
Rector de La Escuela de Educación Superior Fiscal Armada Nacional
Distrito: 09D02 Zona: 8
Ciudad.-

De mis consideraciones:

De conformidad con el convenio Interinstitucional suscrito ante la Universidad de Guayaquil y la Subsecretaría de Educación para que los estudiantes de la Universidad puedan realizar sus prácticas pre-profesionales y de vinculación con la comunidad.

Me dirijo a Ud. con el fin de solicitarle, se sirva otorgar la autorización pertinente, para que los estudiantes: **López Sánchez Claudia Piedad y Jurado Lombeida Mariana Olga** de la Escuela de Lenguas y Lingüística puedan aplicar el proyecto de investigación, para la elaboración del trabajo de titulación previo la obtención del título de Licenciado (a) en Ciencias de la Educación mención Lengua Inglesa y Lingüística.

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

Atentamente,

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

Ab. Jacinto Calderón Vallejo, MSc.
DIRECTOR
ESCUELA DE LENGUAS Y LINGÜÍSTICA

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
ELABORADO POR:	Eva Quinde Moreno	COORDINADOR	
REVISADO Y APROBADO	MSc. Jacinto Calderón Vallejo	DIRECTOR	

Secretaría de Dirección
Fecha: 13 JUL 2015
Hora: 15:48
Firma:

"Camino a la excelencia"

REPUBLICA DEL ECUADOR

El Ecuador ha sido, es
y será País Amazónico

ARMADA DEL ECUADOR

DIRECCION GENERAL DE EDUCACION
Y DOCTRINA
ESCUELA "ARMADA NACIONAL"

Oficio № ARE-ESPRAN-DIR-137-2015-O
Guayaquil, 07 de Agosto del 2015

Asunto : Autorización

Señor Abogado
Jacinto Calderón Vallejo, MSc
DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGUISTICA
Presente.-

De mis consideraciones:

Con el fin de brindar apoyo a la formación de nuevos profesionales para el país, ésta Dirección, autoriza a las señoras JURADO LOMBEIDA MARIANA y LOPEZ SANCHEZ CLAUDIA PIEDAD, estudiantes de la Escuela Universidad de Guayaquil Facultad de Filosofía, Escuela de Lengua y Lingüística para que puedan aplicar su proyecto de investigación en este Plantel.

Atentamente,
DIOS, PATRIA Y LIBERTAD,

Víctor VIERA Salazar
Teniente de Navío-SS
DIRECTOR ESCUELA
"ARMADA NACIONAL"

Copia : Archivo

/Jacqueline.-

Cdla. Morán Valverde Calle 5 de Enero y Vigía atrás del Hospital del IESS
Teléfonos: 2491336*2494259* Pág. Web www.espran.edu.ec
Zona 8/Distrito: Ximena 2/ Circuito: C02-03/Código Amie: 09H02165

UG Universidad de Guayaquil

Facultad de Filosofía Letras y Ciencias de la Educación

Guayaquil, 18 de Enero del 2016

MSc.

Jacqueline López López

PROFESORA DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA,

Ciudad

De mis consideraciones:

Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación, se le comunica que ha sido designado Revisor-Asesor del Proyecto Educativo de las estudiantes de la Escuela de Lenguas y Lingüística: **JURADO LOMBEIDA MARIANA OLGA Y LÓPEZ SÁNCHEZ CLAUDIA PIEDAD,** con el siguiente tema:

TOPIC: The systematic use of reading strategies to develop learning reading comprehension of the English language

PROPUESTA: Design of a workbook with systematic readings strategies to improve reading comprehension.

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

Atentamente,

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

Ab. Jacinto Calderón Vallejo, MSc.

DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
Elaborado por	Srta. Eva Quinde	SECRETARIA	
Aprobado por	MSc. Jacqueline López López	DIRECTORA(E)	

ANNEX 2

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

STUDENT SURVEY

ARMADA NACIONAL SCHOOL

OBJECTIVE: To determinate the reading comprehension of elementary level English in eighth grade.

Mark with an x in the option according your criteria

ITEMS	**Totally agree**	**Agree**	**Indifferent**	**Disagree**	**Totally disagree**
I understand what I read					
I want more activities to brond					
I would like to acquire habits to read					
I would like to write anecdotes					
I would like to read comics					
I have English books to read at home					
My parents accompany during my hours of reading					
I should Increase the level of reading in my institution					
I feel motivated to read in English					
You would like to make English teacher reading and comprehension skills by students group					

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

INTERVIEW ADDRESSED TO TEACHERS OF THE AREA OF FOREIGN LANGUAGE OF EDUCATIONAL ARMADA NACIONAL SCHOOL

1. **Do you consider, as professional education, reading is the key to knowledge in the information society?**

Director: Of course it is the gateway for information.
Chief: I agree, for me it is paramount because students are enriched in vocabulary and express themselves better in reading.

2. **Does the reading proficiency in English and its usual practice, helps you as teachers to improve the intellectual area of your students?**

Director: Yes, it is a very valuable instrument reading proficiency in English as the student generates new ideas.
Chief: As teachers we need to make the student shows interest in reading comprehension in different ways.

3. **Do you consider that reading in English, promotes an increase in the autonomy of learning the language?**

Director: It's more than that, because it denotes the student absolute autonomy and increases their critical thinking skills.
Sub-Director: Of course it does, it shows in the student's interest and autonomy of thought that arouses the reading comprehension of English.

4. What aspects of reading is more practical difficulties? (Understanding - awakening taste for reading - technical reader)?

Principal: The taste for reading and understanding.
Sub-Director: In understanding and technical reading.

5. Is it necessary in schools, implement reading strategies that enhance reading comprehension of the English language among students?

Director: It is important teachers follow all the guidelines and show that students have learned.
Chief: All practices are valid even if you are already checked by experts, it is then you have to follow step by step without skipping any, otherwise it will not be the same effect.

6. Would you support the implementation of a manual of American literary texts for the development of reading comprehension of the English language?

Director: Of course, yes.
Chief: It would be very helpful.

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Text(106034):

Address:

UNIVESITY OF GUAYAQUIL
FACULTY OF PHILOSOPHY, LETTERS AND SCIENCE OF EDUCATION
PRESENTIAL SUPERIOR EDUCATIONAL SYSTEM
CENTRAL UNIVERSITY GUAYAQUIL BRANCH
EDUCATIONAL PROJECT

IN PARTIAL FULLFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF
LICENCIADOS EN CIENCIAS DE LA EDUCACIÓN
MAJOR IN LENGUAS Y LINGÜÍSTICA INGLESA

TITLE
THE SYSTEMATIC USE OF READING STRATEGIES TO DEVELOP LEARNING READING COMPREHENSION OF THE ENGLISH LANGUAGE

PROPOSAL
DESIGN OF A WORKBOOK WITH SYSTEMATIC READINGS STRATEGIESTO IMPROVE READING COMPREHENSION

Log:

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[12:25:14] The originality of the text is 100%©

Search operation #2

[12:35:09] Yah Found 1% matches at: http://www.projectlearnet.org/tutorials/language_comprehension.html

[12:35:18] The originality of the text is 99%©

Done

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

26/04/2017

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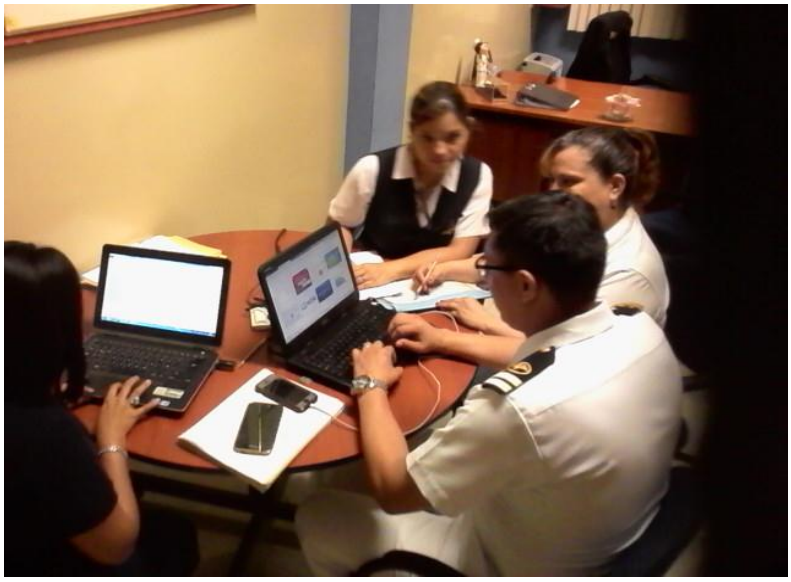
ANNEX 3

Photos - Staff English "Armada Nacional School"

Teachers of English Area during 2015-2016 School year



Researchers of the project during the interview at Armada Nacional School

Front part of Armada Nacional School.

This institution is situated in 5 de Enero and Vigia streets

Students in the school during morning activities

Students of eighth course listening to the instructions before the surveys

The researcher explaining some details about the surveys to the students

Students of eighth course doing the surveys in the classroom.

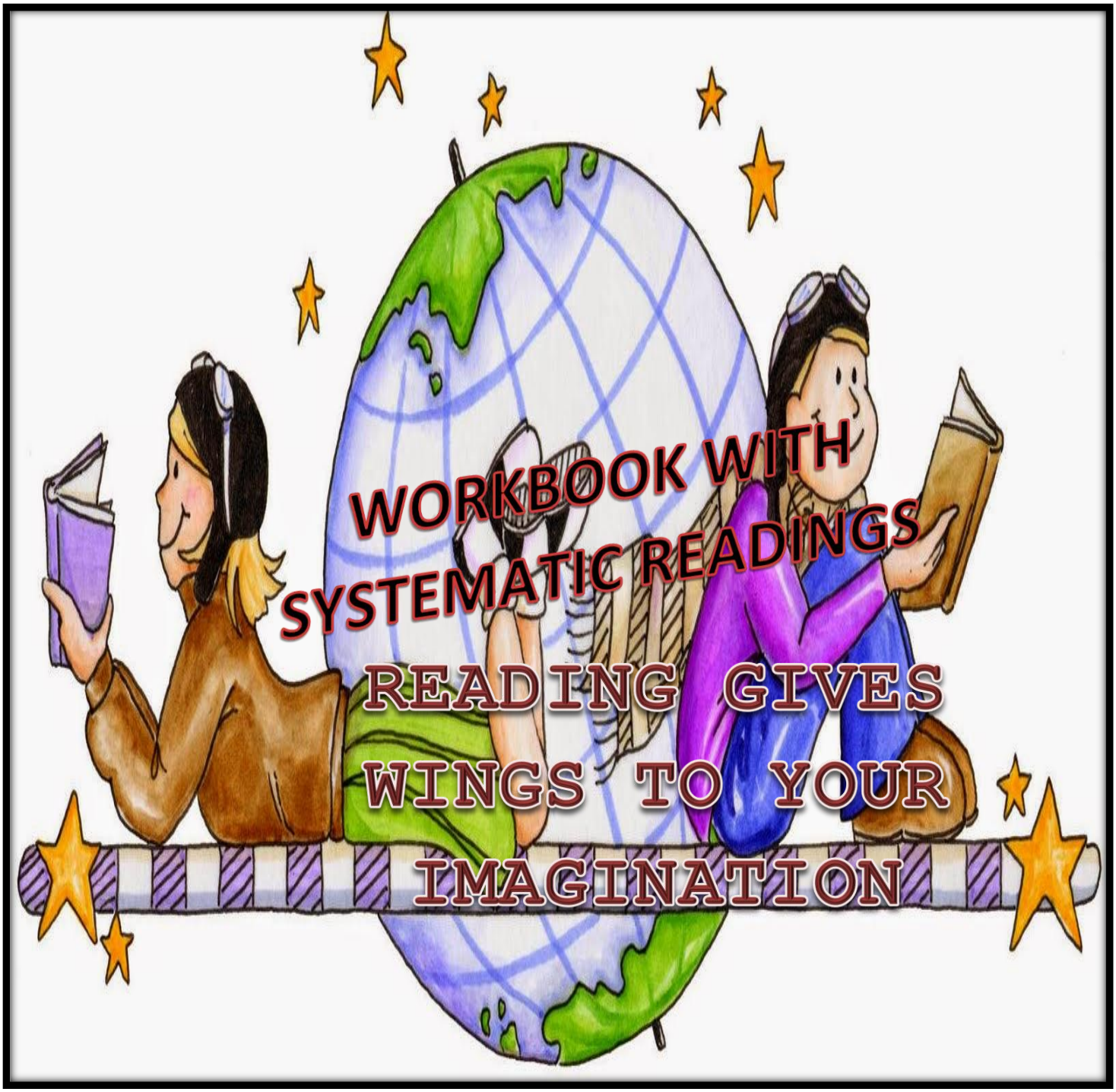
PHOTOS WITH THE TUTOR MSc. JACQUELINE LOPEZ

Receiving tutorial from MSc. Jacqueline Lopez in the office of the School of Languages

Checking the investigation project in the office of the School of Languages

ANNEX 4

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



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INTRODUCTION

STRATEGIES OF HOW TO MAKE LEARNING THROUGH READING COMPREHENSION

UNIT 1	With prompting and support, ask and answer questions about key details in a text.
Strategy/Lesson Suggestions Assessment FOR Learning	**Assessment FOR Learning Suggestions**
Pause and Wonder: While reading aloud, pause at predetermined points in the story and model how to "wonder" about the story. Invite students to share their "wonders" as well. Encourage student "wonders" to extend beyond predicting, and include aspects such as background, details, clarification, or motive. After modeling and practice, "Pause and Wonder" can be done in pairs, where students share their "wonders" with a partner. Some pairs may share their thoughts with the whole group. For example: "I wonder if the boy had ever been to the city before; I wonder what makes the mother's special hat so special; or I wonder why the teacher did not let the students see what she was holding in her hands." **I Know This Because:** When asking students questions about the text, play a game of "I know this because". During this time, focus on students explaining why they know their answers make sense. If the question were "What color was the girls dress?" Students answer "red" and then add "I know this because the picture shows the girl in a red dress. **QAR**: The question–answer relationship (QAR) strategy helps students understand the different types of questions. By learning that the answers to some questions are "Right There" in the text, that some answers require a reader to "Think and Search," and that some answers can only be answered "On My Own," students recognize that they must first consider the question before developing an answer (Raphael & Au, 2005). **Writing Questions:** Students are encouraged to include questions in journals and learning logs. The teacher can examine these documents for evidence of questioning. For example, a teacher may ask students to record questions in a Daily theme ABC journal.	As you read the book *Tomas and the Library Lady*, pause periodically and encourage students to ask questions. By using "I wonder" as the beginning of the question, have students predict what is coming next in the story and clarify understanding. Use sticky notes or whiteboards to keep each child engaged in the questioning. After reading a text, group students. Give each group a beach ball that has been divided into five sections with the words: what, who, when, how written on it. A student will toss the ball to another student. Whatever question word the student's right hand lands on, the student will pose a question about the text. The student will toss the ball to another student, and that student must answer the question and then pose another question about the text starting with the question word his/her right hand is touching. Repeat for as many turns as time permits. Grouping: *small or partner* Write question starters on strips of paper. Put them into a container of your choice. Students will pull a strip out of the container and pose a question, using the starter, to the group about the text. Be sure to include questions from various levels of Bloom's Taxonomy. Students will respond with answers. Repeat for as many turns as time permits. Grouping: *large, small or partner.*

UNIT 2	With prompting and support, retell familiar stories, including key details.
Strategy/Lesson Suggestions Assessment FOR Learning	**Assessment FOR Learning Suggestions**
Random Object Bin. A bin in the classroom can be filled with many different items. Items can be anything such as a golf ball, a small statue, a ring, a thimble, a pen, or a hair clip. After reading a story, students can work in a small group and find objects that help them retell the story. Exact details of the story will not be in the bin, students may need to find objects that represent some details. (Scheinkman, 2004) **Prop Box.** A box in the classroom can be filled with "dress-up" items such as: hats, ties, glasses, purses. Students work in a small group and use the props to portray characters in the story. "Hello, My name is…" Name tags can be used, as well. **Picture Sequencing.** Students look at pictures that represent parts of a story and place the pictures in correct order. Students can tell about each picture, resulting in retelling main parts of the story. **Timeline.** After reading a story and discussing the main events, have students draw pictures that show the main events in the book. Each picture can be drawn on a small square piece of paper. Write captions for each picture. Have the students put the pictures in the order in which they occurred in the story. Ask students to explain their story to a friend or family member. **Retelling Yardstick.** Using a yardstick, teachers can note the beginning and the end of a story at each end of the yardstick. Place Velcro along the yardstick so students can take cut outs of the story and "stick them" in the correct order in which the event occurred in the story onto the yardstick. These cut outs should reflect the main events of the story. The students can retell a story by placing the cut outs along the yardstick, or the teacher can provide the yardstick with cut outs already placed on it so students who need that support can have it. (Scheinkman, 2004)	**Main Idea Can.** The teacher has a large coffee can, paint can, or any container. During reading, do lots of think-a-louds with students. After reading a story/passage, have students come up with the main idea. Write that on a strip of paper and put it on the outside of the can. Have students share some key details from the story/passage. Write those on strips and put them inside the can. Students can then pull the strips out of the can, place them in the order in which they occurred, then retell the story/passage and make the connection back to the main topic or idea. Grouping: *whole class or small group.* **Using a Retelling Rubric.** After the student reads a benchmark book and you take a running record, have the student do an oral retelling of the story. Ask the student to close the book and tell you about the story in as much detail as she/he can remember. If the student has difficulty retelling parts of the story or remembering certain details, you can use prompts such as "Tell me more about (character x)" or "What happened after...?" Analyze the retelling for information the student gives about: • Main idea and supporting detail • Sequence of events • Characters • Setting • Plot • Problem and solution • Response to text-specific vocabulary and language **Retelling Checklist** Use a checklist to see if the students can retell the main elements of a story inclusive of key details and vocabulary. **Retelling Drawing.** Give students a piece of paper that has been divided into four squares. Instruct students to draw a picture that tells what happened in the beginning of the story in the first box, a picture that tells what happened in the end in the last box, and then fill in the middle boxes with events from the middle of the story. Students can then use their illustrations to verbally retell the story to the teacher, a group of students, or an individual student. Grouping*: small group, partner, or individual.*

UNIT 3	With prompting and support, identify characters, settings, and major events in a story.
Strategy/Lesson Suggestions Assessment FOR Learning	**Assessment FOR Learning Suggestions**
Top 3 List. After reading a story, have students identify the "top 3" most important occurrences in the story. With practice, students can learn to build from number three to number one, with number one being the top most important event. Top three lists can also be used with characters. **Beginning, Middle, and End Illustrations.** Helping students learn to recall the facts of a story in the proper order is a skill that aids comprehension. Sequencing is an important part of problem solving across subjects. After reading a story, discuss the characters, setting, and plot. Discuss the events in the story, including beginning, middle, and end. Have students draw three pictures that show what happened in the beginning, middle, and end. (Reutzel, 1985) **Sort.** A piece of construction paper is divided into three columns: characters, settings, and events. Students manipulate pictures from the story and place the pictures in the correct category. **Setting**. Review the first few pages of the book to highlight the different settings represented. For example, a character may have been introduced in the story while in her bedroom. She may have then walked into the kitchen and then outside. Emphasize that each of those places is a setting.	After reading a story with students, complete a story train graphic organizer together to tell what happened in the beginning, middle and end of the story. Students may complete independently or with a partner by using words or drawing pictures. Grouping: *whole, small, partner, individual.* After reading a story with students, complete a story map graphic organizer together to identify the characters, settings, and events in the story. Grouping: *whole, small, partner, individual.* After reading a story with students, divide them into five groups. The groups are: characters, setting, beginning of the story, middle of the story, and end of the story. Give each group a piece of chart paper. Each group is to illustrate what they have been assigned. They may also add words to their illustrations. When each group is finished, have them share their work with the rest of the class. Grouping: *small.*

UNIT 4	Ask and answer questions about unknown words in a text.
Strategy/Lesson Suggestions Assessment FOR Learning	**Assessment FOR Learning Suggestions**
Unknown Word List. Using a piece of chart paper, hang an "Unknown Words" chart in an accessible location for children to write on the paper. Encourage students to put words on the chart that they see or hear and wonder the meaning of the word. Teachers can regularly look at the chart and discuss the words with the children. Students can share where they saw or heard the word, then the teacher can help students learn the meaning of the word within the context from which it came. **Rich Vocabulary Read Alouds.** Teachers can choose a text containing many words students may be unfamiliar with. Explain to students that this book is being read to them to help them learn new words. Stop after each page, paragraph, or stanza stop and ask if there were any new words for students from that section. If the meaning of the unknown word can be determined in the text, the teacher can model how to discover the meaning. If it is a word that needs to be explained, the teacher can take time to explain the word. Through this process, students also learn that unfamiliar words can be words of any length, not just long words (Graves and Watts-Taffe, 2008). **New Word Book.** An ongoing class book can be created using new words students have learned and would like to remember and continue to use. Words in the book can be accompanied by an illustration, to help students remember the meaning. Students can read the book periodically to remind themselves of the words they have learned and try to use these words when speaking. A variation of this strategy can be students creating individual books.	**Guess the Covered Word.** When reading a big book as a whole group, place a sticky note over a word that is unknown. Encourage students to look around the word and look at the illustrations for clues to discover the meaning of the word, if they are having difficulty. Ask students questions and allow the students to ask you and each other questions to determine the meaning of the word. Lots of conversation should take place. Grouping: *whole or small.* **Turn and Talk.** When students come across a word they are unfamiliar with, ask them to turn to a neighbor and ask questions. They may also discuss what parts are recognized or discuss the illustrations to see if that might help. As a group have students share their findings. Grouping: *whole or small*

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SHORT STORIES

UNIT # 1

BEFORE READING

1.- Ask students if they know about the topic. You can do a graphic organizer or write on the board that they discuss in the classroom.

2. you can help doing some questions:

- What do you know about the topic?
- What do you know that will help you understand the reading?
- What does this remind you of?
- What can you tell us about the topic?
- do the pictures remind you of something that you know about the topic?

3.- show flash cards about the reading. Have them guess about the topic.

4.- Tell students that they will be reading a text. What they know about a text will help understand the text and make the text more funny to read.

SHORT STORIES

DURING THE READING

Two Horses

There is a field, with two horses in it.

From a distance, each horse looks like any other horse. But if you stop your car, or are walking by, you will notice something quite amazing. Looking into the eyes of one horse will disclose that he is blind. His owner has chosen not to have him put down, but has made a good home for him.

This alone is amazing.

If you stand nearby and listen, you will hear the sound of a bell. Looking around for the source of the sound, you will see that it comes from the smaller horse in the field.

Attached to the horse's halter is a small bell. It lets the blind friend know where the other horse is, so he can follow.

As you stand and watch these two horses, you'll see that the horse with the bell is always checking on the blind horse, and that the blind horse will listen for the bell and then slowly walk to where the other horse is, trusting that he will not be led astray.

When the horse with the bell returns to the shelter of the barn each evening, it stops occasionally and looks back, making sure that the blind friend isn't too far behind to hear the bell.

Like the owners of these two horses, God does not throw us away just because we are not perfect or because we have problems or challenges.

He watches over us and even brings others into our lives to help us when we are in need.

Sometimes we are the blind horse being guided by the little ringing bell of those who God places in our lives.

Other times we are the guide horse, helping others to find their way....

Good friends are like that... you may not always see them, but you know they are always there.

Please listen for my bell and I'll listen for yours.

And remember .. be kinder than necessary -
-- everyone you meet is fighting some kind of battle.

~ author unknown

Live simply,
Love generously,
Care deeply,
Speak kindly....

http://groups.yahoo.com/group/Nubia_group

SHORT STORIES

AFTER READING

1.- Tell students that many texts tell of events that happen in a certain order .Something happens first, second, third and so on. There is a beginning, middle and ending.

2.- Remind students a text that they may all know. Have the students retell the main ideas of the reading in order in which they happen. Make sure they tell main events from the beginning, middle and ending of the reading.

3.- Have students tell what happened first, second, third and so on.

4.- Fill out the graphic organizer as the students supply the information. Fill in the boxes in the order that the events happen in the reading.

5. Finally give them a piece of paper with the activity of Timeline.

SHORT STORIES

TIMELINE

FILL IN THE BOX EACH EVENT FROM THE TEXT WHAT HAPPENED IN ORDER

1	2
3	4

SHORT STORIES

UNIT # 2

BEFORE READING

1.- Ask students if they know about the topic. You can write on the board that they discuss in the classroom.

2. you can help doing some questions:

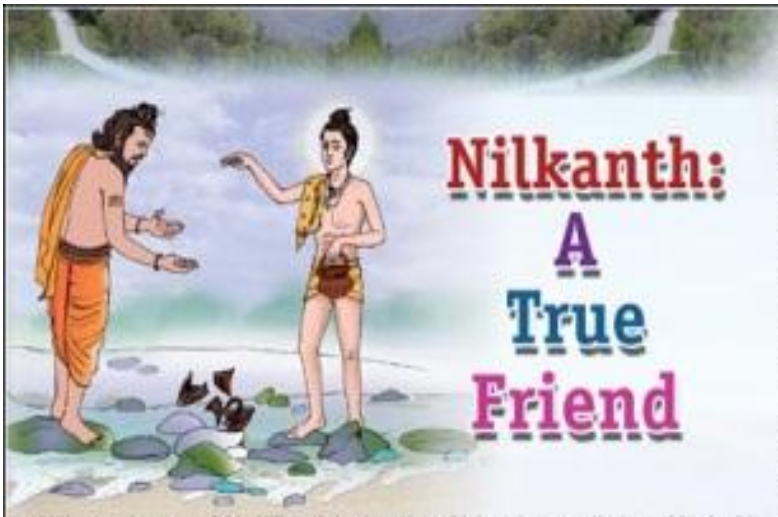
- What do you know about the topic?
- What do you know that will help you understand the reading?
- What does this remind you of?
- What can you tell us about the topic?
- Do the pictures remind you of something that you know about the topic?

3.- Show flash cards about the reading. Have them guess about the topic.

4.- Tell students that they will be reading a text. What they know about a text will help understand the text and make the text more interesting to read.

SHORT STORIES

DURING THE READING



Nilkanth: A True Friend

At the tender age of 11, Nilkanth had ventured into a journey that would take him across the length and breadth of India. His frail physique seemed no match for the harsh circumstances he would encounter in the ominous jungle. But as true as the perils of the jungle was the determination on Nilkanth's face – nothing was going to deter him. He was on a mission – a mission to show countless people a path, the path of truth.

As Nilkanth travelled persistently through the forest, He was noticed by a sadhu named Mohandas. At the mere sight of Nilkanth, Mohandas became puzzled as to the identity of this child with such a divine aura. He experienced extreme bliss and peace of mind just looking at Nilkanth. Nilkanth's mere presence seemed to fill him with peace and tranquility. He realised that this boy was no ordinary human; he had to be a divine being with extraordinary powers. He humbly bowed to Nilkanth. Nilkanth calmly asked him, "Who are you, and why are you wandering in the forest?" Mohandas sensed care and genuine concern in Nilkanth's voice, and so he replied, "I have lost my way trekking to the foot of the Himalayan mountains. But what brings such a young boy like you here?"

Nilkanth immediately replied, "To guide those like you who are lost."

Hearing the conviction in Nilkanth's voice, Mohandas realized that Nilkanth would truly be able to show him the right way. He humbly requested, "Then may I come with you?"

"By all means," replied Nilkanth serenely.

Mohandas was overjoyed. He had been lost all this time, but now he had found the path, and his guide was God Himself.

Young Nilkanth did not just want to guide Mohandas through the Himalayan foothills, but through the journey of life to reach God. He realised that Mohandas was eager to discover his true self but his mind was attracted to worldly things. This would be a hindrance on his journey to realisation. Someone had given Nilkanth an attractive kamandal (small wooden jug for storing water). Even though it was a trivial object, Mohandas liked it a lot and had deep attachment for it. Although he himself did not want it, his mind remained fixed on it, even while doing the darshan of Nilkanth.

As they moved on, they came to a river. To cross the river, they would have to use stepping stones which were just above water level. But they would have to be very careful not to slip since the stones were covered in moss. Mohandas warned Nilkanth, "Be extremely careful. If you slip, the kamandal will break." He was more concerned about the kamandal even though God Himself was present before him.

Nilkanth decided to seize the opportunity to guide Mohandas back to his goal. Nilkanth crossed the river in no time at all. As soon as He reached the opposite bank, He dashed the kamandal against a boulder and broke it into pieces. Shocked, Mohandas cried out, "What have you done? You broke the beautiful kamandal."

On their journey, they came across a very tall tree. Violet mango-like fruits were scattered under it. Nilkanth picked one up and started eating it. Mohandas, too, picked one up to eat.

"Don't eat the fruits," warned Nilkanth whilst He Himself continued eating. "They are poisonous. If you eat them you will die."

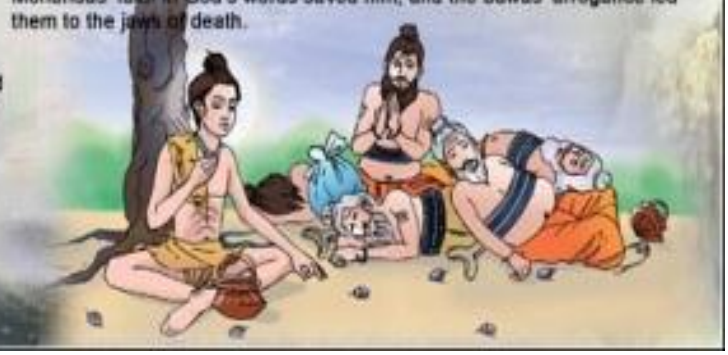
On hearing Nilkanth's words, Mohandas immediately threw the fruit away, without doubting His words. Soon four bawas came. On seeing Nilkanth eating the fruit, the bawas plucked some too. Nilkanth told Mohandas to tell them not to eat the fruits. Complying, he explained to them that the fruits were poisonous. "Why, then, is the Brahmachari eating them?" the bawas questioned sternly.

"Because He is a great divine person," Mohandas explained.

"We too are great," boasted the bawas.

The bawas ate the fruits and died due to the poison.

Mohandas' faith in God's words saved him, and the bawas' arrogance led them to the jaws of death.



SHORT STORIES

AFTER READING

1.- Review with the students what they remember about the reading in context.

2.- Focus the students on the text and ask a student to read the title aloud. Check understanding.

3.- Elicit what the students can see in the text that they are reading.

4.- The students have to follow the instructions and work in pairs. They read the questions and then read the text silently. They try to answer the question together. Tell them not to worry if they can not answer them all.

5. Finally make the activity of multiple choices.

SHORT STORIES

MULTIPLE CHOICES

CHOOSES AND WRITE THE CORRECT ANSWER ACCORDING TO THE QUESTION IN THE BOXES.

QUESTIONS

1.- What is the name of the title of the reading? ☐

2.- what is his name? ☐

3.- How old is the young boy? ☐

4.- Is he thin? ☐

5.- Who was lost in the forest? ☐

ANSWERS

a Mohandas

b Nilkan: A true friend

c 11 years

d Nilkan

e Yes, he is.

SHORT STORIES

UNIT # 3

BEFORE READING

1.- Ask students if they know about the topic. You can write on the board that they discuss in the classroom.

2. you can help doing some questions:

- What do you think about the topic?
- What do you know that will help you understand the reading?
- What does this remind you of?
- What can you tell us about the topic?
- Do the pictures remind you of something that you know about the topic?

3.- Show flash cards about the reading. Have them guess about the topic.

4.- Tell students that they will be reading a text. What they know about a text will help understand the text and make the text more interesting to read.

SHORT STORIES

DURING THE READING

The Amazing Woodpecker

The woodpecker is an interesting and amazing bird. It has a strong, pointed beak that acts as a hammer to remove bark from trees and find insects to eat. It has a very long tongue, up to four inches long, that is sticky on the tip for catching insects.

Most birds have one toe pointing back and three pointing forward on each foot. Woodpeckers are a little bit different. They have two sharp claws pointing back and two sharp claws pointing forward on each foot to help them hold on to the sides of trees.

The life span of a woodpecker is 4-11 years. Their favorite foods are insects, fruit, acorns and nuts. These awesome birds live in forests and wooded areas with lots of trees. Woodpeckers can be found all over the world, except in Australia.

SHORT STORIES

AFTER READING

1.- Review with the students what they remember about the reading in context. Elicit what the students can see in the text that they are reading.

2.- Focus the students on the text and ask a student to read the title aloud. Check understanding.

3.- Help students to tell the story in conext

4.- Remember the students the information questions: What, Who, where, How long, How old and so on with their meanings.

5.- Ask the students using information questions and check their answers in class all together.

6. Finally write the answers according to the question.

SHORT STORIES

ANSWERS THE QUESTIONS IN CONTEXT.

1.- WHAT IS THE TOPIC OF THE READING?

_____

2.- HOW LONG IS THIS BIRD?

_____

3.- WHERE DO THESE BIRDS LIVE?

_____

4.- WHAT IS IT FAVORITE FOOD?

_____

5.- DO THESE BIRDS IN AUSTRALIA?

_____

SHORT STORIES

UNIT # 4

BEFORE READING

1.- Ask students if they know about the topic. You can write on the board that they discuss in the classroom.

2. you can help doing some questions:

- What do you think about the topic?
- What do you know that will help you understand the reading?
- What does this remind you of?
- What can you tell us about the topic?
- Do the pictures remind you of something that you know about the topic?

3.- Show flash cards about the reading. Have them guess about the topic.

4.- Tell students that they will be reading a text. What they know about a text will help understand the text and make the text more interesting to read.

SHORT STORIES

DURING THE READING

Soccer Time!

Story By: Andrew Frinkle

Bo played soccer. It was his favorite sport. Sure, the other ones were fun, but there was something very fun about soccer. It was competitive, but so were other sports. It was fast, and some sports were fast, but this was like a race. Maybe that's what he liked best about it: the running. It was like a zigzagging race while kicking a ball and that made it fun.

Basic soccer equipment is not expensive, which makes it an easy game to play. It can also be played causally among friends anywhere that you have a nice stretch of grass. Pro players wear a jersey, shorts, socks, cleats, and shin guards. At home, you can get away without the shin guards and probably wear tennis shoes. Cleats, however, help you grip the grass so you can run and turn more quickly. This is important for protecting your ankles and legs as you spin, turn, kick, and change directions often.

Soccer usually has 11 players per team, including a goalkeeper. Players are usually broken up into four groups: goalkeepers, defense, midfielders, and forwards. There are different kinds of defense, midfielders, and forwards, each with a slightly different job, but each team only has one goalkeeper. He or she is important, because the goalkeeper is the only one that can handle the ball with their hands. All other players must only use their feet, along with any part of their legs, chests, or heads.

Soccer is a 90 minute game split into two 45 minute halves. This is different than games like baseball, with its nine innings; basketball and football, which each have four quarters; or hockey with its three periods. Unlike football, there isn't a lot of stopping in soccer. While the game is playing, the clock keeps running. When it stops, it is only for a few seconds to set up for a kick or to give the other team the ball. Because of that, it is a fun sport to watch, too, because you don't have a lot of down time or breaks.

Bo liked playing as a midfielder. It was a fun position, probably with the most running involved. He not only had to help the defense fight off the other team's offense, he also had to help move the ball down the field to help his own team score. This meant that sometimes he would even take shots on the opponent's goal or set up a play for another one of his teammates. He loved getting assists on scores, because if he played just right, he knew he could help his team score and win.

SHORT STORIES

AFTER THE READING

1.- Review with the students what they remember about the reading in context. Elicit what the students can see in the text that they are reading.

2.- Focus the students on the text and ask a student to read the title aloud. Check understanding.

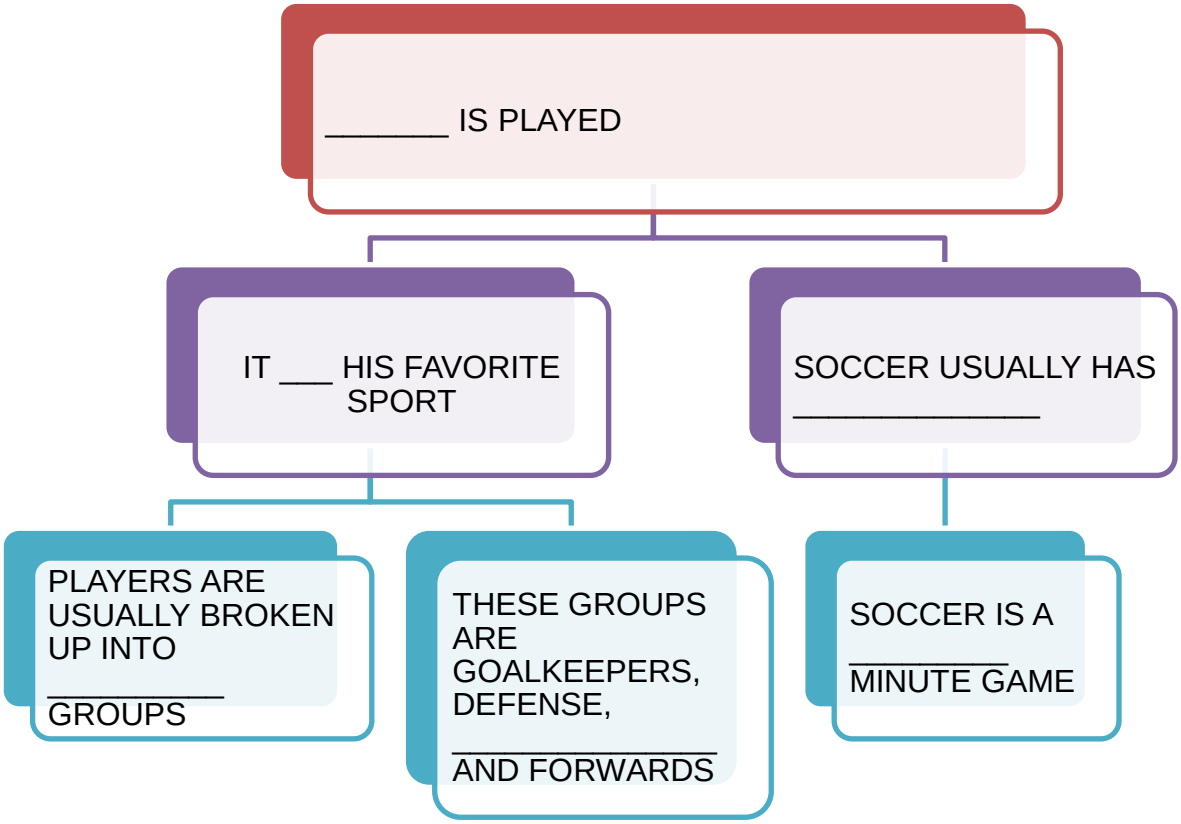
3.- Help students to tell the story in conext

4.- Remember the students the information questions.

5.- Ask the students using information questions and check their answers in class all together. Write the answers on the board and complete a chart.

6. Finally the students use a graphic organizer to check their understanding.

SHORT STORIES

COMPLETE THE GRAPHIC ORGANIZER USING THE WORD BANK

90 - Bo – 11PLAYERS – FOUR – WAS - MIDFIELDERS