



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

EDUCATIONAL PROJECT
IN FULFILLMENT OF THE REQUIREMENTS FOR OBTAINING THE
ENGLISH LANGUAGE AND LINGUISTICS DEGREE

TOPIC
HOW DOES READING STIMULATION IMPACT IN THE PRE-READING
STAGES OF ENGLISH READING COMPREHENSION FROM THE 8th
GRADE STUDENTS.

PROPOSAL
DESIGN OF A PLAYFUL-READING ACTIVITIES FOR TEACHERS TO
IMPROVE THE READING COMPREHENSION IN THE STUDENTS

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PROPOSAL: design of Playful-reader activities for teachers to improve the reading comprehension in the students.

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Propuesta: design of Playful-reading activities for teachers to improve the reading comprehension in the students.

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PROYECTO

TOPIC: How does reading stimulation impact in pre-reading stages of English reading comprehension from the 8th grade students.

PROPOSAL: design of Playful-reading activities for teachers to improve the reading comprehension in the students.

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TRIBUNAL

DEDICATORY

To God for all that strength and patience He gave me,
as well as the joys and accomplishments that have
projected in my life and in the family.

To my parents Hans Thomas Brunner, Carmen Maza
and Dennis Fernandez who showed me their support
to continue with my dream of being a professional and
being able to help the society.

JOSEPH GABRIEL BRUNNER MAZA

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ESCUELA DE LENGUAJE Y LINGUISTICAS

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RESERCHER: JOSEPH BRUNNER MAZA

TUTOR: MSC. LARRY TORRES

ABSTRACT

The English language is the number one language in the world and the most important. English transcends any race, society, economic, political, religious and cultural condition to carry out personal and professional relationships. The English language encompasses four skills or abilities in which different techniques and strategies for teaching-learning can be applied. On the other hand, this language is very well received in public and private institutions that present many deficiencies in its application, so it is vital in the creation of new projects that help the teaching of English, which is why the researcher explores leisure activities in terms of reading in public institutions.

Key words: transcend, global, professional, skills, strategies, public institution, leisure activities

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

TEMA: COMO IMPACTA EN LA ESTIMULACION LECTORA EN LAS ETAPAS DE PRE-LECTURA PARA LA COMPRESION LECTORA

PROPUESTA: DISEÑO DE ACTIVIDADES LUDICO-LECTORAS PARA DESARROLLAR LA COMPRESION LECTORA EN LOS ESTUDIANTES

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RESUMEN

El idioma ingles es la lengua número uno en el mundo y la más importante. El inglés trasciende cualquier raza, sociedad, condición económica, política, religiosa y cultural para llevar a cabo relaciones personales y profesionales. La lengua inglesa abarca cuatro destrezas o habilidades en las cuales se puede aplicar diferentes técnicas y estrategias para su enseñanza-aprendizaje. Por otro lado, este idioma es muy bien acogido en las instituciones públicas y privadas que presentan muchas deficiencias en su aplicación por lo que es vital en la creación de nuevos proyectos que ayuden a la enseñanza del inglés, razón por la cual, el investigador explora las actividades lúdicas en cuanto a la lectura en las instituciones públicas.

Palabras claves: transcender, global, profesional, habilidades, estrategias, institución pública, actividades lúdicas.



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INTRODUCTION

Reading in a foreign language is one of the most important abilities for almost all learners. Developing the reading ability is thought to be highly complex if not the most complex in comparison to listening, speaking and writing. What makes reading difficult for initial learners is the fact that reading requires some criteria of acceptability relative to different aspects of reading which include content, organization, vocabulary, language use, spelling, and accurate pronunciation. The present project has as main purpose the study of the incidence of the reading in the development of the pre-reading stages in the English language with focus to sentence structure. That is to say, the research presented by the author is welcomed in order to guarantee, through a design of playful-reading activities, to strengthen the reading ability and improve the cognitive level in students, especially those who have deficits and learning problems in the subject of English. At present, the new vision demanded by the teaching-learning process is a constructivist education where significant knowledge in students is developed with activities based on the abstract and graphic processes involved in the study of the foreign language itself. Many students have expressed boredom during the English teaching days. However, we consider that this has a cause and is the lack of strategies and teaching materials that promote the stimulation and the assimilation of basic readings, due to this, our concern regarding the acquisition of new teaching strategies for the teacher. In recent years there has been an increase in education, because a large amount of resources has been allocated, but it is clear that there are still things to improve in pedagogies and teaching methodologies. For this reason, the present investigation is organized in the chapters detailed below:

In Chapter one, the Problem is discussed about learning problems because of the absence of methodological strategies for the development of the cognitive level; where the context of research, formulation of the problem, objectives and justification are found.

Chapter two discusses and analyzes the theoretical perspectives that support and validate the study object of the present research through a laborious and integral bibliographical search of own conceptualizations framed in the educational reality of our country.

Chapter three, details the methodological design, the type of research and the way in which the project was carried out by means of research instruments such as the application of surveys and interviews to a part of the educational community through the population. And the sample whose analysis and Interpretation of results was done in statistical tables and graphs; Including conclusions and recommendations.

Chapter four, The Proposal, the proposal is mentioned, a detailed description of the most relevant elements and contents of the proposal is made, as well as general and specific objectives, feasibility of its application, social impact and beneficiaries.

CHAPTER I

THE PROBLEM

CONFLICT SITUATION

The present research work is carried out due to the scarce reading stimulation in the English language existing in the students. Among the causes, it was first determined that teachers do not use appropriate methods to teach reading in English. In addition, classes are improvised and students do not feel stimulated because classes become boring and monotonous. Therefore, these problems affect the learning of the English language in the students of the eighth year of Basic Education of the South America fiscal school No. 192.

Secondly, within the teaching-learning process of the English classes the students feel stunned and it is difficult for them to understand a reading with a basic vocabulary in the area of English therefore it is very confusing for the students and for that reason they remain indifferent to the classes without actively participating in the oral practices for the comprehension of the skills required in the English language. In addition, the strategies applied to the treatment of the language do not cover the needs of the students and this affects their performance, both per student and per group. Due to these problems, the objectives expected by the teacher are not achieved, affecting the students' attitudes and generating a disinterested attention within the classes. Added to this, the texts that are used are not very novel and do not encourage an extensive reading. Other factors that increase are; the low participation of students, the lack of innovative methodologies and a low commitment of teachers and students. Then comes the need and the priority to carry out research work in order to overcome these problems.

In conclusion, the problems presented could be a source of fear for the students when they read or express themselves in English because they affect the normal development of the classes and harm the student, avoiding that the objectives set for good learning are met.

SCIENTIFIC FACT

Deficiency in the pre-reading stage in the students of the eighth year of Basic Education in the South America school located in 21 ava streets and Cuenca in zone 3 of district 5 in the city of Guayaquil of the Province of Guayas.

CAUSES

- English teachers do not use appropriate methods and techniques to teach to read because they improvise the classes.
- Students do not feel motivated in the stage of pre-reading because teachers use traditional methods and the class becomes monotonous and boring.
- The teachers do not use teaching material as support the students do not concentrate on the class.

PROBLEM FORMULATION

How does reading stimulation impact in the pre-reading stage of the English language in the reading comprehension in the students of the 8th Basic Year, of the South American School No. 192, of the third district, of Guayaquil Canton, Province of Guayas, 2017 - 2018?

OBJECTIVES

GENERAL

To determine the impact of reading stimulation in the pre-reading stage through the application of techniques and types of bibliographical, field and statistical research for the creation of a design of playful-reader activities for the teachers.

SPECIFICS

To evaluate reading stimulation through the application of techniques and types of bibliographic, field and statistical research.

To analyze the impact of the pre-reading stage in reading stimulation through the application of techniques and types of bibliographic, field and statistical research.

To create a design of playful-reader activities by interpreting the data obtained.

RESEARCH QUESTIONS

- What are the methodological strategies that teachers apply in the reading comprehension of 8th grade students?
- What are the levels of reading comprehension achieved by students?
- What is the effectiveness of the application of the methodological strategies used by teachers in the reading comprehension of students?
- What are the advantages and disadvantages of the application of methodological strategies in the reading comprehension of students?
- What methodological strategies can be applied to improve the reading comprehension development of the 8th grade students?

JUSTIFICATION

This theme is chosen to make teachers and principals give the importance of implementing adequate reading stimulation from the initial levels to help students in reading comprehension in English. It begins with a direct observation of the way in which the English class is currently taught in the Eighth Basic Year of the school in question to create a design of playful-reader activities to promote the stimulation of reading in English in students and support to the teachers with updated material and complement in daily activities in which the main beneficiaries will be the students with motivating, dynamic and real classes, in addition to the aforementioned educational institution.

In addition, this work provides strategies that promote truly meaningful learning that contribute to the formation and consolidation of schemes that facilitate reading stimulation in English. On the other hand, the educational community must understand that language is a vehicle that allows the expression of thought and social interaction, starting from this arises the need to provide experiences that nurture and develop stimulation by reading in English. Therefore, this project is a benefit for subsequent years and thus present to society children able to face the academic challenges that education requires today and also provides alternatives that help teachers to teach their classes with good methodological strategies in reading in English creating a habit through play to make learning meaningful for students. As the importance of the English language in today's society has seen a demand in the education system, its institutions, and especially the teachers specializing in English, a greater attention than before, as well as the quality of information as well as the quality of the methodology, where the motivation of the students occupies a special place in order to obtain interest and affection to learn English.

CHAPTER II

THEORETICAL CONCEPTUAL FRAMEWORK

BACKGROUND

In society, reading plays a very important role in the life of the students since it offers benefits that help to obtain new knowledge about many things of a country, to improve the pronunciation and even writing, and know the new vocabulary. Reading is a fundamental right of every student, is to initiate own discovery of the world around it. Previous research studies were found in works developed by students of the Language School of the Faculty of Philosophy at the University of Guayaquil, although none of the researchers reviewed works on the two variants that are developed in this research work.

The present research focuses on the development of a very important skill such as reading comprehension to achieve a better level of the learning of the English language and students are able to convey what is understood. Reading provides satisfaction in teaching, is a factor of obvious importance to achieve any type of educational objective, so it is necessary to know techniques and reading habits, to improve the teaching-learning process in students since most of them have difficulties when reading and this is due to the ignorance of certain techniques or reading habits. Because the person who reads, feels the educational growth in it, while the non-reader does not experience this conquest.

Asri, in 2013, in his thesis the analysis of two pre-reading strategies: contextual redefinition and word list in English first language learners' reading comprehension, examines pre-reading strategies such as contextual redefinition and word list in the efficient absorption of reading

comprehension in students. Also, it is aimed at investigating the results of student data regarding the use of both strategies. The research design used in this study was of two full classes in eighth grade students at a high school in Bandung and was chosen based on the similarity of the average score prior to the test. Quantitative and qualitative methods were used in the data collection process. The quantitative data were obtained from the subsequent tests. In addition, qualitative data of questionnaires and interviews were obtained. The results of this study revealed that contextual redefinition was more effective than using the word list as a pre-reading strategy in reading comprehension. It can be seen from the average score of the first and second post-tests that the average score of students who received a contextual redefinition strategy exceeded the average score of students who experienced the word list strategy. On the other hand, the analysis showed that more than half of the students in group A and group B liked using the contextual redefinition better, this was due to the consideration that the contextual redefinition could improve the new ones' vocabularies, stimulate the language scheme, and stimulate students' interest in reading. Although the findings revealed that students preferred to use the redefinition context, it is interesting to note that a significant number of students also recognize the importance of using the word list as a prior reading strategy. In the students of group, A and group B they argued that the use of the word list as a prior reading strategy was easier than the contextual redefinition. Based on the findings, it is recommended that teachers benefit from a variety of pre-reading strategies, and one of the alternative pre-reading strategies for reading comprehension of students of English as a foreign language is a redefinition contextual.

Gamboa, in 2013, in her work, reading comprehension in an English as a foreign language setting: teaching strategies for eighth-grade, based on the model of reading, defines the results of her research and aims to

determine the learning of reading comprehension in the English language as a second language in eighth grade students with the application of strategies and activities based on the interactive reading model of a school of Bogotá. Twenty eighth grade students participated in the study for almost six months during the year 2013. The data was collected through students' journals, artifacts, two questionnaires and field notes. The results revealed that the activities based on the interactive reading model helped the students to understand the different texts applied, allowing them to act freely with the text, the authors of the texts and their classmates with the objective of forming meanings. In addition, students activated many schemes using their knowledge base and experiences, make predictions, confirm their assumptions, compensate for weaknesses by making use of the interactive processes proposed in the model and collectively construct meaning. This project was also an example of how a psycholinguistic model could be transformed into teaching practice in the classroom.

Morales, in 2013, in his work, effects of scaffolded intensive reading on students' reading comprehension performance, explores the connection between a project of intensive reading comprehension in small groups and the performance of students in two national exit exams of samples developed by the Ministry of Public Education of Costa Rica. The data was collected from an intervention plan that combined the theoretical principles of schema theory, scaffolding reading comprehension and intensive reading. The study adopts a research-action approach and uses a mixed design that combines quantitative and qualitative data in the analysis and interpretation of results. The participants included twelve students from a public high school in the western area of Costa Rica who needed special preparation for exams, which limits the scope of the research to this population only. The data collection techniques included two sample, field notes and research artifacts. The findings reveal the positive effects of reading comprehension of scaffolding on the performance of students in

assessments, but also warn that generalizations to larger populations are not possible. The study throws implications at theoretical and practical levels, and requires additional research as a way to address the identified limitations.

Reading is a fundamental process for the achievement of critical, autonomous and reflective individuals. From the educational, this process is the basis of learning; that is, reading comprehension is a fundamental requirement to process, elaborate and assimilate knowledge.

THEORETICAL FOUNDATION

This research is identified with the critical propose or constructivist paradigm that is currently prevailing in the country because they strengthen the values of respect for life, solidarity, freedom, and justice as the participation of the student as an active and creative element helps in the search for new methodologies, techniques and instruments that facilitate not losing the habit of reading in the teaching-learning process.

READING

According to the Longman Dictionary of Applied Linguistics, reading is, "Perceiving a written text to understand its content. This can be done silently (silent reading). The comprehension of this result is called reading comprehension" and another definition within this same dictionary maintains that reading is " Saying a text written aloud (oral reading). This can be done with or without understanding the content" (Pearson, 2018).

Another definition of Collins English Learner's Dictionary says, "Reading is an act of looking at and understanding a point." This is quite

real because reading involves the use of sight to understand some words in a sentence and make them meaningful. In addition to all the dictionary definitions, there are also others made by several authors (Collins, 2018).

According to William (2013), reading is "a process by which one observes and understands what has been written". Rohani Ariffin (2013), in his book entitled Anthropology of poetry for young people defines reading as: "A highly personal activity that is carried out mainly in silence, alone. There is a clear understanding that reading is something related to the activity of acquiring information and is done silently or aloud. Reading is an interactive process between the reader and the writer."

Also, Brunan W.K (2013), for example, defines reading as, "A bi-directional interaction in which information is an exchange between the reader and the author".

Smith (2013), also shares the same attitude. This is demonstrated by his line: "Reading is an act of communication in which information is transferred from a transmitter to a receiver."

According to Stallfter (2013), teachers define reading in, "A complicated procedure, readers read to obtain information from the printed pages, they must be able to pronounce and understand the printed words, signs, letters and symbols by assigning meaning to them."

Jensen and Petty (2013) define reading as:

"Where words enter your eyes and come out of your mouth, they said that books are written with many adventures and again and again there are

places where they say 'I know!' It is interesting to them when they open the book, the words flow and float in the mind."

According to Chitravelu et. al (2013), " Reading is not a unique ability that we use all the time in the same way, but it is a multiple ability that is used differently with the type of test and fulfills a different purpose."

Reading is a mental process as mentioned above, so you need other skills to integrate, such as listening, speaking and writing.

PURPOSE AND IMPORTANCE OF READING

According to Mariam (2013), proposed that "A great way of learning is through reading. However, if the student does not understand what he read, he cannot learn it or remember it in our mind". Many people can read, but they can hardly understand what they are reading.

The reading does not develop any information to the reader. Why is this happening? This happens when the person reading only reads the text without understanding the content. For this reason, the sense of reading is lost as a way to obtain knowledge.

For reading is of vital importance in learning a second language, a great effort has been made to improve and develop reading skills. Although there are many ways to improve the skills and abilities to read in students, reading is a problem when it comes to learning. The students do not understand the English texts. These problems occurred because according to Noormah (2013), "Students lack the vocabulary, barely understand words and less interest in the subject of English."

FACTORS OF MISTRUSTFULNESS ON READING

According to Sivaguru (2013), "There are many factors that lead to distrust of this particular skill, such as home, school, and social environment."

Home Factor

If the student lives in a family where English is a family language and is frequently spoken by members, then the student will have the advantage of being exposed to the language and will learn it quickly.

Unlike the student who has no relationship with the English language within their family environment, where this is seen as a foreign language to be spoken, which is why this environment demodulates their motivation to learn the language.

School Factor

On the other hand, school is also one of the factors that increase incompetence in reading. This is where the role of the teacher in the promotion of language is very important. Some teachers may not use English completely during the time of Foreign Language, especially in elementary school, as the teacher intends to adjust to their level with the students. This limited exposure to the use of English in class causes a very serious effect when students advance in their study to a higher education. For them, English is not something important.

Social Environment Factor

We can also find the environmental factor. We are where we come from. If the environment allows us to speak English, it would be a good incentive. But, in our society what really happens is that people hesitate to speak English in public among friends, neighbors, and so on.

Although these factors are worrisome in terms of the skills and abilities to speak because they are all related to each other. Therefore, if students do not feel encouraged to speak English, their interest in the language will also disappear. This will affect your reading skills and your ability to understand the text in English.

THEORIES ABOUT READING

Theory of traditional vision

According to Dole et al, (2013), "The beginning reader has to acquire a set of secondary skills and skills that are hierarchically ordered and that are continually built toward understanding." Within this theory, students have the ability to comprehend texts at making sense of the words within the meaning of the sentence.

According to Nunan (2013), "Reading using this view is interpreting a series of symbols written in the auditory equivalents so that readers give meaning to the text they read and to reproduce its meaning." In other words, this process is called "bottom-up".

"The bottom-up reading is done step by step," as was mentioned by Mariam Mohamed Nor and Rahmad Sukor Abd Samad (2013).

The technique begins with the eyes observing the visual information in the materials, the identification of the letter and the sounds follow below. This model requires an exact understanding, sequential identification of letters, words, phrases, sentences, sentences, and pronunciation.”

The other meaning of this point of view is an outside-in process, as McCarthy (2013) states:

“Simply, the ascending model recommends that reading begins with low-level processing. In addition, this traditional view of reading has always been under the microscope, due to the insufficiency and lack of one or more habitual forms of grammatical inflection, mainly words, and structure.”

Theory of the schemes

The types of scheme mentioned by Carrell, the linguistic schemes, formal schemes and content schemes that are related to reading comprehension.

"Linguistic schemes are the existing knowledge that readers have in vocabulary and grammar". It is the basis for other schemes since it is essential to help readers to receive and decode the text they read. If readers do not have this scheme, it will be difficult for them to understand and decode the texts they read. The more linguistic scheme readers have, the easier it is for them to understand and decode what they read (Essays, 2013).

The formal schemes offer less power in the reading process as mentioned by Carrel, "This scheme has been explained as abstract, coded, internalized and with coherent patterns of metalinguistic, discursive and textual organization that are used to understand a text ".

The reader tries to use any information to understand and understand the English text that he is reading at that particular moment. In this study, the formal scheme helps students establish relationships between the background knowledge they have with the new one. This is to help them understand English reading texts in the best possible way.

The content schemes explain about the reader who has the information or background knowledge on the subject that is being considered in the texts they read. A language is not only the combination of vocabulary or grammar but also covers the culture of the language and that's where the information comes from.

With the content scheme, you can complete the lack of language schemes and, therefore, help students understand texts and set aside any ambiguity and words or phrases not relevant in the texts (Essays, 2013).

Theory of the affective filter hypothesis

According to Stephen Krashen, (2013), this theory implies the attitudes towards the target language and its relation to the contribution reached by the students. It shows that attitude is very important in language learning. If students have a very high or strong affective filter, they tend to have less information.

If the students understand the information, the information will not come to the side of the brain that is responsible for language acquisition. It is different from students who have a low effective filter who will tend to get more information and because they have more positive attitudes towards

the language they are learning, they are more open to the information they get.

STAGES OF READING

According to Wolf (2008), literacy is something complex that happens. Human beings are born without knowing anything and without being a type of learning. One does not acquire learning as well as learn to walk. One does not learn from the environment that surrounds him or physically. Instruction and practice are part of learning and this happens in different stages.

Wolf (2008), proposes the following five stages of reading development.

Stage 1

The emergent pre-reader. (between 6 months and 6 years)

According Wolf (2008), the emerging pre-reader acquires examples and understands among a whole set of sound activities, phrases, definitions, photos, experiences, printed representations, learning equipment and speaking in the first five years of life. What should be perceived is that the reading at this stage is that the reading is never revealed. Emerging reading begins with years of experience, increasing textual and social development, and cumulative exposures to oral and written expression.

Stage 2

The beginner reader (between 6 and 7 years old)

According Wolf (2008), at this stage the child is acquiring the learning of the relationships between letters and sounds and between written and spoken words. The student begins to read simple readings that contain frequent words and common words, and uses the skills and the first lessons to sing monosyllables. There is direct learning in phonetic relationships and the student gains an independent level to improve their more advanced language bases, vocabulary and concepts. By the end of this stage, most children can understand up to 4000 or more words when they are heard, but they can read approximately 600.

Stage 3

The decoding reader (between 7 and 9 years old)

By Wolf (2008). at this level, the student reads simple and familiar stories and readings with more fluency. This happens to reinforce the bases of codes, visual lexical and the interpretation of simple readings, stories and family selections. There is direct preparation in advanced coding skills and also a wide reading of familiar and interesting instruments. At the end of this stage, students can read and understand about 3000 words and they know about 9000 when they are heard. The listening skill is even more effective than the reading skill.

Wolf (2008), says, "If you listen to the children in the reading stage of the decoder, you will hear the difference." The painful, if exciting, pronunciations are left behind ... Instead, the sound of one more reader comes soft, more confident, about to become fluid."

Stage 4

The sympathetic and understanding reader (between 9 and 15 years)

Wolf (2008), describes that at this stage, reading is used to learn new ideas in order to obtain new knowledge, experience new feelings, learn new attitudes and explore problems from one or more perspectives. The reading includes the study of textbooks, reference works, trade books, newspapers and magazines containing new ideas and values, vocabulary and unknown syntax. There is a systematic study of the meaning of words, and students are guided to react to texts through discussions, answering questions, generating questions, writing, and more. At the beginning of Stage 4, listening comprehension of the same material is even more effective than reading comprehension. At the end of Stage 4, reading and listening are almost the same for those who read very well, reading can be more efficient. "The reader in the fluid reading comprehension stage builds knowledge collections and is prepared to learn from each source" (Wolf, 2008, pág. 136)

Stage 5

The expert reader (usually 16 years old and up)

"All reading begins with attention, in fact, several types of attention: When expert readers look at a word (like 'bear'), the first three cognitive operations are: (1) disconnect from what the other does; (2) to move our attention to the new approach (pulling ourselves to the text), and (3) to highlight the new letter and word. " (Wolf, 2008, pág. 145). "William Stafford expressed the first element in these changes when he wrote how 'quality of care' is given to us." (Wolf, 2008, pág. 156).

TYPES OF READING

Overview reading

According to Brown (1994), there are many types of reading that can take in a reading language classroom. One way to categorize them, could be reducing as follows: intensive, oral, silent and intensive linguistic content, exhaustive skimming, scanning and global. The first difference that could be done is that the reading is spoken or in silence. On this type of silent reading, one can find intensive and extensive reading. Intensive reading category is used for teachers to teach or practice an special reading strategies or skills. In other way, extensive reading, takes reading in long amounts of books, in a direct way and fluent. It can include reading only for pleasure or reading for the professional material.

Intensive reading

Long and Richards (1987) say that intensive reading category is "an analysis detailed in the class, guided by the teacher, join to the vocabulary and grammar structures, in a little passage.

Extensive Reading

Brown (1989) explains that extensive reading is carried out to reach a general comprehension of a reading. Long and Richards (1971) identify extensive reading as something that occur when the students read long amounts of high interest, usually inside homes, focusing on the meaning, reading for gist and skipping unknown lexicons. The aims of extensive

reading are to build reader confidence and enjoyment. Extensive reading is always done for the comprehension of main ideas, not for specific details.

Skimming and Scanning Together

Brown (1994), suggested that the possibility of the two most worthily reading strategies for students as well as native speakers are skimming and scanning. Since scanning is a little complex kind of reading. It can be presented in first place, and skimming requires greater fluency and more practice is acquired, so it must be introduced later. Skimming and scanning are sometimes called as types of reading and at other times, as abilities. Skimming involves on an overview of a text and takes a reading competence. Scanning is more a restricted activity, only retrieving information relevant to an objective. Often skimming and scanning on reading are joined when reading an exercise. For example, the reader could skim through first to see if it is worth reading, then read it more carefully and scan for a specific piece of information to note. By practicing skimming and scanning, the individual learns to read and select specific information without focusing on information that is not important for meaning (Pugh, 1978).

READING STIMULATION

By Gottfried (1985), reading stimulation is an important contribution to student achievement and school success. Research has established that, especially for students, reading stimulation predicts reading performance on standardized tests.

According to Wang and Guthrie (2004) , manifest teachers wait stimulation would have a connection with students' reading comprehension

doing to improve stimulation of other subjects, whether these are science, social studies or mathematics, and other research for education.

IMPORTANCE OF READING STIMULATION

West and Stanovich, (1995), say that reading stimulation is important because the students' self-initiated reading, which has also been called a printed exhibition, predicts their knowledge about issues such as history, science and literature, as well as their mastery of vocabulary and reading comprehension when controlling the background variables of past achievement and parental input. Therefore, it is investigated whether classroom practices and educational programs can influence reading stimulation and thus increase reading comprehension.

Guthrie and Wigfield, (2000), give the vision of commitment to reading comprehension giving an enormous theoretical framework for this study. They promoted that the commitment to reading involves interactions with stimulated and strategic texts. They reviewed the evidence that when students intervene in reading, they understand better and have better reading results than when they do not participate. Guthrie and Wigfield also presented evidence that reading stimulation predicts children's reading, which predicts reading comprehension.

READING STIMULATION IN READING COMPREHENSION

Practices that stimulate reading stimulation

Finally, the authors discussed the instructions that can increase the stimulation of reading and reading comprehension focusing on the following practices (Guthrie & Wigfield, 2000):

1. Use the content objectives

According to Grolnick and Ryan, (1987), the objectives increase the attention and stimulation of students who are focus on gaining significance, creating knowledge and completely understanding, better than learning abilities or gaining extra points in class.

2. Offer options to students

It is a practice very followed. Students can choose: (a) the texts they read, (b) the tasks they perform with the texts, or (c) their peers during instruction, their intrinsic stimulation for reading increases (Reynolds and Symons, 2001).

3. The properties of the texts

When a subject is qualified as interesting (Schiefele, 1999), when the format is attractive to students (Schraw & Bruning, 1995)), and when the materials are important for the purposes of students in knowledge increase exercises (Schraw & Dennison, 1994), the students improve their attention and stimulation.

4. The social objectives

Group-learning components to reading activities improve student stimulation and achievement are proposed by Isaac et al. (1999) . (Wentzel, 1993).

5. Teacher participation

It refers to the perception of students that the teacher understands them and cares about their progress, is associated with the intrinsic stimulation of academic activities according to Skinner et al. (1990).

6. Rewards and praise

By Nolen and Nichols (1994), rewards include activities such as working for recognition in reading. Extrinsic extra points for reading are special and, in some occasions, demand intrinsic stimulation, which gives power large-term reading exercises.

7. Emphasize the objectives in the classroom

It is a practice supported by most stimulation theories (Ames, 1992). To when students read by domain, they search to (a) acquire knowledge from the text, (b) comprehend stories completely, and (c) capture the essence of literary texts, such as legends or poetry. When teachers achieve such goals, students get them and be more auto-learners, which increase and improve their long-term achievements (Ryan & Deci, 2000).

PRE-READING STRATEGIES

Definition

Oxford (1993), defines that pre-reading strategies are all strategies implemented before a careful view reading of the text is done, and they are important because they make easy the reading comprehension which in change turns gives students security to read. In addition to that, students are involved in the learning process for themselves. When they learn how

to handle a situation and solve it using strategies, they feel very motivated and willing to learn more, so the strategies make language learning faster, easier, more effective, more fun, more self-directed and more transferable to new situations.

OBJECTIVE

By Chacón, 2000, “The main objective of a reading class is not a translation but understanding to develop reading comprehension skills in another language. It is necessary to teach students how to approach a text using reading strategies”.

STRATEGIES ON THE PRE-READING.

According to Shih, (Shih, 1992), the pre-reading strategies help to give action and to develop at the top to readers prior knowledge, add stimulation, open curiosity, creativity, and total focusing. They also deliver students a reading purpose, advice on the organization and the essential content of the text. The followings are the strategies on the pre-reading: development of background knowledge, previewing, guessing, skimming, scanning, structure presentation, and vocabulary preparation.

The development of background knowledge

Hess and Jasper (1995) believe that the role of the teacher should be to have students relate the events of reading and film to their own experiences. Instead of a film, the teacher can use a poster, a proverb, a joke, a caricature or an image that can be related to the content of the text.

At this point, the reading has not yet been improved for the students. This strategy can be done by asking the students what they know about the topic of the passage. If some students know the subject, the instructor encourages them to share their knowledge with the rest of the class and can prepare activities to improve the knowledge of the class. Anderson suggests that teachers give a mini-conference on the subject if no one participates to facilitate the success of the comprehension activities that will take place later.

Another activity to develop background knowledge is through a movie. To integrate film and video teachers should use criteria such as: a challenging text that does not have an impossible lexical rate and an interesting and not complex argument; and a film that presents a version compatible with the text, so that students do not get confused; in this way, the subject in both the text and the film will be cognitively and emotionally attractive to the students.

Preview

Stoller (1994) believes that students should also notice the design of reading, such as images, charts, graphs, tables, photographs, among others, that can help them guess the main idea (s). This strategy consists of the observation of characteristics. Students must learn how to preview different types of texts such as textbook chapters, chapter sections, brochures, encyclopedias passages, dictionary entries, manuals and magazine articles, magazines, newspapers and the Internet. Students should focus on very informative clues, such as title and subtitles, headings, introductory paragraphs, highlighted information, numbers and capital letters.

Guessing

Stoller (1994), advises teachers to ask students to write a letter next to each paragraph and to write short sentences about the information included in each. Then they write these sentences in random order on a separate sheet of paper and ask the other classmates to match the corresponding sentences and letters. Another question that you guess is to ask yourself the author's purpose in writing the text.

De Vasconcelos and Santiago (1992), recommend to help the students to guess why the authors decide to create and write the text and what were their purpose. An additional close question is for students to ask them about the form of organization of the passages.

Is it ready, the order of time, comparison/contrast, cause/effect, definition, classification, process, analogy? Knowing the type of organization of the text before making a careful reading is crucial for the mental organization of the ideas and, consequently, for a better understanding. For this type of guessing activity, students pay attention to whatever they have at hand (for example, reading design, title, headings and subheadings, sentence statements and paragraphs).

Skimming

Clarke and Silberstein (1997) suggest to teachers to tell students that skimming is useful to get a general idea of a text in cases where the reader does not have time to read it slowly or when they want to decide if it is worth reading carefully.

It is another very useful strategy that was mentioned in the previous strategies. Skimming is a type of quick and silent reading to get the main

ideas. Students have to learn to read very fast without worrying about skipping words. So, the idea is that they understand some words, but not all and that they get an overview of the passage.

Other uses of skimming are to detect keywords that should be searched first in the dictionary. In addition, after reading the text, it will be easier to find the correct meaning of the words in the dictionary because the reader already has an idea of the subject of the text and, therefore, will be able to discriminate much better the meaning of the word. among all the possibilities in the dictionary entry.

Hirsch and Gabbay (1995), recommend that teachers command their students to take a review at the first paragraph, seek the author's work, searching for evidence that the author supports their main idea, figure out if the evidence is really strong or weak and search for other points. of view.

Scanning

Abdul Ghani (Abdul-Ghani, 1993), believes that students should learn how to apply the scan to find specific information on the material, and also be able to ignore the rest of the information.

It is another important strategy to develop. Scanning is a type of quick reading to get information or specific details. Instructors should use texts that can be scanned in real life (for example, an index), or prepare a task in which scanning is used.

A scanning activity may be to use the questions that teachers write at the end of the passage, especially those that request specific information. This author mentions that the questions can be directed to look for

information in the whole text or in a paragraph and must be answered in a few minutes.

Milne (1989), tells about the using of real or unreal questions to scan. The use of skimming and scanning increase confidence and the students know that they do not have to comprehend all in order to understand and placing knowledge.

Structure

Day and Park, (2005), establishes that syntactic statements incidence on the reading ability of a text is the grammatical problem and is a thing that can be the result of reading early the text, but it could get only if it will give a collapse of the communication ability. Teachers often know what these structures are.

Vasconcelos and Santiago, (1992), suggest that, in general, the teacher should draw activities on language for each topic. For the grammatical structure, they propose the exposure of noun, phrases, verbs, clauses, reference words, etc. In a reading class, grammar must be seen as a tool to interchange communication the message of the text and could not be emphasized as one of the main goals.

In these cases, the teacher clears the structure and describe it using activities with grammar. Then, students will show this knowledge when they find "-ed" forms making a careful pre-reading so that then they will find "-ed" forms in forward readings, and the teachers will continue the class normally.

Vocabulary

Sökmen (1992), manifests to ask the students to carry their books to class so that they get responsibility for achievement their own lexicon and increase it and they feel need to read on similar topics. Then, the teacher helps to classify these texts according to the difficulty of the vocabulary from the easy to difficult way.

This pedagogical practice helps students understand which important words contribute to the main meaning and, consequently to learn how to do this same task for themselves. Students rapidly scan the reading looking for the clue words for the content, but it is not easily deduced from the all context. Later, they have to underline them or write them down on another sheet of paper. These clue words sometimes end up being repetitive in the reading. Students try to do an interpretant about the significance looking for clues or ask a classmate or the teacher the meanings.

While the implementation of pre-reading activities, the dictionary is not permit do this part is just the beginning about the support to the reading process. This will encourage students to make conclusions of meanings by using the whole means at hand. If the students still cannot understand and know the meanings, the teacher will get to provide what the students need. The teacher must be clear to the students and explain them not need to know most of the lexicon at the same time they read.

PHILOSOPHICAL FOUNDATION

Resources and alternative teaching material, sometimes also called didactic teaching resources, is most of the time original as described by Johansson (2006).

Harmer (1990) also gives to this topic by saying that teachers are made with didactic resources. This is normal in the Ecuadorian because the book given got many units to see in a period of five-hour a week time.

Something important about reading techniques and strategies in the classroom is expressed by Harmer, (2007), as teachers must do everything to avoid to be very enthusiastic about the teaching material because it is only very important if the students do activities with them. However, the author describes that the importance of a excellent learning will always be better than the technology in classrooms. This also is based on the experience of the educators giving a good useful of these complements. The students can get the best appliance but if they unknow how to apply it, it is worthless.

Nuttall (2015) argues, it is very possible to teach students to read or if the teachers can at least help them to learn, the second would be the teachers' case. Facilitators are continuing the reading abilities using of stimulating stories in this own study,

Harmer (1991), applies that reading ability is benefit for second language acquisition. The most students read better than they think to achieve. This activity tries to help initial learners to learn new vocabulary, better speaking and writing. The teachers can get the reading to guide several segments as vocabulary, grammar, punctuation; so, students can make use of these as cases to get their own writing. This ability owns other advantages like discussion on pair, exposure interesting themes, encourage creative results and help to construct great and fascinating examinations. To encourage it, the same author gets in the following principle: Teachers must encourage students to read much more and as much as possible.

According to Nuttall, (2015), students must encourage to be connected with the readings. The teachers must stimulate students to react to the content of the reading. It must not be on its mechanics or grammar forms. One major skill is prediction. The teachers must join the tasks to the themes when using intensive reading activities. Good teachers expand readings.

PSYCHOLOGICAL FOUNDATION

As for Harmer (2017), exist different types of reading extensive and intensive. The first sometimes refers to the one student study outside the classes. This presentation makes the students read for pleasure. The second refers to several activities on the structure of reading texts, which usually takes place in the classroom.

Nuttall (2015), affirms that teachers just read in English for classroom objectives, and in this case, it is difficult to stimulate students. This is a trouble for most teachers; the stimulation for reading is tremendous powerful. The English language is alive, she concludes. If only the teachers could make foreign language reading much more interesting in itself, stimulation will increase.

SOCIOLOGICAL FOUNDATION

According to Vygotsky's historical-cultural theory, the study of man must also include the history of its culture. In the Ecuadorian staff, the teachers are helped with the books they need to work within a school year. This create an effect that gradually becomes an enormous boring and monotonous classroom environment which can disagree and discourage

students to participate actively. Some reading activities that can be apply to expand those components of literature and can be scanning, skimming, compare and contrast, critical thinking, questioning, just to mention many of them.

The sociolinguistic base for 8th grade according to the CEF describes that the students establish basic social contact according the simplest everyday polite forms to make requests, express gratitude, apologize, etc. in accordance with the most important conventions of the community concerned. In the linguistic component of the communicative competence, eighth graders should have a basic repertoire of words and phrases related to their social background, which is complementary to the personal and educational background with which they are already familiar (Vygotsky & Cole, 1978).

PEDAGOGICAL FOUNDATION

The curriculum planning is provided by the Ministry of Education including didactic stimulation, reading sources as one of its components. They are the facilitators of the learning process. However, they motivate and increase the relationships amongst the students within the classroom, and are the base of the building of essential features of knowledge and abilities and skills needed by the students.

Regarding other methodology, it is essential to name an international work conducted by Kozma (1991), that confirms a number of characteristics in methods are consistent with principles and bases of the science of learning and improving education. The author also manifests that new information and communications bring stimulating curriculum based on real problems into the classroom. They can also scaffold and enhance learning

achieving with the guide and monitoring of the teachers. Students, especially 8th graders, need a lot of scaffolding reading activities so they can become independent learners.

Brinton (2001), mentions that much of the studies supporting the use of didactic resources is found in the literature on learning style, especially Gardner's theory (1983), which states that there are eight types of intelligences. Another theory that reinforces this concept is the schema. This implies that visuals provide a powerful means of activating the learner's prior knowledge of the topic, thus it facilitates the presentation of new documents.

Technology for Thornbury, (2006), provides opportunities for problem-solving, creating and proofreading writings, pronouncing words well, having and self-reading train that monitors the learner reading aloud and provides feedback.

Additionally, social media networks have created spaces for interaction between teacher-students and among students.

Nuttall (2015) indicates that both the teacher and the student should understand the reading interaction. Additionally, she says that different students use the term reading in various ways, which may be.

Therefore, there are two main definitions for this term: Teachers use reading to introduce pronunciation, practice fluent and expressive speaking, and reinforce structures. This is a good beginning for developing readers. Learners have to discover how writing is associated with the spoken words they already use.

SOCIAL CONSTRUCTIVISM

Luckmann, (1984), describes that a sociological theory of knowledge agreeing to which human being development is socially placed and knowledge is built through interaction with others.

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

LEGAL BASIS

The present investigation is legally supported by the Constitution of the Republic of Ecuador (2008) Art. 26.- It states that "education is a right of people throughout their life and an inescapable and inexcusable duty of the State" so All Ecuadorians have the right to receive an equal, inclusive and quality education. Art. 27.- states that "education will focus on the human being and guarantee its holistic development, within the framework of respect for human rights, the sustainable environment and democracy" guaranteeing at all times the development of skills and competencies to create and work. Art. 343.- states that "the national education system will be aimed at the development of individual and collective capabilities and potential of the population, which enable learning" ensuring that the student will be the center of learning, therefore, it should be guaranteed an optimal teaching with these articles, the State guarantees the right that students have to receive a quality education and warmth, guaranteeing free, inclusive income, without distinction of sex, race, religion or ethnicity; in such a way

that all Ecuadorians have the opportunity to be trained, developing their skills and abilities that guarantee access to better job opportunities and the enjoyment of a better quality of life.

National Plan A Whole Life (2017), Objective 4. Strengthen the capacities and potential of citizens. Policy 4.8 Promote intercultural dialogue as an articulating axis of the pedagogical model and the use of the educational space. Guideline i: Promote the learning of a foreign language under international accreditation parameters, from early education to higher education.

Ministry of Education, (2016) Article 3.- The flexibility in the curriculum for Basic General Education. - Each educational institution may increase or decrease the workload of the instrumental areas (Language and Literature, Mathematics and Foreign Language) in function of the needs that their students present, orienting themselves to comply with the curricular objectives of each of these areas in each grade and level.

Transitional Provisions Second. Provide that the Foreign Language - English curriculum be progressively implemented until the appropriate human talent is available to efficiently attend the teaching of this language. The implementation of the English language curriculum from the second to the seventh grade of General Basic Education in all the educational institutions of the country should be carried out from the 2016-2017 school year for the Sierra Regime and 2017-2018 for the Costa System.

In the Integrative curriculum of the General Basic Education Sublevel, a set of basic contents of Foreign Language-English are introduced, the same ones that will set the starter level of the Pre. A1.1 level of the Common European Framework of Reference for Languages:

Learning, Teaching, Evaluation (CEFR) that is developed in the Elemental sub-level to be established from the 2016-2017 school year for the Sierra regime and 2017-2018 for the Costa regime.

The Council of Higher Education rpc-se-13No.051-2013 Title I: Scope and Objectives Chapter III: Of the curricular structure Article 31.- Learning of a foreign language. The subjects destined to the learning of the foreign language may or may not be part of the curriculum of the career, in any case, the LES must plan this learning in a gradual and progressive formation. However, the IES will guarantee the level of proficiency of the language to meet the graduation requirement of the higher technical level, higher technological level, and its equivalents; and, the third level, of degree, they will have to organize or homologate the corresponding subjects from the beginning of the race.

CONTEXT OF THE INVESTIGATION

The present investigation is carried out in the South America School, located in 21 streets and Cuenca in zone 3 of district 5 in the city of Guayaquil of the Province of Guayas. The educational institution opened its doors in 2006 with 130 students. Its mission is to educate students with quality and critical thinking so that they are capable of making changes for the benefit of the educational community; with the objective that education is the only goal to change Ecuador and the world. At present the institution has approximately 280 students, the principal is the MSC. Reymundo Mora, the institution works part-time in the morning. English subject has two teachers.

Language is the vehicle through which thought is transmitted and it is also the means that allows human beings to satisfy the need to communicate with others. In addition, the communication process is probably the activity that most influences human behavior due to the importance among human beings, so it is not surprising that the teaching of English language is one of the most outstanding topics in basic education.

On the other hand, in every school education the use of the English language is offered worldwide and it is not possible to do without it to communicate globally because reading in English is a tool that opens the doors of knowledge and is an indispensable instrument towards a path of social promotion. Therefore, the importance of the learning process of reading in English using stimulation from an early age. In addition to this, the habit of reading is not something innate, man does not come to the world appreciating books is a capacity that develops with practice and as a result of a behavioral mode that is proposed. The human being is a being that reacts to the stimuli of the environment as it constantly interacts in the environment in which it lives. In addition, the human being perceives information through five external senses: taste, smell, hearing, touch and sight. Therefore, it is very important to stimulate the senses to enhance them.

In conclusion, stimulation and reading are very important because they involve the deployment and development of certain psychological, cognitive and linguistic functions that the student experiences until they reach a sufficient level of maturity in reading the language. English.

CHAPTER III

METHODOLOGY, PROCESS, ANALYSIS AND DISCUSSION OF RESULTS

METHODOLOGICAL DESIGN

According to Dornyei (2005), a methodological design is a subjective field study since examines unreal shapes in the acquisition of English knowledge as a border idiom.

Using a subjective and traditional investigation is pretended to reach a better knowledge of the reading stimulation that a teacher can establish in a classroom and identify which behavior should be reinforced and which should be suppressed in said process.

The research has been carried out with different techniques and strategies so that the process is systematized and planned. The aim is to arrive at a correct result of this work proposal by collecting data and emphasizing the environment in which it was carried out.

In this way according to Gortari, (1970), says "The scientific method is the planned procedure that follows in the investigation to discover the forms of existence of the objective processes, to unravel their internal and external connections, to generalize and deepen the knowledge thus acquired, to get to demonstrate them with national rigor and to check in the experiment and with the techniques of its application." In order to achieve a development of English language reading skills in students, the integration of creation of a playful-reading activities design should be encouraged

through skills that strengthen their learning. The dependent variable lies in pre-reading strategies in its use in the activities presented to it.

Regarding the independent variable, we seek to encourage the student to be stimulated to read the English language in order to have a good academic development. A design of playful-reader activities will be created and the instrument that was used to detect the need of this organism was the survey. Since the purpose of the project is to help stimulate reading in students, this project should have activities, such as illustrations and relevant information that are detailed for greater understanding, recognition and identification in the student.

TYPES OF RESEARCH

EXPLORATORY RESEARCH

According to Saunders et al (2012), during the exploratory research, the researcher must always be prepared to change his way as a product of the knowledge of new items and new learnings. This research was supported in exploratory research due to the methods used in the learning process that was applied to the reading comprehension used as a motivator in reading in English.

The exploration provides a large base of conclusions on where the problem lies on this issue, providing an open and natural discussion format so that a broader range of perspectives can be approached in a shorter period and gives you the opportunity to redesign the survey, giving a better idea of problems, opinions and behaviors that can go hand in hand with the main topic of the investigation.

DESCRIPTIVE RESEARCH

Hungler y Polit (2004), they state: "A descriptive study has as its main goal the exact description of the characteristics of people, events or groups." In addition, the descriptive research shows studies that have the main objective of accurately portraying all the characteristics of the students. This type of research was used to describe both variables and not to prove the predicted relationship between them.

Obtaining the current state of the situation and predicting the origin of the situation at the time of the study is what locates this investigation as descriptive, revealing the real stage of the problem and describing the consequences with the respective conditions and / or different variations.

EXPLANATORY RESEARCH

According to Yin (1994), explains that attention is at the center of cause-effect relationships, where the study can be explanatory and explain what are the causes and their effects. The most accurate interpretation of the causes is that some external factor produces a change in the dependent variable.

The students were able to process the explanation of each element that was given to them and act in the best possible way. The students explain the instructions to each other and also explain the situation of the available activities, giving enough warm up time for each activity. They could achieve concepts and form ideas about the students before the actual participation of the activity exam begins.

POPULATION AND SAMPLE

POPULATION

The concept of population comes from the Latin term *populatio*. In its most habitual use, the word refers to the group formed by the people that live in a certain place or even in the planet in general. It also allows referring to the spaces and buildings of a locality or another political division, and to the action and consequences of population.

POPULATION OF THE SOUTH AMERICA EDUCATIONAL UNIT

TABLE 1

ITEMS	POPULATION	PEOPLE
1	Principal	3
2	Teachers	16
3	Students	280
TOTAL		299

SAMPLE

The Dictionary of the Real Spanish Language, RAE, (2018), defines the sample, in its second meaning, as "part or portion extracted from a set by methods that allow it to be considered as representative of it".

Within the epistemological field, Jiménez,(1983, pág. 237), highlights the important representation of the sample:

"It is a part or subset of a population normally selected in such a way as to reveal the properties of the population. Its most important

characteristic is representativeness, that is, it is a typical part of the population in the characteristics that are relevant for the investigation ".

The population consisted of two eighth-year courses. One of 22 and another of 24 students. Because the population is less than 100 individuals, the sample used was the same number of the population.

SAMPLE PICTURE OF THE SOUTH AMERICA COLLEGE

TABLE 2

ITEMS	DETAILS	SAMPLE
1	Students	45
2	Principal	1
3	Teachers	1
TOTAL		47

OPERATIONALIZATION OF VARIABLES

VARIABLE	DIMENSION	INDICADORES
READING STIMULATION	READING	DEFINITION.
		PURPOSE AND IMPORTANCE OF READING.
		FACTORS OF DISTRUST FOR READING.
		THEORIES ABOUT READING.
		PHASES OF READING
		TYPES OF READING
	READING STIMULATION. IDENTIDAD PERSONAL	DEFINITION
		IMPORTANCE
		PRACTICES THAT STIMULATE READING STIMULATION.
PRE-READING STRATEGIES.	DEFINITION	OBJECTIVE
		STRATEGIES

METHODS OF THE INVESTIGATION

INDUCTIVE METHOD

According to Newman, (2006), in his article "Inductive and deductive reasoning in the research process in experimental and social sciences" states that Bacon was the first to propose a new method to acquire knowledge, affirmed that thinkers should not enslave themselves by accepting as absolute truths the premises transmitted by the authorities in the matter.

The researchers of this project obtained the general results based on events collected through direct observation research and that to get to know it is essential to observe the pure nature, gather significant particular data and generalize from them so that this research is the most exact possible.

DEDUCTIVE METHOD

According to Wassertheil-Smoller (2013), say that the deductive method is a basic form of valid reasoning. Deductive reasoning, or deduction, begins with a general statement, or hypothesis, and examines the possibilities of arriving at a specific logical conclusion.

This deductive method uses deduction to make hypotheses and scientific theories; it is understood that, in the deductive method of the investigation, the observations range from the broad spectrum to the more specific, general categories are taken into consideration to the most defined ones.

It is the opposite when induction takes place. The smallest detail of the information branches to the broader spectrum to have the general essence of reading when these activities come into play in the classroom.

The research also used the deductive method because it took the stages for reading to text, and the exercises for the development of reading ability to prove its influence on reading comprehension.

EMPIRICAL METHOD

According to Rodríguez and Pérez (2017), in their article "Scientific methods of inquiry and construction of knowledge", they cite Cerezal and Fiallos who state that empirical knowledge is that obtained from the practice, plus analysis and systems through experimental observation and repetitive observation. experimentation which constitutes the beginning of knowledge where man is reflected in the world through emotions, intuitions and presentations. The techniques that were used to arrive at the following readings on the variables and the current state of the students in the current situation have to do with the surveys that the students took and filled out.

The 10 questions addressed both variables and the alternatives were in "total disagreement", "disagreement", "different", "agree" and "totally agree."

The interview with the teacher and the school principal were also helpful in concluding the academic status and type of planning that has been carried out at the school for the eighth-grade students.

The observations made by the researchers also extend the total results of the research, giving concrete evidence of the problem of the reading skills necessary for the students and how the proposal of a playful

activities design will help them to reach these objectives with the reading skills and the reading comprehension that students have.

TECHNIQUES AND RESEARCH INSTRUMENTS

A selected research instrument was the interview, due to the fact that through questions the experiences of knowledgeable or specialized people were collected, which made it an essential instrument for this project, as demonstrated by López and Deslauriers, (2011), where they quote McCrackent, who qualifies the interview "as one of the most powerful research instruments." The interview collects data in the research that are very useful in the development of reading.

THE INTERVIEW

It is the technique used in all investigations. This must be planned with seriousness and responsibility considering the objectives established in the question or problem. The questions were real, clear and simple.

THE SURVEY

It consists of completing a questionnaire with some questions, in which they were previously prepared by the researcher on a previously raised issue or problem. It is important to note that at the time of the respective tabulation, they gave very favorable percentages to the decision to design a playful-reader activity for the teacher that will help students improve their reading skills and abilities.

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INTERVIEW WITH THE DIRECTOR

1. How do you consider the teaching-learning process of English in your institution?

I believe that the teaching-learning process of English within the institution is very bad because there are no necessary tools for its correct execution.

2. What would it be like for students to learn a modern vocabulary so that they can develop tasks better?

It would be great because the students would be very easy to study.

3. Why do you consider the application of teaching materials to be important in learning the English language?

It is very important since the cognitive ability of the student can be evaluated through the didactic material.

4. Do you as an authority agree that teachers use interactive material to improve pronunciation in the English language? Why?

Yes, definitely. Because the interactive material will improve pronunciation.

5. Do you consider that the teachers' teaching materials attract the attention of the students during the English class?

I believe that the teaching materials of the teachers really attract the attention of the students. With this, the students feel very stimulated and increase their participation in class efficiently.

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INTERVIEW WITH THE TEACHER OF THE ENGLISH AREA

1. What would you think if I had a design of playful-reading activities for teaching the English language?

This would be very beneficial and would give the necessary tools to teach the English language.

2. What would you think if the students received classes to practice reading through a Design of playful-reading activities?

It would be very important since the students would increase the Speaking ability.

3. What would you think if the students felt stimulated to read with the use of a Design of playful-reading activities?

It would be great because reading is very important and necessary for the learning-teaching process.

4. What would you think if you had a Design of Playful-Reading Activities to improve the reading comprehension of the students in the teaching-learning process?

This would be very important for both the student and the teachers as it would increase their comprehension in reading the English language.

5. What would you think if you had a design of playful-reading activities so that the student develops better in the stages of pre-reading?

This would help the teacher interact with the student in the development of reading activities.

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SURVEY FOR STUDENTS

Objective: to determine the needs of students for the apprehension of knowledge and the development of reading skills.

Instructions: Read each sentence and mark (X) the corresponding box according to your criteria, understanding that 1 is the lowest level and 5 the highest level.

1	Totally disagree
2	Disagree
3	Neither agree or disagree
4	Agree
5	Totally agree

CRITERIA	1	2	3	4	5
1. I like to practice the reading daily.					
2. I feel stimulated to the reading.					
3. I like the readings of the English text.					
4. I like to read in my free time.					
5. I have a strategy to help me to read.					
6. I like to do exercises before the reading.					
7. I feel stimulated to read with the teaching material.					
8. I would like my teacher gets new strategies.					
9. I would like to learn to read with a reading didactic guide.					
10. I would like to learn strategies to read with the guide.					

ANALYSIS OF THE SURVEY APPLIED TO STUDENTS.

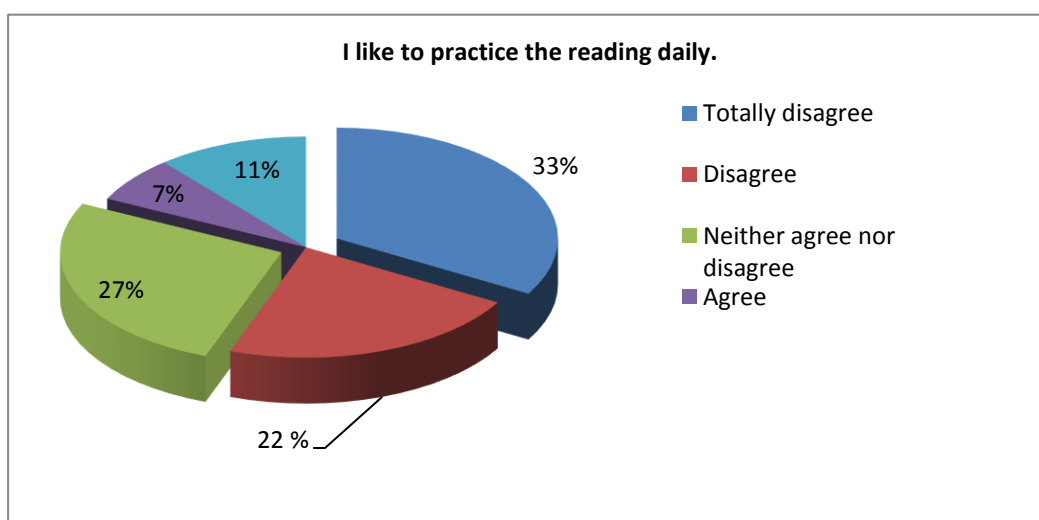
TABLE 3

1. I like to practice the reading daily.			
CODE	CATEGORY	FREQUENCY	PERCENTAGE
ITEM 1	Totally disagree	15	33%
	Disagree	10	22%
	Neither agree or disagree	12	27%
	Agree	3	7%
	Totally agree	5	11%
	Total	45	100%

Source: Survey taken to students from 8th grade of Suramerica High School

Researcher: Joseph Brunner.

GRAPHIC 1



Researcher: Joseph Brunner.

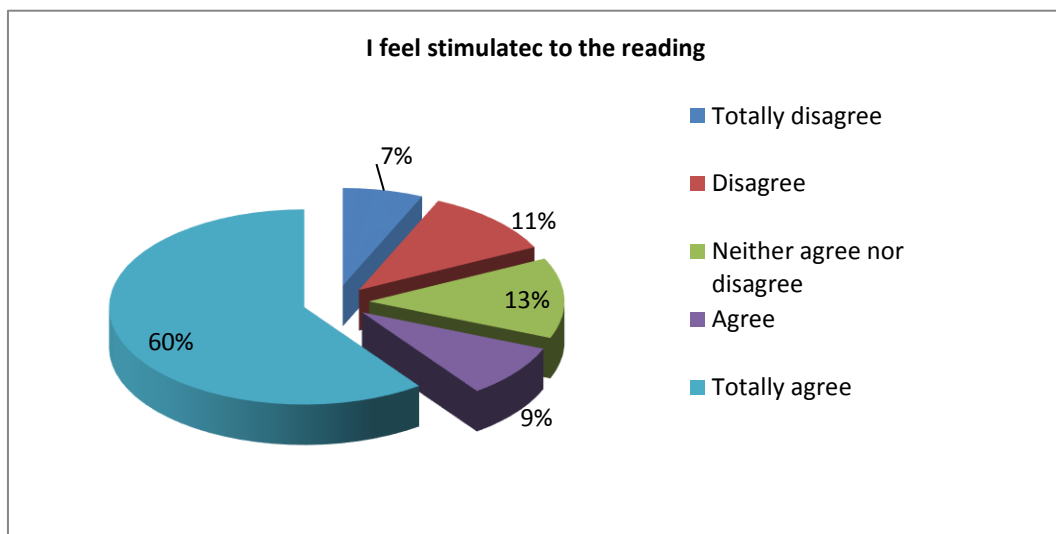
Comment: 33% of the students totally disagree that they do not practice reading daily. This evidence the necessity to apply new techniques to improve the interest for the reading.

TABLE 4

2. I feel stimulated to the reading.			
CODE	CATEGORY	FREQUENCY	PERCENTAGE
ITEM 1	Totally disagree	3	7%
	Disagree	5	11%
	Neither agree or disagree	6	13%
	Agree	4	9%
	Totally agree	27	60%
	Total	45	100%

Source: Survey taken to students from 8th grade of Suramerica High School
Researcher: Joseph Brunner.

GRAPHIC 2



Researcher: Joseph Brunner.

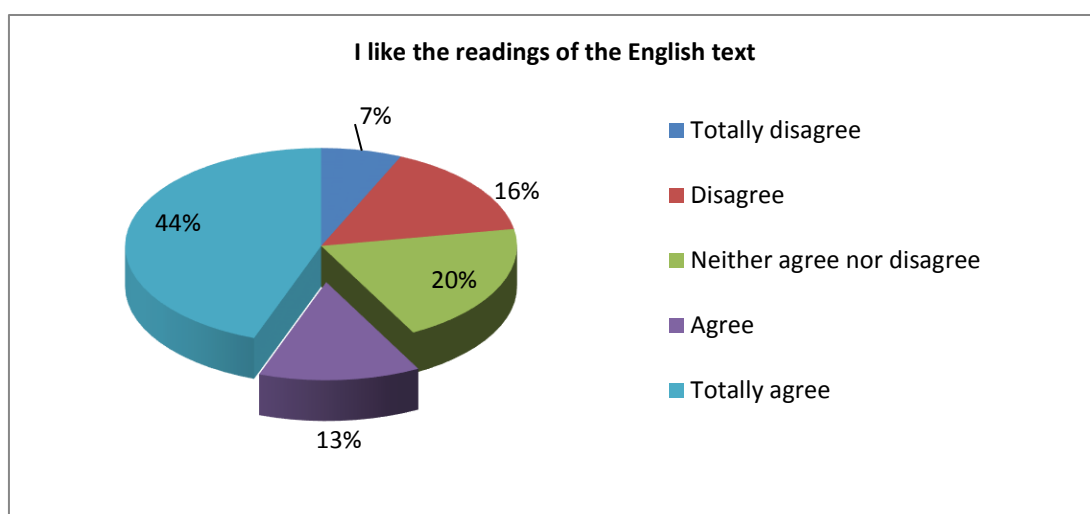
Comment: 60% of the students totally agree that they feel stimulated to the reading. This evidence that they would like to read fluently.

TABLE 5

3. I like the readings of the English text.			
CODE	CATEGORY	FREQUENCY	PERCENTAGE
ITEM 1	Totally disagree	3	7%
	Disagree	7	16%
	Neither agree or disagree	9	20%
	Agree	6	13%
	Totally agree	20	44%
	Total	45	100%

Source: Survey taken to students from 8th grade of Suramerica High School

Researcher: Joseph Brunner.

GRAPHIC 3

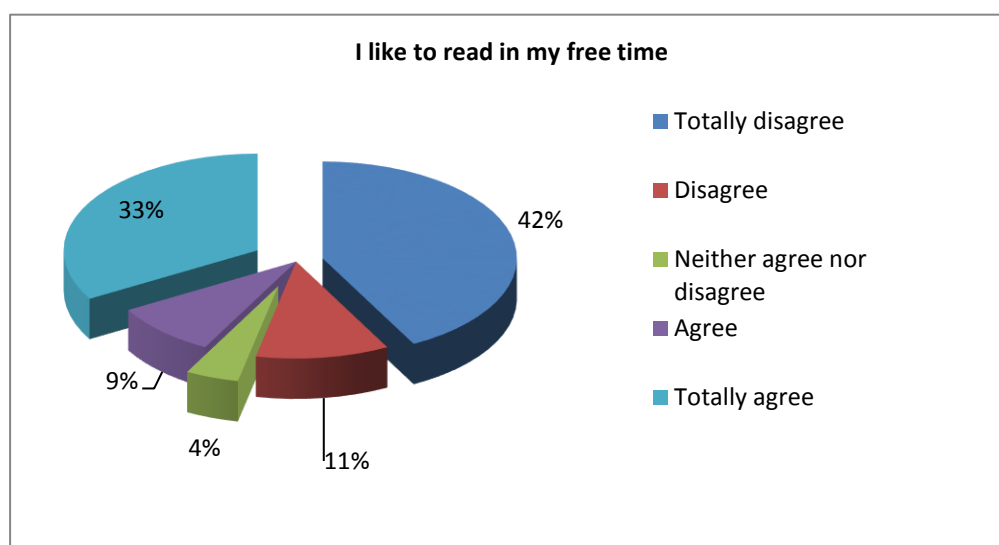
Researcher: Joseph Brunner.

Comment: 44% of the students totally agree that they like the readings of the English text. This evidence that students have the interest to know new words and feel interested on the pictures from the book.

TABLE 6

4. I like to read in my free time.			
CODE	CATEGORY	FREQUENCY	PERCENTAGE
ITEM 1	Totally disagree	19	42%
	Disagree	5	11%
	Neither agree or disagree	2	4%
	Agree	4	9%
	Totally agree	15	33%
	Total	45	100%

Source: Survey taken to students from 8th grade of Suramerica High School
Researcher: Joseph Brunner.

GRAPHIC 4

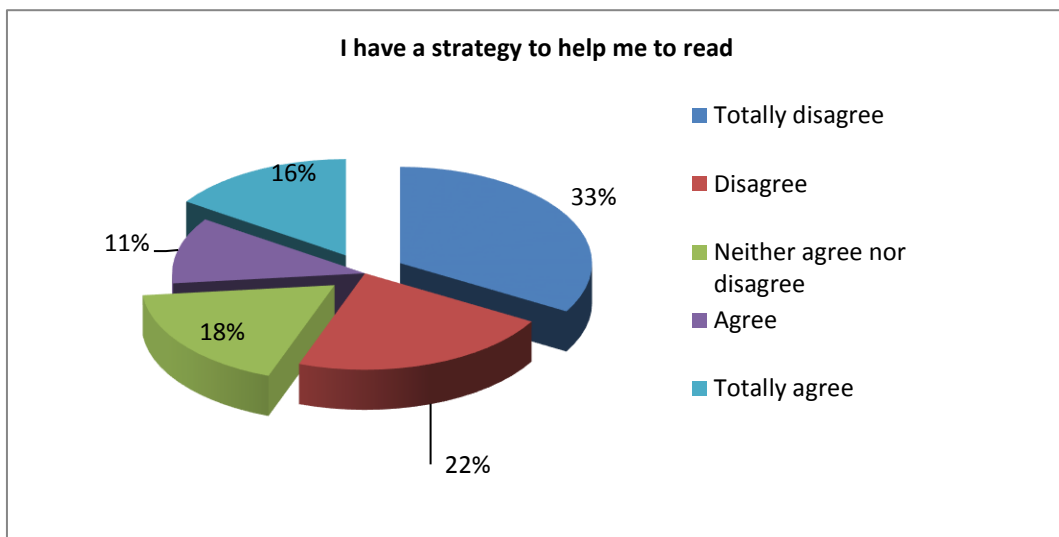
Researcher: Joseph Brunner.

Comment: 42% of the students totally disagree that they read in free time. But, the 33% likes to read. This evidence that the teachers can help the students to improve their interests for reading. In this situation the Didactic Guide Reading will help to improve it.

TABLE 7

5. I have a strategy to help me to read.			
CODE	CATEGORY	FREQUENCY	PERCENTAGE
ITEM 1	Totally disagree	15	33%
	Disagree	10	22%
	Neither agree or disagree	8	18%
	Agree	5	11%
	Totally agree	7	16%
	Total	45	100%

Source: Survey taken to students from 8th grade of Suramerica High School
Researcher: Joseph Brunner.

GRAPHIC 5

Researcher: Joseph Brunner.

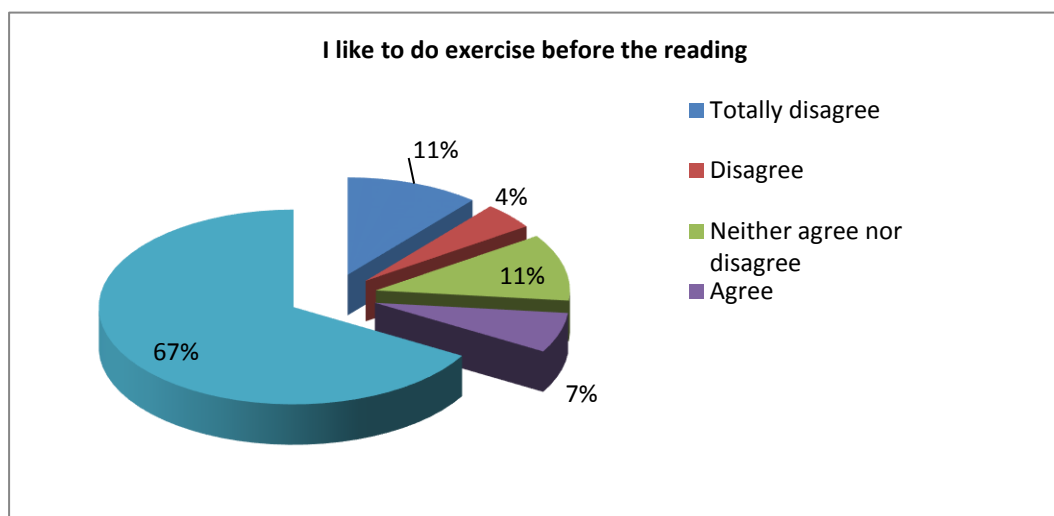
Comment: 33% of the students strongly disagree and accept they do not have any strategy to read. This demonstrates the need to apply " The development of background knowledge " to solve this problem. This will work perfectly.

TABLE 8**6. I like to do exercises before the reading.**

CODE	CATEGORY	FREQUENCY	PERCENTAGE
ITEM 1	Totally disagree	5	11%
	Disagree	2	4%
	Neither agree or disagree	5	11%
	Agree	3	7%
	Totally agree	30	67%
	Total	45	100%

Source: Survey taken to students from 8th grade of Suramerica High School

Researcher: Joseph Brunner.

GRAPHIC 6

Researcher: Joseph Brunner.

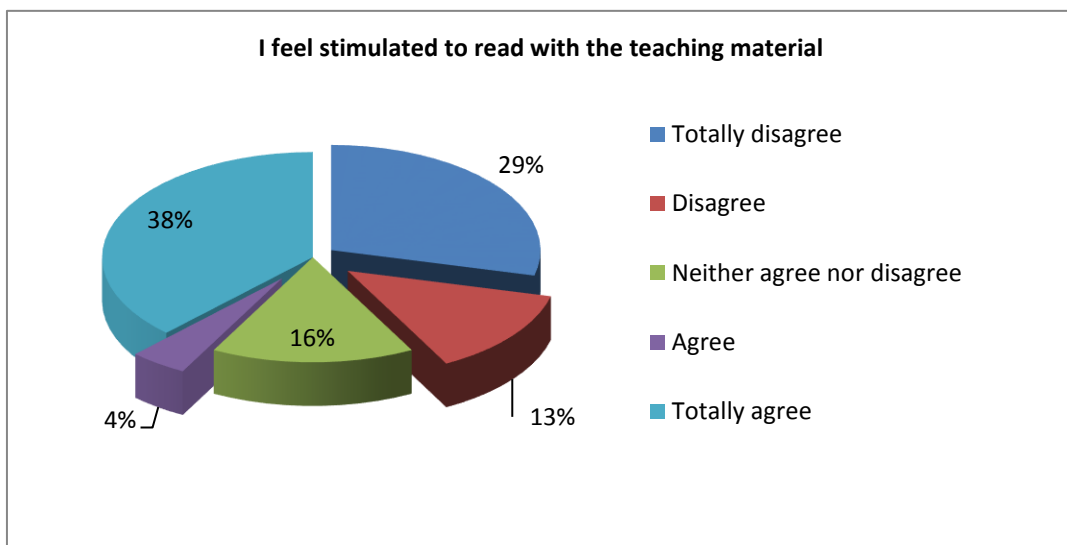
Comment: 67% of the students totally agree that they like to do exercises before the reading. This will work much better to apply the strategy “Vocabulary” to improve the reading comprehension.

TABLE 9

7. I feel stimulated to read with the teaching material.			
CODE	CATEGORY	FREQUENCY	PERCENTAGE
ITEM 1	Totally disagree	13	29%
	Disagree	6	13%
	Neither agree or disagree	7	16%
	Agree	2	4%
	Totally agree	17	38%
	Total	45	100%

Source: Survey taken to students from 8th grade of Suramerica High School
Researcher: Joseph Brunner.

GRAPHIC 7



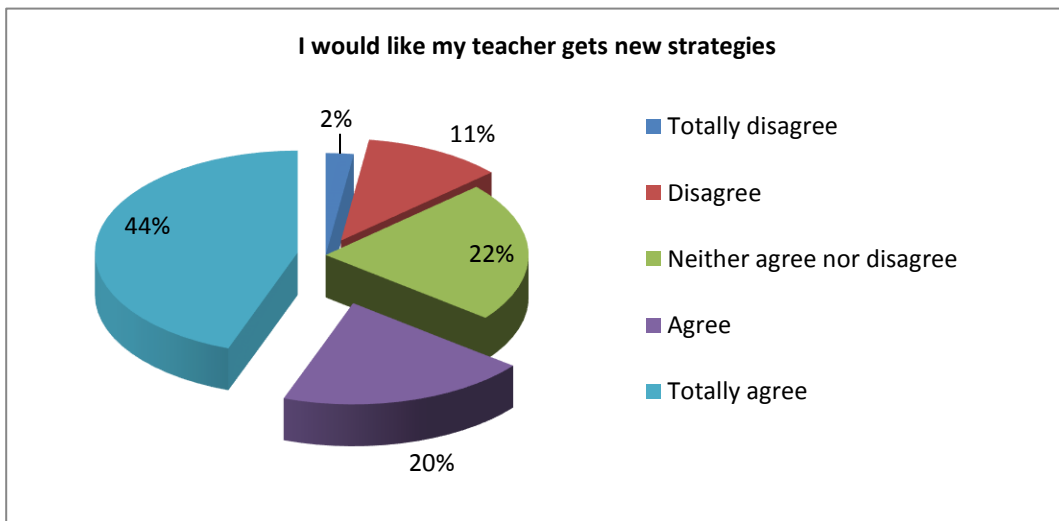
Researcher: Joseph Brunner.

Comment: 38% of the students totally agree that they feel stimulated to read with teaching materials. This evidence the necessity teachers use teaching support to improve the reading comprehension.

TABLE 10

8. I would like my teacher gets new strategies.			
CODE	CATEGORY	FREQUENCY	PERCENTAGE
ITEM 1	Totally disagree	1	2%
	Disagree	5	11%
	Neither agree or disagree	10	22%
	Agree	9	20%
	Totally agree	20	44%
	Total	45	100%

Source: Survey taken to students from 8th grade of Suramerica High School
Researcher: Joseph Brunner.

GRAPHIC 8

Researcher: Joseph Brunner.

Comment: 44% of the students totally agree that they would like their teachers use new strategies. This evidence the necessity to apply new strategy to achieve the students attention.

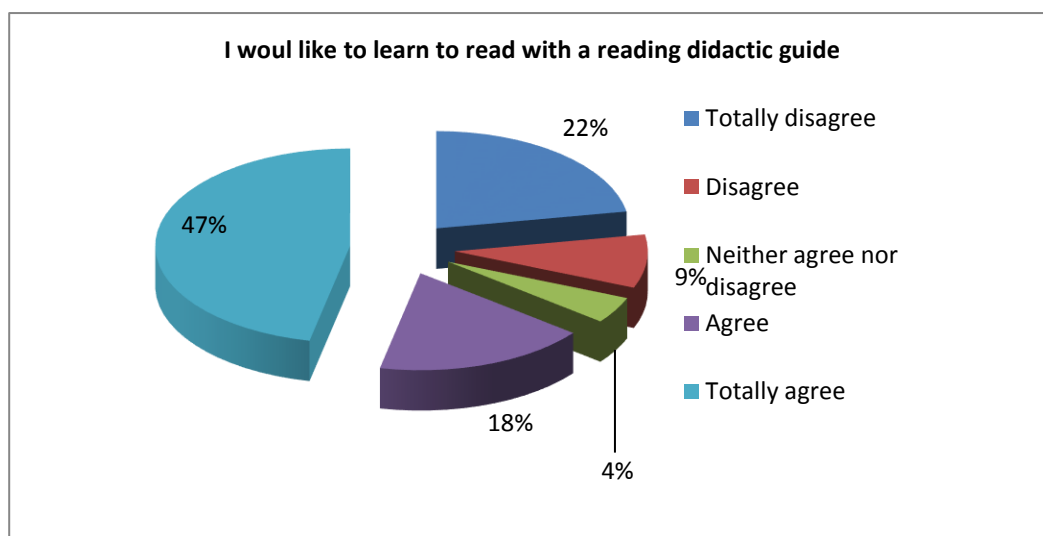
TABLE 11

9. I would like to learn to read with a reading didactic guide.			
CODE	CATEGORY	FREQUENCY	PERCENTAGE
ITEM 1	Totally disagree	10	22%
	Disagree	4	9%
	Neither agree or disagree	2	4%
	Agree	8	18%
	Totally agree	21	47%
	Total	45	100%

Source: Survey taken to students from 8th grade of Suramerica High School

Researcher: Joseph Brunner.

GRAPHIC 9



Researcher: Joseph Brunner.

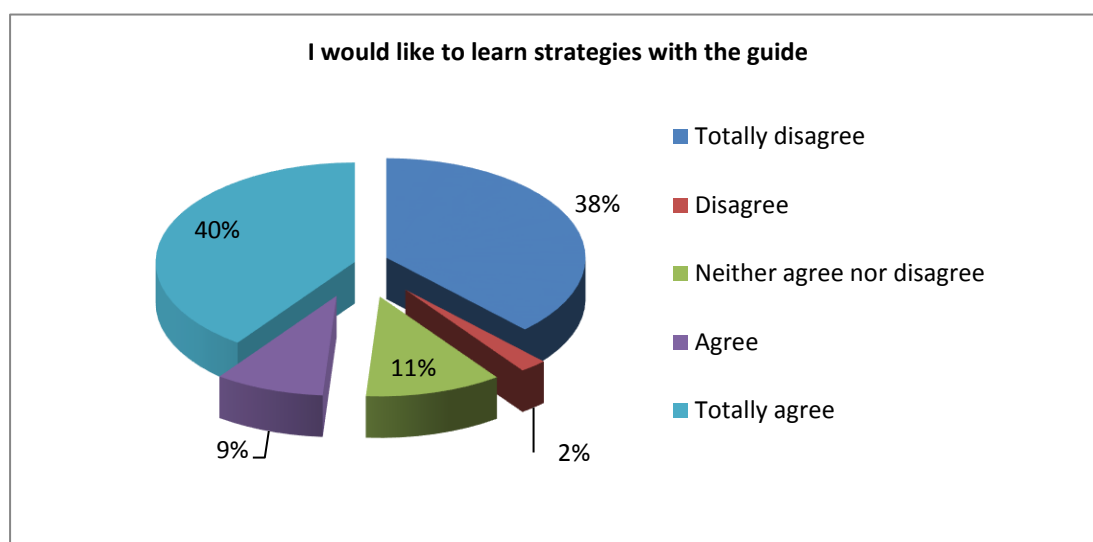
Comment: 47% of the students totally agree that they need to learn to read with the help of a reading didactic guide. This evidence the necessity to apply the strategy “Scanning” to stimulate the students to read in groups.

TABLE 12

10. I would like to learn strategies to read with the guide			
CODE	CATEGORY	FREQUENCY	PERCENTAGE
ITEM 1	Totally disagree	17	38%
	Disagree	1	2%
	Neither agree or disagree	5	11%
	Agree	4	9%
	Totally agree	18	40%
	Total	45	100%

Source: Survey taken to students from 8th grade of Suramerica High School

Researcher: Joseph Brunner.

GRAPHIC 10

Researcher: Joseph Brunner.

Comment: 40% of the students totally agree and 38% totally disagree. This evidence the necessity to apply strategies to make understand students that read will help them in their future careers.

DISCUSSION OF RESULTS

According to the background of this project, to the information of concepts and theories, to the survey carried out, to the matrix of operationalization of the respective variables, as well as of the general, specific objectives and of the directing questions, these tools we have applied to the directors and teachers of the South America school.

Through the survey we have established the needs and interests of teachers for recreational-reading activities, recreational games that promote self-esteem, independence and socialization among students and the application of a guide of playful-reader activities.

The important thing of this type of studies and analysis is that the results obtained from these will be used to prepare current and future projects, in order to meet the needs that are presented to them, depending on a specific case. contribute to the curricular plan of the Basic Level in which it states that students should be taught with playful-reader activities.

CONCLUSIONS

It is common that some students do not feel stimulated of the reading stage by teachers, but we must let them know the importance of stimulating correctly through playful activities and giving them a confidence sample so that they feel confident.

At school there are students who show self-centeredness at the time of reading and this is caused by parents not helping to motivate them to read at home.

The scarce stimulation to reading is very dangerous and is a problem that is very often seen mainly in school. This prevents students from reading for themselves in their leisure time.

Teachers often make the mistake of not encouraging students to read because they are not updated in terms of methods and techniques and do not realize that they are sowing in the student's fear, insecurity, mistrust of reading and change teach by imposing authority.

Reading stimulation is very important for students because through this interaction they acquire new knowledge and their capacity to learn and be part of a society in which they will be active and participatory.

RECOMMENDATIONS

Parents should work together with the teacher so that students feel stimulated by reading. They should make them understand that reading is a new stage in their life and that through this they will learn many things. The teacher should encourage the student to read inside and outside the school and parents should help from home to make reading independent, autonomous and safe.

Apply a guide of playful-reader activities to encourage learning through games that help increase the cognitive abilities of reading in English of students.

Train and update teachers and managers through strategy seminars or play techniques to apply them in the learning process.

Develop in the educational establishment human relations seminars that will help to increase the level of education.

TEACHING RECOMMENDATIONS

Use innovative material that encourages students to read actively.

Give an introduction about the reading.

Use pictures or a chart to explain the reading.

Bring current reading in order to catch the students' interest.

Take a quiz in order to know if the information was learnt.

CHAPTER IV

THE PROPOSAL

TITLE: “Creation of a Design playful-reading activities to improve the reading stimulation in the pre-reading of the English language. ”

JUSTIFICATION

With the obtained results in the chapter before supporting the main cause found in the students of eight-grade Basic General Educational where a clear insufficiency in reading comprehension was showed. This proposal also arises from the deficiencies of the reading stimulation in the pre-reading stage of the English language. The reading comprehension affects several students in the process of learning a foreign language, resulting in a low productivity in reading skills since the student cannot understand a text and give an opinion about the text. For this reason, this proposal tries to enhance reading stimulation through a “Design of playful-reading activities”.

These activities are based on short readings in order to promote the student’s interest. Taking into consideration the English level of the students, the context, the environment, the technological resources, this project to focus on pre-reading activities to elicit a proper improvement of reading skill. As already mentioned, this project tries to use pre-reading strategies to create the background, an interest in the students of the reading they are about to read. As a solution to the difficulty aforementioned, a design with pre-reading strategies has been developed to enhance pre-reading stages. This design with strategies has been modified and adapted to the students’ circumstances in the classroom, as well as using the activities from the students’ book. Furthermore, the pre-reading strategies will help the students to be prepared and to create a fun and enjoyable way to read better with understanding. The following design is focused on encouraging teachers the

usage of pre-reading strategies within their English classes. Thus, it will facilitate the students' learning process in a participative, efficient, and fun way; with a better quality, and a motivating and interesting environment. Moreover, it will provide the teachers with a simplified, helpful tool which have a variety of reading strategies to employ as pre-reading activities to make a dynamic and effective English class.

OBJECTIVES

GENERAL OBJECTIVE

To improve the reading stimulation through activities in order to help students to acquire reading habits and enhance their process of reading comprehension.

SPECIFIC OBJECTIVES

- To encourage students read any book.
- To expand their process of reading comprehension to understand the main ideas on the readings.
- To feel stimulated doing any act of reading.

FEASIBILITY

FINANCIAL FEASIBILITY

This thesis is auto-financed by the author with an approval of the Faculty of Philosophy, Letters and Science Education and also supported by the Department of Investigation of Academic Projects (DIPA) of the University of Guayaquil.

LEGAL FEASIBILITY

This system of activities is based on articles from the Ecuadorian Constitution (2011), “Art. 26. - Individuals, families and society have the right to education and participation in the educational process.”

Moreover, according to the Constitution of Ecuador in the article 347, literals 7 and 8 establishes that State responsibility will eradicate pure, functional and digital illiteracy and, to promote education link with productive activities.

Finally, this proposal is based on the principles of education detailed in the Organic Law of Intercultural Education (LOEI), that recognize the right of the people to learn their own mother language and other languages of the world.

HUMAN FEASIBILITY

The author of this proposal has the whole necessary academic and professional knowledge and skills to create all the activities.

Furthermore, the human feasibility is based on the students and teachers of “Unit Educational of the Millennium Dra. Ileana Cedeño Marquez”, whose have the focused disposition to implement this system of activities.

POLITICAL FEASIBILITY

Papers that support this proposal are the National Curriculum Guideline: English as Foreign Language (2014) and the National Plan “A Whole Life (2017) because both are declared to the improvement of the quality of education in Ecuador.

DESCRIPTION

Introduction

Reading comprehension is a necessity in the acquisition of a foreign language, reading permits the recognition and learning of words and grammatical rules without to emphasize grammar structure, so that, this project based on empirical instruments seeks to solve this problem by applying a design of playful-reading activities executed extracurricular when the teacher considers adequate.

This design wants to improve the reading comprehension of students; it gives useful information for the development of abilities competently through short activities with students from 8th grade of General Basic Education, considering reading comprehension and reading strategies, and its expectations inside and outside the class in order to help them in their academic environment.

This proposal could work with the reading of students 'book to reinforce reading to students understand better and teachers must give different activities of reading comprehension. So, all the activities have a goal that it encourages students in reading skills, where the teacher can use their creativity for teaching them.

Evidently, the direct beneficiaries will be the students and teachers of the institution.

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ANNEXES

Guayaquil, 4 de febrero del 2019

Master
REYMUNDO MORA
COLEGIO FISCAL MIXTO SUDAMERICA.
Rector.

De mis consideraciones:

Reciba un cordial saludo estimado Msc Reymundo Mora de parte del estudiante **BRUNNER MAZA JOSEPH GABRIEL**, con cedula número, **0923640973**, de la Facultad de Filosofa, Letras y Ciencias de la Educación.

El motivo de la presente es para solicitarle autorización para tomar una encuesta y fotos con los estudiantes ya que es requisito para poder obtener el **TITULO de LICENCIATURA EN LENGUAS Y LINGUISTICAS**.

Joseph Brunner M.
C. I. 0923640973

Msc. Carlos Valle
Director de Carrera



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

CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado **Msc. Larry Torres Vivar**, tutor del trabajo de titulación certifico que el presente trabajo de titulación ha sido elaborado por **JOSEPH GABRIEL BRUNNER MAZA**, cedula número, **0923840973**, con mi respectiva supervisión como requerimiento parcial para la obtención del título de **LICENCIADO EN CIENCIAS DE LA EDUCACIÓN: LENGUA Y LINGÜÍSTICA INGLESA**.

Se informa que el trabajo de titulación: **"COMO IMPACTA EN LA ESTIMULACION LECTORA DE LAS ETAPAS DE LA PRE-LECTURA"**, ha sido orientado durante todo el período de ejecución en el programa anti plagio (indicar el nombre del programa anti plagio empleado) quedando el **6 %** de coincidencia.

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Universidad de Guayaquil

ANEXO 5

**FACULTAD DE FILOSOFÍA
ESCUELA DE LENGUAS Y LINGÜÍSTICA
UNIDAD DE TITULACIÓN**

RÚBRICA DE EVALUACIÓN TRABAJO DE TITULACIÓN

Título del Trabajo: How Does Reading Stimulation Impact in the Pre-reading stages of English Reading Comprehension From The 8th Grade Students.
Autor(x): Joseph Gabriel Brunner Maza

ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALIF.
ESTRUCTURA ACADÉMICA Y PEDAGÓGICA	4.5	
Propuesta integrada a Dominios, Misión y Visión de la Universidad de Guayaquil.	0.5	
Relación de pertinencia con los líneas y sublíneas de investigación Universidad / Facultad/ Carrera	0.4	
Base conceptual que cumple con las fases de comprensión, interpretación, explicación y sistematización en la resolución de un problema.	1	
Coherencia en relación a los modelos de actuación profesional, problemática, tensiones y tendencias de la profesión, problemas a enfrentar, prevenir o solucionar de acuerdo al PND-BV	1	
Evidencia el logro de capacidades cognitivas relacionadas al modelo educativo como resultados de aprendizaje que fortalecen el perfil de la profesión	1	
Responde como propuesta innovadora de investigación al desarrollo social o tecnológico.	0.4	
Responde a un proceso de investigación – acción, como parte de la propia experiencia educativa y de los aprendizajes adquiridos durante la carrera.	0.4	
RIGOR CIENTÍFICO	4.5	
El título identifica de forma correcta los objetivos de la investigación	1	
El trabajo expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece, aportando significativamente a la investigación.	1	
El objetivo general, los objetivos específicos y el marco metodológico están en correspondencia.	1	
El análisis de la información se relaciona con datos obtenidos y permite expresar las conclusiones en correspondencia a los objetivos específicos.	0.6	
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica	0.7	
PERTINENCIA E IMPACTO SOCIAL	1	
Pertinencia de la investigación	0.5	
Innovación de la propuesta proponiendo una solución a un problema relacionado con el perfil de egreso profesional	0.5	
CALIFICACIÓN TOTAL *	10	

* El resultado será promediado con la calificación del Tutor Revisor y con la calificación de obtenida en la Sustentación oral.

MSC. LARRY TORRES
No. C.I. 0915004347

FECHA: _____



Universidad de Guayaquil

ANEXO 1

**FACULTAD DE FILOSOFÍA
ESCUELA DE LENGUAS Y LINGÜÍSTICA
UNIDAD DE TITULACIÓN**

Guayaquil, 27 de Noviembre del 2019

Lcda.

Sara Anaguano, Msc

DIRECTOR (A) DE LA CARRERA/ESCUELA

FACULTAD FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN.

UNIVERSIDAD DE GUAYAQUIL

Ciudad.-

De mis consideraciones:

Envío a Ud. El Informe correspondiente a la REVISIÓN FINAL del Trabajo de Titulación "How does reading stimulation impact in pre-reading stages of english reading comprehension from the 8th grade students" del estudiante Joseph Brunner Maza. Las gestiones realizadas me permiten indicar que el trabajo fue revisado considerando todos los parámetros establecidos en las normativas vigentes, en el cumplimiento de los siguientes aspectos:

Cumplimiento de requisitos de forma:

- El título tiene un máximo de 17 palabras.
- La memoria escrita se ajusta a la estructura establecida.
- El documento se ajusta a las normas de escritura científica seleccionadas por la Facultad.
- La investigación es pertinente con la línea y sublíneas de investigación de la carrera.
- Los soportes técnicos son de máximo 5 años.
- La propuesta presentada es pertinente.

Cumplimiento con el Reglamento de Régimen Académico:

- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral.
- El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se indica que fue revisado, el certificado de porcentaje de similitud, la valoración del tutor, así como de las páginas preliminares solicitadas, lo cual indica al que el trabajo de investigación cumple con los requisitos exigidos.

Una vez concluida esta revisión, considero que el estudiante BRUNNER MAZA JOSEPH GABRIEL está apto para continuar el proceso de titulación. Particular que comunicamos a usted para los fines pertinentes.

Atentamente,

MSC. RODRIGO GUERRERO



Universidad de Guayaquil

ANEXO B

FACULTAD DE FILOSOFÍA
ESCUELA DE LENGUAS Y LINGÜÍSTICA
UNIDAD DE TITULACIÓN

RÚBRICA DE EVALUACIÓN MEMORIA ESCRITA TRABAJO DE TITULACIÓN

Título del Trabajo: How Does Reading Stimulation Impact in the Pre-reading stages of English Reading Comprehension From The 8th Grade Students.
Autor(s): Joseph Gabriel Brunner Nolas.

ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALIF.	COMENTARIOS
ESTRUCTURA Y REDACCIÓN DE LA MEMORIA	3		
Formato de presentación acorde a lo solicitado	0.6		
Tabla de contenidos, índice de tablas y figuras	0.6		
Redacción y ortografía	0.6		
Correspondencia con la normativa del trabajo de titulación	0.6		
Adecuada presentación de tablas y figuras	0.6		
RIGOR CIENTÍFICO	6		
El título identifica de forma correcta los objetivos de la investigación	0.5		
La introducción expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece	0.5		
El objetivo general está expresado en términos del trabajo a investigar	0.7		
Los objetivos específicos contribuyen al cumplimiento del objetivo general	0.7		
Los antecedentes teóricos y conceptuales complementan y aportan significativamente al desarrollo de la investigación	0.7		
Los métodos y herramientas se corresponden con los objetivos de la investigación	0.7		
El análisis de la información se relaciona con datos obtenidos	0.4		
Factibilidad de la propuesta	0.4		
Las conclusiones expresa el cumplimiento de los objetivos específicos	0.4		
Las recomendaciones son pertinentes, factibles y válidas	0.4		
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica	0.5		
PERTINENCIA E IMPACTO SOCIAL	3		
Pertinencia de la investigación/ innovación de la propuesta	0.4		
La investigación propone una solución a un problema relacionado con el perfil de egreso profesional	0.3		
Contribuye con las líneas / sublíneas de investigación de la Carrera/escuela	0.3		
CALIFICACIÓN TOTAL*	10		

* El resultado será promediado con la calificación del Tutor y con la calificación de obtenida en la Sustentación oral.


MSc. RODRIGO GUERRERO.



MASTER TORRES, MY TUTOR



STUDENTS TAKING THE DIAGNOSTIC TEST



STUDENTS COMPLETING THE SURVEY

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

ENTREVISTA AL DIRECTOR

1. ¿Cómo considera el proceso enseñanza-aprendizaje del inglés en su institución?

Considero que el proceso de enseñanza-aprendizaje del inglés dentro de la institución es muy mala debido a que no existen las herramientas necesarias para su correcta ejecución.

2. ¿Cómo sería para los estudiantes aprender un vocabulario moderno para que ellos desarrollen mejor las tareas?

Seria estupendo debido a que los estudiantes tendrian mucha facilidad para estudiar.

3. ¿Por qué considera importante la aplicación de material didáctico en el aprendizaje del idioma inglés?

Es muy importante ya que a través del material didáctico se puede evaluar la habilidad cognitiva del estudiante.

4. ¿Usted como autoridad está de acuerdo que los profesores utilicen material interactivo para mejorar la pronunciación en el idioma inglés? ¿Por qué?

Si, definitivamente. Debido a que el material interactivo permitira mejorar la pronunciacion.

5. ¿Considera que los materiales didácticos de los profesores atraen la atención de los estudiantes durante la clase de inglés?

Creo que los materiales didacticos de los profesores realmente atraen la atencion de los estudiantes. Con esto los estudiantes se sientes muy estimulados y aumenta su particiopacion en clase de manera eficiente.

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

ENTREVISTA AL DOCENTE DEL AREA DE INGLES

1. ¿Qué pensaría si tuviera un Diseño de Actividades lúdico-lectoras para la enseñanza del idioma inglés?

Esto sería muy beneficioso y nos daría las herramientas necesarias para enseñar el idioma inglés.

2. ¿Qué pensaría si los estudiantes recibieran clases para practicar la lectura mediante un Diseño de Actividades lúdico-lectoras?

Sería de mucha importancia ya que los estudiantes incrementarían la habilidad en el Speaking.

3. ¿Qué pensaría si los estudiantes se sintieran estimulados a la lectura con el uso de un Diseño de Actividades lúdico-lectoras?

Sería magnífico debido a que la lectura es muy importante y necesaria para el proceso de aprendizaje-enseñanza.

4. ¿Qué pensaría si tendría un Diseño de Actividades lúdico-lectoras para mejorar la comprensión lectora de los estudiantes en el proceso de enseñanza-aprendizaje?

Esto sería de mucha importancia tanto para el estudiante como para los docentes ya que incrementaría la comprensión en la lectura del idioma inglés.

5. ¿Qué pensaría si tendría un Diseño de Actividades lúdico-lectoras para que el estudiante se desarrolle mejor en las etapas de la pre-lectura?

Esto ayudaría a que el docente interactúe con el estudiante en el desarrollo de las actividades de lectura.

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

SURVEY FOR STUDENTS

Objective: to determine the needs of students for the apprehension of knowledge and the development of reading skills.

Instructions: Read each sentence and mark (X) the corresponding box according to your criteria, understanding that 1 is the lowest level and 5 the highest level.

1	Totally disagree
2	Disagree
3	Neither agree or disagree
4	Agree
5	Totally agree

CRITERIA	1	2	3	4	5
1. I like to practice the reading daily.					
2. I feel stimulated to the reading.					
3. I like the readings of the English text.					
4. I like to read in my free time.					
5. I have a strategy to help me to read.					
6. I like to do exercises before the reading.					
7. I feel stimulated to read with the teaching material.					
8. I would like my teacher gets new strategies.					
9. I would like to learn to read with a reading didactic guide.					
10. I would like to learn strategies to read with the guide.					

DESIGN OF PLAYFUL-READING STRATEGIES

Elaborated by: Joseph Brunner

Course: Eight-Grade Basic General Education

2018-2019

DESIGN OF PLAYFUL-READING STRATEGIES

According to Nell (1988; pag. 15), The psychology of reading for Pleasure; Effort and Ludic reading, manifest:

A final observation about the effort in ludic reading is that response demands (replying to a question, doing a comprehension test) increase one's sense of effortfulness.

Entertainment industry inputs, including leisure reading materials, have in common the absence of any response demands.

Like fantasy (which is free because it is not subject to feedback control from the real world), ludic reading is also sovereign, subject to no evaluation or censure by any person other than the reader.

Indeed, the moment evaluative demands intrude, as in the case of an absorbed reader suddenly told that he or she is to produce a critical review of the book, ludic reading, in obedience to a variety of mechanisms, at once becomes work reading: the response demand triggers a perceived effortfulness.

What can be done to fight boredom in class?

- ✓ Have a “Surprise Case” in which you put a variety of art materials.
- ✓ Let them add things from nature, the yard or any other fascinating place to the box.
- ✓ Allow your students the freedom to create whatever they like—make sure to be delightfully surprised when you see what they have done.
- ✓ Every backyard is an adventure waiting to explore the imagination.
- ✓ Let them learn to solve their boredom problem by voicing confidence in their ability to find something fun to do
- ✓ Make sure that you ask them to share what they did and reinforce the skill with your enthusiasm.

PLAYFUL-READING STRATEGIES

STRATEGY:

TERM SPLOSH

It is a fun activity. It engages students in writing and providing motivation for reading. The term splosh is set a clear purpose for reading.

ACTIVITY

In the first place, select 5-10 keywords or phrases from the text using words that are both known and unknown to the students.

Say the words to the students and they have to spell the words.

Make students write a short story of at four or five lines using all the words.

Give time for students to share their stories with a partner and then select many students to read their story aloud.

Read the text to see if any student-generated story was close to the story on the text.

Term Splosh

TEACHER'S ACTIVITIES

1. Identify content you want students to know and make a list of key vocabulary words and concepts associated with content.
2. Terms may range from new vocabulary to commonly used terms, but they must relate to the day's lesson.
3. You may use index cards, slips of paper, or you may just write words in different angles across a page of paper.
4. Students must put words and phrases in logical order (a lot can be learned about students' prior knowledge by watching their initial organization of the terms).
5. Ask them to zero in on what they are going to study and what they will learn as they will be reading.
6. Pass out reading material, conduct lesson, watch video, etc.- however material is going to be presented.

7. Have students go back to words “splashed” on their desk.
8. Working in groups, have them arrange words in a logical order to summarize the material just covered.
9. The arrangement must be accurate and complete.
10. Have them write one-two paragraph summaries of the material, filling in sentences with transitions and phrases to form complete thoughts.
11. Compare summaries to original text. Make any additions/changes before presenting to class.
12. Have students critique summaries—even vote on best summaries. By the time all groups present, information should be very well known.
13. Debrief: Was your initial understanding correct? What changed your mind? If you were correct, what connections had to be made to establish relationships between terms.

(Adapted by Kelly Philbeck from Summarization in Any Subject by Rick Wormeli)

PLAYFUL-READING STRATEGIES

STRATEGY:

KNOWLEDGE CHARTS

"Knowledge charts" are three-column charts that help to select the pre-reading, during-reading and after-reading components of reading a text section.

The first column chart is named: What you know.

The second column chart is named: What you want to know.

The third column chart is named: What you`ve learned.

ACTIVITY

Create one Knowledge Chart in class on the projector or on the board and have students work individually on a blank sheet of paper.

A topic is introduced by name or title only.

Before reading some text, students complete the "What you know" column, make a list the whole they know about the topic. It can be done silently and with the teacher recording the ideas on the class chart.

Students then complete the "What you want to know" column, make a list everything they might want to know about the given subject. This is done in unison at first. Eventually, students do this independently.

Have several students share their "What you know" and "What you want to know" columns aloud with the class before the text is read.

After reading the text, have students complete the "What you`ve learned" column, listing everything they learned from their reading, especially paying attention to "What you want to know" questions that were answered by the text. do it again. it is best to do this in unison the first few times. The "What you`ve learned" column helps as a review of what was read and as notes to study later.

KNOWLEDGE CHARTS

TEACHER'S ACTIVITIES

Following is an activity of a completed K-W-L chart that students might complete if they were reading a text about gravity.

K	W	L
It keeps us from floating around. It makes things fall.	What is gravity?	Gravity is the force that pulls objects towards Earth.
There is less gravity on the moon.	Why is there less gravity on the moon?	The amount of gravity there is depends on the masses of the objects involved. The moon is a lot less massive than the earth, so there is less gravity on the moon than there is on earth.
Isaac Newton discovered gravity.	How did Newton discover gravity? What determines how fast something will fall to the ground? (<i>teacher question</i>)	Air resistance determines how fast something will fall to the ground.

NOTE: The students' question about Newton was not answered in the text. Students should be encouraged to consult other sources to find out the answer to this question.

(<http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html#e>)

PLAYFUL-READING STRATEGIES

STRATEGY:

LET'S DO IT NOW

This is a question or statement that the students are asked to respond to within a given time (usually 2-5 minutes).

ACTIVITY

The "Let's do it now" question can be written on the board, shown on an overhead or duplicated. The goal is to engage students in writing their thoughts and then read them without the pressure of being correct and to focus the students on the concept that will be targeted in class that day.

"Let's do it now" are most often used as "At the bell" activities to enable an efficient transition between hall time and class time, however, they can be used to:

- To Introduce a new unit or the next concept in the unit
- To review quickly a learned concept.
- Get thoughts on paper for later discussion or reflection.

LET'S DO IT NOW

TEACHER'S ACTIVITIES

- Form two teams (three will work, but two seems to add just the right amount of competitive tension).
- Explain the game, with a few examples of answers in search of questions. Ask, 'What's the question?', and get students to correctly say the corresponding questions for your answer.
- Have two players--one from each team--come to the front. Style it like a game show if you like, with the students standing side-by-side. If you have access to bells or buzzers, it's even more fun.
- Next, read an answer to a question and say, 'What's the question?' The fastest player to respond wins a point for her/his team. New contestants come to the front for a new round.
- This game forces the students to think backwards a little, so they must provide a grammatically perfect question. All too often, they are used to answering rather than asking questions, so this is challenging and useful as review.

(<http://iteslj.org/c/games.html>)

PLAYFUL-READING STRATEGIES

STRATEGY:

Shared Reading

Shared Reading is an interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression. The shared reading model often uses oversized books (referred to as big books) with enlarged print and illustrations.

ACTIVITY:

- It provides struggling readers with necessary support.
- Shared reading of predictable text can build sight word knowledge and reading fluency
- Allows students to enjoy materials that they may not be able to read on their own.
- Ensures that all students feel successful by providing support to the entire group.

Shared Reading

TEACHER'S ACTIVITIES

1. Introduce the story by discussing the title, cover, and author/illustrator. Ask the students to make predictions regarding what they think the story might be about.
2. Read the story aloud to the students using appropriate inflection and tone. Pause and ask the students to make predictions. Ask brief questions to determine students' comprehension level.
3. Conclude the reading by reserving time for reactions and comments. Ask questions about the story and relate the story to the students' similar experiences. Ask the children to retell the story in their own words.
4. Re-read the story and/or allow time for independent reading.
5. Conduct follow-up activities such as making crafts related to the story.

(http://www.readingrockets.org/strategies/shared_reading)

PLAYFUL-READING STRATEGIES

STRATEGY:

Reader's Theater

Reader's theater is a strategy for developing reading fluency. It involves children in oral reading through reading parts in scripts. In using this strategy, students do not need to memorize their part; they need only to reread it several times, thus developing their fluency skills. The best reader's theater scripts include lots of dialogue. s' consult.

ACTIVITY:

Reader's theater is a strategy that combines reading practice and performing. Its goal is to enhance students' reading skills and confidence by having them practice reading with a purpose. Reader's theater gives students a real reason to read aloud.

It promotes fluency.

It helps readers learn to read aloud with expression.

It helps build reading confidence.

Reader's Theater

TEACHER'S ACTIVITIES

Select a reader's theater script

You may wish to use an available script or adapt a narrative for a script

Photocopy one script for each student

Organize student groups

Assign a speaking part to each student within the group

Use flexible and mixed ability groupings

Read aloud the script

Have students follow along by reading their copy of the script silently

Share the student groups and speaking parts

Have small groups read through the script

Encourage students to sit in circles

Have groups reread the script

Encourage students to add expression, actions and gestures

Invite groups to perform in front of the class

(http://www.readingrockets.org/strategies/readers_theater)

PLAYFUL-READING STRATEGIES

STRATEGY:

THINK-PAIR-SHARE- INFORMATION

The Think-Pair-Share-Information activity is a group learning tool.

ACTIVITY:

- Students are given a theme or open-ended question to think about, transmitting their thoughts on paper.
- Students doing paired up and asked to share their thoughts with a partner.
- The partners are asked to create one concise sentence mixing both group members' thoughts.
- They combined statements that are shared with the class.

THINK-PAIR-SHARE- INFORMATION

TEACHER'S ACTIVITIES

You may choose to use a new text that the class will be reading, or you might want to develop a set of questions or prompts that target key content concepts that you have been studying.

Teachers may also ask students to write or diagram their responses while doing the Think-Pair-Share activity.

Think: Teachers begin by asking a specific higher-level question about the text or topic students will be discussing. Students "think" about what they know or have learned about the topic for a given amount of time (usually 1-3 minutes).

Pair: Each student should be paired with another student. Teachers may choose whether to assign pairs or let students pick their own partner. Remember to be sensitive to learners' needs (reading skills, attention skills, language skills) when creating pairs. Students share their thinking with their partner, discuss ideas, and ask questions of their partner about their thoughts on the topic (2-5 minutes).

Share: Once partners have had ample time to share their thoughts and have a discussion, teachers expand the "share" into a whole-class discussion. Allow each group to choose who will present their thoughts, ideas, and questions they had to the rest of the class. After the class "share," you may choose to have pairs reconvene to talk about how their thinking perhaps changed as a result of the "share" element.

(<http://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share-30626.html>)

PLAYFUL-READING STRATEGIES

STRATEGY:

Question-Answer Relationship (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.

ACTIVITY:

- It can improve students' reading comprehension.
- It teaches students how to ask questions about their reading and where to find the answers to them.
- It helps students to think about the text they are reading and beyond it, too.
- It inspires them to think creatively and work cooperatively while challenging them to use higher-level thinking skills.

Question-Answer Relationship (QAR)

TEACHER'S ACTIVITIES

1. Explain to students that there are four types of questions they will encounter. Define each type of question and give an example.

Four types of questions are examined in the QAR:

- **Right There Questions:** Literal questions whose answers can be found in the text. Often the words used in the question are the same words found in the text.
- **Think and Search Questions:** Answers are gathered from several parts of the text and put together to make meaning.
- **Author and You:** These questions are based on information provided in the text but the student is required to relate it to their own experience. Although the answer does not lie directly in the text, the student must have read it in order to answer the question.
- **On My Own:** These questions do not require the student to have read the passage but he/she must use their background or prior knowledge to answer the question.

2. Read a short passage aloud to your students.

3. Have predetermined questions you will ask after you stop reading. When you have finished reading, read the questions aloud to students and model how you decide which type of question you have been asked to answer.

4. Show students how find information to answer the question (i.e., in the text, from your own experiences, etc.).

(http://www.readingrockets.org/strategies/question_answer_relationship)

PLAYFUL-READING STRATEGIES

STRATEGY:

Visual Imagery

Students construct mental images as they read a text. By using prior knowledge and background experiences, readers connect the author's writing with a personal picture. Through guided visualization, students learn how to create mental pictures as they read.

ACTIVITY:

Begin reading. Pause after a few sentences or paragraphs that contain good descriptive information.

Share the image you've created in your mind, and talk about which words from the book helped you "draw" your picture. Your picture can relate to the setting, the characters, or the actions. By doing this, you are modeling the kind of picture making you want your child to do.

Talk about how these pictures help you understand what's happening in the story.

Continue reading. Pause again and share the new image you created. Then ask your child to share what he sees, hears, tastes, smells and feels. Ask what words helped him create the mental image and emotions. By doing this, you are providing your child with practice with this new skill.

Are your images identical? Probably not! This is a great time to talk about why your images might be different. Perhaps your child went on a school field trip or had a school assembly that changed the way they created the picture in their mind. Perhaps experiences you've had as an adult influenced what you "drew." These differences are important to understand and respect.

Read a longer portion of text and continue the sharing process.

Once this is a familiar skill, encourage your child to use mental imagery when she is reading by herself. You can feel confident that these mental pictures will help your child understand the story in an important way.

(http://www.readingrockets.org/strategies/visual_imagery)

Visual Imagery

TEACHER'S ACTIVITIES

Artistic Response – Visual Art

Purpose: To create artistic representations based on a text.

1. Tell students that they are going to be artists in reading class! Artists are responsible for creating an artistic representation of a text.
2. Divide students into small groups that will read a shared text.
3. Students read the text and individually create an artistic representation of the text. Encourage students to use artwork in any medium (drawing, cutting, sculpting, and painting), music, drama (one-act play, puppets) or dance.
4. Students share their artistic representations with the members of their group. Invite the group to connect the artistic representation to their own ideas about the reading. Then the artist can share what his representation means, where it came from, or what it represents to him.
5. Complete this activity several times throughout the year and encourage students to try a variety of approaches to create their artistic response!

This is a great cross-curricular activity.

(http://www.readingrockets.org/strategies/visual_imagery)

PLAYFUL-READING STRATEGIES

STRATEGY:

Choral Reading

Choral reading is reading aloud in unison with a whole class or group of students. Choral reading helps build students' fluency, self-confidence, and motivation. Because students are reading aloud together, students who may ordinarily feel self-conscious or nervous about reading aloud have built-in support.

ACTIVITY:

- It can provide less skilled readers the opportunity to practice and receive support before being required to read on their own.
- It provides a model for fluent reading as students listen.
- It helps improve the ability to read sight words.

Choral Reading

TEACHER'S ACTIVITIES

1. Choose a book or passage that works well for reading aloud as a group:
 - patterned or predictable (for beginning readers)
 - not too long; and
 - is at the independent reading level of most students
2. Provide each student a copy of the text so they may follow along.
(Note: You may wish to use an overhead projector or place students at a computer monitor with the text on the screen)
3. Read the passage or story aloud and model fluent reading for the students.
4. Ask the students to use a marker or finger to follow along with the text as they read.
5. Reread the passage and have all students in the group read the story or passage aloud in unison.

(http://www.readingrockets.org/strategies/choral_reading)

REFERENCES OF PROPOSAL

Adapted by Kelly Philbeck from Summarization in Any Subject by Rick Wormeli

[http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html#e\)](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html#e)

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