UNIVERSITY OF GUAYAQUIL
FACULTY OF PHILOSOPHY, LETTERS AND EDUCATION SCIENCES
SCHOOL OF LANGUAGE AND LINGUISTICS

EDUCATIVE PROJECT
PRIOR TO OBTAINING THE BACHELOR DEGREE IN SCIENCE OF EDUCATION

SPECIALIZATION:

LANGUAGE AND LINGUISTICS

TOPIC:

INFLUENCE OF MOTIVATION IN THE DEVELOPMENT OF READING COMPREHENSION

PROPOSAL:

DESIGN A READING CORNER

AUTORES:
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MARIA LORENA MEZA SIMISTERRA

CONSULTANT: LORNA CRUZ R.

GUAYAQUIL, 2017

UNIVERSIDAD DE GUAYAQUIL

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La participante satisfactoriamente ha ejecutado las diferentes etapas constitutivas del proyecto, por lo que procedo a la **APROBACIÓN** del proyecto, y pongo a vuestra consideración el informe de rigor para los efectos legales correspondiente.

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Para los fines legales pertinentes comunico a usted que los derechos intelectuales del proyecto educativo con el:

Tema: Influence of motivation in the development of reading comprehension.

Propuesta: To Design a reading corner.

Pertenecen a la Facultad de Filosofía, Letras y Ciencias de la Educación.

Atentamente,

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UNIVERSIDAD DE GUAYAQUIL

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

ESCUELA DE LENGUAS Y LINGÜÍSTICA

CENTRO UNIVERSITARIO: MATRIZ GUAYAQUIL

PROYECTO

TEMA: INFLUENCE OF MOTIVATION IN THE DEVELOPMENT OF READING COMPREHENSION.

PROPUESTA: TO DESIGN A REDING CORNER.

APROBADO

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DEDICATION

This thesis is dedicated to God because it gave me strength to move forward. To my family who have been an unconditional support in my life. I would like to dedicate this thesis to all the teachers at the university. Thank you for teaching me. This work is also dedicated my sons: Adrian and Alonso Angulo Meza.

Lorena Meza S.

DEDICATION

I dedicate these project to God because he gave me strength to achieve and to never surrender in my study. I also want to dedicate to my mother for being in this way, for her help unconditional and her example to follow.

Also, my father for guiding me and giving me his confidence that I can achieve my goals and teachers for their dedication, patience and motivation.

Elizabeth Manrique

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I want to thank God for giving me the strength and patience to develop this project. To my family for giving me their unconditional love, despite all the obstacles they always provided me comprehension and support in order to comply with my ideals. Thanks to my husband Juan Pablo A. that with his sacrifice and effort provided me confidence, love, and economical support in order to achieve this goal. Also I want to thank my Tutor PhD Lorna Cruz for her knowledge, the way of working, patience and motivation that provided me in order to go on and finally come to the success end of my career.

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Elizabeth Manrique M.

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RESUMEN: Este trabajo analiza las siguientes teorías de cómo los seres humanos contribuyen sus conocimientos, revisa la manera en que la diferente interacción entre las personas en un determinado entorno de aprendizaje influyen en el desarrollo de las habilidades necesarias, como la lectura. La lectura es una habilidad muy importante y necesaria, pero el plan de estudio nos ayuda a los estudiantes a desarrollar esta habilidad. Varios factores causan este problema, siendo la falta de un ambiente de aprendizaje adecuado, uno de los, mas importantes. Los autores presentan información teórica y empírica que demuestran el papel vital del entorno de aprendizaje en la enseñanza-aprendizaje y sugiere abordar esta situación en el octavo grado del colegio Dra. María Luisa Mariscal de Guevara. Esta investigación se basa en la necesidad de promover la motivación de la lectura en los alumnos de 8°grado, para la cual se tuvo en cuenta los diferentes puntos de vista de los autores que mencionan que el inglés, hoy en día es importante en la vida de los estudiantes porque desarrolla sus habilidades de lectura con el fin de proporcionar una buena educación, se propone leer el rincón de los estudiantes para tener acceso a los textos con la ayuda de profesores y un buen ambiente donde se espera que tenga resultados innovados.

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ABSTRACT: This work analyses the different theories on how humans construct their knowledge, it reviews the manner that the different interaction between people in a given learning environment influence the development of necessary skills, such as reading. Reading is a very important and necessary skill, but the current curricula do not help students to develop this ability. Several factors cause this problem, being the lack of a proper learning environment, one of most important. The authors present theoretical and empirical information that proves the vital role of the learning environment in the teaching-learning and suggest a proposal to tackles this situation in the 8th grade of Dra. María Luisa Mariscal de Guevara high school. This research is based on the need to promote the motivation of reading in students of 8th grade, for which it took into account the different point of views of authors who mention that the English language today is important in the students' life because it develops their reading skills. In order to provide a good education, it is proposed a reading corner for students to have access to the texts with the help of teachers and a good environment where it is expected to have innovative results

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ABSTRACT

This work analyses the different theories on how humans construct their knowledge, it reviews the manner that the different interaction between people in a given learning environment influence the development of necessary skills, such as reading. Reading is a very important and necessary skill, but the current curricula do not help students to develop this ability. Several factors cause this problem, being the lack of a proper learning environment, one of most important. The authors present theoretical and empirical information that proves the vital role of the learning environment in the teaching-learning and suggest a proposal to tackles this situation in the 8th grade of Dra. María Luisa Mariscal de Guevara high school. This research is based on the need to promote the motivation of reading in students of 8th grade, for which it took into account the different point of views of authors who mention that the English language today is important in the students' life because it develops their reading skills. In order to provide a good education, it is proposed a reading corner for students to have access to the texts with the help of teachers and a good environment where it is expected to have innovative results.

Keywords: *learning environment, motivation, reading skill, reading corner.*

RESUMEN

Este trabajo analiza las diferentes teorías sobre cómo los humanos construyen su conocimiento, revisa la manera en que las diferentes interacciones entre las personas en un ambiente de aprendizaje determinado influyen en el desarrollo de las habilidades necesarias, como la lectura. La lectura es una habilidad muy importante y necesaria, pero el currículo actual no ayuda a los estudiantes a desarrollar esta habilidad. Varios factores causan este problema, siendo la falta de un ambiente de aprendizaje apropiado, uno de los más importantes. Los autores presentan información teórica y empírica que demuestra el papel vital del entorno de aprendizaje en la enseñanza-aprendizaje y sugieren una propuesta para abordar esta situación en el octavo grado del colegio Dra. María Luisa Mariscal de Guevara. Esta investigación se basa en la necesidad de promover la motivación de la lectura en estudiantes de 8º grado, para lo cual se tuvieron en cuenta los diferentes puntos de vista de autores que mencionan que el idioma inglés de hoy es importante en la vida de los estudiantes porque desarrolla sus habilidades de lectura. Para proporcionar una buena educación, se propone un rincón de lectura para que los estudiantes tengan acceso a los textos con la ayuda de los docentes y un buen ambiente donde se espera que tenga resultados innovadores.

Palabras clave: ambiente de aprendizaje, motivación, habilidad de lectura, rincón de lectura.

INTRODUCTION

Reading is a very important skill, but the current curricula do not help students to develop this ability. Several factors cause this problem, as the lack of a proper learning environment. The authors present theoretical and empirical information that proves the vital role of the learning environment and suggests a proposal to tackle this situation in the 8th grade of Dra. María Luisa Mariscal de Guevara High School.

The thesis also shows a survey, interview and observation that evaluate the students' current status in order to propose the actions to be taken by educators and authorities, in order to provide a good education, it is proposed a reading corner for students to have access to the texts with the help of teachers where it is expected to have innovative results.

This project is divided in four chapters, and they are explained as follows:

Chapter I: The Problem: Location of the problem in context, Conflict-situation, Causes and consequences of the problem, Formulation of the problem, Delimitation of the problem, Objectives of the investigation, Questions of the investigation and Justification.

Chapter II: Theoretical Frame: Antecedents, Pedagogical and Didactic Foundation, Psychological foundation, Sociological Foundation, Legal foundation, Philosophical Foundation.

Chapter III: Methodology: Design of the investigation, Types of investigation, Methods and techniques of investigation, Instruments of investigation, Population and sample, Analysis of results, and Answers to the questions of the investigation, Conclusions and recommendations.

Chapter IV: The Proposal: Title, Justification, Objectives, Theoretical aspect, Feasibility of its application, Description, Conclusion.

CHAPTER I

1. The problem

1.1 Context of investigation

In the South of the city of Guayaquil, in the North of the "Guasmo", in the "Cooperativa Centro Civico", is located the school "Dra. María Luisa Mariscal de Guevara", an institution which has 1.068 students from "Educacion Inicial" to 10th Year of Basic General Education. This educational center does not possess a Bachillerato, although the students may request to go study on another public institution the remaining three years of study that they need to finish high school.

This school possess 30 teachers who work from Monday to Friday, from 7:00 am to 2:30 pm. The principal of this institution is Mr. Danilo Rugel. The students of 8th grade of Dra. María Luisa Mariscal de Guevara High School have learning problems and this results in a low academic grades. According to the principal, the teachers in the institution must help the students with low grades with pedagogical tutoring, to help them finish their academic year in a positive grade.

The boys, girls and teenagers who study in this educational center come from ages 4 years old to 16 years old. They live in the North of "Guasmo", and all of them come from low-income families.

1.2 Research problem

Nowadays the motivation is a process determined with the function of inspiring the individual, in this instance to the public students of Basic General Education the fundamental target is to encourage them towards reading in English using methods and strategies so that the reading turns into a process of transmission of information influenced by the motivation.

It has been proved by previous researches that there are difficulties in reading motivation in most schools that is why students do not accomplish the necessary proficiency level in reading skill. Thus, to encourage the pupils towards reading to favor the personal, intellectual and social growth is a need nowadays.

1.3 Conflict situation

Failure in reading comprehension of students of eighth Year of General Basic Education.

Reading is a very important skill that is closely related to the development of critical thinking and to the communicative competences of foreign language learners. Thus developing reading skills has a current relevance for high school learners because it will pave the way to further academic development, not only in English, but also in the rest of the subjects.

1.4 Scientific fact

Failure in reading comprehension of students of eighth Year of General Basic Education (GBE) at "Dra. María Luisa Mariscal de Guevara" School Year 2016-2017. In this Institution there are motivation deficiencies, because the students are not generally interested in starting reading in English. Most of the students consider that English reading is not useful and they also think that this process is boring.

1.5 Causes

- Failure in the motivational process for the reading comprehension.
- Insufficient physical space to encourage reading activities.
- Limited didactic resources for the motivation towards reading.

1.6 Formulation of the problem

How does motivation influence the development of reading comprehension in students of Eighth Year of General Basic Education (GBE) at Dra. Maria Luisa Mariscal de Guevara Public High School, room A, school Year 2016-2017?

1.7 Objectives

1.7.1 General objective

Determine the influence of motivation in the development of reading comprehension by means of a bibliographical, statistical and field study to design a reading corner.

1.7.2 Specific objectives

- Characterize the importance of motivation in the reading process by means of bibliographical, statistical and field study.
- Evaluate the process of the reading comprehension by means of bibliographical, statistical and field study.
- Design a reading corner through the interpretation of the main data obtained.

1.8 Questions of investigation

Which is the current situation in the development of reading comprehension in the students of Dra. Maria Luisa Mariscal de Guevara School?

What is the cause that affects the development of reading comprehension in these students?

Which are the theoretical foundations that support the relation between reading comprehension and motivation?

How does the design of a proposal focused in a reading corner for reading comprehension motivation allow to solve the motivational problem diagnosed?

1.9 Justification

This project will be carried out to improve motivation in the students toward the development of reading comprehension, since insufficiencies in reading comprehension have been observed. This will be achieved by creating a Reading Corner with appropriate reading material for students in A1.1 level from Eight GBE grade.

This level has been established by the Ministry of Education in its National Curriculum Guidelines, English as a Foreign Language (2014). This paper is based on the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (n/d) where it is established that the students can understand familiar names, words and very simple sentences in this level.

This investigation fulfills the goal and policies exhibited by the National Plan of Good Living (2013), which in the objective 4 establishes the necessity "to strengthen the skills and potentialities of the citizenship" (p.17)

Also, in the Constitution of the Ecuador (2008), in relation to this topic it is established:

Art. 347.- "To strengthen the public education and coeducation; to ensure the permanent improvement of equality, the amplification of the coverage, the physic infrastructure and equipment needed in public educative institutions." (Translated by the authors of this thesis) (p.33)

In the above mentioned document, on its Article 343, it is stated that the national educational system will have as an end the development of individual and collective potentialities and capacities of the population which promote the learning process.

This study is held to raise the motivation levels towards reading comprehension through the creation of a physical space that promises to develop a favorable environment to motivate students reading comprehension development.

To motivate reading in and outside the educative establishment, a library is an important, space for the development of the curricular content of the skills and learning strategies that could not be achieved in other spaces of the educative system. (Barbero, J. 2010 cited by (Peréz Guevara, 2013-2014)

Motivation may be stimulated by home and may be influenced by peers, but the teacher is the main factor influencing a student's attitude towards learning.

CHAPTER II

2. Theoretical framework

2.1 Background

Reading comprehension is a skill that is developed in the students, by means of strategies guided by the teacher with the purpose of achieving levels of autonomous learning.

Chomsky (1965) introduces the term "competence". It refers to the system of the language based on the psychological factors implied in the comprehension.

There are important studies that emphasize the evolution of reading comprehension skills that are based on the study of the linguistic forms that involve, among others, the phonological and orthographic processing.

The purpose of reading comprehension is to construct meaning from the contexts (Sweet & Snow, 2002). Reading comprehension is a complex cognitive ability improving the text information integration with the background knowledge of the reader and resulting in the explanation of a mental representation (Meneghetti, Carretti, & De Beni, 2006). So, reading comprehension is an interactive activity between students and contexts (Rumelhart, 1994); in the period of this interaction between students and contexts, students utilize different experiences and knowledge which involve language skills, cognitive information and world knowledge.

According to Guthrie, Wigfield, and Humenick (2006), two of the biggest influences on reading are teacher and parents, the teacher's role in the reading process is to create experiences and environments that introduce students' abilities to engage with a text. "This requires that teachers use explicit instruction, which includes modeling, scaffolding, facilitating, and participating." (Laughlin M.C. 2012, p. 434).

Another important study states that: "Teachers can incorporate several methods of instruction to foster a strong motivation for reading. Intrinsic motivation has to be more effective than extrinsic motivation for reading comprehension" (Gurthrie et al, 2006, p.8).

It is also stated that: "Students who are motivated towards reading activities enjoy the teaching materials used, (texts, read-aloud, and hands-on activities) students are more effectively engaged in the learning" (Filippatou & Kaldi, 2010, p.12)

In another thesis developed by Ríos Olaya and Valcárcel Goyeneche (2005), focused on the topic of Reading: A Meaningful Way to Promote Learning English in High School, they claimed that "Reading has a communicative function which lets us improve and reinforce knowledge" (p.5). It also offers us opportunities to entertain and broaden cultural appreciation. Native speakers can learn and read easily in their own tongue they have understood and spoken since birth, and then they transfer this previous knowledge to the English reading process. Some of them are:

1. Sensitizing: Its aim is to provide the reader with unfamiliar words, new structures, complex or obscure sentences.
2. Inferring: It is the use of syntactic, logical and cultural clues to find out the meaning of unknown elements.
3. Prediction: It is given in the images, pictures, charts, etc., that accompany the reading. It implies confirmation of expectations.
4. Skimming: It is getting the general idea of a text.
5. Scanning: It is to focus on specific information.
6. Extensive Reading: It is to read, for your own pleasure, without understanding every word.
7. Intensive Reading: It is the act of reading short texts pointing out specific information (Bowen and Marks, 1994, p.45). Just as techniques, strategies to read must be selected according to the nature of the text and the purpose of the reading, reader's age, interests, environment and other aspects named before.

In this investigation implementing a reading corner with reading activities to enhance motivation can increase the reading comprehension of texts selected according to the nature of the students and the purpose of the reading, reader's age, interests, environment in the students of eighth Year of General Basic Education (GBE).

2.2 Theoretical basis

2.2.1 Pedagogic and Didactic Foundation

Reading is an essential skill that the individuals require to have an educational growth and successful in life, but reading itself is not enough, an individual needs to be able to breakdown, to analyze, and to re-organize ideas and information what the writer is stating is defined as comprehension (Mckee, 2012).

2.2.1.1 Reading Comprehension

According to Yang (2002), comprehension involves an active, dynamic and growing process of searching for interrelationships in a text.

Grabe and Stoller (2002) considered reading comprehension is a complex, multiple task ability where are divided in two main types:

Lower-level abilities: Include word recognition, graphophonic and others.

Higher level abilities: Include syntactic, semantic and other processes.

There are some factors that help and facilitate comprehension in relation to how strategies, methods, techniques, skills and pedagogical strategies for helping students understand reading.

Five generalizations flow from the research of the past decade on the nature of reading according (Anderson, 1985):

- Skilled reading is constructive. Becoming a skilled reader requires learning to reason about written material using knowledge from everyday life and from disciplined fields of study.

- Skilled reading is fluent. Becoming a skilled reader depends upon mastering basic processes to the point where they are automatic, so that attention is freed for the analysis of meaning.

- Skilled reading is strategic. Becoming a skilled reader requires learning to control one's reading in relation to one's purpose, the nature of the material and whether one is comprehending.

- Skilled reading is motivated. Becoming a skilled reader requires learning to sustain attention and learning that written material can be interesting and informative.

- Skilled reading is a lifelong pursuit. Becoming as killed reader is a matter of continuous practice, development, and refinement.

2.2.1.2 Leveled books

The educator can make use of leveled books to examine and determine the difficulty that can be for a student to read based on features such as font size, number of pages, number of illustrations, text structure, and complexity of the vocabulary. In the following figure show the leveled books according.

Figure 1: Level Books
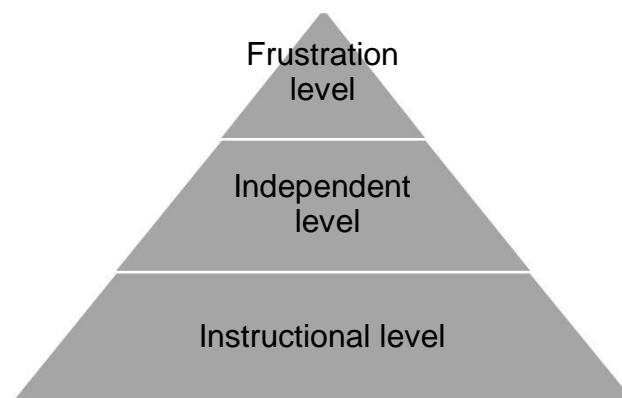
Source: Reading as a Language Art
Author: Elizabeth Manrique and Lorena Meza

Frustration level: The level at which the material is so difficult that students are unable to comprehend it—they begin to acquire negative attitudes about reading, about their teacher, and even about school in general.

Independent level: Students learn better with they read with comprehension and ease.

Instructional level: Students can read with sufficient help from their teacher while simultaneously promoting their reading abilities and love of reading.

2.2.1.3 Types of texts for reading instruction

In the following table the six distinctly different types of texts that can be used for reading instruction are shown, according to (Cooper, 2001)

Type	Description	Major Use
Wordless Books	Text composed only of illustrations or photographs	A way to help children develop a concept of themselves as readers, develop oral language, and develop self-expression.
Predictable Texts	A way to help children develop a concept of themselves as readers, develop oral language, and develop self-expression .	Used as a way to introduce children to reading through shared reading and to provide practice through repeated readings.
Controlled High-Frequency Vocabulary Texts	Text written specifically for beginning reading instruction using a core of highf requency words that have been c a refully introduced	Provide practice in reading highf requency words
Decodable Texts	Text written using words that utilize decoding skills students have been taught.	Provide practice and application of phonics and structural skills that have been taught.
Authentic Literature	Stories and informational texts where no attempts have been made to contro l the words, patterns, or decoding elements used in the text. The text is in the original form written by the author.	Used for practice and application of reading once students have developed beginning decoding skills. Also used for s h a red reading and read aloud.
Created, Easy-to-Read Texts	Stories and informational texts that have been written to control the level of difficulty and some aspect of skill application.	Used for practice and application of reading skills for students who may be experiencing difficulty in certain aspects of learning to read or need practice in applying a targeted skill or strategy.

Table 1: Types of Texts for Reading Instruction
Source: Reading as a Language Art
Author: Cooper

The six different types of texts for reading according to Cooper facilitate the reading comprehension and provide knowledge to the necessary development of the skill to have students perform. The proposal of this thesis works on authentic literature texts, because fables and short stories are used.

The leveled books and type of texts for reading are important tools that serve as a guide for the teachers to select books according to their level of complexity, which should be appropriate for the grade that students have. So, this tools help in the process of development of reading comprehension and encourage the motivation towards reading.

2.2.1.4 Comprehension Strategies

These strategies are based in National Reading Panel (NRP, 2000) they have proven through research to be highly effective in teaching students to become active readers:

- Self-monitoring: This strategy is considered a form of metacognition (or thinking about thinking) in which children can ask themselves and teachers can use to present self-monitoring to students is a demonstration of "think-aloud".

- Cooperative learning: Students work together to discuss comprehension strategies such as "think-aloud," they begin to take more control over their own learning.

- Story structure: Once students understand the elements of a story—plot, characterization, setting, theme, style, and point of view—they are better able to comprehend the story and recall it. One means that teachers can use to increase students' understanding of story structure is to introduce them to a plot relations chart that has four headings: "Somebody" (character), "Wanted" (goal), "But" (problem), and "So" (solution) (Schmidt & Buckley, 1991).

- Summarizing: This strategy assists the students in identifying critical facts from the text or story. Summarizing demands that readers

decide what it is important, how to condense it, and how to rephrase the information.

- Children must comprehend that summarizing involves the ability to identify and connect main ideas, eliminate unnecessary information, and recall what they have read

- Graphic organizers: Visuals that help students organize concepts and ideas, graphic organizers aid in the development of knowledge of text structure (Donoghue, 2009)

2.2.1.5 Strategies for instruction and strategies used by good readers.

These strategies are used in the reading process, the next figure explains the strategies according to Barone, Hardman, & Taylor (2005).

	Implementing Strategies for Instruction (Teacher)	Strategies Used by Good Readers (Students)	
Stage	Description	Description	Result
Before reading	>Promote comprehension by helping to understand and attain the purpose of reading to obtain meaning .	>Set a purpose for reading and activate prior knowledge. >Connection between real-life experiences and textual content	Develop mental images and use graphic organizers and attain purpose.
During reading	>The teacher to identify trouble spots such as:vocabulary or figurative language. >Questions that accompany each guided reading may be helpful in the students task.	>Monitor own comprehension. >Identify the main idea >Answer and generate questions	Make inferences, develop mental images, and summarize.
After reading	> The teacher should focus instruction on summarizing the entire text and on relating it to other information or to other books or stories. >All students need this kind of comprehension activity: write their own stories or participate in discussion.One activity that does not belong is answer a series of detailed, literal questions. Students must not get the impression that reading is just an exercise in factual recall.	>Discuss the material. >Answer and generate questions >Share information after . >Decide to use graphic organizers to help organize the information and identify the main idea.	Develop mental images and summarize the information

Table 2: Implementing strategies for instruction and strategies used by good readers
Source: Reading as a Language Art
Author: Elizabeth Manrique and Lorena Meza

2.2.1.6 Reading skill

Purposeful reading: purposeful reading helps to read faster, increase concentration and have the ability to remember.

1. Scanning: is a specific information
2. Skimming: is reading quickly to gain a general idea initial skim can also help maximize your interest in the text and your understanding and reflection on the material.
3. Information words: it helps to read faster and with better comprehension, paying attention to what the author is trying to say.
4. Phrase reading: is during the fixations, the eyes move along each line of print in a series of jerks.
5. Analytical Reading: is when it fully grasps and appreciates what is being read.
6. Making the text: this process of marking texts can help you concentrate (and keep reading!) and can help you identify key points.
7. Note-taking: it can help you gain deeper understanding and reflection, a better ability to remember and good exam preparation materials for later.
8. Managing vocabulary.
9. Reading with others: can increase the ability to understand, reflect upon and remember key points in texts.

2.2.2 Psychological foundation
2.2.2.1 Motivation Definition

Motivation has been researched by psychologists and educators to understand complex phenomenon and has been studied extensively. Thus, motivation fulfills an important role in the process of learning languages and helps to encourage the student initiate activity and to continue in the learning process (Espinar Redondo, 2015).

Dale H. Schunk (2012) in his learning theories about conditioning theory defined motivation as "responses elicited by stimuli (classical conditioning) or emitted in the presence of stimuli (operant conditioning)" (p.348).

The motivation may be stimulated by home and may be influenced by peer, but the teacher is the main factor influencing a student's development of reading motivation in the classroom. (Jenna Cambria & John T.Guthrie, 2010)

Also, Guthrie & Wigfield (2009) describe the importance that motivation has in reading comprehension achieving success at school in students reading.

2.2.2.2 Deci and Ryan's Theory of Self-Determination.

Self-Determination Theory developed by Edward L. Deci and Richard M. Ryan promotes interest or enthusiasm students for learning, a valuing of education, and a confidence in their own capacities and attributes that allow volitional involvement in classroom. This theory has as result in high-quality learning and conceptual understanding, as well as enhanced personal growth and adjustment.

Type of motivation

Deci and Ryan's Self-Determination Theory is focused in two different types of motivation:

Intrinsic motivation is defined as: "the doing of an activity for its inherent satisfactions rather than for some separable consequence." (p.56) (Richard M. Ryan and Edward L. Deci, 2000) When people do activities that interest them and they do freely, without the necessity of material rewards or constraints, they are intrinsically motivated. (Edward L. Deci ,Robert J. Vallerand, LUG G. Pelletier & Richard M. Ryan, 1991).

Guthrie and Wigfield implement intrinsic motivation for reading refers to individual's enjoyment or interest in performing reading activities for their own sake and disposition or intention to participate in the activity when it is appropriate. (Michael L. Kamil,Pete B. Mosenthal, P. David Pearson & Rebecca Barr, 2009). When a student reads a book with pleasure, it is because he is intrinsically motivated to do the activity.

Extrinsic motivation refers: "to doing an activity simply for the enjoyment of the activity itself or to simple outcome, rather than its instrumental value." (p.60). when students do their activities only because they receive a point in their academic notes, it is extrinsically motivated. (Richard M. Ryan and Edward L. Deci, 2000). Deci and Ryan apply extrinsic motivation in reading, referring that it is the desire to receive external stimuli (e.g., reward or incentive) that influence students' behavior to enjoy a text or task. The extrinsic motivation produces self-determining behavior. (Michael L. Kamil,Pete B. Mosenthal, P. David Pearson & Rebecca Barr, 2009).

2.2.2.3 Instructional Processes Influence Reading Motivation.

Authors talk about instructional processes that influence in reading motivation and explain some theoretical arguments with the corresponding authors. (Michael L. Kamil,Pete B. Mosenthal, P. David Pearson & Rebecca Barr, 2009)

Learning and knowledge goal: Midgley and Urdan (1996) refer to:

"Teacher' learning-goal orientation in the classroom which contributed to their students' self-efficacy. When students believed that the teacher though that understanding the work was more important than just getting right answers, students were likely to believe in the capacity to do hardest work. Students who were learning-oriented (e.g. dedicated to understanding content, using

strategies effectively) were likely to be more highly engaged than other students." (Pp.409-410)

Real-word interaction: This interaction is the connection between the academic curriculum and the personal experience of the learners. Real word interaction are interesting activities that students enjoy when they read.

Hootstein (1995) explains some strategies of activities that use to motivate students.

a) Having student's role play historical text characters.
b) Organizing projects that result in the creation of products.
c) Relating history to current events or to stents lives.
d) Showing historical videos and films.
e) Providing small-scale, hands-on experiences such as inspecting historical artifacts.

The reading motivation can be increased when the text and book are connected to stimulated activities, related to learning events, or connected to personally significant project.

The teachers reported that the motivation of low-achieving students increased when books were connected to activities in which these students participated and enabled the students to read about a specialized extracurricular activity (Sweet et al., 1998).

According to Nolen and Nichol (1994) about stimulating tasks as the best way to motivate. The stimulating task is a classroom activity that elicits or has situational effect interest and, at the same time, a lasting effect on reading motivation and reading comprehension. In many studies, the teacher considers that the most popular practice is hands-on activities as stimulating task. Hands-on activities consist on the interaction of students in the classroom. (John T. Guthrie, 2006)

In relation to this, it is possible to state that: "After students' situational interest has been elicited by the stimulating task of performing hands-on interactions, the next step is for students to connect directly the situational interest to deeper knowledge and conceptual themes." (Michael L. Kamil,Pete B. Mosenthal, P. David Pearson & Rebecca Barr, 2009) (p. 234)

Schiefele (1999) explains that when the topic of a text leads curious, exited or situational interest to the students generated from performing stimulating tasks, their reading comprehension is high.

Autonomy support: Autonomy support is providing choices as a prominent practice among reading. Choice is motivating because it affords students control. Deci, Schwartz, Scheiman and Ryan (1981) explain that: "teachers who enabled students to make choices about learning and participation in instructional decisions created a classroom environment in which students were intrinsically motivated to learn the content and contributed actively to classroom activities" (p.412)

Having students select books for reading that awake their own interest is gratifying for teachers and motivating for students. The students can show their learning while selecting a significant concept of their readable book to explain their section to the team or the class and, at the same time, increases the comprehension in reading. Nevertheless, when there is higher comprehension, it increases the student control and autonomy in the text reading situation and allows the students to formulate questions too.

Choice is a motivational influence that permits the students have individual's needs or a responsibility for their learning (autonomy) and a development the reading comprehension generating intrinsic motivation, as learning goal.

Interesting Texts for Instruction: The motivation is generated by interesting texts. The logical goal is that "the students will devote effort, attention and persistence". (p.412) about the selected texts that they find enjoyable.

Books with interesting texts are significant when it is easy to comprehend, then the students spend more time reading and thus when they learn more content, they have high prior knowledge of the texts.

Mosrrow (1996) refers that students who read interesting texts in a physically appealing classroom corner increased frequency and time spent reading in free-activities.

Having multiple texts, books, Internet sites, and materials in the classroom is necessary to insure the success of all students. The success of a readable text is to make it enjoyable. (Jenna Cambria & John T.Guthrie, 2010)

Strategy instruction: The strategy instruction is guided by teachers in learning from text. This strategy is often difficult to learn or to use but requires long-term teaching and, once learned, the strategies will be useful.

The intrinsic motivation is vital to strategy learning. Strategy to increase self-efficacy in students include using prior knowledge, searching for information, comprehending informational text, interpreting literary text, and self-monitoring, small group decision and individual feedback.

In relation to this: "Students benefit most when motivations and strategies are fused together. If students become excited about a book or a topic, they need strategies for learning from the hook or enjoying it fully." (p.27) (Jenna Cambria & John T.Guthrie, 2010)

Collaboration: Collaboration is social discourse of student in a learning community, where the different perceptions and social construction

of knowledge can be seen from texts, these texts help to increase the content of reading over an extended period of time.

Wentzel (1997) explains that intrinsic motivation for reading and learning are connecting with feelings of social support in the classroom.

Oldfather and Dahl (1994) show that when students feel recognized, accepted and affirmed as individual in socialized classroom, they were motivated to read, write and express an opinion.

Praise and Rewards: Praise and rewards are strategies that encourage the effort and the attention. Also, these strategies make the students feel a sense of achievement and pride in process learning.

Brophy (1981) talks about the effects of praise on students and how they have better appreciation and success in their own work. Nevertheless, the praise is not always successful because, in some occasions, they can be interpreted as a manipulation and the students can feel that are being treated as objects. In this case, the motivation is very low. But, when the praise is sincere, specific and interpreted the motivation is higher.

Newby (1991) explains that since many years ago, motivation strategies were praise or punishment in the old classrooms, but motivation is developing and transforming praise and reward as the main strategies in the learning.

Guthier & Wigfriel (2009) support that: "rewards and positive incentive for book reading increases the time and effort in book reading activities" (p.414)

Some time when incentive or reward is implemented, the students fulfill their goal only because they wait for something in exchange, the classroom ceases to be a leaning environment by a competence environment that for them can be frustrating, slowing down the progression or affecting their cognitive process.

Yet, extrinsic rewards do not generate long term achievements in reading. The students may become more interested in the reward than in the learning itself.

Teacher involvement: Teacher involvement has a benefit to lead to positive development in student's outcome.

Ellen Skinner with his colleague explain which the roles of teacher involvement on engagement are. The teacher knows about the student's personal interest, invited student to participate into classroom decisions, care with each student's learning, give sincerely praise for their effort and learning. All previous actions have interested in their progress and avoided harsh criticism. Thus, students gained in reading achievement.

Cambria & Guthrie (2010), in their evidences, show teacher how to allow students to have friendly interactions and share recent experiences. Teacher-student relationships in the classroom may be important to engagement, achievement and effort into learning.

Wentzel & Wigfield (2009) (quoted by Jenna Cambria & John T.Guthrie, 2010) stated that:

> Students who seek to cooperate with the teacher and help other students academically, consistently get better grades than students who are less socially adept. Obviously, a classroom with many students who are antisocial, disruptive, and abusive to other students will be much less productive academically than other classrooms. As a result, teacher time invested in creating an atmosphere of trust, respect for others, compliance with rules, and personal responsibility toward social norms will be handsomely repaid in student comfort and learning. (p.24)

Coherence of instructional process: The term of coherence is linked to real-word interaction with interest text. The student engagement is increased.

In coherence instruction, the conceptual learning from test is facilitated and reading achievement is fostered. (Jenna Cambria & John T.Guthrie, 2010).

2.2.2.4 Learning Environments

The environment conditions are necessary to develop and achieve interest of the students. (John T. Guthrie, 2006)

Schunk D. (2012) in his Learning Theories talk about Constructivist environments that create rich experiences that encourage learning through activities, which typically involve primary sources of data and manipulative materials and where teachers interact with students by seeking their questions and points of view. Also, students often work in groups. The goal of constructivist environments is that students can efficiently construct new knowledge and skills.

The author mentions the constructivism as a principal theory of human development that is studied by Piaget. Nevertheless, Schunk makes relevance as constructivism is the organization and structure of learning environments. Students are grouped for instruction, their work is evaluated and rewarded, the authority is established, and time is scheduled.

Rosenholtz & Simpson (1984) describe the organization of learning environment like dimensionality. Dimensionality includes differentiation of task structure, student autonomy, grouping patterns and salience of formal performance evaluations. Dimensionality is separated in unidimensional and multidimensional classrooms:

> Unidimensional classrooms include few activities that address a
> limited range of student. The unidimentsional classrooms have
> undifferentiated task structures where students work on the same or
> similar tasks, and instruction employs a small number of materials
> and methods. But Multidimensional classrooms include more

activities and allow for diversity in student abilities and performances. Multidimensional classes are compatible with constructivist tenets about learning. When students work on different tasks at the same time it can denominate like differentiated task structure. Student Autonomy refers students have few choices about what to do and when and how to do it, which can have hinder self-regulation and stifle motivation are unidimensional classrooms on the contrary, Multidimensional classrooms offer students more choices, which can enhance intrinsic motivation. (p.254)

As it was above mentioned, these authors also include in this classification of the organization of learning environment what refers to:

Grouping patterns refers the students work on whole-class activities or are grouped by ability, grouping affects motivation and learning and has added influence over the long-term if groups remain intact and students understand they are bound to the groups regardless of how well they perform. Performance evaluations refers when grades of student are public, so everyone knows the grade distribution. Those receiving low grades may not be motivated to improve the classroom are unidimensional. But students become grades and are less public the motivation can have a higher proportion of students, especially those who believe they are progressing and capable of further learning (p. 255)

2.2.2.5 Motivation Outcomes

In addition, readers are interested in general outcomes that involve students in the classroom, these outcomes are considered by motivational theories in the following way:

(a) choice is an important motivational outcome,

(b) behavior, the students put a great deal of effort in course (e.g. of indicator: students take detailed note, asking good questions in class, take risks, stating ideas or opinion),

(c) persistence, the teacher observes how the students work on course task during class time. Also, he can observe if they are boredom or fatigue,

(d) achievement or performance, how students confront the academic task or test in classroom. (William M. Reynolds, Gloria E. Miller, 2003)

Other motivational theories talk about three powerful motivations that drive students' reading, it refers to interest, confidence and dedication. (Jenna Cambria & John T.Guthrie, 2010).
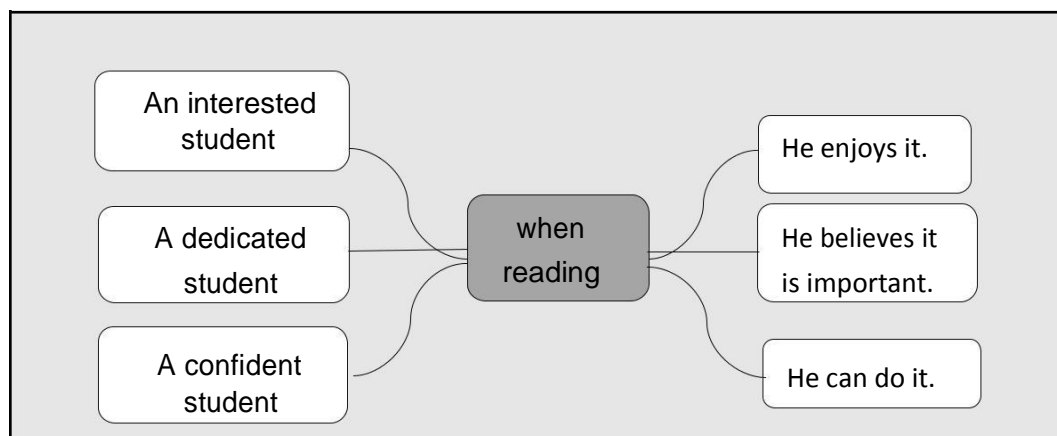
Source: Motivating and engaging students in reading
Author: Elizabeth Manrique and Lorena Meza

Interest: Researchers refer to interest as enjoy a book, being excited about an author, or being delighted by new information. The interest is an intrinsic motivational, meaning something we do for its own sake.

Interest comes in two forms: situational and enduring. Situational interest is fascination with a detail in the here and now: a picture in a hook, a link in a Website, a funny comment by a character, or an amazing fact about animals will all excite situational interest, it does not generate achievement. If a student finds one type of novel he likes, such as realistic

fiction, and is helped to find more and to understand them fully, he may, over time, grow an enduring motivation for reading fiction, which endures interest and fosters intrinsic motivation in the enjoyment and fulfillment while reading at school. (Jenna Cambria & John T.Guthrie, 2010)

Confidence: Belief in yourself is more closely linked on capacity to achieve something and is tied intimately to success. A student who reads fluently and understands well is also sure of himself as a reader. Also there are other students that begin to doubt their abilities and believe they are worse than they really are. Also, their low confidence undermines them even further in a cycle of doubt and failure, they stop trying completely. (Jenna Cambria & John T.Guthrie, 2010)

Dedication: Dedication is related to will. Essentially, dedicated students persist, plan, and place apriority on their reading. So, also the dedication is continued efforts to success in school. If a student wants to read and tries to read well, she may learn. If another student refuses to interact with texts, all hope for gaining skill, knowledge or experience from text is dashed. Dedicated students read to attain information that expands their knowledge of their perceived world.

Dedicated students valued the knowledge learned from many different information books over an extended period of time: of their perceived world. (Jenna Cambria & John T.Guthrie, 2010)

2.2.2.6 Neuroscience of Learning

More neurophysiological research has investigated how brain processes link with many different cognitive functions. But researchers also have been concerned with the brain processes involved with no cognitive functions, such as motivation and emotion.

According Dale H. Schunk (2012) from a cognitive neuroscience perspective, there are at least two kinds of neural counterparts of motivation. These involve rewards and motivational states.

Reward.- Rewards have a long history in motivation research. Rewards can sustain motivation when they are assigned in the performance or progress of learning. But, motivation may decline over time when people view the rewards as controlling their behavior.

However, expectations generated from the brain through a reward for improved performance can activate this pleasure network or reward them for performing action, which produces the neurotransmitter dopamine. But the brain also can become expectations of a reward does not produce as pleasure as previously. This rewards lose their power to motivate over time.

This authors suggests that additional brain processes are involved in motivation. Teacher must learn to use rewards that motivates each student.

Motivational States. From a cognitive neuroscience, motivational states are emotions, cognitions, and behaviors.

States change with conditions a motivational state is an integrated combination of mind, body, and behavior. If a student has score higher than expected, he will have a happy state.

States are fluid; they are ever changing based on internal (thoughts) and external (environmental) events. However, motivational state can strengthen, weaken, or change to another type of state.

2.2.2.7 Information Processing Models of Reading

Describes reading as the interaction of bottom-up and top-down processes (Abbas Ali Zarei, 2013). The readers construct meaning from text using multiple tools.

- **Bottom-up:** it is a process in which the readers must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers)

or the reader starts with letters in the decoding process and then decodes words and sentences.

- **Top-down:** the readers instead attack the text with expectations of meaning developed before and during the process is to say the descriptions of the reading procedure.

There are multiple pedagogical strategies for helping students understand what they read. La Berge and Samuels (1974; Samuels & LaBerge, 1983) describe children as "reading factories" where raw materials (texts) are processed by four production machines (visual memory, phonological memory, semantic memory, and situated memory). Thus, decoding is necessary, but not sufficient for comprehension.

Husman (2008) revealed that the use of learning strategies and emotional regulation for the control of the emotions can support self-regulation of the stressful emotions and also provide ways of preventing school failure.

To sum up, it is necessary to reinforce the idea that intrinsic motivation will be certainly increased by motivational activities developed in an adequate learning environment as the reading corner will be.

2.2.3 Linguistic foundation

All human competences contribute in one way or another to the language user's ability to communicate and may be regarded as aspects of communicative competence.

For the realization of communicative intentions, users/learners bring to bear their general capacities with a more specifically language-related communicative competence based (Common European Framework) (2010)

2.2.3.1 Communicative competence

Chomsky's distinction between competence and performance, proposed the term "communicative competence" to represent the ability to

use language in a social context, to observe sociolinguistic norms of appropriateness.

According to the Common European Framework (2010) three important components of Communicative language competence are considered.

- **Linguistic competences** include lexical, phonological, syntactical knowledge and skills and other dimensions of language as system. Communicative language competence, relates not only to the range and quality of knowledge, but also to cognitive organization and the way this knowledge is stored.
- **Sociolinguistic competences** refer to the sociocultural conditions of language use.
- **Pragmatic competences** concern to the mastery of discourse, cohesion and coherence, the identification of text types and forms, irony, and parody. For this component even more than the linguistic component, it is hardly necessary to stress the major impact of interactions and cultural environments in which such abilities are constructed.

Textual linguistics, as for literary purposes classifies texts into different types according Narrative genre for example:

Novels: stories about people and things that are not real.

Fables: a short story, usually about animal,that teach people a lesson.

Short stories: Describes fictional or imaginary events which are beyond the evolution of humans. Stories are often the symbols of desires, wishes, happiness and illness or unhappiness of people, and the story.

Tales: a story, usually about things that are not true.

The narrative genre helps to play with the imagination, stimulate emotions, motivate and teach about you read.

The present research, as it is addressed to young learners has considered to raise their motivation through activities that will encourage them to read fables and short stories, taking into account their formal characteristics, specially related to the simplicity of the language, the limited extension of the prose and also because of the opportunity they provide to work with moral values.

2.2.4 Sociological foundation.

2.2.4.1 Vygotsky's sociocultural theory

Vygotsky, in his theory, emphasizes the social environment as promotor of development and learning. Interpersonal interaction is a key factor to human development in the environment, this helps as stimulant to the development and foster cognitive growth. (Schunk, 2012)

The interaction (with the persons, objects, and institutions) that humans have with the social environment makes the meanings of concepts change as they are linked with the world. Thus, "school is not simply a word or a physical structure but also an institution that seeks to promote learning and citizenship" (Schunk, 2012) (p.241).The author also explains that many times the learning experiences promoted by social interaction can make social environment critical but social activities help generate changes in consciousness establishing a psychological theory that unifies behavior and mind. (Schunk, 2012)

Vygotsky's position from a constructivist theory states that: "interaction between persons and their environments. Mediation is the key mechanism in development and learning". (Vygotsky quoted by Schunk, 2012) (p.242). One of the controversies that Vygotsky promoted was that all higher mental functions originated in the social environment, that was right this is considered a powerful claim of this author. He also explained that

language is an influential process in which cultural development and thinking through symbols such as language, counting, and writing are transmitted. These are symbols used to influence and self-regulate thoughts and actions. (Schunk, 2012)

2.2.4.2 Reading as a Social Process

According to Bloome David (1994), reading is considered as a social process and can be divided into three research groups: reading as embedded in a social-communicative context, social uses of reading, and literacy as a socio-cognitive process.

Inside the social- communicative context of reading: through obtaining previous knowledge, students can better involve during classroom reading activities, and it means to obtain openings with the interrelation between reading and the reader. This acquisition of information is also considered as a problem of communicative process, on other hand, it also would be considered as "a matter of cross-cultural interaction between students' home culture and school's culture." (Graddol, Maybin & Stierrer, 1994, p. 102) that means students not only comprehend a text based on their own prior knowledge and experience but also considering the prior knowledge assumed by the texts used in school.

However, according to Graddol, Maybin & Stierrer (1994) different researches of the social uses of the reading suggest five constructs that are important to define reading as a social theory:

a) Within community, people are consistent with communicative and interpersonal actions related to the significance and organization of reading.
b) Interpersonal relationships are affected by reading and its social meaning.
c) An abundant kid of the literacy activities is disposed to be ethnocentric and specific situation.

d) The nature and organization of the reading activity and the status given on the people influences the status of the reading activity.

e) During school life, students not only learn to read and write, they also learn to adequate into society, thus obtaining a job and career opportunities.

Moreover, "the description of reading as a socio-cognitive process means not only do social and cognitive factors affect reading behavior but that reading itself is simultaneously a process of socialization, enculturation and cognition." (Graddol, Maybin & Stierrer, 1994, p. 104). In other words, reading is interact with other cultures through a text, socialize with other people's way of thinking, and learn not only languages, but also a lot of written information in all the subjects.

2.2.5 Legal foundation

This investigation fulfills the goals and policies exhibited by:

2.2.5.1 Good Living of National plan (2017)

Objective 4. "To strengthen the skills and potentialities of the citizenship" (p.187).

2.2.5.2 Constitution of the Ecuador (2008)

Art. 347.- "1. To strengthen the public education and coeducation; to ensure the permanent improvement of equality, the amplification of the coverage, the physic infrastructure and equipment needed in public educative institutions." (p.17) (Translated by the authors of this thesis)

In the above mentioned document, on its Article 343, it is stated that the national educational system will have as an end the development of individual and collective potentialities and capacities of the population which promote the learning process.

2.2.5.3 Ley Orgánica de Educación Intercultural (2011) Art.
2.- Principios q. Motivación.- Se promueve el esfuerzo
individual y la motivación a las personas para el aprendizaje, así
como el reconocimiento y valoración del profesorado, la
garantía del cumplimiento de sus derechos y el apoyo a su
tarea, como factor esencial de calidad de la educación. (p.11)

Art. 6.- Obligaciones. x. Garantizar que los planes y programas de
educación inicial, básica y el bachillerato, expresados en el
currículo, fomenten el desarrollo de competencias y capacidades
para crear conocimientos y fomentar la incorporación de los
ciudadanos al mundo del trabajo.

2.2.5.4 National Curriculum Guidelines, English as a Foreign
Language (2014).

The National Curriculum Guidelines published by the Ecuadorian
Ministry of Education is based on the Common European Framework of
Reference (2010).

Common reference levels:

Level A1: "students are capable of understanding and using
everyday expressions that are used frequently to satisfy immediate
needs. Also, are capable introduce themselves and introduce
others and provide personal information about their home and
belongings to people that know them". (p.6)

Language skills: Reading (Level A1.1: 8th year EGB)

- Recognize cognate words and loan words from their L1.
- Follow single-step written instructions.
- Understand adapted and authentic texts which are simple
  and short.
- Understand and identify short, simple informational texts
  (e.g. Labels, messages, postcards, timetables, etc.) by

making use of clues such as visuals, text shape and layout, and reading one phrase at a time.

- Extract the gist and key information items from short, simple informational texts— especially if there is visual support. (p.14)

As it is clearly seen on the lows and official papers quoted and referred to on the above paragraphs, the present research is in accordance with the Ecuadorian national educative policies and curricular orientations, so it will help improve the national aims for foreign language learning.

2.2.6 Philosophical foundation

The axiology, as a part of the philosophy, has a main role in this work. The authors of this thesis found important for this work the study of the values, not only the revision but also the teaching and practice of them inside and outside the classrooms.

This research project focuses on equality and diversity as human values, which are also important to the design of the proposal of this work. The United Nations Convention on the Rights of the Child (1989) state that all children have the right to have a holistic education that includes respect and recognition of their own cultural identity. This work promotes the right of equality and diversity through the huge variety of books used for the design of the proposal. And, as it is mentioned in the sociological foundation, reading is a process that involves cultural, social and cognitive aspects during a person's life.

Equality is to give a person an equal status, of opportunities and treatment among others without discrimination or rejection caused by beliefs, cultures, religion, special capacities, and ethnics' backgrounds. This work uses equality to be learned and practiced, in order to provide an equal rank as human beings between teachers and students. Additionally, diversity as a human value is prompted, since our country is multicultural, and it would be recognized with esteem and valorization according to the

Actualización y Fortalecimiento Curricular de la Educación Básica. (MinEduc, 2010).

CHAPTER III

3. Methodology

3.1 Methodological Design

The methodological approach of this research project about the influence of motivation in the development in the reading comprehension is of mixed character, because there is not dichotomy between the qualitative and the quantitative approach, since the qualitative side is reflected throughout the development process of the logic of this scientific research, also it was observed in the analysis made in the theoretical frame about the variables studied, in the description of the proposal and in the interpretation of the instruments results. The quantitative side is reflected in the data obtained through the instruments of investigation, in the analysis of the test Chi Cuadrado and in the tabulation of the data obtained through the different instruments of investigation that were applied to the teacher and students of eighth grade of General Basic Education room "A" at Dra. Maria Luisa Mariscal de Guevara Public High School, therefore in this educational research project were used the following types of investigation.

3.2 Types of investigation

According to its purpose, this research is applied because its main aim is to increase reading comprehension at basic level in students of Eighth Grade of General Basic Education, in the Dra. Maria Luisa Mariscal de Guevara High School through a reading corner. According to its gnoseologic objective this project is descriptive because it identifies the most essential characteristics of the educational problem; it can be said that the problem arose from the observation and the prior application of a diagnosis that revealed the insufficiency in reading comprehension in students of Eighth Grade (GBE) in the Dra. Maria Luisa Mariscal de Guevara High School.

Also from this criterion the gnoseologic investigation is explanatory because it exposes the main causes of educational problems the insufficiency in reading comprehension, failure in the motivational process, and the insufficiency in recognizing the main idea and the selection of important details of a reading, which were subsequently studied through theoretical methods and empirical techniques.

On the other hand, this research is considered of proactive type due to the elaboration of a proposal that involves the design of a system of activities that will allow students in the Dra. Maria Luisa Mariscal de Guevara High School to develop reading comprehension at basic level.

3.3 Population and sample

In this research project for the delimitation of the study group and then the application of different instruments of investigation, first the study sample was selected, for this purpose a formula is applied if the universe selected is greater than one hundred individuals; but in this case, the sample selected is made up of 32 students of the Eighth Grade of General Basic Education section "A" and one teacher; therefore the sample consists of the hundred percent of the universe of study, due to the arrangement of the human group in the Dra. Maria Luisa Mariscal de Guevara High School.

Table 1 Distribute of the population and sample

No	DETAIL	POPULATION	SAMPLE
1	Students	33	33
2	Teacher	1	1
	Total	34	34

Source: Dra. María Luisa Mariscal de Guevara High School."
Author: Lorena Meza and Elizabeth Manrique.

3.4 Table of operationalization of variables

VARIABLE	DIMENSIONS	INDICATORS
Independent: MOTIVATION	Types of motivation	Intrisic Motivation
		Extrisic Motivation
	Instructional processes influence in reading motivation	Learning and knowledge goal
		Real-word interaction
		Autonomy support
		Interesting Texts for Instruction
		Strategy instruction
		Collaboration
		Praise and Rewards
		Teacher involvement
		Coherence of instructional process
		Learning enviroment
	Motivation Outcomes	Interest
		Confidence
		Dedication
	Neuroscience of learning	Motivational States
Dependent : READING COMPREHENTION	Type of Texts for Reading Intruction	Wordless Books
		Predictable Text
		Controlled high-frecuency vocabulary text
		Authentic text.
		Creative,easy to read
	Comprehension Strategies	Self-monitoring
		Cooperative leaning
		Story Structure
		Summarizing
		Graphic organizer
	Imprelenting strategies for intruction	Before reading
		During reading
		After reading

3.5 Research methods

During the development of this scientific research, various methods were used as a way to construct scientific knowledge; therefore, in this project the following theoretical methods, empirical techniques and statistical method were used

3.5.1 Theoretical methods

The analysis - synthesis method was used to decompose the object of study, that is to say, it was used for the decomposition of the dependent and independent variable of the investigation, to analyze them in a detailed way and individually through the analysis process and then integrate and study them in its entirety by means of synthesis process. This method was used in all the logical analysis of research.

Furthermore, in this research project the inductive - deductive method was used because through the inductive method conclusions were done from a particular knowledge from an educational event given in the Dra. Maria Luisa Mariscal de Guevara High School, as is the deficiency of reading comprehension using the deductive method.

Another method that was applied was the historical – logical, it contributed essentially to the analysis of the background of this scientific research.

In addition, the systemic - structural - functional method was used for the modeling and creation of the proposal; it is systemic because a system of activities was designed. It will allow the students of Eight Year of General Basic Education to develop reading comprehension at basic level. It is also structural due to the parts in that it is formed and functional because it is composed of interrelated parts as each part has its specific functions

3.5.2 Techniques and instruments of investigation

Different techniques and instruments of investigation were used throughout the development of this research that facilitated the delimitation of the problem and they served to corroborate the scientific problem mentioned above.

The **survey** as a technique and the **survey questionnaire** as its corresponding instrument was applied to the students of eighth grade of General Basic Education section "A" in the Dra. Maria Luisa Mariscal de

Guevara High School. It was based on the Likert scale, structured in fifteen questions that according to their form, are considered to be closed questions because the students choose an option that they consider the most appropriate by their own judgment, among five possible options.

The **interview** as technique and the **interview questionnaire** as its corresponding instrument was applied in this research project. According to its format, it is structured because it was based on a question guide previously elaborated. According to the number of interviewed, it was individual due to the direct relationship of the individuals; it can be said the relation between the interviewer and interviewee, furthermore it was done to a single person; in this case the interview was made to the teacher at Dra. Maria Luisa Mariscal de Guevara High School, room A.

The **observation** as a technique and the **observation guide** as its instrument was applied in this research project. It made a systematic description of the educational phenomenon; it was also non-participating because researchers were not integrated in the study group and it was considered in team because the research project was carried out by two people. Furthermore, the observation field was used in this investigation because it took place in a determined educational context.

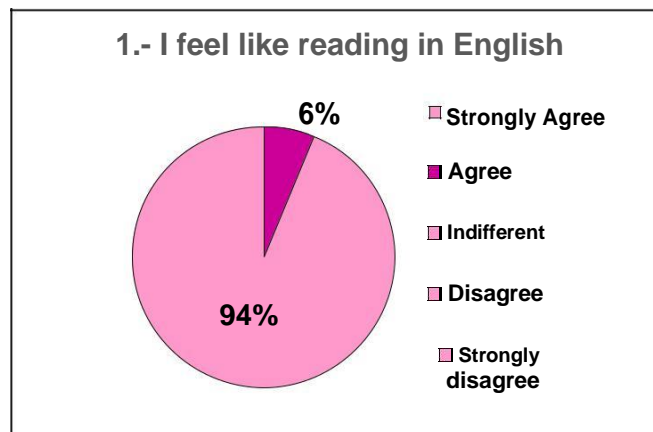## 3.6 Analysis and Data Interpretation

3.6.1 Survey Analysis

Table N. 1 I feel like reading in English

Category	Class Frequency	Relative Frequency
Strongly Agree	0	0%
Agree	2	6%
Indifferent	0	0%
Disagree	30	94%
Strongly disagree	0	0%
Total	**32**	**100%**

Source: "Doctora María Luisa Mariscal" High School, 2016-2017
Authors: Manrique, Meza (2016)

Figure 2

1.- I feel like reading in English

6%

94%

Strongly Agree
Agree
Indifferent
Disagree
Strongly disagree

Source: "Doctora María Luisa Mariscal" High School, 2016-2017
Authors: Manrique, Meza (2016)

According to statistical data figure 1 it is observed that 94% of students do not feel like to read in English, reasons such as: the texts are very difficult to understand, they are bored or lack of vocabulary. Reading has benefits helping improve skills in any readers, which is essential to success in studies.
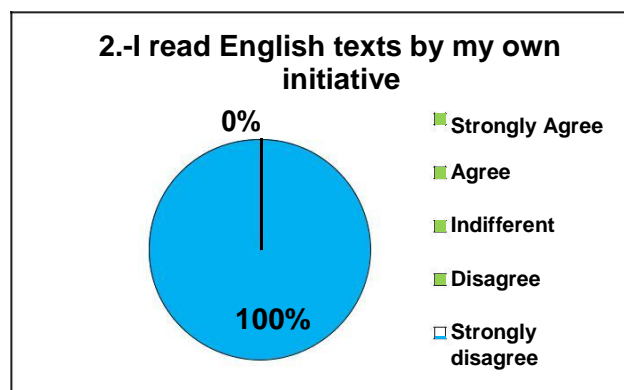
Table N. 2 I read English texts by my own initiative.

Category	Class Frequency	Relative Frequency
Strongly Agree	0	0%
Agree	0	0%
Indifferent	0	0%
Disagree	0	0%
Strongly disagree	32	100%
Total	**32**	**100%**

Source: "Doctora María Luisa Mariscal" High School, 2016-2017
Authors: Manrique, Meza (2016)

Figure 3

Source: "Doctora María Luisa Mariscal" High School, 2016-2017
Authors: Manrique, Meza (2016)

It can be seen that 100% of students in Figure 2 don't have own incentive to read texts in English, their opinions were often the texts are very complicated, do not understand them, have many pages and are boring. It is clear that young people should be motivated to read texts in English.
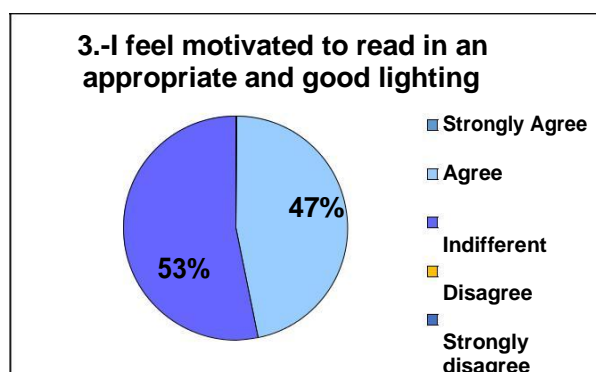
Table N. 3 I feel motivated to read in an appropriate and good lighting.

Category	Class Frequency	Relative Frequency
Strongly Agree	0	0%
Agree	15	47%
Indifferent	17	53%
Disagree	0	0%
Strongly disagree	0	0%
Total	**32**	**100%**

Source: "Doctora María Luisa Mariscal" High School, 2016-2017
Authors: Manrique, Meza (2016)

Figure 4

3.-I feel motivated to read in an appropriate and good lighting

- Strongly Agree
- Agree
- Indifferent
- Disagree
- Strongly disagree

47%

53%

Source: "Doctora María Luisa Mariscal" High School, 2016-2017
Authors: Manrique, Meza (2016)

An amount of 53% of students are indifferent in reading with appropriate lights and 47% of the students agree, one of the reasons is that most times the institution has no adequate infrastructure. In this thesis it is considered necessary to have an adequate learning environment.
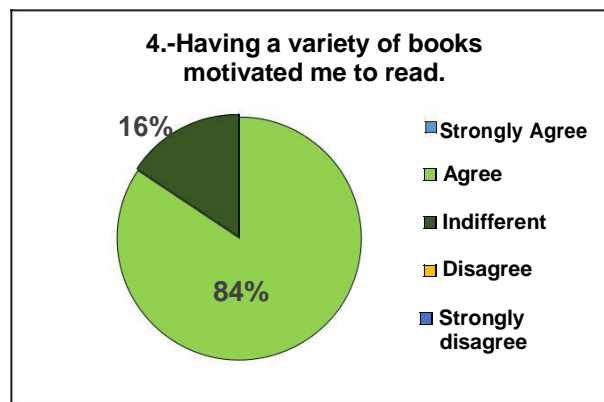
Table N. 4 Having a variety of books motivated me to read

Category	Class Frequency	Relative Frequency
Strongly Agree	0	0%
Agree	27	84%
Indifferent	5	16%
Disagree	0	0%
Strongly disagree	0	0%
Total	**32**	**100%**

Source: "Doctora María Luisa Mariscal" High School, 2016-2017
Authors: Manrique, Meza (2016)

Figure 5

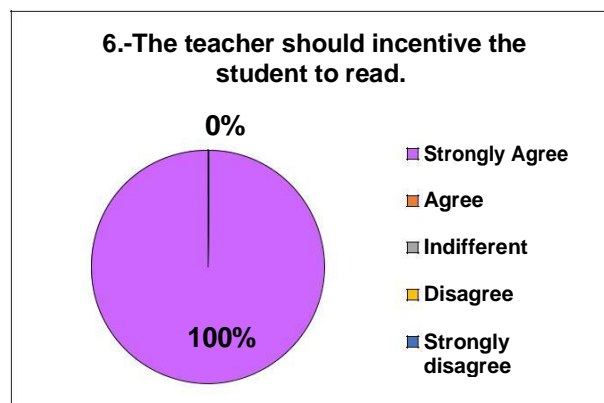**Source:** "Doctora María Luisa Mariscal" High School, 2016-2017
Authors: Manrique, Meza (2016)
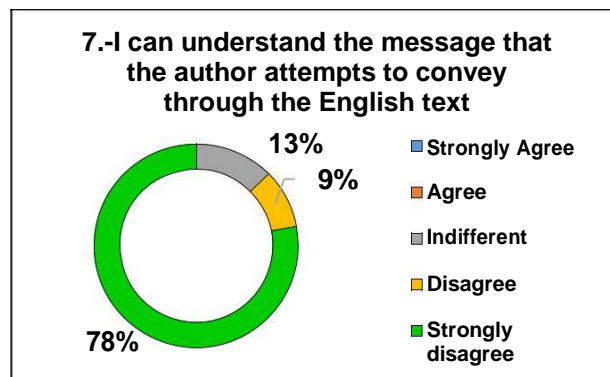
In the above Figure 4, it can be seen that 84% of students want to have a variety of books while 16% decided to be indifferent. Having a variety of books awakens the interest towards reading and helps increase students´ motivation to read.

Table N. 5 The previous strategies (pictures-heading) of the reading motivate me to keep on reading.

Category	Class Frequency	Relative Frequency
Strongly Agree	0	0%
Agree	32	100%
Indifferent	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	**32**	**100%**

Source: "Doctora María Luisa Mariscal" High School, 2016-2017
Authors: Manrique, Meza (2016)

Figure 6

5.-The previous strategies (pictures-heading) of the reading motivate me to keep on reading.

0%

100%

- Strongly Agree
- Agree
- Indifferent
- Disagree
- Strongly disagree

Source: "Doctora María Luisa Mariscal" High School, 2016-2017
Authors: Manrique, Meza (2016)

In Table 5, it can be observed that 32 students agree that they should have previous strategies to encourage reading. Being the perceptive process as one of the principal processes to help improve reading as it is one of the principal academic skills.

Table N. 6 The teacher should incentive the student to read

Category	Class Frequency	Relative Frequency
Strongly Agree	32	**100%**
Agree	0	**0%**
Indifferent	0	**0%**
Disagree	0	**0%**
Strongly disagree	0	**0%**
Total	**32**	**100%**

Source: "Doctora María Luisa Mariscal" High School, 2016-2017
Authors: Manrique, Meza (2016)

Figure 7

6.-The teacher should incentive the student to read.

0%

100%

- Strongly Agree
- Agree
- Indifferent
- Disagree
- Strongly disagree

Source: "Doctora María Luisa Mariscal" High School, 2016-2017
Authors: Manrique, Meza (2016)

All students (100%) recognized that teachers should encourage students to read. That's why it is important to have teacher incentive students through diverse strategic and playful practices that allow them to understand and advance their performance about reading.

Table N. 7 I can understand the message that the author

attempts to convey through the English text

Category	Class Frequency	Relative Frequency
Strongly Agree	0	**0%**
Agree	0	**0%**
Indifferent	4	**13%**
Disagree	3	**9%**
Strongly disagree	25	**78%**
Total	**32**	100%

Source: "Doctora María Luisa Mariscal" High School, 2016-2017
Authors: Manrique, Meza (2016)

Figure 8

7.-I can understand the message that the author attempts to convey through the English text

- Strongly Agree
- Agree
- Indifferent
- Disagree
- Strongly disagree

13% · 9% · 78%

Source: "Doctora María Luisa Mariscal" High School, 2016-2017
Authors: Manrique, Meza (2016)

In the following analysis it can be seen that the majority of the students do not understand the author's message that is transmitted in the texts, while the minority are indifferent. One of the reasons is that the text is very difficult or that teachers do not teach reading strategies to help them develop reading skills.

Table N. 8 After reading a text in English, I can identify the main idea.

Category	Class Frequency	Relative Frequency
Strongly Agree	16	50%
Agree	0	0%
Indifferent	4	13%
Disagree	12	38%
Strongly disagree	0	0%
Total	**32**	**100%**

Figure 9

8.-After reading a text in English, I can identify the main idea.

- Strongly Agree
- Agree
- Indifferent
- Disagree
- Strongly disagree

50% 38% 13%
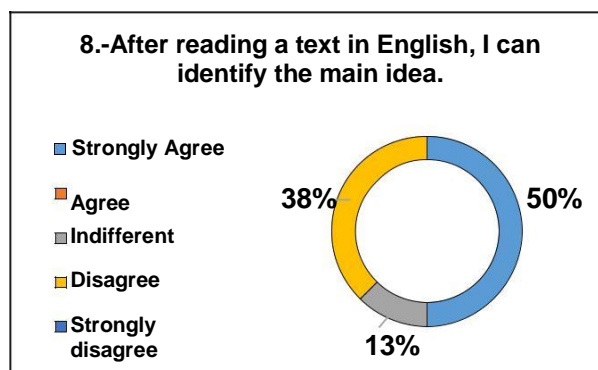
Most of the students consider they can identify the main idea after reading a text in English, while the other half, in general terms, cannot identify it. It means that there are still difficulties in reading comprehension that demand further efforts to increase the percentage of students that can understand, at least, the main idea of a given text.

Table N. 9 I understand the message of the text in English

Category	Class Frequency	Relative Frequency
Strongly Agree	0	0%
Agree	0	0%
Indifferent	0	0%
Disagree	0	0%
Strongly disagree	32	100%
Total	32	100%

Source: "Doctora María Luisa Mariscal" High School, 2016-2017
Authors: Manrique, Meza (2016)

Figure 10

Source: "Doctora María Luisa Mariscal" High School, 2016-2017
Authors: Manrique, Meza (2016)

In the following table, it can be seen that the whole sample taken states no understanding of the messages of texts in English. Some possible reasons could be that students do not have enough vocabulary, grammar or information to understand the text.

Table N. 10 The reading enriches my vocabulary.

Category	Class Frequency	Relative Frequency
Strongly Agree	12	38%
Agree	18	56%
Indifferent	2	6%
Disagree	0	0%
Strongly disagree	0	0%
Total	**32**	**100%**

Source: "Doctora María Luisa Mariscal" High School, 2016-2017
Authors: Manrique, Meza (2016)

Figure 11

10.-The reading enriches my vocabulary. 6%
- Strongly Agree
- Agree
- Indifferent
- Disagree
- Strongly disagree

38%
56%
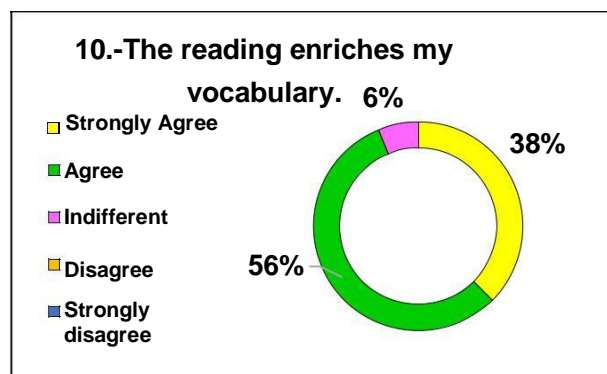
Source: "Doctora María Luisa Mariscal" High School, 2016-2017
Authors: Manrique, Meza (2016)

The vast majority of respondents consider that vocabulary learning is enriched through reading. This is a positive attitude towards the relevance of reading that will definitely influence in the implementation of the proposal of this thesis.

Table N. 11 I have difficulties to understand texts in English

Category	Class Frequency	Relative Frequency
Strongly Agree	23	**72%**
Agree	9	**28%**
Indifferent	0	**0%**
Disagree	0	**0%**
Strongly disagree	0	**0%**
Total	**32**	**100%**

Source: "Doctora María Luisa Mariscal" High School, 2016-2017
Authors: Manrique, Meza (2016)

Figure 12
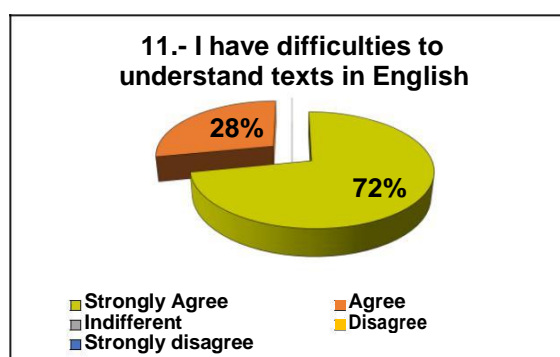
Source: "Doctora María Luisa Mariscal" High School, 2016-2017
Authors: Manrique, Meza (2016)
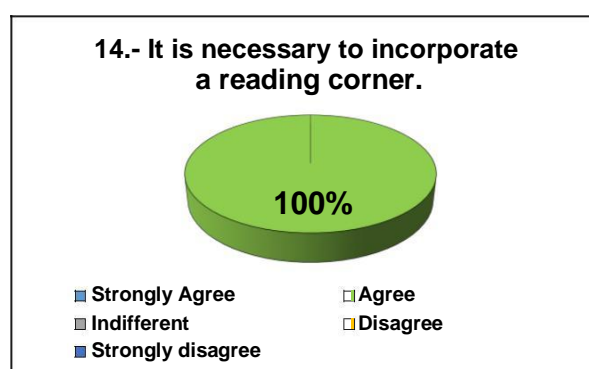
It can be seen in Figure 11 that 72% of students have difficulties understanding English texts. It could be related to the fact that many of them do not know how to identify keywords or main ideas and also, or are not motivated towards reading.

Table N. 12 Reading books should be according to my interest.

Category	Class Frequency	Relative Frequency
Strongly Agree	0	0%
Agree	32	100%
Indifferent	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	32	100%

Source: "Doctora María Luisa Mariscal" High School, 2016-2017
Authors: Manrique, Meza (2016)

Figure 13

12.- Reading books should be according to my interest.

100%

■ Strongly Agree   ■ Agree
■ Indifferent   ■ Disagree
■ Strongly disagree

Source: "Doctora María Luisa Mariscal" High School, 2016-2017
Authors: Manrique, Meza (2016)

It can be stated that the total amount of students consider that they should read books according to their interest. Then, this fact will be encouraging motivation towards reading and interaction between the reader and the text.

Table N. 13 A friendly reading environment would be helpful to my reading comprehension.

Category	Class Frequency	Relative Frequency
Strongly Agree	2	**6%**
Agree	30	**94%**
Indifferent	0	**0%**
Disagree	0	**0%**
Strongly disagree	0	**0%**
Total	**32**	**100%**

Source: "Doctora María Luisa Mariscal" High School, 2016-2017
Authors: Manrique, Meza (2016)

Figure 13

Source: "Doctora María Luisa Mariscal" High School, 2016-2017
Authors: Manrique, Meza (2016)

In the following analysis it can be observed that the majority of students agree in the fact that the place where they study should be a friendly environment to help motivate the reading comprehension. So, young people want a nice environment to interact while reading.

Table N. 14 It is necessary to incorporate a reading corner.

Category	Class Frequency	Relative Frequency
Strongly Agree	0	0%
Agree	32	100%
Indifferent	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	32	100%

Source: "Doctora María Luisa Mariscal" High School, 2016-2017
Authors: Manrique, Meza (2016)

Figure 14

14.- It is necessary to incorporate a reading corner.

100%

■ Strongly Agree   □ Agree
■ Indifferent   □ Disagree
■ Strongly disagree

Source: "Doctora María Luisa Mariscal" High School, 2016-2017
Authors: Manrique, Meza (2016)

According to the previous statistical data, it can be said that 100% of the students agree that a reading corner should be implemented. Then, the proposal of this research will help improve reading through motivation.

Table N. 15 One of the reasons because of which I don't feel motivated to read is that I don't have a suitable environment.

Category	Class Frequency	Relative Frequency
Strongly Agree	18	**56%**
Agree	14	**44%**
Indifferent	0	**0%**
Disagree	0	**0%**
Strongly disagree	0	**0%**
Total	**32**	**100%**

Source: "Doctora María Luisa Mariscal" High School, 2016-2017
Authors: Manrique, Meza (2016)
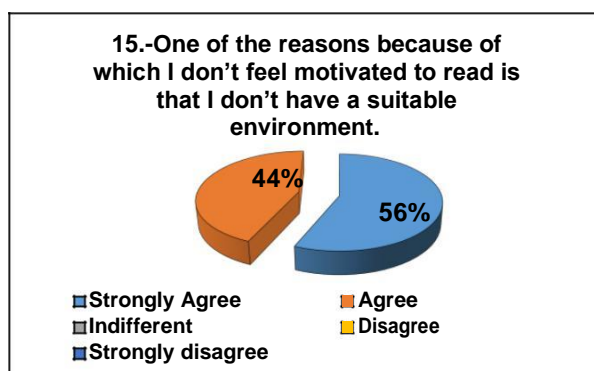
Source: "Doctora María Luisa Mariscal" High School, 2016-2017
Authors: Manrique, Meza (2016)

The majority of students, 100% (adding 56% Totally agree plus 44% Agree) do not feel motivated to read because they do not have a suitable environment. Then, it is obvious that a reading corner will definitely contribute to improve students' motivation towards reading and consequently, their reading comprehension will improve.

Finally, according to the results obtained from the analysis and interpretation of the survey, it is possible to state that the majority of the students recognize their difficulties concerning reading comprehension. Also, it is evident that limitations in students' motivation are influencing negatively their reading development. Besides, reading environmental

conditions are not guaranteed at this educational institution, this is another cause for students lacks in motivation. Thus, a reading corner will solve this situation and contribute to reading comprehension.

3.6.2 Observation guide

Table N. 16 OBSERVATION TO STUDENTS

No	ASPECTS TO OBSERVE	Always	Sometimes	Rarely	hardly ever	never
1	Students in the classroom are in silent for concentration of the reading.				X	
2	The teacher uses visual aids to encourage reading.					X
3	The teacher uses warm-up based on reading to motivate students.					X
4	The classroom has the physical conditions to facilitate reading.				X	
5	The teacher uses reading techniques found in the English book.		X			
6	Students participate in class spontaneously.			X		
7	Students answer questions about the correct reading.			X		
8	The teacher uses the techniques and methods to facilitate reading comprehension.			X		
9	The students recreate the text information with their own ideas.				X	
10	The students follow the instructions to read.				X	

Source: "Doctora María Luisa Mariscal" High School, 2016-2017
Authors: Manrique, Meza (2016)

The observation indicates that the teacher:

- Never uses visual aids to encourage reading.
- Never uses warm-up based on reading to motivate students.
- Sometimes uses reading techniques found in the English book.
- Rarely teaches the techniques and methods to facilitate reading comprehension.

The observation indicates that Students:

- Hardly ever are in silent in the classroom for concentration of in reading.
- Rarely participate in class spontaneously.
- Hardly ever recreate the text information with their own ideas.
- Hardly ever follow the instructions to read.

Observation to students shows an unfavorable performance and the poor state of development of their reading comprehension. This affects students in the negative conception they have about their reading ability in English. Also, it can be observed that the teacher does not stimulate students on this classroom towards reading.

Then, it is necessary to improve teachers and student's performance towards reading. For this purpose, a reading corner will be useful because it will provide a reading space and motivating activities.

3.6.3 Interview

QUESTIONS:

1. How do you evaluate the level of reading comprehension in English of student 8th grade of Basic General Education?

Really, students have a low reading development.

2. Do you consider that the students are motivated to read?

The truth is not. The students of this institution do not have with a stimulus for reading.

3. Do you consider that to have a space specially prepared for reading motivates students to read more?

Absolutely, I think to have a space specially to develop of reading is important for the development of reading skills.

4. How does this institution motivate the teachers of English to read?

Through of workshops, reading clubs.

5. What methods or techniques do you use to better up the reading comprehension?

Exploratory reading, reading comprehension, repetition, questions, reflection on the text.

As a conclusion, it can be stated that the teacher in this interview shows the lack of motivation and the disinterest in the students towards reading in English. He also mentioned lack of resources as one of the factors for not achieving the development of reading in students. That is why the creation of a reading corner with the suggestions of its correspondent activities will be a great help to solve the reading difficulties in the students.

3.6.4 Chi Squared

The Chi Squared test was used to verify the incidence of the independent variable on the dependent one.

Chi Square Test

Table 3: Chi Squared Test

Resumen.

	Casos					
	Válido		Perdidos		Total	
	N	Porcentaje	N	Porcentaje	N	Porcentaje
Reading * Motivation	32	100,0%	0	0,0%	32	100,0%

Reading * Motivation [recuento, fila %, columna %, total %].

	Motivation		
Reading	2	4	Total
3	2,00	2,00	4,00
	50,00%	50,00%	100,00%
	100,00%	6,67%	12,50%
	6,25%	6,25%	12,50%
4	,00	3,00	3,00
	,00%	100,00%	100,00%
	,00%	10,00%	9,38%
	,00%	9,38%	9,38%
5	,00	25,00	25,00
	,00%	100,00%	100,00%
	,00%	83,33%	78,13%
	,00%	78,13%	78,13%
Total	2,00	30,00	32,00
	6,25%	93,75%	100,00%
	100,00%	100,00%	100,00%
	6,25%	93,75%	100,00%

Pruebas Chi-cuadrado.

Estadístico	Valor	df	Sig. Asint. (2-colas)
Chi-cuadrado de Pearson	14,93	2	,001
Razón de Semejanza	9,42	2	,009
Asociación Lineal-by-Lineal	11,92	1	,001
N de casos válidos	32		

As it can be observed in the table the value of p is less than 0.05, then it shows that there is a relationship between the independent (Motivation) and dependent variable (Reading Comprehension), therefore, this research project is valid, since that the motivation has an influence in reading comprehension.

Correlation between variables

Through the application and the interpretation of the results of the survey and the diagnostic test, the deficiency that the students of eighth grade of Basic General Education, section "A" of the Institute of Education "Dra. Maria Luisa Mariscal de Guevara" showed in the development of reading comprehension were interrelated with the results obtained from the application of the guide of observation and the interview to the teacher. It was verified that the students of the educational establishment before mentioned did not have developed an adequate level of reading comprehension.

According to the analysis and interpretation of the results obtained from the different instruments of investigation applied to the students, it showed that the development and application of the system of activities for the reading corner proposed is necessary.

In conclusion, the application of the proposal that consists on designing a reading corner will help the students of the educational establishment before mentioned to develop reading comprehension at basic level through the motivation.

3.7 Conclusions and recommendations

    3.7.1 Conclusions

The following conclusions and recommendations are based on the main data obtained during this scientific research and the use of various theoretical and empirical methods that help to construct knowledge.

1. The student does not have a suitable learning environment or an adequate infrastructure in their institution for reading.
2. There is not an adequate motivational process.
3. The students should read books according to their interest.
4. The students do not feel motivated to read in English because the texts are very difficult to understand.
5. Most of the students do not understand the messages of the texts in English.

    3.7.2 Recommendations

1. It is necessary to have an adequate learning environment, thus the implementation of a reading corner definitely contributes to improve students' motivation towards reading and consequently, their reading comprehension will improve.
2. It is important to motivate students through diverse didactic strategic and playful practices that allow them to understand and advance in their performance about reading.
3. It is necessary to have a variety of books according to the students' interest to help increase their motivation to read.
4. It is pertinent to adequate reading texts to the students' proficiency level.
5. It is necessary to train students in developing reading skills through different techniques and methods.

CHAPTER IV

4. The proposal

4.1 Title

The title of the proposal is:

Reading corner for students of Eighth Grade from Basic General Education of the Dra. Maria Luisa Mariscal de Guevara Public High School.

4.2 Justification

This proposal is based on the fact that students of the Eighth Grade of Basic General Education in the Dra. Maria Luisa Mariscal de Guevara High School are deficient in their reading ability, which is caused by several factors among which there are difficulties in reading motivation, that is why students do not accomplish the necessary proficiency level in reading skill. This situation was reveled through a diagnose that used various empirical techniques and subsequently the implementation of some instruments of investigation such as an observation guide, a diagnostic test sheet, a survey questionnaire and an interview guide which allowed to diagnose the problem existing in this educational institution.

The creation of a reading corner is a necessity, through it, students are immersed in learning the language and its culture. The interaction between peers, is also achieved through the proposal given.

The creation of a reading corner with innovative strategies to encourage students towards reading in this educational context will help them to develop reading comprehension at a basic level.

4.3 Objectives

4.3.1 General objective

To motivate students towards reading through the design of reading corner activities for students in Eighth Grade Basic General Education to improve their communicative skills.

4.3.2 Specific objectives

- Motivate reading through listening and understanding short stories and fables.
- Promote socialization of reading anecdotes.
- Recognize ways to manipulate books by team work strengthening.
- Recommend extra-class interaction between peers to awake their imagination and emotions for reading.

4.4 Theoretical Aspect

4.4.1 Sociological Aspect

This proposal deems important reading as a social process, said process is not only social but also a socio cognitive process. Reading is important to improve the quality of a person's life. Thus, Vygotsky's sociocultural theory is on the sociological bases of this research, also the studies of Bloome David (1994), as he considered reading as a social process. Finally, the ideas of Graddol, Maybin & Stierrer, (1994) support reading as a socio-cognitive process.

4.4.2 Psychological Aspect

The psychological aspect of this proposal will be based on strategies of activities that are being used to motivate students, one of the most popular practices is hands-on activities as stimulating task according to Nolen and Nichol (1994). This hands-on activity consists on the interaction of students in the classroom that elicit interest and a lasting effect on reading

motivation and reading comprehension and help improving intrinsic motivations.

Schiefele (1999) explains that when the topic of a text leads curious, exited or situational interest to the students, it generates motivational performance and intrinsic motivation.

4.4.3 Legal Aspect

One of the legal aspect, this proposal is based on LOEI (2011) that promotes individual effort and people's motivation for learning. Where it plays an important role in the education and helps in development this proposal.

4.4.4 Pedagogical-Didactic Aspect

This proposal is based on the researches done by Yang (2002) and Grabe and Stoller (2002) related to reading concepts and types. Also, Anderson (1985) refers to the different skills that are developed while reading.

Another important ground of this proposal is Cooper (2001) because he proposes texts types. According to this author's classification, this proposal is centered on authentic literature texts: fables and short stories.

Comprehension strategies, according to the NRP (2000) are also essential for this proposal. So are the strategies explained by Barone, Hardman, & Taylor (2005).

4.4.5 Philosophical aspect

From the philosophical point of view, this proposal is based on values, specifically in equality and diversity. Those values have been taken from the Rights of the Child (UNICEF) because they are appropriate for the holistic development of students. This work uses diversity and equality not only to be learned, but also to practice them inside and outside the classroom.

4.4.6 Linguistic Aspect

This linguistic aspect is based on the communicative language competence for students to achieve A1 level of proficiency, allowing them to develop their communicative language skills and to communicate effectively, according to the National Curriculum Guidelines (2014).

4.5 Feasibility of Application

4.5.1 Financial Feasibility

The application of this proposal is feasible because the financial resources required are minimal for its design.

4.5.2 Legal Feasibility

This proposal is legally feasible because it is based on the Ecuadorian Constitution (2008) Art. 347, 343, and the LOEI (2010) because the students are going to improve their cultural and educative level through the implementation of their reading corner.

4.5.3 Political Feasibility

This proposal is politically feasible because it follows the National Plan for Good Living (2013), because it will improve students´ knowledge of the English language and also, it will develop cross-cultural values.

4.5.4 Human Feasibility

The High School has two teachers responsible for the teaching of English, the help of parents and distinguished students has been proposed, with the right guidance, they can help to manage the implementation of this proposal.

4.5.5 Technical Feasibility

This proposal does not need any technological resources. Anyway, it could be very useful to guarantee a computer and a projector as teaching aids to motivate students in the reading corner.

4.6 Description of the proposal

This project will consist on the adaptation of a physical space in the Public High School Dra. Maria Luisa Mariscal de Guevara, with attractive decor, proper lighting, comfortable and appropriate furniture, shelving for display and storage of books, technological support, some books in English and an appropriate system of organization, in order to implement various educational techniques to improve the reading skills of students, using educational models to allow the construction of knowledge through interaction between students and teacher.

Location: The proposal would be designed in the unused, east library of the Dra. Maria Luisa Mariscal de Guevara Public High School.

Persons in charge: The investigators suggested the implementation plan with the guide of the principal, teachers and the collaboration of the students and parents.

In what way: Students will improve their reading skills through interactions in the reading corner, motivational and teaching techniques implemented by the teacher and the immersion in the English culture thanks to the ambiance of the reading corner that will push them to use the books and participate in the programmed activities.

Activity 1: Good books make reading fun

Stories for young should be of all kinds – folktales, funny tales, exciting tales, tales of the wondrous and stories that tell of everyday things.

Activity 2: Giving the gift of reading.

Reading a book is more fun when you have a homemade bookmark to mark your spot.

Activity 3: Family stories

Family stories enrich the relationship between parent and child.

4.7 Conclusion

The proposal directly benefits students of the Eighth year of Basic Education of the Dra. Maria Luisa Mariscal de Guevara High School, who will improve their reading skills.

As secondary beneficiary, it is the Dra. Maria Luisa Mariscal de Guevara High School, which would have an available an excellent teaching environment.

The resulting social impact is the development of reading skills. By means of the design of this reading corner, it has been possible to implement the constructivist theory, psychological motivational strategies, some didactic techniques, all adapted to the students age and English proficiency level, in order to motivate them towards reading. Thus, teachers should take into account that the students attending this reading corner should not be forced to read, but helped to increase their motivation towards reading in English.

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APPENDIXES

APPENDIX 1

Letter for tutor assignment
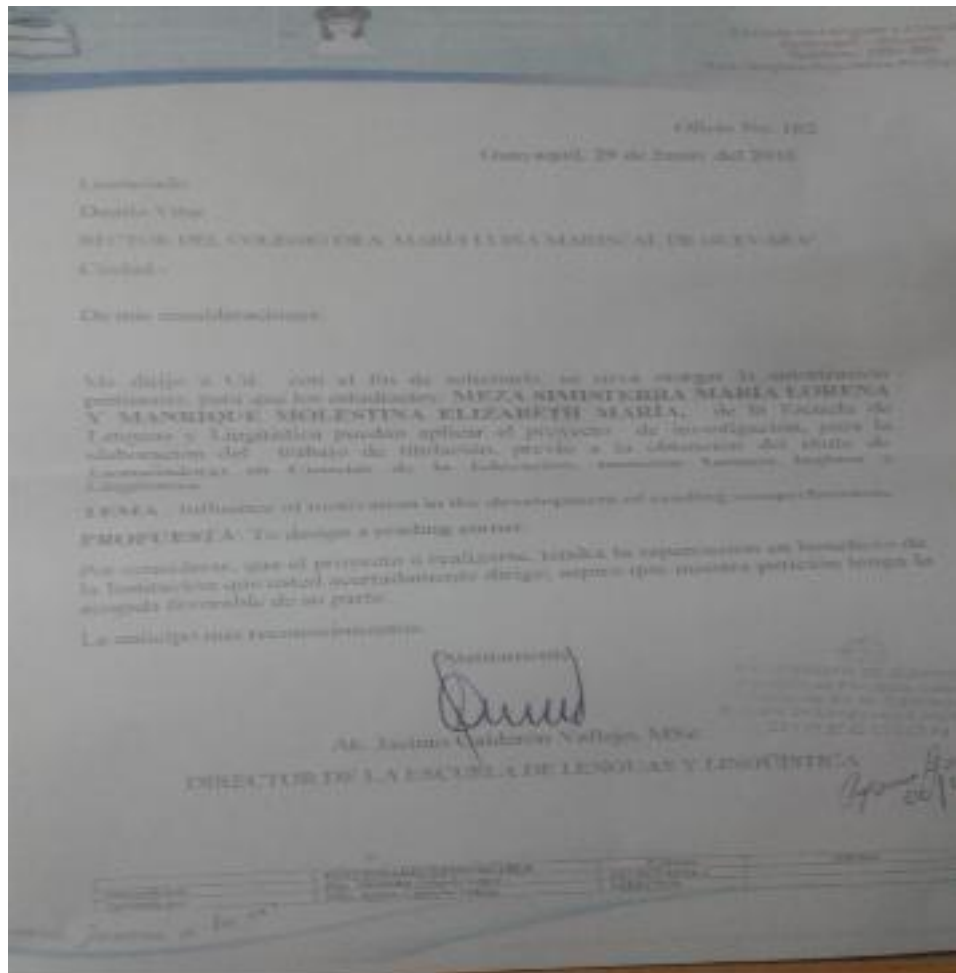
Source: "Doctora María Luisa Mariscal" High School, 2016-2017
Authors: Manrique, Meza (2016)

PERMISSION TO APPY
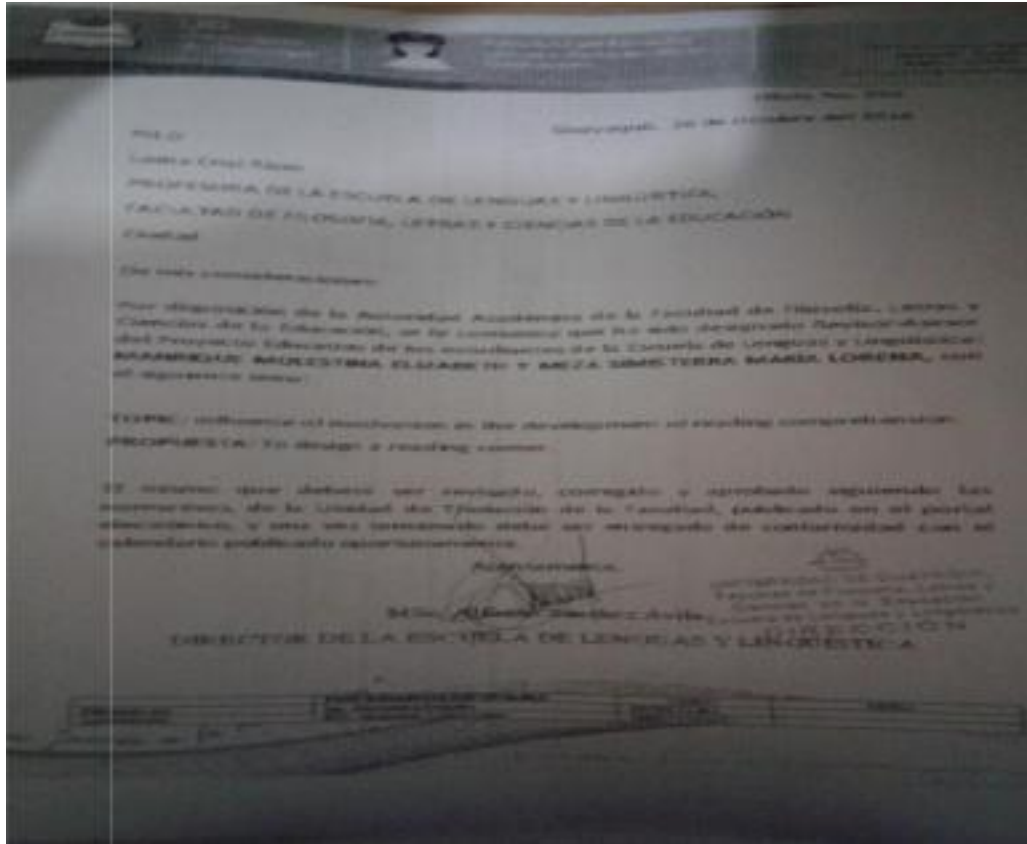
Source: "Doctora María Luisa Mariscal" High School, 2016-2017
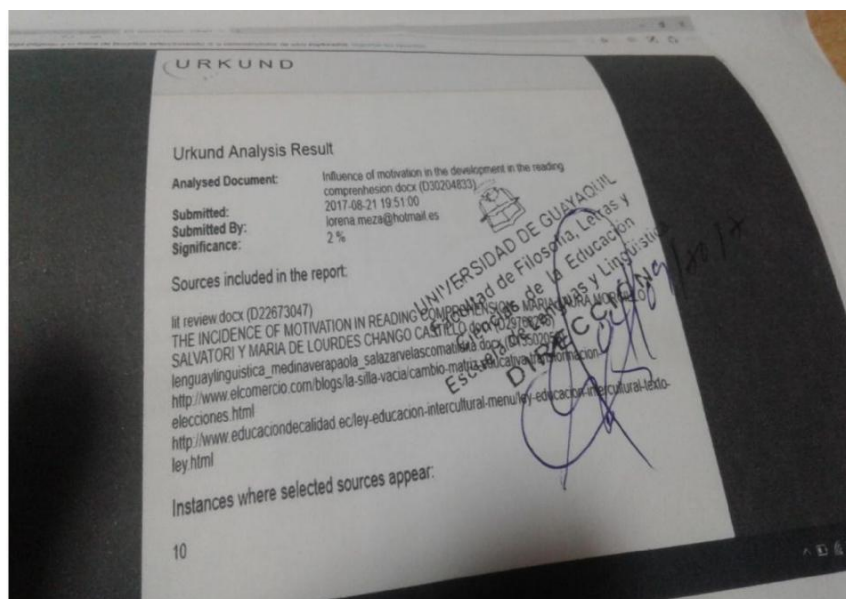Authors: Manrique, Meza (2016)

TUTORIALS

TUTORIALS

Source: "Doctora María Luisa Mariscal" High School, 2016-2017
Authors: Manrique, Meza (2016)

APPENDIX

2

URkund Analysis result
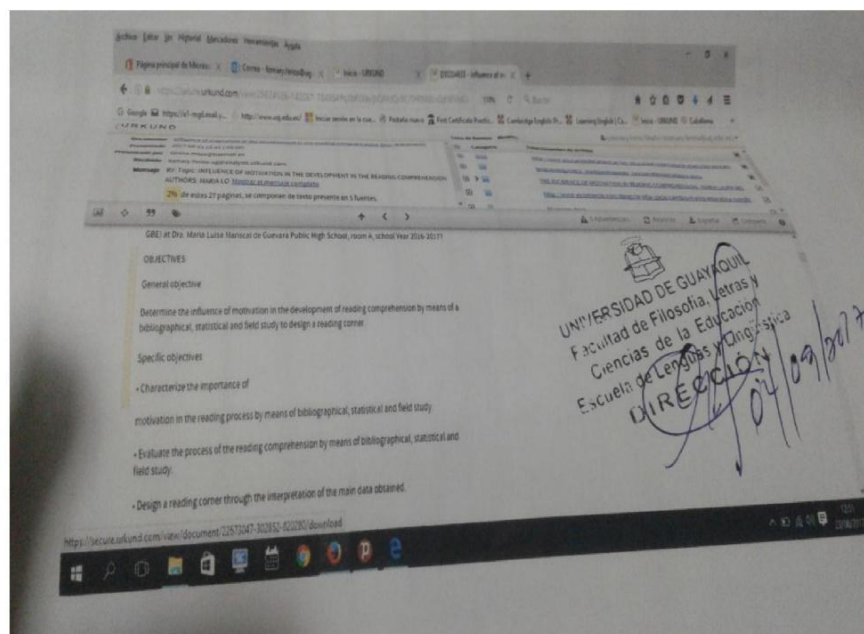
Source: Guayaquil University
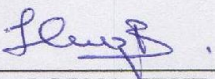**Authors:** Lorena Meza (2016)

UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION
CARRERA: LENGUA Y LINGÜÍSTICA

CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado LORNA CRUZ, tutor del trabajo de titulación, certifico que el presente trabajo de titulación, ha sido elaborado por MARIA LORENA MEZA SIMISTERRA con C.I. 0925051112 y ELIZABETH MARIA MANRIQUE con C.I. 0923643340, con mi respectiva supervisión como requerimiento parcial para la obtención del título Licenciada en Ciencias de la Educación con Mención Lengua Inglesa y Lingüística.

Se informa que el trabajo de titulación INFLUENCE OF MOTIVATION IN THE DEVELOPMENT OF READING COMPREHENSION PROPUESTA: TO DESING A READING CORNER, ha sido orientado durante todo el periodo de ejecución en el programa antiplagio URKUND quedando el 2% de coincidencia.
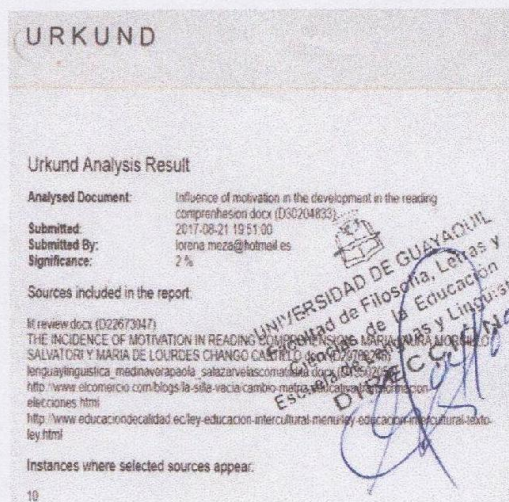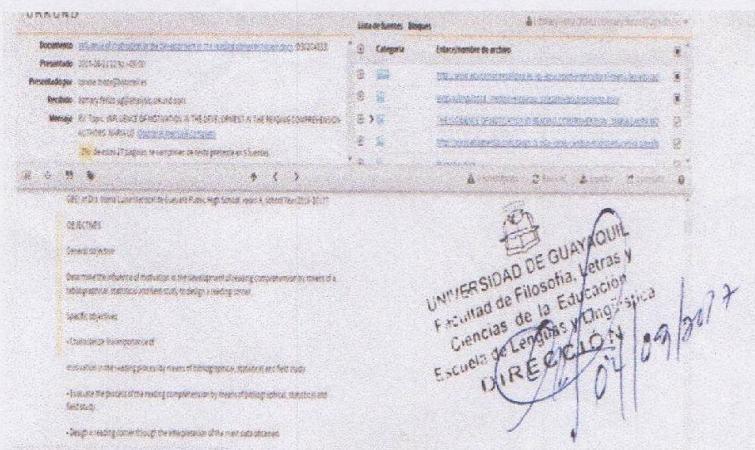
_____
Msc. LORNA CRUZ

APPENDIX

3

"Doctora María Luisa Mariscal" High School

Source: "Doctora María Luisa Mariscal" High School, 2016-2017
Authors: Manrique, Meza (2016)

INTERVIEW TO THE TEACHER

Source: "Doctora María Luisa Mariscal" High School, 2016-2017
Authors: Manrique, Meza (2016)

SURVEY TO THE STUDENTS

OUR TUTOR IN A SEMILLERO MEETING

Source: Guayaquil University
Authors: Lorena Meza (2016)

Source: Guayaquil University
Authors: Elizabeth Manrique (2016)

APPENDIX

4

No	Encuesta	Muy acuerdo	De acuerdo	Indiferente	Endesacuerdo	Muy endesacuerdo
		5	4	3	2	1
1	Leo con frecuencia textos en inglés porque me motivo.					
2	Leo textos en inglés por iniciativa propia.					
3	Me motiva a leer en un ambiente adecuado y una buena iluminación.					
4	Tener varios tipos de textos me motiva a leer.					
5	Las estrategias previas (imágenes, títulos) de la lectura me motivan a seguir leyendo.					
6	El profesor debería incentivar al estudiante a leer.					
7	Logro comprender el mensaje que el autor/a quiera transmitir a través del texto en inglés.					
8	Después de leer un texto en inglés puedo identificar la idea principal.					
9	Comprendo el mensaje del texto en inglés.					
10	La lectura enriquece mi vocabulario.					
11	Tengo dificultades para comprender textos de lectura en inglés.					
12	Los libros de lectura deberían ser acorde con mi interés					
13	Un ambiente de lectura amigable podría ser beneficioso para mi compresión de lectura.					
14	Es necesario incorporar un rincón de lectura					
15	Uno de las razones que no me motivan a leer es porque no tengo un espacio físico apropiado.					

OBSERVATION GUIDE

OBSERVATION TO STUDENTS

No	ASPECTS TO OBSERVE	Always	Sometimes	Rarely	hardly ever	never
1	Students in the classroom are in silent for concentration of the reading.				▓	
2	The teacher uses visual aids to encourage reading.					▓
3	The teacher uses warm-up based on reading to motivate students.					▓
4	The classroom has the physical conditions to facilitate reading.				▓	
5	The teacher uses reading techniques found in the English book.		▓			
6	Students participate in class spontaneously.			▓		
7	Students answer questions about the correct reading.			▓		
8	The teacher uses the techniques and methods to facilitate reading comprehension.			▓		
9	The students recreate the text information with their own ideas.				▓	
10	The students follow the instructions to read.				▓	

Source: "Doctora María Luisa Mariscal" High School, 2016-2017
Authors: Manrique, Meza (2016)

INTERVIEW

QUESTIONS:

1. How do you evaluate the level of reading comprehension in English of student 8th grade of Basic General Education?

Really, students have a low reading development.

2. Do you consider that the students are motivated to read?

The truth is not. The students of this institution do not have with a stimulus for reading.

3. Do you consider that to have a space specially prepared for reading motivates students to read more?

Absolutely, I think to have a space specially to develop of reading is important for the development of reading skills.

4. How does this institution motivate the teachers of English to read?

Through of workshops, reading clubs.

5. What methods or techniques do you use to better up the reading comprehension?

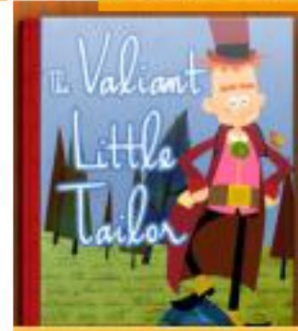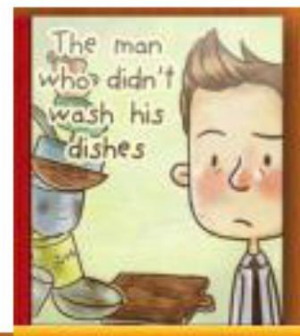Exploratory reading, reading comprehension, repetition, questions, reflection on the text.
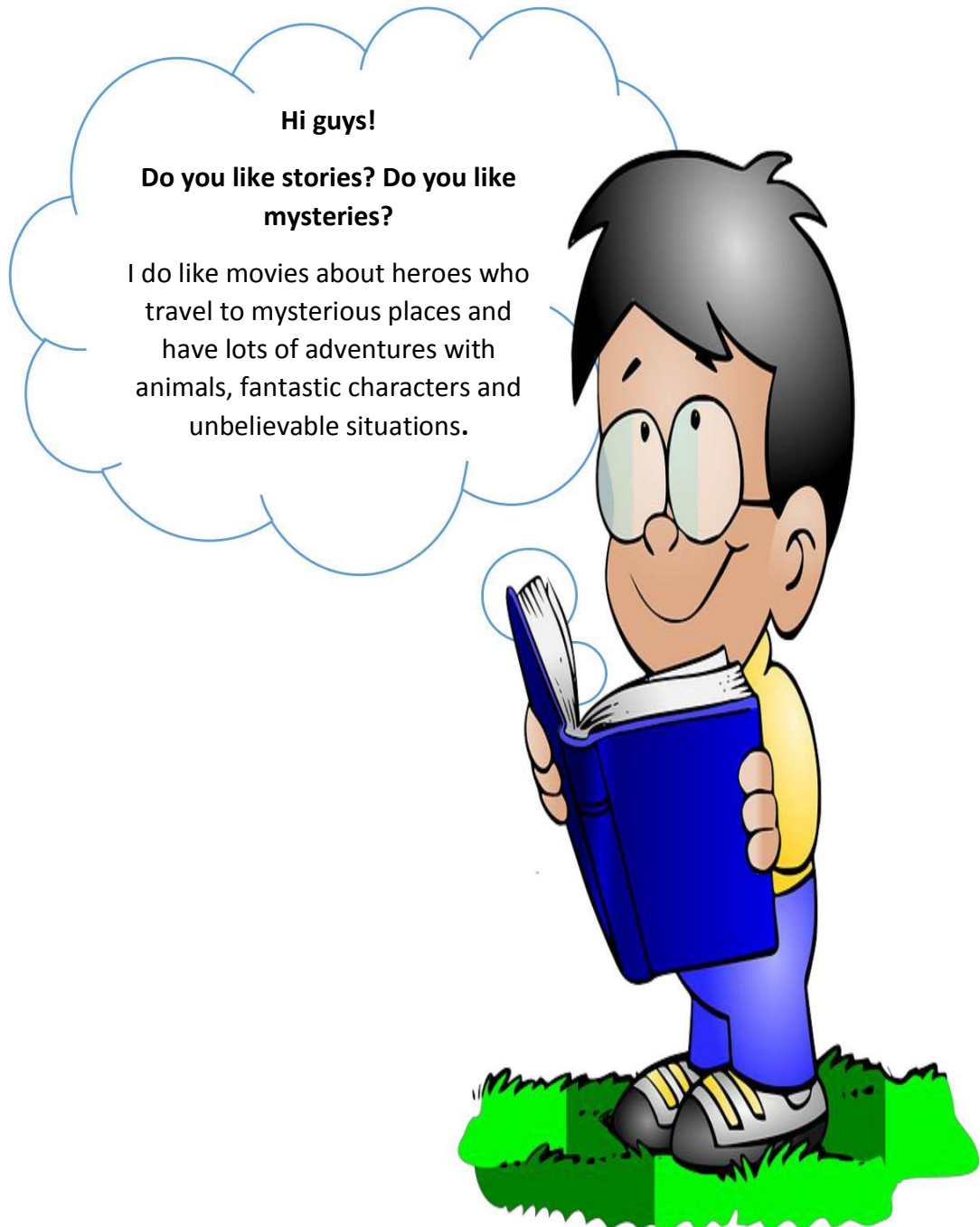
APPENDIX

5

Activity in a Reading Corner

[Subtítulo del documento]

Hewlett-Packard Company

2017

Hi guys!

Do you like stories? Do you like mysteries?

I do like movies about heroes who travel to mysterious places and have lots of adventures with animals, fantastic characters and unbelievable situations.
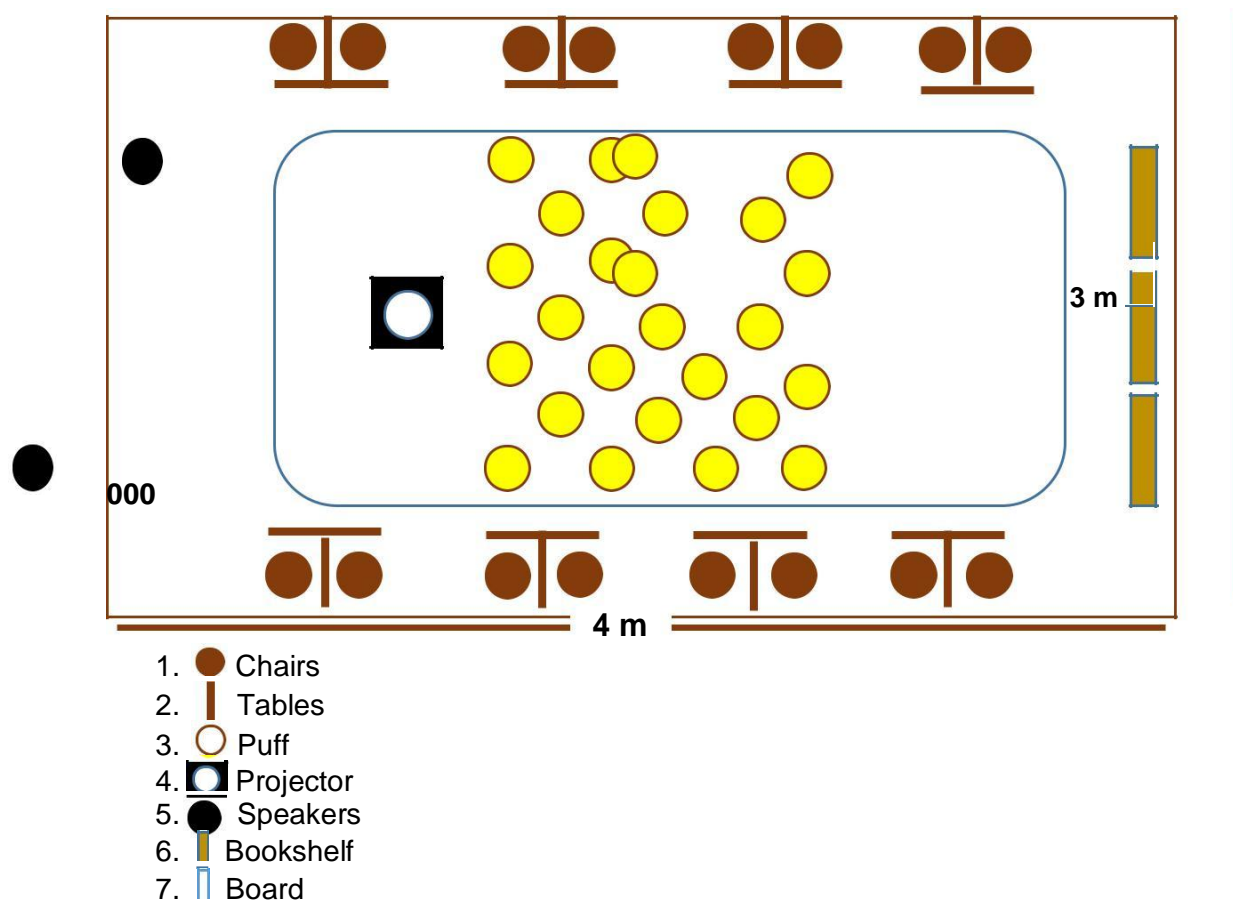
INTRODUCTION

The following pre-reading activities are based in the motivation of reading that would be performed in a reading corner by students in Eighth Basic of the José Joaquin de Olmedo Public High School, where the students will have the facility to choose texts because according to motivational theories that have been examined in the bibliographical research done, that possibility of selecting is an important motivational outcome. (Weiner, 2003)

These activities were elaborated through a scientific research, interpretation and analysis of the survey, interview and observation, as the instruments that helped to construct this proposal to improve students' motivation towards reading.

INFRASTRUCTURE OF READING CORNER

The creation of this reading corner with motivating activities will be a great help to solve the reading difficulties in the students.

The space will be organized according to this design:

1. ● Chairs
2. ▮ Tables
3. ○ Puff
4. ▣ Projector
5. ● Speakers
6. ▮ Bookshelf
7. ▯ Board

Unit 1

THE FOX AND THE CROW

Methodological introduction

In this activity, students will be taken to the reading corner in order to develop a motivating activity towards reading. They will be asked a few questions such as:

- Do you like reading stories characterized by animals (fables)?
- What do you think about people making fun of others incapacities, disabilities?
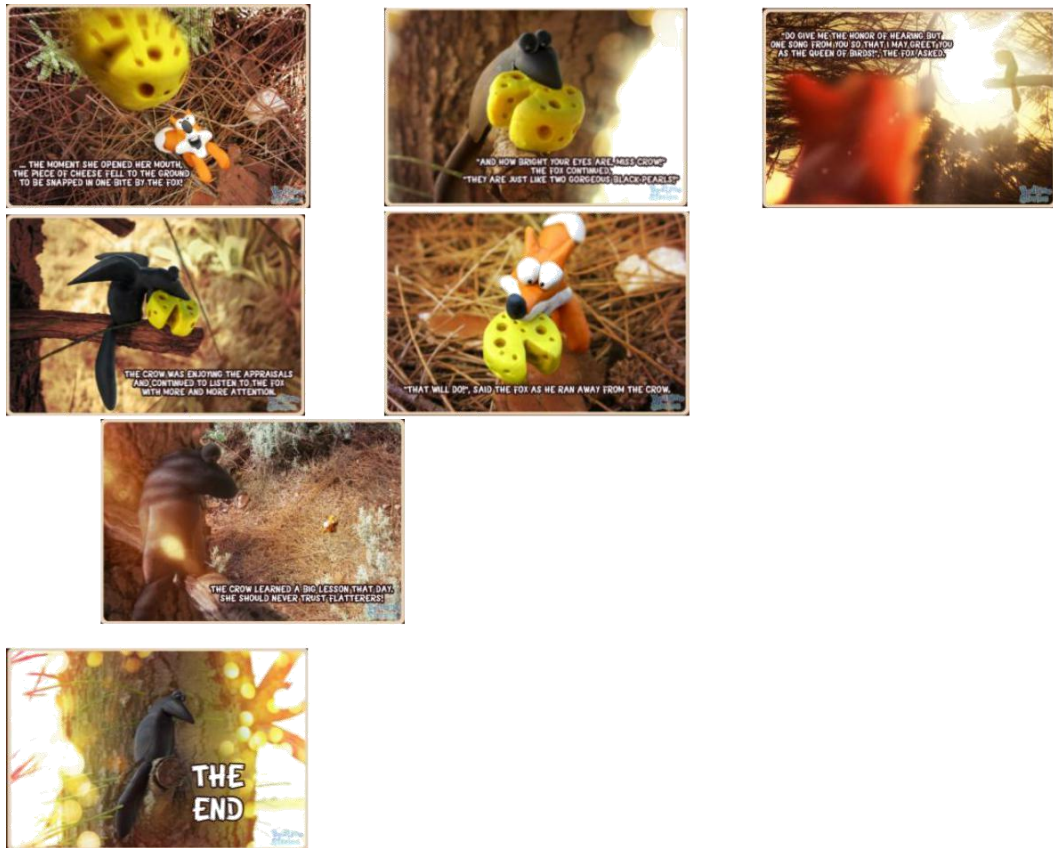
Then a group reading activity will be developed, after that internet access will be needed to develop the second activity.

Objective: organize a story through a colorful sequence of cards to awake the interest towards reading the story The Fox and the Crow.

Activity #1

1. The student will try to organize the story according to his perspective.

2. Students should listen and read the book at the following free link.
http://www.bedtimestoriescollection.com/book.php

3. After they have read, they should confirm if the exercise was done well.

Unit 2

HUG IN THE CITY

Methodological introduction

In this second unit a pre-reading activity will be developed. An anticipatory vocabulary will be presented in a motivating way. A photocopyable activity is provided, so that the teacher will take a colorful copy and cut it by the lines, in order to have the students match the words with the corresponding picture.

Then students will be motivated to read the story. This is a short, simple and interesting story.

Objective: match new vocabulary words to the corresponding picture through a set of cards to awake interest towards reading the story *HUG IN THE CITY*

Activity #2

1. The teacher should anticipate the vocabulary about history by showing individual words and their meanings using mimics (body language), examples or producing the adequate sounds that correspond to the sound produced while doing the action of the verb.
2. Then the teacher will have the students match the cards containing the words with the corresponding card with the image.

Hug	Wriggle	Lick	Eat	Yowled
Climb	Hiding	Shriek	yawn	

3. Students will paste the words in the corresponding figure.

.

Hug	Wriggle	Lick	Eat	Yowled
Climb	Hiding	Shriek	yawn	

4. Project the story on the board.
The story appears free in the following link:

http://storyberries.com/

Unit 3

THE FROG PRINCE

Methodological introduction

In this third unit a pre-reading activity will be developed. An anticipatory motivating activity will be presented. The cover of the story will be shown and the students will be asked to draw a possible and imaginary ending for the story.

Then students will be motivated to read the story though this drawing, sitting on the floor with the pillows. This is a short, simple and interesting activity before reading.
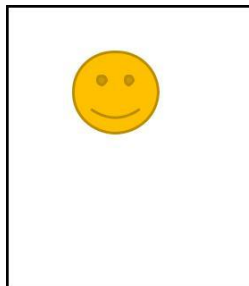
Objective: observe the cover of the story to create an imaginary end through drawing a picture to awake interest towards reading the story *THE FROG PRINCE.*

Activity #3

1. The teacher should show the cover of the book to the students.

2. The student should imagine how the end of the story will be and they should draw it on a paper.

3. Once the students are motivated and have their own idea about the end of the story. They will be asked to read the book which cover page the teacher has shown in class.

The book appears free in the following link:

http://www.bedtimestoriescollection.com/book.php

4. Then, the teacher will develop a feedback activity checking which of the students´ anticipation was closer to the real ending of the story.

Unit 4

PETER PAN

Methodological introduction

In this activity, students will watch the trailer indicated in this page to develop a motivating activity towards reading. They will be asked a few questions such as:

- Do you like this movie?
- Do you enjoy the trailer movie?

Then students reading activity will be developed, after that internet access will be needed to develop the third activity.

Objective: listen and watch the trailer to awake the interest towards reading the story Peter Pan.

Activity # 4

1. Listen and watch the trailer movie

https://youtu.be/WQu42a_nhR

https://youtu.be/WQu42a_nhRE.

2. Answer the questions.

Do you like this movie?

If you had a text related to this movie…

I will enjoy the text.

I won´t enjoy it.

3. The students think and write

Go over the images and write the words from the box below.

Never land	Captain Hook
Tic Tac the crocodile	Tinker Bell
John, Michael and Wendy Darling	PETER PAN

Unit 5

THE WOLF IN SHEEP'S CLOTHING
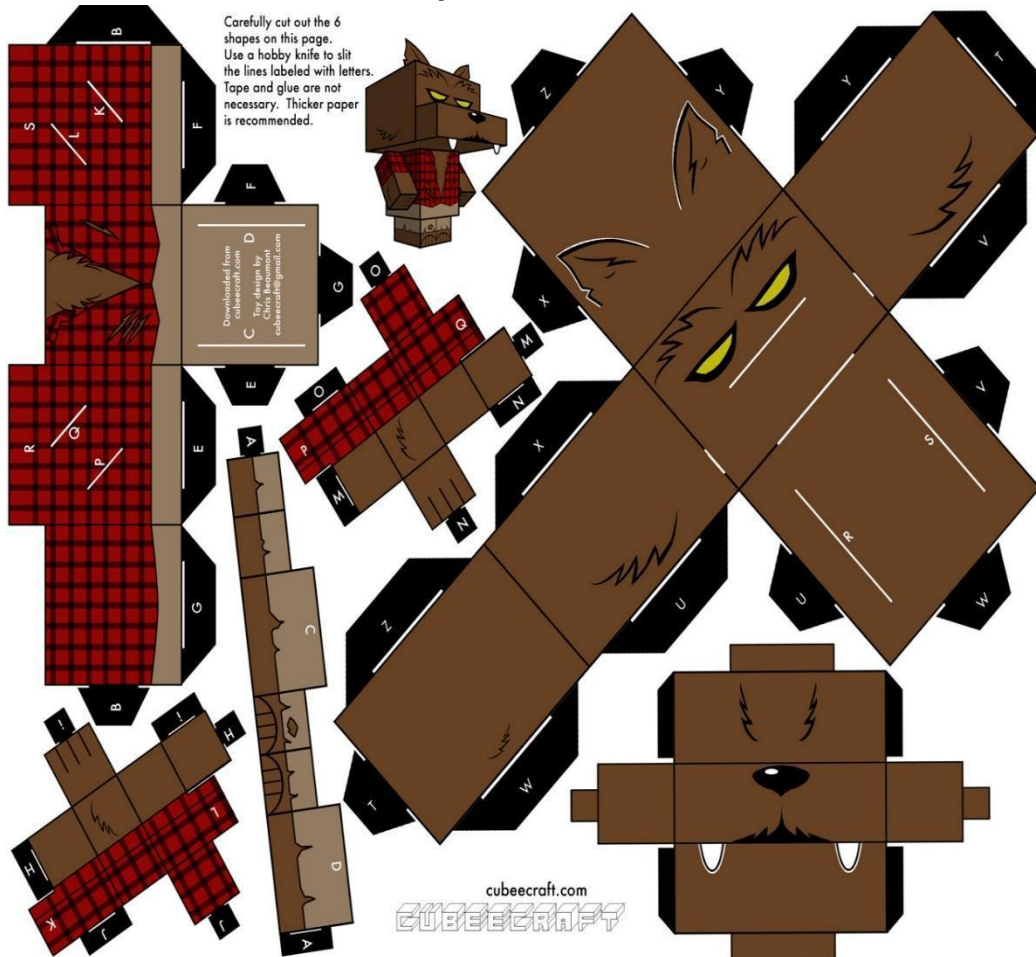
Methodological introduction

In this unit, a pre- reading activity will be developed. An anticipatory motivating activity will be presented. A cutout activity is provided, so that the teacher will give them to the students.
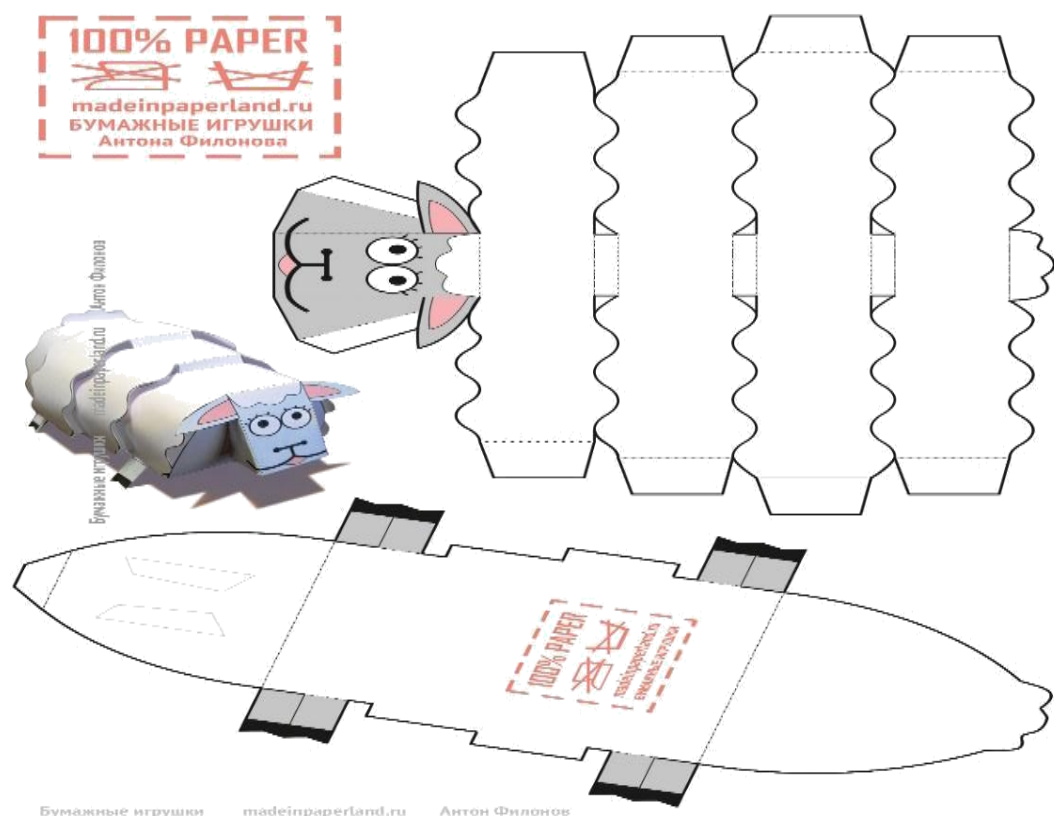
Then students will be motivated to read the story. This is a short, simple and interesting story.

Objective: to create a history through of cutout to awake interest towards reading the story *THE WOLF IN SHEEP'S CLOTHING*

Activity # 5

1. Cut and assemble the pictures

Carefully cut out the 6 shapes on this page. Use a hobby knife to slit the lines labeled with letters. Tape and glue are not necessary. Thicker paper is recommended.

The wolf in sheep's clothing

A Wolf found great difficulty in getting at the sheep owing to the vigilance of the shepherd and his dogs.

But one day it found the skin of a sheep that had been flayed and thrown aside, so it put it on over its own pelt and strolled down among the sheep.

The Lamb that belonged to the sheep, whose skin the Wolf was wearing, began to follow the Wolf in the Sheep's clothing; so, leading the Lamb a little apart, he soon made a meal off her, and for some time he succeeded in deceiving the sheep, and enjoying hearty meals.

Moral of a fable: appearances are deceptive.

Unit 6

Methodological introduction

In this unit a pre- reading activity will be developed. An anticipatory motivating activity will be presented. Teacher will use any activity that interests students in the text and motivates them to read it.

For example, students will bring a real frog to class before reading a frog story.

The teacher will make some questions about the frog and students will answer the questions, then a group reading activity will be developed.

Then students will be motivated to read the story.

Objective: Identify cause and effect through pointing out several examples of this beforehand to awake interest towards reading the story.
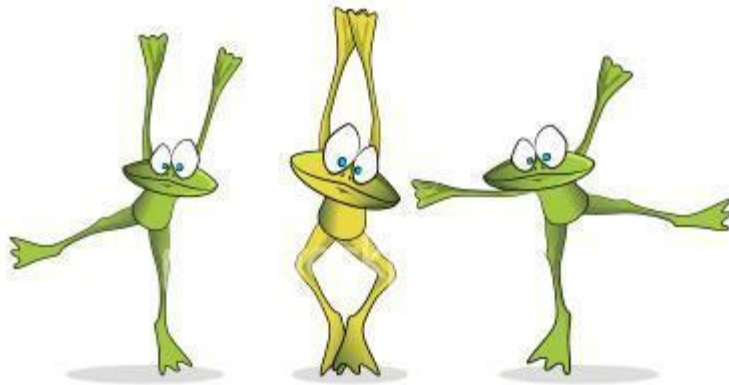
Activity # 6

1. **The teacher shows a real frog to class.**

2. **Before reading the text with frogs, the teacher will make some questions about the frog to know what they already know about frogs and discuss.**

1.-Where do frogs live?

2.-How do frogs hunt for food?

3.-How does a frog use its tongue?

4.-What do frogs eat?

5.-Why do so many frogs come out onto roads when it rains?

4. <u>Two Frogs</u>

A group of frogs was traveling through the woods and two of them fell into a deep pit. When the other frogs saw how deep the pit was, they told the two frogs that they were as good as dead. The two frogs ignored the comments and tried to jump up out of the pit with all their might. The other frogs kept telling them to stop, that they were as good as dead. Finally, one

of the frogs took heed to what the other frogs were saying and gave up. He fell down and died.

The other frog continued to jump as hard as he could. Once again, the crowd of frogs yelled at him to stop the pain and just die. He jumped even harder and finally made it out. When he got out, the other frogs said, "Did you not hear us?" The frog explained to them that he was deaf. He thought they were encouraging him the entire time.

Moral: There is power of life and death in the tongue. An encouraging word to someone who is down can lift them up and help them make it through the day. So be careful of what you say. Speak life to those who cross your path. The power of words… it is sometimes hard to understand that an encouraging word can go such a long way.

Links of Books :

http://www.bedtimestoriescollection.com/

http://storyberries.com/

https://youtu.be/WQu42a_nhRhttps://youtu.be/WQu42a_nhRE

http://www.colorincolorado.org/es/articulo/presentar-un-texto-antes-de-leer