



**UNIVERSIDAD DE GUAYAQUIL**  
**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA**  
**EDUCACIÓN**  
**ESCUELA DE LENGUAS Y LINGÜÍSTICA**  
**SISTEMA DE EDUCACIÓN PRESENCIAL**  
**CENTRO UNIVERSITARIO: MATRIZ GUAYAQUIL**

**EDUCATIONAL PROJECT**

**In partial fulfillment of the requirements for the Degree of  
Licenciada en Ciencias de la Educación, especialización en  
Lengua y Lingüística Inglesa.**

**TOPIC:**

Influence of warm up activities in reading comprehension skill.

**PROPOSAL:** Design of a set of warm up activities in the  
development of reading comprehension skill.

**RESEARCHERS:**

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**DIRECTED BY:**

MSc. Lizmary Feriz Otaño

**GUAYAQUIL-ECUADOR**  
**2017**

**UNIVERSIDAD DE GUAYAQUIL**  
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Tengo a bien informar lo siguiente:

Que los integrantes **ADRIANA MARÍA MORÁN ELÍAS** con C:C: 0917601387 – **ANDREA MONIG DÁVILA ZÚÑIGA** con C:C: \_\_\_\_\_, diseñaron el proyecto educativo con el Tema:

**INFLUENCE OF WARM UP ACTIVITIES IN READING COMPREHENSION SKILL.** Con la Propuesta: **DESIGN OF A SET OF WARM UP ACTIVITIES IN THE DEVELOPMENT OF READING COMPREHENSION SKILL.**

El mismo que ha cumplido con las directrices y recomendaciones dadas por la suscrita.

Las participantes han ejecutado las diferentes etapas constitutivas del proyecto; por lo expuesto se procede a la **APROBACIÓN**, y pone a vuestra consideración de rigor para los efectos legales correspondientes.

Muy atentamente,

**MSc. Lizmary Feriz**  
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## CERTIFICADO DE LA REVISIÓN DE LA ORTOGRAFÍA

MSc. Lizzmary Feriz, CERTIFICO que he revisado la ortografía del contenido del proyecto de Trabajo, **INFLUENCE OF MOTIVATION IN THE DEVELOPMENT OF READING SKILLS OF THE STUDENTS OF 10<sup>TH</sup> BASIC YEAR AT PROVINCIA DE TUNGURAHUA PUBLIC SCHOOL IN ENGLISH CLASSES**; elaborado por las estudiantes Adriana María Morán Elías y Andrea Dávila Zúñiga, previo a optar al título de licenciado en Ciencias de la Educación mención Lenguas y Lingüística Inglesa, otorgado por la universidad de Guayaquil y la Facultad de Filosofía, Letras y Ciencias de la Educación.

En el Proyecto de Trabajo se determinan los siguientes aspectos:

- Se denota pulcritud en la escritura en todas sus partes.
- Acentuación precisa.
- Utilización de los signos de puntuación de manera acertada.
- Evita en todas los ejes temáticos se evita los vicios de dicción.
- Concreción y exactitud en las ideas.
- No incurre en errores en la utilización de las letras.
- Aplica correctamente la sinonimia.
- Existe claridad, congruencia y concordancia.
- Se maneja con conocimiento y precisión la morfosintaxis.
- El lenguaje es pedagógico, académico, sencillo y directo, por lo tanto de fácil comprensión.

Por lo expuesto, y en uso de mis derechos como especialista en LITERATURA e Inglés, recomiendo la VALIDEZ ORTOGRÁFICA de su proyecto previo a la obtención del título de licenciado en ciencias de la educación mención; Lenguas y Lingüística Inglesa.

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Guayaquil, \_\_\_\_\_ de \_\_\_\_\_ 2016

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Para los fines legales pertinentes comunico a usted que los derechos intelectuales del proyecto educativo con el tema: Diseño y ejecutó el proyecto educativo con el Tema:

**INFLUENCE OF WARM UP ACTIVITIES IN READING  
COMPREHENSION SKILL OF THE STUDENTS OF 10<sup>TH</sup> BASIC YEAR  
AT PROVINCIA DE TUNGURAHUA PUBLIC SCHOOL IN ENGLISH  
CLASSES**

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

Atentamente,

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**C.I**

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**NOMBRES APELLIDOS**  
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**SISTEMA DE EDUCACIÓN PRESENCIAL**  
**CENTRO UNIVERSITARIO: MATRIZ GUAYAQUIL**

**PROJECT**

**TOPIC:**

Influence of warm up activities in reading skills in the students from 10<sup>th</sup> basic year at Provincia de Tungurahua Public School in English classes.

**APPROVED BY**

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Tribunal N° 1

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Tribunal N° 2

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Tribunal N° 3

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## **DEDICATION**

This work is dedicated to our families and friends.

With their knowledge, support and unconditional love they have guided us in developing this dissertation work; we also dedicate this work and give our gratitude to our dear mothers, Angela Elías Cabrera and Mercy Zúñiga, as without their help it wouldn't be possible for us to be here.

Thank you very much, to our dear tutor, MSc. LizmaryFeriz, professor and guide for your advice and collaboration.

Andrea Dávila Zúñiga & Adriana Morán Elías



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We want to thank God, light of our lives and destiny, who filled us with blessings allowing us to achieve this goal. To our families, for their constant support and love.

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instructions and patience.

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Andrea Dávila Zúñiga

&

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<b>RESUMEN:</b> Este proyecto de investigación se basa en la creación de un conjunto de actividades para desarrollar la comprensión de lectura de los estudiantes de décimo grado de Educación Básica General del Instituto de Educación Provincia de Tungurahua que mostraron deficiencia de ciertos conocimientos educativos en el momento de desarrollar una habilidad de comprensión de lectura. El marco teórico contiene información sobre las variables estudiadas de la investigación educativa que se utilizaron también para justificar la propuesta. El enfoque metodológico de esta investigación es de carácter mixto, puede decirse que tiene un enfoque cuantitativo y cualitativo. Esta es también una investigación descriptiva, explicativa y con propósito. La entrevista, la guía de observación, la prueba y la encuesta fueron los instrumentos de investigación aplicados al profesor ya los estudiantes para recopilar y corroborar información sobre la deficiencia en el desarrollo de la comprensión lectora. Esta investigación es importante porque la aplicación de un conjunto de actividades basadas en el desarrollo de la comprensión lectora fortalecerá el conocimiento de los alumnos previamente adquiridos en la clase. A continuación, se confirma la existencia del problema científico mediante la realización de un diagnóstico inicial aplicado a un grupo de muestras y, finalmente, esto nos dio la posibilidad de aplicar una solución que consistió en un conjunto de actividades para contribuir e incrementar en el desarrollo de la habilidad de comprensión de lectura en décimo grado de Educación Básica General de El Instituto de Educación "Provincia de Tungurahua"		
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## **ABSTRACT**

This research project is based on the creation of a set of warm up activities to develop the reading comprehension of the students of tenth grade of General Basic Education of the Institute of Education "Provincia de Tungurahua" who showed deficiency of certain educational knowledge at the time of developing a reading comprehension skill. The theoretical frame contains information about the variables studied of the educational research which were used also to justify the proposal. The methodological approach of this investigation is of mixed character, it can be said that it has a quantitative and qualitative approach. This is also descriptive, explanatory and purposeful research. The interview, the observation guide, the test and the survey were the instruments of investigation applied to the teacher and students to collect and corroborate information about the deficiency in the development of reading comprehension. This research is important because the application a set of activities based in development reading comprehension will strengthen the knowledge of the students previously acquired in class. Then, it is confirmed the existence of the scientific problem by means of the realization of an initial diagnosis applied to a sample group and, finally, this gave us the possibility to apply a solution which consisted of a set of warm-up activities to contribute to increase the warm up activities in the development of reading comprehension skill, in tenth graders of General Basic Education of the Institute of Education "Provincia de Tungurahua".

## **RESUMEN**

Este proyecto de investigación se basa en la creación de un conjunto de actividades para desarrollar la comprensión de lectura de los estudiantes de décimo grado de Educación Básica General del Instituto de Educación Provincia de Tungurahua que mostraron deficiencia de ciertos conocimientos educativos en el momento de desarrollar una habilidad de comprensión de lectura. El marco teórico contiene información sobre las variables estudiadas de la investigación educativa que se utilizaron también para justificar la propuesta. El enfoque metodológico de esta investigación es de carácter mixto, puede decirse que tiene un enfoque cuantitativo y cualitativo. Esta es también una investigación descriptiva, explicativa y con propósito. La entrevista, la guía de observación, la prueba y la encuesta fueron los instrumentos de investigación aplicados al profesor ya los estudiantes para recopilar y corroborar información sobre la deficiencia en el desarrollo de la comprensión lectora. Esta investigación es importante porque la aplicación de un conjunto de actividades basadas en el desarrollo de la comprensión lectora fortalecerá el conocimiento de los alumnos previamente adquiridos en la clase. A continuación, se confirma la existencia del problema científico mediante la realización de un diagnóstico inicial aplicado a un grupo de muestras y, finalmente, esto nos dio la posibilidad de aplicar una solución que consistió en un conjunto de actividades para contribuir e incrementar en el desarrollo de la habilidad de comprensión de lectura en décimo grado de Educación Básica General de El Instituto de Educación "Provincia de Tungurahua"

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**ABSTRACT**

This research project is based on the creation of a set of warm up activities to develop the reading comprehension from the students of tenth grade of General Basic Education of the Institute of Education “Provincia de Tungurahua” who showed deficiency of certain educational knowledge at the time of developing a reading comprehension skill. The theoretical frame contains information about the variables studied of the educational research which were used also to justify the proposal. The methodological approach of this investigation is of mixed character, it can be said that it has a quantitative and qualitative approach. This is also descriptive, explanatory and propositive research. The interview, the observation guide, the test and the survey were the instruments of investigation applied to the teacher and students to collect and corroborate information about the deficiency in the development of reading comprehension. This research is important because the application a set of activities based in development reading comprehension will strengthen the knowledge of the students previously acquired in class. Then, it is confirmed the existence of the scientific problem by means of the realization of an initial diagnosis applied to a sample group and, finally, this gave us the possibility to apply a solution which consisted of a set of warm-up activities to contribute to increase the warm up activities in the development of reading comprehension skill, in tenth graders of General Basic Education of the Institute of Education “Provincia de Tungurahua”

**Descriptors:** Warm up activities, reading comprehension, reading

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## **RESUMEN**

Este proyecto de investigación se basa en la creación de un conjunto de actividades de calentamiento para desarrollar la comprensión lectora de los alumnos de décimo grado de Educación Básica General del Instituto de Educación "Provincia de Tungurahua" que mostraron deficiencia de ciertos conocimientos educativos en el momento de desarrollar una habilidad de comprensión de lectura. El marco teórico contiene información sobre las variables estudiadas de la investigación educativa que se utilizaron también para justificar la propuesta. El enfoque metodológico de esta investigación es de carácter mixto, se puede decir que tiene un enfoque cuantitativo y cualitativo. Esta es también una investigación descriptiva, explicativa y propositiva. La entrevista, la guía de observación, la prueba y la encuesta fueron los instrumentos de investigación aplicados al docente y a los estudiantes para recopilar y corroborar información sobre la deficiencia en el desarrollo de la comprensión lectora. Esta investigación es importante por la aplicación de un conjunto de actividades basadas en el desarrollo de la comprensión de lectura que fortalecerá el conocimiento de los estudiantes previamente adquiridos en clase. Luego, se confirma la existencia del problema científico mediante la realización de un diagnóstico inicial aplicado a un grupo de muestra y, finalmente, esto nos dio la posibilidad de aplicar una solución que consistía en un conjunto de actividades de calentamiento para contribuir para aumentar las actividades de calentamiento en el desarrollo de la capacidad de comprensión lectora, en alumnos de décimo grado de Educación Básica General del Instituto de Educación "Provincia de Tungurahua"

**Descriptores:** Actividades de calentamiento, lectura comprensiva, lectura

## **INTRODUCTION**

The main goal of the educational system in Ecuador is to develop the learners' wholesome personality so that they can participate actively in the construction of the socialist society. Communication –the objective of language teaching– is a powerful means to contribute to achieve this objective. This is one of the reasons to include foreign language teaching as part of the entire curriculum designed for the different educational subsystems, from the primary school to the university.

Learning a foreign language helps students get a scientific outlook of the world because they do not only acquire linguistic knowledge about that language, but they also increase their general culture. By learning a foreign language, the students also achieve practical objectives: listening, speaking, reading and writing, which become the means to acquire knowledge and form convictions.

During the process of learning a foreign language students must be highly motivated, since they already have the possibility to communicate and satisfy their basic needs by means of using their mother tongue, so most of them are not aware of the importance of learning a new language and do not feel motivated to learn it. Motivation, then, plays a decisive role to achieve a successful learning. In fact, it is considered that if there is no motivation, there is no learning. Hence the needs to evaluate the students' motivation, diagnose their main difficulties, and set up a strategy that contributes to the success of the teaching-learning process.

This project is divided in four chapters:

**CHAPTER I.-** The problem; context investigation, conflict situation, scientific situation, causes, formulation of the problem, general and specific objectives, scientific questions and justification.

**CHAPTER II.-** Theoretical frame; background, theoretical foundation, didactic foundation, the role of warm ups in the learners motivation, the reading process, levels of reading comprehension, stages of reading comprehension, types of reading, reading techniques, philosophical and pedagogical foundations, sociological foundations, linguistic foundations, legal aspects.

**CHAPTER III.-** Methodology, types of research, techniques of research, population and sampling, table of operationalization of variables, research methods, theoretical, empirical, and statistical methods, Instruments of investigation, analysis and interpretation of results, charts, graphics, correlation between the variables, Chi Cuadrado test, conclusions and recommendations.

**CHAPTER IV.-** Proposal, justification, diagnosis, theoretical foundations of the proposal, legal frame, objectives of the proposal, feasibility of the proposal, description of the proposal, conclusion, beneficiaries, social impact.

## **CHAPTER I**

### **THE PROBLEM**

#### **1.1. CONTEXT INVESTIGATION**

In the early seventies, the student population in the country grew progressively and perceptibly. The students received educational institutions exceeding their ability to unsustainable extremes. 1974, educators express the need for the creation of new educational institutions. Education professionals are grouped managing the creation of new schools. They traveled on their own to the city of Quito and conduct negotiations with the presentation of projects that justify the creation of the new standard level educational institutions.

Politically, the country quaked by the distance from the regions of the Sierra and Costa perceived a marked regionalism growing uncontrollably. In order to overcome this unfortunate situation, the Government decides to appoint 8 secondary establishments with names from highland provinces, then born Fiscal School "Provincia de Tungurahua", the only one with female students.

The school began with 521 students and 14 teachers working at the local Colegio Particular Bruno Rosario Sanchez, afternoon session.

The Institute currently operates in three days: Morning (High School), Evening (Basic Education) and Night (Basic Education, Secondary Education and Higher Technological). With a total of 2,190 students and 118 staff members among faculty, staff and service. The observation of the teaching-learning process of this subject during this time and the application and analysis of different types of activities have enabled us to determine a number of potentialities and difficulties that tenth graders have concerning their motivation during the teaching-

learning process.

The problem related to the deficiency of warm up procedures and proper motivational reading strategies for the Basic English Learning was observed at “Provincia de Tungurahua” High School, the honorable high school head master who supported our research is Dra. Maricruz Alvarado; this institution is located in Sauces 2 Mz 74-75, this school has about 500 students and 28 teachers of the several teaching areas.

In addition, the rates of low academic grades in the acquisition of foreign languages are increasing dramatically due to the little interest at the beginning of each class session.

## **1.2. CONFLICT SITUATION**

This research, from a practical point of view, proposes a solution to overcome the difficulties that these students have in the process of learning English as a foreign language. On the other hand, the results obtained with the realization of this research could be implemented in other schools of the territory.

The insufficiency of proper teaching reading methods have promoted the main reason of our research, which it is inspired to tackle the consequences on tenth grade students such as the incidence of insufficient participation, apathy to explore reading, inhibition and demotivation toward the activities in English lessons.

The possible causes of these learning difficulties may be found in the very few didactic resources of Public schools , the limited knowledge about classroom attention's getters or ludic reading strategies to introduce new topic to kids; besides, it is the extensive use of the mother tongue during the lessons, the logical inhibition students have in facing a foreign language because of the possible failure, the improper use of rewards

during the lessons, and the realization of mechanical drills and activities what creates unmotivated learners from the very beginning.

This problematic situation confirms the existence of a contradiction between the present-day state of the learning of English by tenth graders, and the expected state according to what is established in the syllabus, in correspondence with the social needs.

Nowadays the performance of a forty student's class is relied in just one single teacher. Even worse, there are some schools where an English teacher is assigned for the entire school and the learners do not have interest for learning English.

Members of educational community have not been able to face this problem harming the students who do want to learn and struggle to upgrade their language level.

In addition, the scarce of didactic materials does not allow students be engaged with the process of learning how to read, so reading selections understanding is turned into a sameness.

Governmental funds for public education evidence a lack of updated teaching resources, making the English language teaching inefficient in the development of several skills, specially Reading. It has been pointed out that, these development requirements imply self-management activities, which students unfortunately cannot achieve.

### **1.3. SCIENTIFIC SITUATION**

Insufficiency in reading comprehension skills in students of tenth grade of General Basic Education, of the Institute of Education "Provincia de Tungurahua", Zone 8, District 09D05, Province of Guayas, Canton Guayaquil, Parish Tarqui, academic year 2015 – 2016.



#### **1.4. PROBLEM CAUSES**

Some of the main causes that potentiate a poor motivation on students are listed below:

- Deficiency in the use of warm up activities to motivate students.
- Right use of reading activities.
- Insufficiency in the teaching aids, like television, videos, software, all of which contribute to reinforce the teaching-learning process.
- The deficiency of necessary documents to teach the subject: syllabus, textbook, and workbook.

#### **1.5. PROBLEM FORMULATION**

In which way do warm up activities influence in the development of reading comprehension skill, in tenth grader students from “Provincia de Tungurahua” High School in Guayaquil; Zone 8, District 09D05, Province of Guayas, Canton Guayaquil, Parish Tarqui, academic year 2015 – 2016?

#### **1.6. OBJECTIVES**

##### **1.6.1. GENERAL OBJECTIVE:**

To examine the influence of warm up activities in the development of reading comprehension skill in English classes of the students of tenth year from Provincia de Tungurahua High School through statistical and field analysis for designing a set of warm up activities to develop the reading comprehension skill.

##### **1.6.2. SPECIFIC OBJECTIVES:**

1. To describe the influence of warm up activities through bibliographical, statistical analysis and a student survey.

2. To characterize the development of reading skill through text review, a survey applied to the students and an interview to the teachers..
3. To design a set of warm up activities to develop reading comprehension skill

### **1.7. SCIENTIFIC QUESTIONS**

1. Which are the grounds related to the warm up activities in the reading comprehension skill?
2. What is the current situation of the warm up activities in the reading comprehension?
3. What is the initial state concerning warm up, in tenth graders from "Provincia de Tungurahua" High School in Guayaquil?
4. What is the practical effectiveness of the set of warm-up activities elaborated to contribute to increase motivation in English Reading, in tenth graders from "Provincia de Tungurahua" High School in Guayaquil?
5. What kind of warm up activities are the most advantageous to be applied in order to motivate readers from low levels classes?

### **1.8. JUSTIFICATION**

It was decided to do this project because of different reasons that mark the importance of warm ups and attention getters, which prepare pupils for new topics, reinforcement, several activities in the class or to provide learners the chance for having pleasant class environment in order to promote their dynamic participation.

This research project was revealed as a result of a diagnosis, in which it showed that the students of tenth grade of General Basic Education of the Institute of Education "Provincia de Tungurahua" have deficiencies in reading comprehension. It is convenient their study because it enhances the cognitive development to achieve the level A1.1. It is also considered relevant because the reader must use a range of

skills and strategies that they will help him to build his knowledge, and they should apply them in different situations and contexts.

It is supported by the National Plan for Good Living (2013 - 2017), in the Objective 4.8, item d "to impulse in all levels and modalities a bilingual intercultural education of quality for children, adolescents, youth and adults, belonging to several communities, peoples and nationalities," (p. 172) (Translated by Andrea Dávila and Adriana Morán).

This contributes to the science because it allows the solution of an educational problem, as it is proposed the creation of a system of activities based on short histories for the development of reading skills with the purpose to develop and strengthen it at level basic.

It is also pertinent because it fulfills with the general objectives of the LOEI (March, 2001) in its only Chapter of the Scope, Principles and Purposes, Article 2, subsection w concerning the quality and warmth,

It guarantees the right of people to a quality and warmth education, pertinent, adequate, contextualized, updated and articulated throughout the educational process, in their systems, levels, sublevels or modalities; and that includes permanent assessments. It also guarantees the conception of the student as the center of the educational process, with a flexibility and ownership of content, processes and methodologies that suits their needs and fundamental realities. Promotes proper conditions of respect, tolerance and affection, generating a propitious school climate in the process of learning, (Translated by Andrea Dávila and Adriana Morán).

In addition, in the second chapter of the state obligations about the right to the education, chapter 7, subsection x, of "It guarantees that the plans and initial education programs, elementary and secondary school, expressed in the curriculum, promote the development of skills and capacity to create knowledge and promote the incorporation of citizens

into the working world" (p. 13), (Translated by Andrea Dávila and Adriana Morán).

According to the Common European Framework of Reference for Languages (2001) and National English Curriculum Guidelines, English as a foreign language mention that the readers or students of tenth grade of General Basic Education should be able to read and understand simple and short information of a written text, for instance, messages, personal letters, phrases, sentences, expressions, familiar words, advertisements, and so on.

This means than students from tenth grade of General Basic Education must be able to read different written texts and understand the content of the text because reading is not just the decode of a set of graphs and pronounce them correctly, that is, read mechanically; the objective of it is to read and understand what is reading.

The direct beneficiaries of this research project are the students of tenth grade of General Basic Education and the teacher of the Institute of Education "Provincia de Tungurahua" and the indirect beneficiaries are the parents and the community.

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

#### **2.1. BACKGROUND**

According to bibliographic research that was done in the Institute of Education "Provincia de Tungurahua", there was not found any files related to the topic of the research project which was proposed, neither either it has made any educational project to improve or develop reading comprehension, therefore it can insure that this educational project is new to the educational establishment above mentioned.

Although in the educational establishment before mentioned did not found any bibliographic study about short readings in reading comprehension, others researches in relation with this topic were perform to support this investigation.

In the research project of Eliash about strategies to improve reading comprehension (June 2007), she proposed some resources and strategic activities for the teachers have better tools and they can apply to their students in the classroom with the purpose to improve the teaching and the understanding in the reading comprehension.

In addition to this, in the investigation of Romero (2008), he evaluated the relation between the use of the prediction such as strategy of pre – reading and the level of comprehension of short readings so, through different instruments of investigation applied to the students, he obtained as result of this certain debility between the relation of both so he proposed the activation of previous knowledge to perform the different activities of reading comprehension.

To conclude, it can be inferred that short readings are good options to develop reading comprehension in the teenagers, especially short stories because they are more entertained for the students, so in this way, they will enjoy doing the different activities that the teacher performs with those readings in the classroom.

## **2.2. THEORETICAL FOUNDATIONS**

People know that while learning a language the human being should develop four skills that they are formed by listening, speaking, reading and writing. These language skills are very important and essential to learn English as a second language because each of them fulfills with a specific objective to develop and to strengthen the language. In this case, this research project is based on reading comprehension because during the time of the teaching practice, the insufficiency of this skill was observed in many students, but the first point to find a solution to this problem; it is to study the theoretical bases of the variables that they will be developed in the following foundations.

### **2.2.1. DIDACTIC FOUNDATION**

#### **2.2.1.1. THE ROLE OF WARM UPS IN LEARNERS MOTIVATION**

A warm-up is the stage that helps students feel connected and also sets positivism for learning. Warm up activities are useful and crucial not only for young learners, additionally for teenagers and adults as well.

Kay (1995) states that warm ups are several types of activities which help the students begin to think in English, review previously introduced materials and become interested in the lesson (as cited in Velandia, 2008).

We can also define that for language learning, the warm-up stage

is the initial hook in a person's mind, able to open a key for students motivation and concern about the lesson that is going to be introduced. So, a warm up activity is the start of a class with exciting and innovator task to orient the students to feel and comfortable in classroom setting and without even with previous notice, it helps them to start thinking in English.

García and Martín (2004) mention that one of the objectives of using warm up activity is to activate students' background knowledge. It is crucial for teachers to deepen in what students already know about the theme they are going to teach or review, so in that way they will be able to connect the theme with the students current understanding. All teachers need to start teaching from the point about which students are familiarized with.

#### **2.2.1.2. EFFECTIVENESS OF WARM-UP ACTIVITY**

There are some suggestions for teachers who try to ensure students' interest and attention through a warm-up activity.

The first one, it is considered that the warm up should take place at the beginning of the class. It will help the teachers catch the students' attention. Secondly, it has to be interesting so in that way students get motivated from the very first time. It is usually a short activity as it is a preparation stage of other steps in the lesson. Finally, an effective warm up activity has to be related with the lesson topic so that, works as a hook between the several learning and assimilation stages of students. This involves learners in different activities easily to develop their language skill.

Below, it is a diagram that mentions some of the most important principles of warm up activities, taken from Velandia (2008). Cited by Akther (2014)



Diagram: features of warm-up activity

#### 2.2.1.2.1 MOTIVATING LEARNERS

Wittgenstein L. (1938) declared “The limits of my language are the limits of my mind. All I know is what I have words for.” (p. 101) if we feed our knowledge of vocabulary in our daily life there will not be any obstacle to better up our written and oral skills.

Vocabulary is crucial to be considered in learning any language and even more important for English learners through their first steps. We need to be aware of the structure of students’ mother tongue and so we can adapt and help them make connections to new words in any other language.

Below we have some techniques and short introductory games to be applied during warm up sessions:



- **Playing Categories**

We can add new words all the time until we have a list of words which we need to work with by writing different sentences.

Another way of learning vocabulary is by recording the new words and using them in our daily life improving our pronunciation each time.

Also it is a good idea to highlight some new words we might encounter and write next to them either they are nouns, adjectives, adverbs, etc.

After that, we can play categories with the word bank, and try to use them in sentences weekly.

- **Crosswords and Puzzles**

In this technique, we need to have a dictionary with us all the time. In case we forget the meaning of the words we make a list and next to the words we write the source so that there is a very tight connection between the source and the new words.

Having students to find clues or words help them making connections, useful for a pre- reading activity.

- **Memory Cards and Picture Drawings**

This is a very good technique for visual learners, since we can make some flashcards with the drawings on one side and expressions from the story book on the other side so that students get familiar with the image and the reading text at the same time; this technique is a good idea that becomes the reading book more appealing for students.

- **Words in Context**

Another good technique is to get the meaning of words through context and in this way the learning of the new words is more significant for the students since they can relate the words to their real life experiences.

- **Chants and Nursery Rhymes**

To get students be immersed in the reading, the spoken language is really useful and necessary to deep in and memorize stories with enthusiasm and joy. Since we listen to real language all the time and we are exposed to the daily real situations, helping students to compose rhymes and chants with the main characters or particular sections of the text will allow them to simplify information they read.

- **Cut Out Stories**

In this technique, we write the new words on pieces of cardboard and put the inside some plastic envelopes, then we can divide the class in groups and giving students gap filling stories.

- **Mixed up sentences**

This technique is based on becoming familiar with the origin of the words since we must consider the word formation starting with the word roots and then we can make up new words by adding either prefixes or suffixes.

Vocabulary must help students learn new words to be better readers in such a way that they become meaningful to students.

#### **2.2.2.1. READING**

According to Díaz and Castillejo in their research about Methods and Techniques of Reading Comprehension (2008), they consider that reading is a wonderful activity that the human being has developed such an efficient way of learning due to the fact that it allows knowing and developing our knowledge. They also state that readings are beneficial because they increase the cultural background, providing it to us information and knowledge.

Reading is an efficient way for students owing to that they develop their knowledge, they also increase their cultural background and they extend their vocabulary through different readings.

In addition to this; Catalá, Monclú, and Molina in their investigation about Evaluation of reading comprehension (2001) mention that reading is an access to the culture, to everything that the humans have collected throughout the history because reading is a way of conceiving the world and interpret it. It is also to become part of this world so attractive and complex, as well as it is a privilege that the teachers can transmit it with pleasure to our students.

It is necessary because reading is the instrument that stimulates and enriches intellectually to the reader.

Besides, reading is a very important tool for humans because if a person cannot read, he cannot understand what contains the text written, reading is not only important for students, but also for all the people especially for professionals because they need to acquire knowledge related to your career to develop them in their profession.

According to Condemarin (2001) cited by Vega (2012) in which she states that reading is the process of understanding written language and it is the most important in the lives of the students' academic achievements. As well as, the NCTE Commission on Reading of the National Council of Teacher of English produced a statement about On Reading, Learning to Read, and Effective Reading Instruction (May, 2004) in which synthesized current investigations on reading. In this statement states that reading is a cognitive process in which readers construct a new knowledge or to learn new cultures or customs through the knowledge that they learned about the topic or content of the written text. Besides, reading is not a skill acquired quickly, but rather it is a process of development in its acquisition because the reader develops his competences through of the different texts or genres.

In other words, reading is the process in which the human being uses his knowledge about his life or his culture and he relates it with the text, with the purpose of constructing a new idea concerning to the topic read. Moreover, the reader can get several benefits to develop their reading comprehension level, for instance, he gets more information about a specific topic as also a larger vocabulary, but this is achieved through the development of different types of texts.

In summary, reading is the ability developed by the human being along his life, due to the process that he does in the identification of letters and then relating it with the sounds of the words that it is developed in a written text and finally to understand complete sentences and paragraphs with the purpose of understanding the message that the text contains. In conclusion, when the student cannot understand a text, first they try identify the meaning of a sentence; if they cannot understand it, they tried to identify the letters that words contains or the word in its entirety and through it the students try to understand or obtaining some idea what are they reading about.

#### **2.2.2.2. READING COMPREHENSION**

The reading comprehension is the capacity that each human being has to receive and understand the meaning of the ideas such as generals and specifics of a text and consequently, relating it with information that the people have in their memory.

Many authors such as González (2004), Diaz, Barriga and Hernández (2002) assure that reading comprehension is the ability to understand the written language, it is considered a constructivist activity because it involves getting the essence of content, it can be said that it contains general ideas until more specifics ideas made through comparisons and organization of the text.

According to Rand Reading Study Group (RRSG) in their research Reading for understanding: Toward R and D Program in Reading Comprehension (2002) state that reading comprehension is “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language”.

This means that the reader has a direct interaction with the text because they sometimes identify with the theme developed in the text, as well as the reader can acquire vocabulary and knowledge about the topic that is develop in it.

To summarize this, the reading comprehension is the ability that people develop during their academic instruction and it is very necessary because it helps people or students to understand a written text. Many students can read and understand what the text contains, but this is not the case for students of the Institute of Education "Provincia de Tungurahua". Students of tenth grade of General Basic Education of that educational establishment can read but they do not understand what the text contains so during the process of development of it, the students do

not analyze the reading properly and they do not develop any level of reading comprehension.

### **2.2.2.3. LEVEL OF READING COMPREHENSION**

According to Orrantia and Sánchez (1994) cited by Vallés and Vallés in their book of Reading Comprehension and Study: Psycho - pedagogical Intervention (2006) assume that reading comprehension is to create a representation structured in the memory and in which the ideas are related among them, so readers can differentiate the several levels of importance that a reading contains.

Therefore, the reader develops different levels of reading comprehension to analyze the reading in the process of it, but it should develop depending on the grade in which the student is studying.

According to several authors such as Catalá, Molina, and Monclú (2001), Allonzo (2009), and the Barrett's taxonomy by Sánchez (1998), they considered different levels of reading comprehension that the teacher should applied in the classroom and that the teacher helps the students to identify comprehension question and activities and it help them to exercise and strengthen the level of reading comprehension in the development of it.

Based on the different level of reading comprehension that they had exposed and as a result of the analysis of the same, it can be considered the following levels of reading comprehension: literal, reorganization, inferential and critical.

## **LITERAL LEVEL**

The literal level of reading comprehension is focused in the recognition of the important and essential information that is founded in the reading.

In this level the student should:

- Recognize the main idea of the reading.
- Identify secondary ideas that the text contains.
- Remember details about the reading.
- Remember specifics facts that happen in the story.
- Put in order the sequence of events of the reading.
- Identify characters, time, and so on.
- Remember explicit places of cause and effect.

## **REORGANIZATION LEVEL**

In the reorganization level of reading comprehension, the students should have an analysis more deep in the comprehension of a text. It focuses in the organization of information. The student should be able of summarizing, schematizing and synthesizing the ideas or information that contains the reading. The purpose of this level is that the students have a comprehensive idea of the reading.

In this level of reading comprehension, the students should be able of:

- Doing synoptic charts.
- Using concept mapping.
- Summarizing and synthesizing the information that the text contains.

## **INFERENTIAL LEVEL**

The inferential level of comprehension arises when the reader's prior knowledge is activated and the student formulates anticipations or predictions about the content that contains the reading. It allows explaining the text more amply, adding more information and details to the text, and especially the reader should be able of relating the reading with his own experiences.

The goal of this level of reading comprehension is that the reader elaborates conclusions; he can also deduct main ideas and do sequences of events that could occur if the story had finished in another way.

To summarize, in this level the teacher should stimulate the student or the reader should be able of:

- Predict results
- Deduce the meaning of unawareness words.
- Predict logic sequences.
- Deduce a different final.
- Relate their experiences with the reading.
- Do conclusions about the characteristics of the characters.

## **CRITICAL LEVEL**

In the critical level of reading comprehension, the reader deduces the information, expresses his opinion and he makes judgments with subjective answers from what he read in the reading. It is based in a personal opinion of the reader about the topic or the contain that contains the written text.

In this level of comprehension, the teacher helps to the students or the readers are able of:



- Make a judgment according their personal perspective.
- Distinguish from a fact to an opinion.
- Start to analyze the intention of the author.

To conclude, the purpose of the application of this proposal is that the students of tenth grade of General Basic Education of the educational establishment before mentioned develop and strengthen the literal level of reading comprehension.

#### **2.2.2.4. PROCESS OF READING**

According to Al and Fadwa in their book Teaching the Receptive Skills, Listening and Reading skills (2010) in the second section of teaching reading skill, he describes three basic phases in the development of a reading lesson. These phases are named pre – reading, while – reading and post – reading.

#### **PRE – READING / BEFORE**

Pre – reading or it is also named before reading is used to activate previous knowledge. It is also used to:

- Present background information
- Explain cultural references
- Remind vocabulary grammar
- Introduce concepts or new vocabulary through the use of pictures, objects, or the use of synonyms and antonyms.
- Explain the students the tasks that they are going to do.

- Remember the structure of a sentence or the grammatical tense of a sentence. It depends on the level of knowledge or instruction of the student.
- Explain the goal or the purpose of the class.
- Stimulate students curiosity
- Students answer questions related to the topic of the class
- Students predict what they are going to read

### **WHILE – READING / DURING**

The phase of while – reading is also called during reading, in this phase the teacher engages the students with the text and the teacher gives them some activities to understand it in a better way. In this stage the student also:

- Practice reading techniques such as skimming and canning
- Develop the stages of reading comprehension with the help the teacher. For example the students can determinate main idea, general ideas, put other title to the reading and so on.
- Reading for specific information
- Identify the genre of the text
- Answer questions
- Make a comparison between the actual content of the reading and the predictions that students did in the pre – reading stage.

## **POST – READING / AFTER**

Post – reading or after reading is used by the teacher in the classroom to close and evaluate the comprehension of the students. The teacher corroborates this information by checking the answers or the activities performed by the students.

- Discuss about the reading
- Summarize the text through conceptual maps or schemes.
- Check activities comprehension
- Relate the content of the text with the own experiences and knowledge of the students.

To summarize this, the process that the teacher performs in class is very important and necessary for students because it is the way for students understand the written text in its entirety and they can corroborate all the information acquired through activities performed in each phase of the development of the reading.

### **2.2.2.5. STAGES OF READING COMPREHENSION**

According to Catalá (2001) cited by García in her investigation about reading comprehension by genre (2012) mentions that in the process of development of reorganization, it requires that the student perform a process of analysis, synthesis and / or organization of the ideas or information expressed explicitly in the written text.

This means that the student should be able to analyze, organize, synthesize or answer questions about the text written contains because each stage of reading comprehension has an objective that the student should do during the process of development of the same.

In the development of this educational research project, it was considered that for the development of reading comprehension is necessary doing it by stages. The reader should do a process to interpret that the text contains and he understands what he is reading.

According to several authors such as Solé (1992), Castillo and Ruiz (2005) explain that to read is not only the decoding of a written text, but that is to understand it and relate it with reader's previous knowledge but to do that reader should follow a process through analysis, synthesis, prediction, among others.

Analysis is used to study the reading in parts, it can be said, it is the study of the meaning of each paragraph or the separation of the text in equal parts, and studying it individually and finally, to relate it with the text in its entirety.

Synthesis is totally opposite to the analysis stage. In this stage, the reader selects the essential ideas of a reading or written text. It is the reconstruction of the reading in its fundamentals aspects, and the reader can have a general idea about the topic that the reading develops.

Another stage of reading comprehension is the determination of main idea. In this stage the reader verifies the coherence that the written text contains and he determines the fundamental content of the reading. The purpose of this stage is to determine the topic and the main idea that the reading contains.

In the stage of titling, the reader recognizes what the reading is about through the title of the reading and he is able of give another title to the reading.

#### **2.2.2.6. TYPES OF READING**

According to Bellenger (1979) cited by Carolina Espinosa Arango in her investigation of Reading and writing, theory and promotion 60 activities (1998) defined several types of reading but two levels were considered in this investigation. These types are exploratory and inquisitive.

##### **EXPLORATORY READING**

The exploratory reading is considered a fast reading, it can be said that the reader perform a first fast reading with the purpose of having a global idea about the text, such as main idea structure or simply knowing what the reading is about.

In brief, the exploratory reading allows the reader or the student to have a fast knowledge about the topic. The reader can see the title, look for proper nouns, dates, bold words and so on, it will help the reader to have a general idea about the content of the written text.

##### **INQUISITIVE READING**

The inquisitive reading is to examine, place, look for information determined such as details, data, dates or simply information requires for the reader.

It can be said that the inquisitive reading is a fast reading and it does not need any concentration because the readers apply that type of reading to look for specific information or data that they need for their own.

#### **2.2.2.7. READING TECHNIQUES**

According to JawiFadwa in his book teaching the receptive skills, Listening and Reading skills (2010), in the second section of teaching reading skill, he mentioned two reading techniques: skimming and scanning.

## **SKIMMING TECHNIQUE**

Skimming is a type of fast reading technique in which its purpose is to read quickly and to gain fast information from a written text such as articles, magazines, newspapers, and so on.

In this technique, the reader runs his eyes over the text and it is not necessary to understand each word from the written text because the reader uses this technique to have a general overview about the reading. In addition to this, four types of skimming technique were considered by Al and JawiFadwa.

- Skimming main ideas
- Skimming for revising a textbook
- Skimming a newspaper
- Skimming a magazine or journal

## **SCANNING TECHNIQUE**

The scanning technique is used to examine rapidly a written text looking for particular piece of information.

In this reading technique, the reader runs his eyes over the text looking for specific information or details that he needs. For example he can use this technique to find information about names, dates, figures, words, phrases, amounts, and so on.

The reader uses this technique specially to look up:

- A number in the telephone directory
- A name in a list
- Days and dates in a schedule

- A word or idiom in the dictionary
- A reference in a book
- A quotation in a research paper
- A subject in a general index of a book
- An author's name or a title of a book in a library card catalogue

#### **2.2.2.8. TYPES OF READING STUDY TECHNIQUES**

According to Jones in his research of Strategies for Reading Comprehension (2006) mentioned that reading study techniques are a way to identify, organize, summarize and understand a written text. There are different reading study techniques that the reader or the student can apply in the process of development of a reading such as highlighted and underlined technique or the realization of schemes.

The highlighted technique is used to identify and select details or certain information that a written text contains. It has several advantages because it is a tool used to improve concentration and to do more active the reading and more effective the review.

In addition to that, it can be said that highlighted technique is used to select names, dates, vocabulary, parts of an argument, issues, themes, useful quotations, and so on. Furthermore, the reader can use different colors to have a reading more dynamic.

The underlined technique is very similar to highlighted technique. In this technique the reader only draw a line under the letters. It helps students or reader to select ideas or phrases that are important to understand the written text.

The underlined technique is used by reader to select vocabulary, main ideas, and phrases. It is also used to select supporting details, facts which are important, key words, definitions or explanations, and so on.

Schemes are focused in the organization of ideas. It helps to the readers or the students to identify and select the most important details what they have read in a reading and then synthetize or summarize these ideas.

There are several schemes to organize details of a reading such us conceptual maps, schemes of keys that reader or student can use to strengthen his knowledge.

### **2.2.2. PHILOSOPHICAL FOUNDATION**

From the philosophical point of view, Valladares (2007), cited by Tasayco in her research about reading comprehension by genre (2012), mentions that “the most important faculty that human beings have, and that differentiates us from other animals, it is the ability to think; and the reading directly intervenes in its development,” (Translated by Andrea Dávila and Adriana Morán).

It can be said that human being have an important ability that differentiates us from other living things, it is the ability to think. It helps the people to analyze, understand and interpret a written text, and especially the human can develop his personal opinion and to create with facility a new concept about he understood.

Moreover, according to Valladares (2007) cited by Tasayco García in her investigation about reading comprehension by genre (2012) considers that books teach a variety of values, especially literary texts, due to the fact that readings allow us to analyze and reflect with the purpose of appreciating the positive behaviors and reject negative behaviors. By this reason, it is necessary that children read more to create reader children



and with good values because it will help them to be communicative, sensitive, intelligent and creative people. it can be said that they will be positive people for the world.

It means that the children should read more because through it, they can acquire values and avoid anti values. The readings have positive message and they do that children take conscious and act with feelings of love, solidarity, respect and so on, and it helps them to relate with great respect toward others people.

In addition to this, through reading, children are more intelligent, creative, active, dynamic, and so on, because they will have an overview vision of the world with the help of the different written text that they can read, so they will develop a good comprehensive training as physical and emotional.

### **2.2.3. PEDAGOGICAL FOUNDATION**

According to Vega and Alba (2008) cited by Tasayco García in her research project of reading comprehension by Genre (2012) states that reading is one of the best learning resources because it is also a way by which the child acquires, contrasts, and improves their ideas and knowledge.

This means that reading inferred in the process of learning of acquisition of knowledge in children because they increase their knowledge and amplify their vocabulary.

Therefore, readings and especially short stories help reader to acquire knowledge but it depends the reading and the age of the reader has, because a child and an adult person have different likes and dislikes. For that reason, a child cannot read a written text for adults and an adult person cannot read a text for children. It is due to the fact that the readings for children are more dynamics and its content is more understandable

and entertaining, but if they read a reading for adults they won't understand it because the vocabulary is more complicated and they will need some extra material such as a dictionary or internet to find the meaning of that unawareness words, so it is recommendable that people perform readings according to their ages and their level of understanding.

Moreover, according to Roe and Ross in their book from Integrating Language Arts through Literature and Thematic Units (2009) ensure that

Literature supports all areas of the language arts curriculum. The chapter-opening classroom vignette shows how literature brings together all of the language arts. Listening to stories provides opportunities for honing listening skills, and discussion allows children to express their thoughts, feelings, and reactions. When students read literature, they are practicing their comprehension strategies in meaningful situations. Young writers may use various genres of literature as models for their own writing, and literature can be the basis for creative dramatics. Children can find stories to read and puzzles to solve on the Internet, and the computer can serve as a word processor for creating stories of their own. (p.34).

It can be said that the literature have many ways to develop English as a second language because listening stories help reader to develop listening skill. When they analyze a reading they share ideas, through a discussion about what they read about. They also practice reading techniques when they are reading. They can use different types of reading study techniques to synthesize the general ideas about reading. They acquire vocabulary while read, so they have more words to express their thoughts.

In conclusion, the children should practice and read more because it will help to develop their intellectual skill and they increase their cultural background.

#### **2.2.4. SOCIOLOGICAL FOUNDATION**

From the sociological point of view, Vega y Alba (2008) cited by Tasayco García in her research of reading comprehension by genre (2012) assures that “reading is the basis of culture and by means of it, the human educates himself, enriching his intellectual capacity and furthermore, it allows them to engage effectively in society,” (p. 4), (Translated by Andrea Dávila and Adriana Morán).

This means that reading helps in the education of the human being because through it, the humans obtain knowledge and enriching their intellectual capacity; furthermore it improves and increases their cultural level, so then humans can easily relate and to share all those knowledge with the others.

To summarize, the different readings help children to express all their knowledge in a better way and it helps them to relate with people of different context, races, costumes, cultures, and ethnics groups.

#### **2.2.5. PSYCHOLOGICAL FOUNDATION**

From the psychological point of view, according to Roe and Ross in their book from Integrating Language Arts through Literature and Thematic Units (2009) concluded that:

Literature provides a language model for those who hear and read it. Good literature exposes children to correct sentence patterns, standard story structures, and varied word usage. Children for whom English is a second language can improve their English with the interesting context, and all children benefit from new vocabulary that is woven into the stories, (p.33).

It means that children through readings recognize and learning new vocabulary but at the same time they correct their grammar and they learn other grammatical structures, know new phrases, conjunctions, verbs, and so on. Therefore, reading is a good way to children acquires English as a second language since that will help them in their process of development of reading skill.

For that reason, it was considered to know how function the model process of reading since that both approaches are very important in the development of the reading skill in the readers or in this case, in the students.

#### **2.2.5.1. MODEL PROCESS OF READING**

In the model process of reading two approaches were considered by Brown (1994). They are called bottom-up and top-down approaches. These processes are related between them because both processing models keep in interaction all the time. The bottom-up approach studies a text from singular to general way and the top-down approach studies the written text from general to particular way.

Through the process of bottom–up approach the student can study the text block by block. It can be said, it is the study of a written text from singular to general way. It starts decoding the smallest unit of the written text such as morphemes, graphemes, syllables, suffixes, prefixes, words, clauses, sentences, phrases, grammatical cues, text and so on.

While, top-down approach, it is the study of decoding meaning from general to particular way. In other words, in this process, the students' prior knowledge is activated through vocabulary, pictures, clues that are in the written text, with the purpose of relating them and that the student understands what they are reading. It is a process that brings a whole host of background and cultural background information into the arena of

making decisions about what something "mean". As the consequence, top down is also called "strategy-base" and bottom-up is called "skill-based".

#### **2.2.6. LINGUISTIC FOUNDATION**

From the linguistic point of view, Valladares (2007) cited by García in her investigation of reading comprehension by genre (2012) states that "reading is the most important and transcendent intellectual activity in the formation and development of the intelligence and languages skills of children" (Translated by Andrea Dávila and Adriana Morán).

This means that reading helps in the development of the languages skills of the reader due to the fact that the readings have a lot of knowledge reflected in word through a written way and that readers can acquire and increase their knowledge and their vocabulary.

Furthermore, with the amount of knowledge acquired by the reading, the readers develop their intellectual skill in which it facilitates them at the moment to express their ideas or give answers to others.

In addition to this, there are many readings or stories in which they contain different types of content, so the readers acquire different knowledge of the same, so it is very important the development of the literature in the different educational establishment, because it is a way to introduce knowledge and culture to the students.

According to Roe and Ross in their book from Integrating Language Arts through Literature and Thematic Units (2009) deduce that literature is very necessary and important its application due to the benefits that it offers to the students in the different levels of learning of the language.

For that reason, it can be said that the literature gives a lot of benefits through readings specially short readings since that readers

increase their knowledge, improve their vocabulary, intellectual skill, and so on.

Besides, several authors such as Block and Mangieri (2002), Block, Reed, and DeTuncq (2003) deduced that literature gives satisfaction and enjoyment to readers and listeners too, because that is a time where they develop their imagination especially children through short stories.

Therefore, it can be said that reading is a moment to relax and obtain new experiences. Furthermore, it creates enthusiastic readers because they increase and expand their background since that they learn through different genres of reading about the past, as well as they learn about different cultures, costumes, traditions, and so on.

To conclude, it can be inferred that the development of reading in literature class is very necessary by the benefits that it can give since that the students develop, increase and improve reading ability and attitudes, as well as their reading rate.

#### **2.2.7. LEGAL FOUNDATION**

This research project based on the section five about education in the article 26 of the Constitution of the Republic of Ecuador (2008), in which it states that

Education is a right of persons throughout their lives and an unavoidable and mandatory duty of the State. It constitutes a priority area for public policymaking and state investment, the guarantee of equality and social inclusion and the indispensable condition for the good way of living. Persons, families and society have the right and responsibility to participate in education. (p. 27)

In addition to this, in the article 27 mentions that:

Education will focus on the human being and shall guarantee holistic human development, in the framework of respect for human rights, a sustainable environment, and democracy; education shall be participatory, compulsory, intercultural, democratic, inclusive and diverse, of high quality and humane; it shall promote gender equity, justice, solidarity and peace; it shall encourage critical faculties, art and sports, individual and community initiatives, and the development of competencies and capabilities to create and work. Education is indispensable for knowledge, exercise of rights and building a sovereign country and it is a key strategy for national development, (p. 27 - 28).

This means that the people have the obligation of receiving a quality education because it allows that people have an educational formation and basis what will help in their development personal and it also can be applied in the society.

Moreover, according to the general objectives of the Organic Law of Intercultural Education LOEI March (2001) in its only Chapter of the Scope, Principles and Purposes, Article 2, subsection w concerning the quality and warmth,

It guarantees the right of people to a quality and warmth education, pertinent, adequate, contextualized, updated and articulated throughout the educational process, in their systems, levels, sub - levels or modalities; and that includes permanent assessments. It also guarantees the conception of the student as the center of the educational process, with a flexibility and ownership of content, processes and methodologies that suits their needs and fundamental realities. Promotes proper conditions of respect, tolerance and affection, generating a propitious school climate in the process of learning, (Dávila and Morán , p. 10)

In addition, in the second chapter of the state obligations about the right to the education, chapter 7, subsection x, of "It guarantees that the plans and initial education programs, elementary and secondary school, expressed in the curriculum, promote the development of skills and capacity to create knowledge and promote the incorporation of citizens into the working world" (p. 13), (Translated by Andrea Dávila and Adriana Morán).

Therefore, they mentioned that people have the right to a participatory, intercultural and obligatory education of quality and warmth and that it promotes and stimulates of the development of the skills and abilities with the purpose of incorporating citizens into the working world and it also help in the development of the society.

To summarize that, it can be said that the education is the most important in the process of development of the knowledge of children because it is a way in which the students develop, improve and increase their abilities and skills. Furthermore, the acquisition of those skills and knowledge are useful because it allows that students express and relate with others since that communication is the base of a good relation, and the reading have many influence in the acquisition of the same because it allows that children or readers increase their cultural background.



## **CHAPTER III**

### **METHODOLOGY**

#### **3.1. METHODOLOGICAL DESIGN**

The methodological approach of this research project about the incidence of warm up activities in 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 scientific research that was made in the theoretical frame about the variables studied, it is also reflected in the qualitative data that were obtained in the description of the instruments of investigation, and in the description of the proposal and the quantitative side is observed in the analysis of the test Chi Cuadrado and in the interpretation and tabulation of the data obtained through the different instruments of investigation that were applied to the teacher and students of the Institute of Education "Provincia de Tungurahua", therefore in this educational research project were used the following types of investigation.

#### **3.2. TYPES OF INVESTIGATION**

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 tenth grade of General Basic Education of the Institute of Education "Provincia de Tungurahua". Also from this criterion the gnoseologic investigation is **explanatory** because it exposes the main causes of educational problems; among which are the

deficient use of didactic treatment of readings, the level of difficulty of the text due to a complex vocabulary, 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 **propositive type** due to the elaboration of a proposal that involves the design of a system of activities that will allow students develop reading comprehension.

According to the control variables this project is of investigation **non experimental** because it is mainly based on the description and explanation of the educational phenomenon; that is to say, the drafting of objectives both general and specific, it is also based in the description of the fundamental causes and the possible solution of the same through the development of a proposal, but its application is excluded due to the fact that no experiment has to be developed.

### 3.3. POPULATION AND SAMPLE

#### POPULATION

In this research project for the delimitation of the study group and then the application of different instruments of investigation first was proceeded to the selection of the study sample for which 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 forty eight students of the tenth grade of General Basic Education and one teacher; therefore the sample consists of the hundred percent of the universe of study due to the arrangement of the human group.

**Table 1-** Distributive of the population and sample

	POPULATION	SAMPLE
<b>Students</b>	48	48
<b>Teachers</b>	1	1
<b>TOTAL</b>	<b>49</b>	<b>49</b>

**Source:** Data collected in the Institute of Education "Provincia de Tungurahua"  
**Elaborated by** Andrea Dávila and Adriana Morán

### 3.4. TABLE OF OPERATIONALIZATION OF VARIABLES

**TABLE N° 2** – table of operationalization of variables

VARIABLES	DIMENSIONS	INDICATORS
WARM UP ACTIVITIES	SHORT INTRODUCTORY GAMES	DRAWING PICTURES
		CHANTS / NURSERIES
		CUT OUT STORIES
		MATCHING GAMES
		MIXED UP SENTENCES
		TIC-TAC-TOE
		MEMORY CARDS
		CATEGORIES
		CROSSWORDS/PUZZLES
		TRIVIA
READING COMPREHENSION SKILL	PROCESS OF READING	PRE - READING
		READING
		POST - READING
	GENRE OF READING	FICTION
		NON-FICTION
	READING TECHNIQUES	SCANNING
		SKIMMING
	TYPES OF READING	EXPLORATORY
		INQUISITIVE
	STAGES OF READING COMPREHENSION	ANALYSIS
		SYNTHESIS
		DETERMINATION (MAIN IDEA)
		TITLE
	METHOD "SQ3R"	SURVEY
		QUESTION
		READ
		RECITE
		REVIEW

**Source:** Data collected in the State of the Art Study  
**Elaborated by:** Andrea Dávila and Adriana Morán

### 3.5. RESEARCH METHODS

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

### **3.5.1. THEORETICAL METHODS**

The method of analysis - synthesis 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 with the goal to analyze them in a detailed way and individually through analysis method and then integrate and study them in its entirety by means of synthesis method, this process 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 Institute of Education "Provincia de Tungurahua" as is the deficiency of warm up activities based on reading comprehension using the deductive method.

Another method that was applied was the historical - logical which it contributed essentially to the analysis of the background of scientific research study.

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 the Institute of Education "Provincia de Tungurahua" 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. EMPIRICAL TECHNIQUES

On the other hand, the following **empirical techniques** were used in this educational research project.

The **observation technique** was used to diagnose the existent problem in reading comprehension in students of tenth grade of General Basic Education of the Institute of Education "Provincia de Tungurahua".

Moreover, the **survey** was also performed to the students of tenth grade of the Institute of Education. It was applied to evaluate quantitatively the knowledge that the students have on the development of warm up activities in reading comprehension.

Besides, the realization of an **interview** was applied to the teacher of the Educational establishment before mentioned. It served to obtain more collection of data on the educational problem to solve. Furthermore, it showed the deficiency of certain educational knowledge at the time of developing a warm up activities in the reading comprehension.

### 3.5.3. STATISTICAL METHODS

The **statistical method** was used for obtaining and interpretation of the numerical values that were obtained in the application of the Chi Cuadrado. Furthermore, it helped on the representation and analysis of the different instruments of investigation that were used in this research project.

### 3.6. INSTRUMENTS OF INVESTIGATION

Various 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,

therefore, the following instruments of investigation were applied in this research project.

The observation guide that was applied in this research project, it was structured because 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 an educational context determined; it can be said, that the context used for this research was in the Institute of Education “Provincia de Tungurahua”.

Furthermore, a test was performed to the students of tenth grade of General Basic Education of the educational establishment aforementioned with the purpose to diagnose the level of knowledge and reading comprehension that they have in the development of it. The data that was collected through the application of this instrument of investigation were in an organized manner, and it was also very supportive for the investigation due to the validity that it gave to the interpretation of the same, as each formulated question was interrelated to the variables of the problem.

The survey questionnaire applied to the students of tenth grade of General Basic Education of the Institute of Education “Provincia de Tungurahua” was structured and according to its form are closed questions because the students choose an option that they consider the most appropriate by their own judgment between some of the indicators that are in each one of the formulated items.

The interview questionnaire was other instrument of investigation that was applied in this research project and according to its form is structured because it was used a guide of questions previously

elaborated; according to the number of interviewed 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 of the Institute of Education "Provincia de Tungurahua".

### **3.7. ANALYSIS AND INTERPRETATION OF RESULTS**

The following results were obtained after the application of the different instruments of the investigation in the students of tenth grade of General Basic Education of the Institute of Education "Provincia de Tungurahua".

#### **3.7.1. OBSERVATION**

During the days that the observation guide was applied in the educational establishment before mentioned, it showed the deficiencies that the students have in the development of reading comprehension, it was evident because the activities did not develop in its entirety and it did not accomplish with all the process of reading correctly.

Moreover, the students did not feel any motivation in performing any type of reading and they did not pay attention to their teacher in the process of the same, so they do not know how to use or identify it when they analyze one.

Apart from that, the students did not know the meaning or the existence of the reading techniques that they should use in the process of development of a reading and as a result of it; they do not apply it in the development of the same.

In addition, during the class observed, it was remarkable that the students of that educational establishment did not develop any level of

reading comprehension; consequently they do not develop the level that they should have. As well as, they do not know how to use the different types of reading study techniques to highlight or underline the main ideas or general ideas of a reading.

Besides, the students did not completely develop the stages of reading comprehension, in other words, the students did not analyze, not synthesize and not determine the main idea or details in a reading in the development of reading comprehension. The teacher does not employ any system of activities that support or strengthen the knowledge that they acquired in previous classes.

In addition, the students cannot distinguish the genre that is in the reading, they did not understand, and they did not answer partially the questions made according the level of reading comprehension.

### **3.7.2. INTERVIEW**

The interview was applied to the teacher of the Institute of Education “Provincia de Tungurahua” with the purpose of determining the actual situation in the deficiencies and potentials that the students of tenth grade of General Basic Education have during the process of development of reading comprehension.

According to the answers of the teacher, she considers that the exercises of reading are very important to develop reading comprehension because it strengthens the knowledge of the students, and it helps them to develop their level of reading comprehension.

In addition to this, she also considers necessary that a teacher indicates the process of the reading before performing classroom activities because it helps with anticipation to the student to have an idea about what is going to be done, but she is conscious that the time in class is not



enough to do all that procedure, therefore she rarely do it. As well as, she does not practice the different types of reading and she also does not apply in her students any reading techniques because most of the students do not pay attention this kind of information since they considered it irrelevant for their educational instruction.

Moreover, she prefers working fiction readings with her students because it is easier and more interesting for them, but she rarely practices reading with her students because she works following the structure of the English Book. For that reason, she considers that her student do not develop any level of reading comprehension.

Finally, she affirms that she does not have any extra material and any system of activities with short readings because nobody facilitates one, therefore she only works with the material that the government gives to the teachers.

## ANALYSIS AND INTERPRETATION OF THE RESULTS OF THE INVESTIGATION

### SURVEY

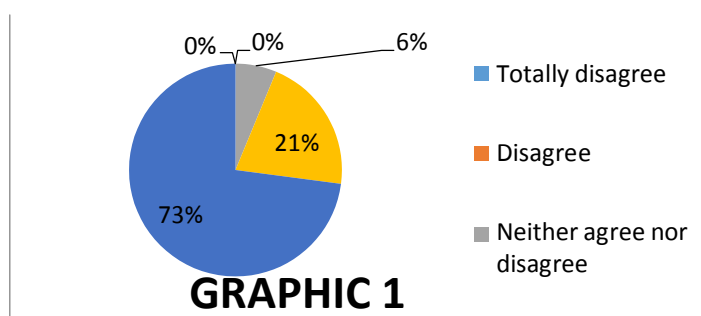
The following results were obtained of the survey made to the students of tenth grade of General Basic Education of the Institute of Education “Provincia de Tungurahua”.

**TABLE N° 3** –It is important the use of warm ups at the beginning of each class.

It is important the use of warm ups at the beginning of each class			
ITEM	INDICATORS	STUDENTS	PERCENTAGES
1	Totally disagree	0	0%
	Disagree	0	0%
	Neither agree nor disagree	3	6%
	Agree	10	21%
	Totally agree	35	73%
	Total	48	100%

**Source:** Survey to students

**Elaborated by:** Dávila Andrea and Morán Adriana



**Source:** Survey to students

**Elaborated by:** Dávila Andrea and Morán Adriana

### Analysis and Interpretation

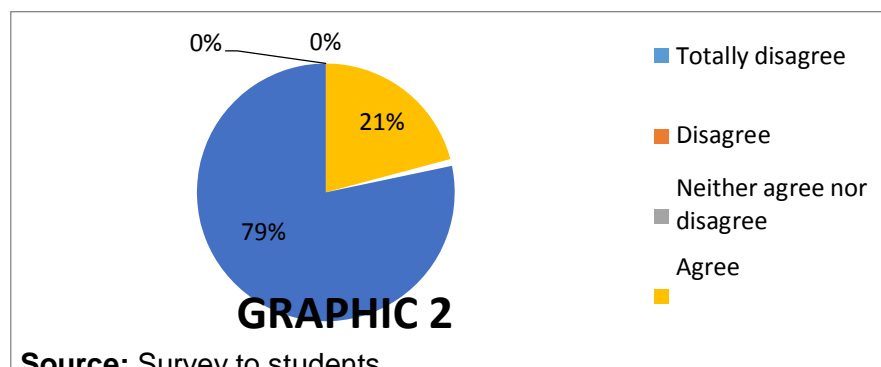
As a result of the students surveyed, 73 % of the students totally agree and assure that it is important It is important the use of warm ups at the beginning of each class, 21 % agree, 6 % neither agree nor disagree, 0 % disagree and 0 % totally disagree. This means that students are motivated in class, they need to warm up before begin the class.

**TABLE N° 4** –The use of warm ups and games facilitate the comprehension in English classes

The use of warm ups and games facilitate the comprehension in English classes			
ITEM	INDICATORS	STUDENTS	PERCENTAGES
2	Totally disagree	0	0%
	Disagree	0	0%
	Neither agree nor disagree	0	0%
	Agree	10	21%
	Totally agree	38	79%
	Total	48	100%

**Source:** Survey to students

**Elaborated by:** Dávila Andrea and Morán Adriana



**Source:** Survey to students

**Elaborated by:** Dávila Andrea and Morán Adriana

### Analysis and Interpretation

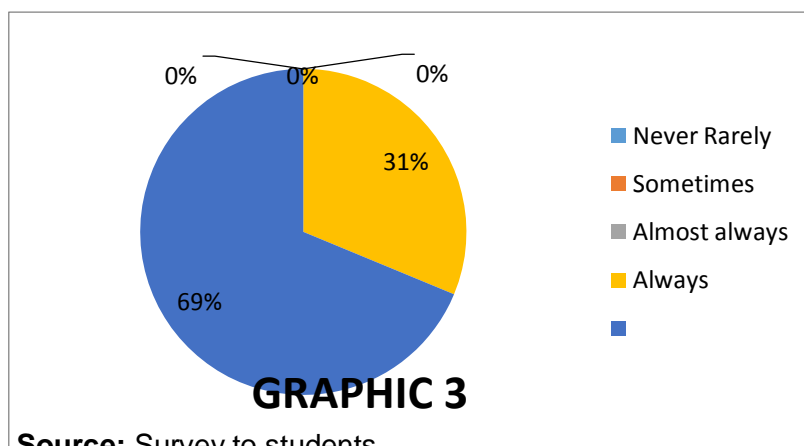
After the tabulation of the results, most of the students affirm that the use of warm ups and games facilitate the comprehension in English classes, since the 79 % of the students surveys totally agree, 21 % agree, 0 % neither agree nor disagree, 0 % disagree and 0 % totally disagree, therefore the teacher should do more warm up activities because the students consider that it will help them to develop the comprehension.

**TABLE N° 5 –Experiment difficulties to understand written texts in English**

Experiment difficulties to understand written texts in English			
ITEM	INDICATORS	STUDENTS	PERCENTAGES
3	Never	0	0%
	Rarely	0	0%
	Sometimes	0	0%
	Almostalways	15	31%
	Always	33	69%
	Total	48	100%

**Source:** Survey to students

**Elaborated by:** Dávila Andrea and Morán Adriana



**Source:** Survey to students

**Elaborated by:** Dávila Andrea and Morán Adriana

### Analysis and Interpretation

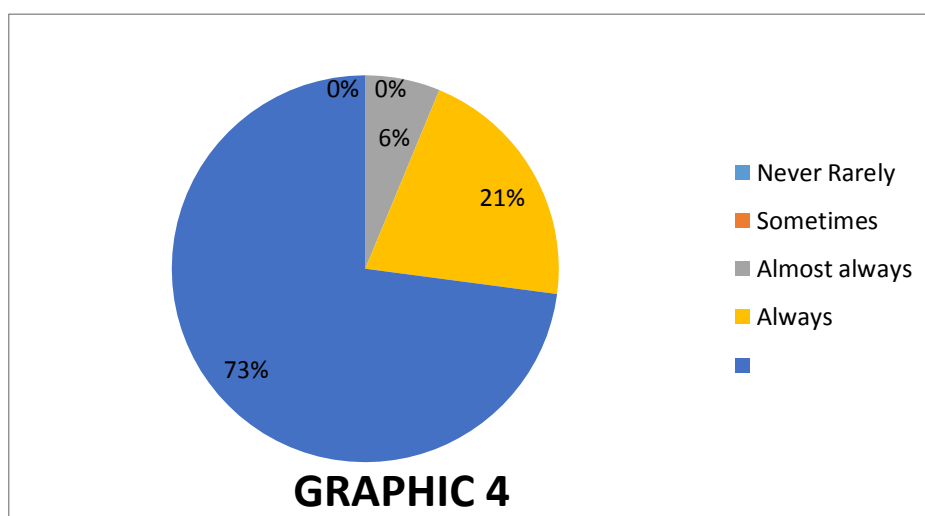
The difficulty for students to understand written texts in English, the results give 69 % always, 31 % almost always, 0 % sometimes and 0 % rarely, which presents the need for reading workshops or leveling to strengthen reading skills.

**TABLE N° 6 –Feel highly motivated after a warm up in English class**

Feel highly motivated after a warm up in English class			
ITEM	INDICATORS	STUDENTS	PERCENTAGES
4	Never	0	0%
	Rarely	0	0%
	Sometimes	3	6%
	Almost always	10	21%
	Always	35	73%
	Total	48	100%

**Source:** Survey to students

**Elaborated by:** Dávila Andrea and Morán Adriana



**Source:** Survey to students

**Elaborated by:** Dávila Andrea and Morán Adriana

### Analysis and Interpretation

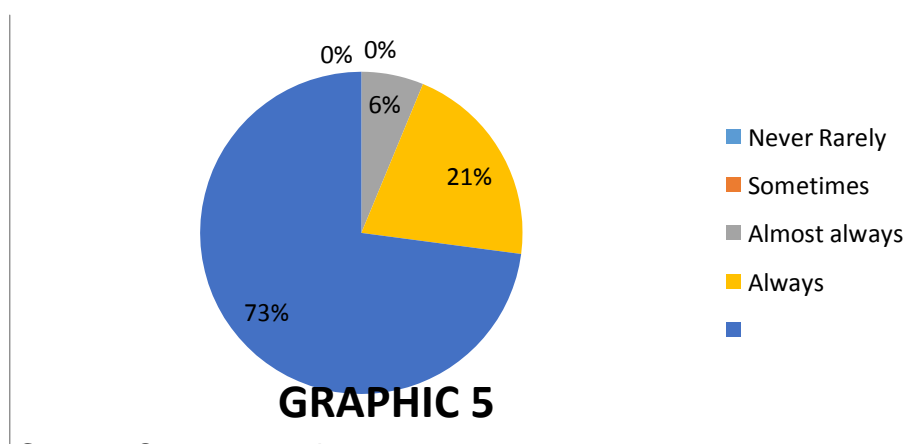
As a result of the survey to the student of tenth grade of General Basic Education, 73 % always feel highly motivated after a warm up in English class, 21 % almost always and 6 % sometimes. In conclusion, most of the students think that is important the warm up because help to development in English class.

**TABLE N° 7 –A warm-up makes you feel connected with the class’s topic**

A warm-up make you feel connected with the class’s topic			
ITEM	INDICATORS	STUDENTS	PERCENTAGES
5	Never	0	0%
	Rarely	0	0%
	Sometimes	3	6%
	Almostalways	10	21%
	Always	35	73%
	Total	48	100%

**Source:** Survey to students

**Elaborated by:** Dávila Andrea and Morán Adriana



**Source:** Survey to students

**Elaborated by:** Dávila Andrea and Morán Adriana

### Analysis and Interpretation

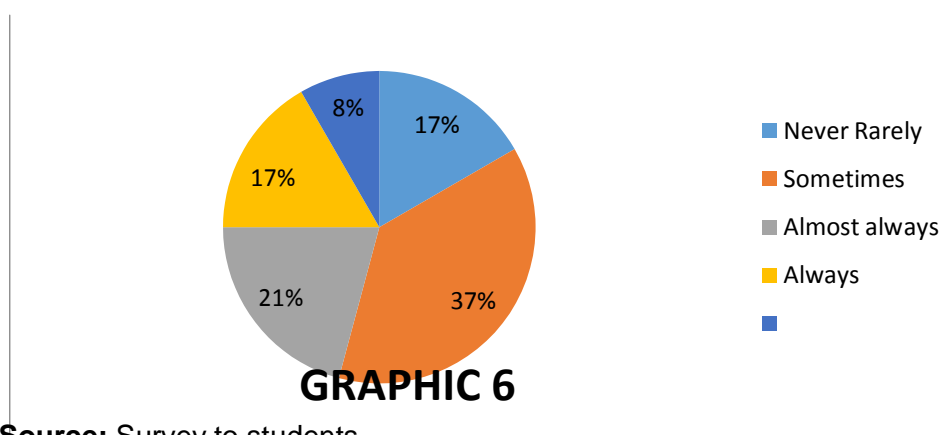
According to the tabulation of the surveys made for the student, the 73 % always, 21 % almost always and 6 % sometimes considered the warm up feel connected with the class's topic. It is due to the fact that students need to be motivated, as this helps to pay attention to the class and understand it, therefore it is important he warm up activities.

**TABLE N° 8 –Distinguish the main idea in a reading**

Distinguish the main idea in a reading			
ITEM	INDICATORS	STUDENTS	PERCENTAGES
6	Never	8	17%
	Rarely	18	38%
	Sometimes	10	21%
	Almost always	8	17%
	Always	4	8%
	Total	48	100%

**Source:** Survey to students

**Elaborated by:** Dávila Andrea and Morán Adriana



**Source:** Survey to students

**Elaborated by:** Dávila Andrea and Morán Adriana

### Analysis and Interpretation

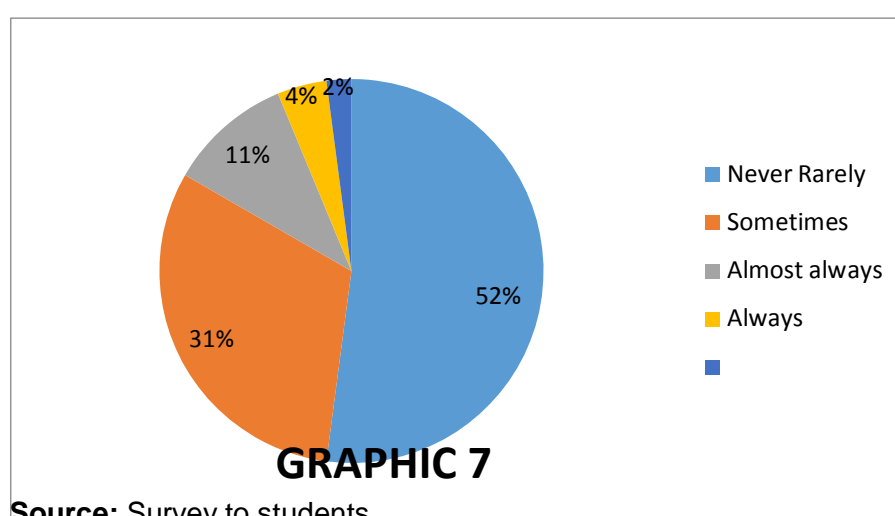
According to the results obtained from the survey to the students of tenth grade of General Basic Education of the Institute of Education “Provincia de Tungurahua”, they rarely distinguish the main idea in a reading; 37 % rarely, 17 % never, 21 % sometimes, 17 % almost always and 8 % always. For that reason the teacher should include in the tasks for the students to distinguish the main idea of the readings that they do in class.

**TABLE N° 9 –Identify the secondary ideas in reading**

Identify the secondary ideas in reading			
ITEM	INDICATORS	STUDENTS	PERCENTAGES
7	Never	25	52%
	Rarely	15	31%
	Sometimes	5	10%
	Almost always	2	4%
	Always	1	2%
	Total	48	100%

**Source:** Survey to students

**Elaborated by:** Dávila Andrea and Morán Adriana



**Source:** Survey to students

**Elaborated by:** Dávila Andrea and Morán Adriana

### Analysis and Interpretation

As a result of the data obtained from the survey to the students of that educational establishment, 52 % of them affirm that they never identify the secondary ideas in a reading, 31 % rarely, 11 % sometimes, 4 % almost always and 2 % always. In conclusion, most of the students have a lot deficiency in identifying secondary ideas in the process of development of a reading in the reading comprehension.

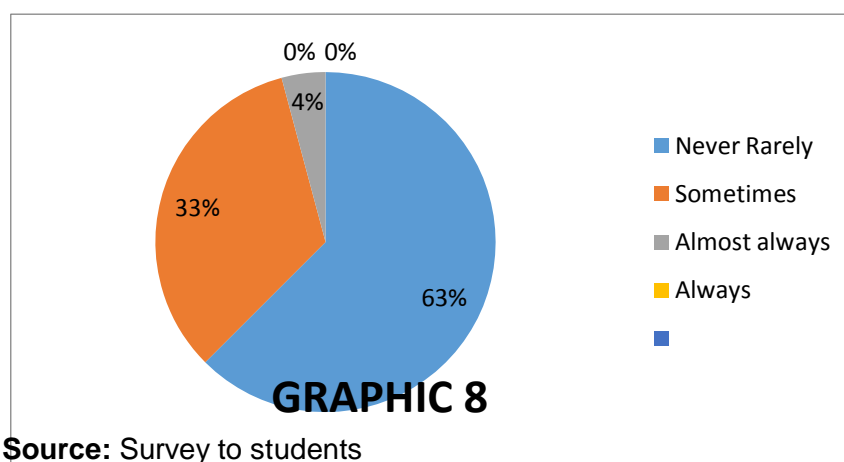


**TABLE N° 10** –Apply skimming and scanning techniques in the development of a reading.

Apply skimming and scanning techniques in the development of a reading			
ITEM	INDICATORS	STUDENTS	PERCENTAGES
8	Never	30	63%
	Rarely	16	33%
	Sometimes	2	4%
	Almost always	0	0%
	Always	0	0%
	Total	48	100%

**Source:** Survey to students

**Elaborated by:** Dávila Andrea and Morán Adriana



**Source:** Survey to students

**Elaborated by:** Dávila Andrea and Morán Adriana

### Analysis and Interpretation

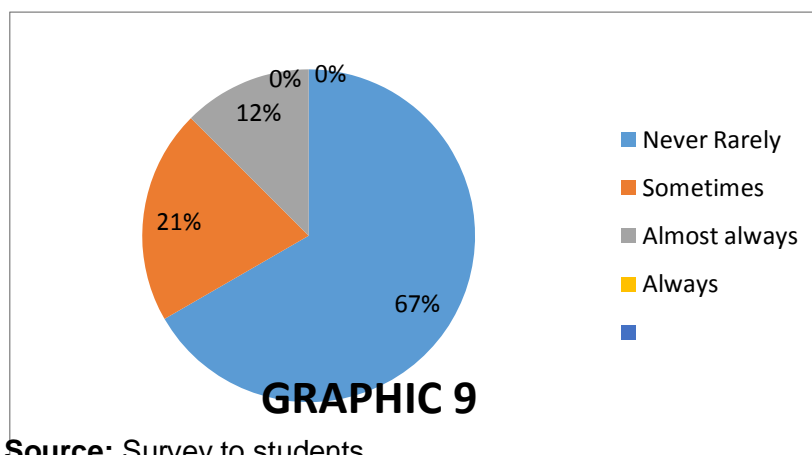
After of the statistical results obtained from the survey, 63 % students never apply skimming and scanning techniques in the development of a reading in the reading comprehension, 33 % rarely, 4 % sometimes, 0 % almost always and 0 % never. It is due to the deficiency that students of tenth grade of General Basic Education have in the process of reading since the students do not any information on how to use those reading study techniques.

**TABLE N° 11 –Apply exploratory reading in the development of a reading**

Apply exploratory reading in the development of a reading			
ITEM	INDICATORS	STUDENTS	PERCENTAGES
9	Never	32	67%
	Rarely	10	21%
	Sometimes	6	13%
	Almost always	0	0%
	Always	0	0%
	Total	48	100%

**Source:** Survey to students

**Elaborated by:** Dávila Andrea and Morán Adriana



**Source:** Survey to students

**Elaborated by:** Dávila Andrea and Morán Adriana

### Analysis and Interpretation

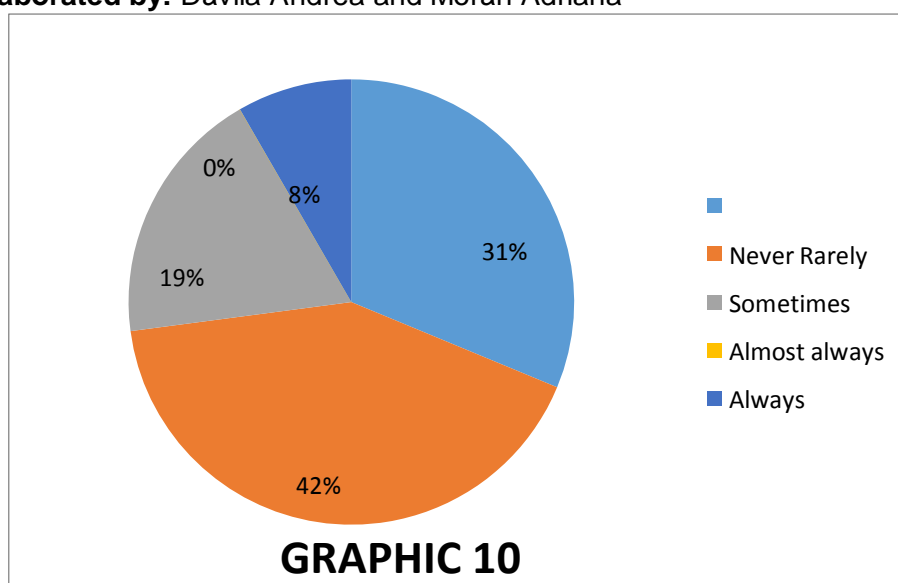
According to the statistical results obtained from the survey to the students of tenth grade of General Basic Education, 67 % do not apply exploratory reading in the development of a reading, 21 % rarely, 12 % sometimes, 0 % almost always and 0 % always. That is why the students do not have any idea about the different types of reading that they can apply in the development of a reading.

**TABLE N° 12** – Apply underlining technique in the development of a reading

Apply underlining technique in the development of a reading			
ITEM	INDICATORS	STUDENTS	PERCENTAGES
10	Never	15	31%
	Rarely	20	42%
	Sometimes	9	19%
	Almost always	0	0%
	Always	4	8%
	Total	48	100%

**Source:** Survey to students

**Elaborated by:** Dávila Andrea and Morán Adriana



**Source:** Survey to students

**Elaborated by:** Dávila Andrea and Morán Adriana

### Analysis and Interpretation

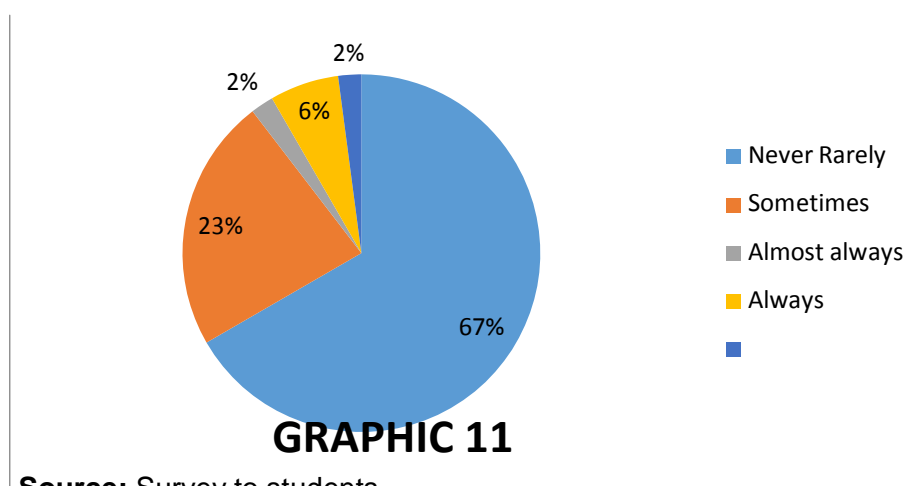
After of the tabulation of the results, 42 % of the students surveyed assured that they rarely apply underlined technique in the development of a reading, 31 % never, 19 % sometimes, 8 % always and 0 % almost always. It is owing to the fact that many students have deficiency in how to use this type of reading technique in the process of development of reading comprehension.

**TABLE N° 13** –Use synoptic tables to summarize the ideas of a reading.

Use synoptic tables to summarize the ideas of a reading.			
ITEM	INDICATORS	STUDENTS	PERCENTAGES
11	Never	32	67%
	Rarely	11	23%
	Sometimes	1	2%
	Almost always	3	6%
	Always	1	2%
	Total	48	100%

**Source:** Survey to students

**Elaborated by:** Dávila Andrea and Morán Adriana



**Source:** Survey to students

**Elaborated by:** Dávila Andrea and Morán Adriana

### Analysis and Interpretation

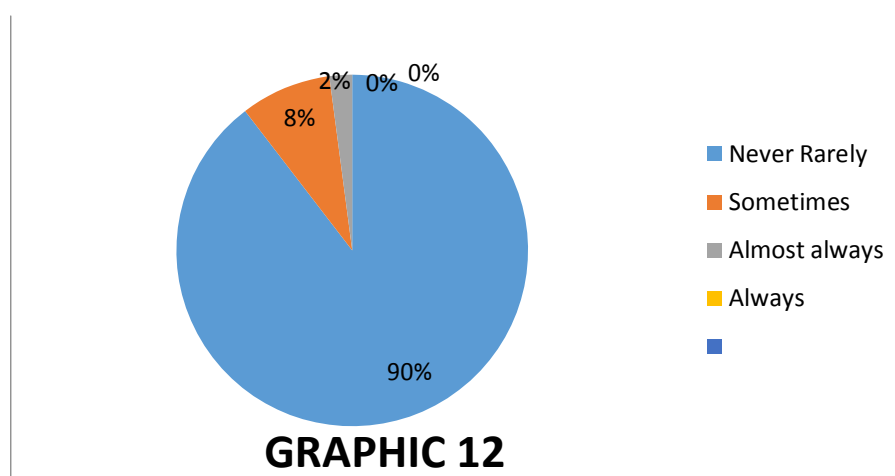
67 % of the students of tenth grade of General Basic Education never use synoptic tables to summarize the ideas of a reading when analyze, 23 % rarely, 6 % almost always, 2 % sometimes and 2 % always. It is owing to most of the students of that educational establishment do not have any awareness about how to use synoptic tables to summarize the ideas of a reading in the process of development of reading comprehension.

**TABLE N° 14** –Develop the stages of reading comprehension in its entirety when analyze a reading

Develop the stages of reading comprehension in its entirety when analyze a reading			
ITEM	INDICATORS	STUDENTS	PERCENTAGES
12	Never	43	90%
	Rarely	4	8%
	Sometimes	1	2%
	Almost always	0	0%
	Always	0	0%
	Total	48	100%

**Source:** Survey to students

**Elaborated by:** Dávila Andrea and Morán Adriana



**Source:** Survey to students

**Elaborated by:** Dávila Andrea and Morán Adriana

### Analysis and Interpretation

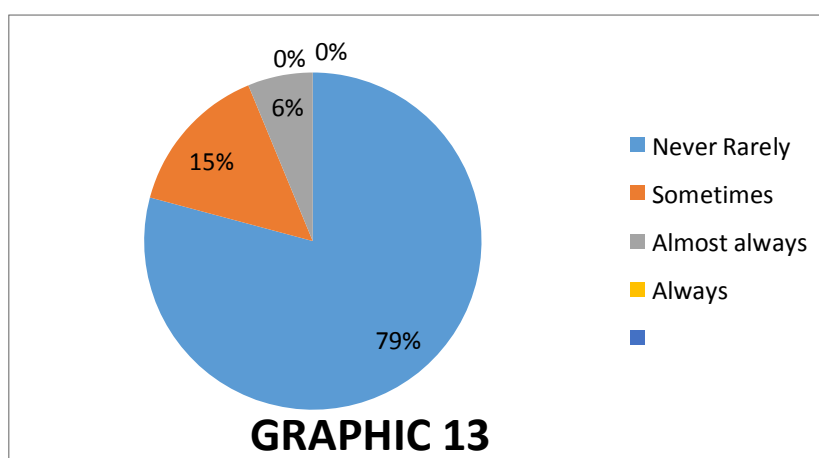
The 90 % of the students of tenth grade of General Basic Education never develop the stages of reading comprehension in its entirety when analyze a reading, 10 % rarely, 2 % sometimes, 0 % almost always, and 0 % always. As a result of this, most of the students of that institution do not develop any stages of reading comprehension at the moment of analyzing a reading.

**TABLE N° 15** –Understand and answer questions asked according to the level of reading comprehension that contains the reading.

Understand and answer questions asked according to the level of reading comprehension that contains the reading.			
ITEM	INDICATORS	STUDENTS	PERCENTAGES
13	Never	38	79%
	Rarely	7	15%
	Sometimes	3	6%
	Almost always	0	0%
	Always	0	0%
	Total	48	100%

**Source:** Survey to students

**Elaborated by:** Dávila Andrea and Morán Adriana



**Source:** Survey to students

**Elaborated by:** Dávila Andrea and Morán Adriana

### Analysis and Interpretation

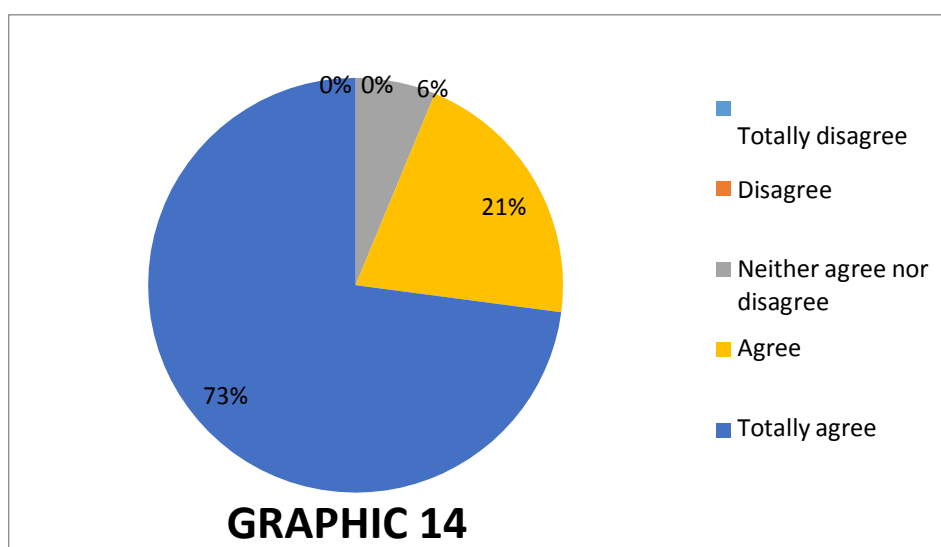
According to the results obtained from the survey, 79 % of the students do not understand and they cannot answer questions asked according to the level of reading comprehension that contains the reading, 15 % rarely, 6 % sometimes, 0 % almost always, and 0 % always. It is due to the fact that the students of that educational establishment do not understand the different questions asked according to the level of reading comprehension so the teacher should do activities with the purpose that the students develop their skill in reading comprehension.

**TABLE N° 16 –Your level of reading comprehension is not fully developed yet**

Your level of reading comprehension is not fully developed yet			
ITEM	INDICATORS	STUDENTS	PERCENTAGES
14	Totally disagree	0	0%
	Disagree	0	0%
	Neither agree nor disagree	3	6%
	Agree	10	21%
	Totally agree	35	73%
	Total	48	100%

**Source:** Survey to students

**Elaborated by:** Dávila Andrea and Morán Adriana



**Source:** Survey to students

**Elaborated by:** Dávila Andrea and Morán Adriana

### Analysis and Interpretation

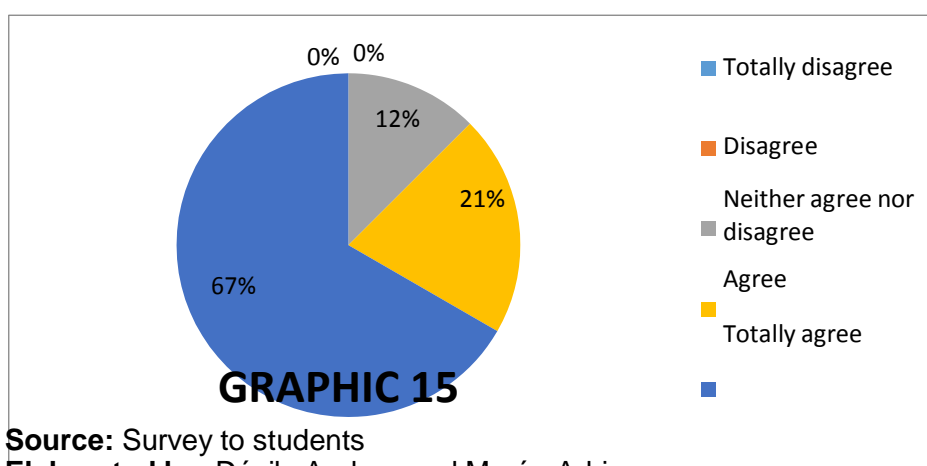
As a result of the survey made to the students of the Institute of Education “Provincia de Tungurahua”, 73 % of the students totally agree and assure that their level of reading comprehension is not fully developed yet, 21 % agree, 6 % neither agree nor disagree, 0 % disagree and 0 % totally disagree. Therefore, the students of that educational establishment are conscious that they should improve their skill to develop the level of reading comprehension that they should have.

**TABLE N° 17** –The realization of warm up activities will help to the development of reading comprehension

The realization of various activities with stories helps to the development of reading comprehension.			
ITEM	INDICATORS	STUDENTS	PERCENTAGES
15	Totally disagree	0	0%
	Disagree	0	0%
	Neither agree nor disagree	6	13%
	Agree	10	21%
	Totally agree	32	67%
	Total	48	100%

**Source:** Survey to students

**Elaborated by:** Dávila Andrea and Morán Adriana



### Analysis and Interpretation

According to the tabulation of the survey results, most of the students of tenth grade of General Basic Education affirm that the realization of various activities with stories helps to the development of reading comprehension, since the 67 % of the students surveys totally agree, 21 % agree, 12 % neither agree nor disagree, 0 % disagree and 0 % disagree. In summary, it can be inferred that the students are sure that the realization of different activities helps to develop of a reading in reading comprehension.



To conclude this analysis and interpretation of the results of the different instruments of investigation applied, it can be stated that exists an educational problem in that educational establishment and the deficiency in the reading comprehension was corroborated through the same, therefore, it is evident the necessity of designing of the proposal that is about a warm up activities that will help the students of tenth grade of General Basic Education of the Institute of Education "Provincia de Tungurahua" to develop reading comprehension at basic level.

## **INTERVIEW TO THE ENGLISH TEACHER**

**What kind of facilities and reading resources are there in this school to teach Reading Comprehension?**

As you could notice, it is difficult to work with large group of students, unfortunately the institution gives us few facilities to work with them, besides, pupils' parents do not help them at home; there is no guidance, they expect their children to do everything at school, also they have little access to study resources in their houses.

**How many of your colleagues of your area apply reading techniques to improve written texts comprehension?**

In the English area, there are five teachers. We are applying pre-reading, while reading and post- reading activities to enhance books contents because we consider that it is important to promote the reading skills in any level.

**What kind of strategies have you applied in your classroom?**

I taught my students several vocabulary words to prepare them for reading lessons, we have learn how to look for the text gist and looking for key words that may help them to make connections to the real world.

**Which ones do you consider have been effective?**

I consider the most effective strategies to get my students to feel involved in the reading are ludic activities, games, and pictures.

**What do you think about the techniques we applied in your class?**

I noticed that students felt more motivated to participate in class, do their homework and motivate other members of the class to use this language, I am very interested on many of them. They are really engaging and fun.

## **DISCUSSION OF RESULTS**

To conduct an investigation, results obtained and disseminated new knowledge; they allow the teacher to resolve situations from its own area. Professional education has to understand their reality, intervene it, make decisions, produce knowledge, and assume critical position on the theories of science and technology must also confront information, increasingly rapid and prolific. So, you can take as a starting point educational research that contributes to the study of factors inherent in the educational act itself, its history, its deep knowledge of structure, and reach a reflexive and practical investigation.

Teachers noted that are ready to be trained in the workshops of activities that allow them to apply an active and participative methodology with the student, and thus are prepared in solution of problems present in the institution.

On the other part in the surveyed students, lack of motivation to read English it was observed. Learning activities are indispensable for the student, as its effective implementation will achieve good academic performance.

### **3.8. CHI CUADRADO**

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

#### **3.8.1. TEST CHI CUADRADO**

Resumen de procesamiento de casos						
	Casos					
	Válido		Perdidos		Total	
	N	Porcentaje	N	Porcentaje	N	Porcentaje
→ opinion * grupo	49	100,0%	0	0,0%	49	100,0%

**opinion\*grupo tabulación cruzada**

			grupo		Total
			estudiantes	profesor	
opinion	neither agree nor disagree	Recuento	3	0	3
		Recuento esperado	2,9	,1	3,0
	agree	Recuento	10	0	10
		Recuento esperado	9,8	,2	10,0
	totally agree	Recuento	35	1	36
		Recuento esperado	35,3	,7	36,0
Total		Recuento	48	1	49
		Recuento esperado	48,0	1,0	49,0

**Pruebas de chi-cuadrado**

	Valor	gl	Sig. asintótica (2 caras)
Chi-cuadrado de Pearson	,369 <sup>a</sup>	2	,832
Razón de verosimilitud	,624	2	,732
Asociación lineal por lineal	,311	1	,577
N de casos válidos	49		

a. 4 casillas (66,7%) han esperado un recuento menor que 5. El recuento mínimo esperado es ,06.

### 3.8.2. CORRELATION BETWEEN VARIABLES

The 0.05 represents the level of significance of the test of Chi Cuadrado. When the value of Chi is less than Alpha (0.05), the null hypothesis (Ho) is accepted.

Nevertheless, when it is greater than Alpha, the null hypothesis is rejected; therefore in this case the variables in relation to the survey in Provincia de Tungurahua High School, is dependent.

### **3.9. CONCLUSIONS AND RECOMMENDATIONS**

#### **3.9.1. CONCLUSIONS**

After all of the process of analysis and interpretation of the results obtained of the tabulation of the instruments of investigation, the following conclusion and recommendation were done.

- a) It was notable that the students have deficiencies in the correct use of the different types of reading techniques that they can use in the process of development of a short reading in the reading comprehension.
- b) It was also notorious that the teacher does not have any extra didactic material or any system of activities with short readings or warm up activities to work in class and that it helps to the student to develop their level of reading comprehension.
- c) According to surveys, they indicated that if they have materials for English classes, but the lack of educational resources such as books, cds, flashcards, etc.
- d) It was remarkable the deficiencies that the student had in the development of reading comprehension were evident because they did not perform the activities in its entirety in the development of the same. Moreover, the student do not pay attention to the tasks that the teacher gives in her classes so they do not practice the activities and not develop any level of reading comprehension; consequently they do not develop the level that they should have in reading comprehension.

### **3.9.2. RECOMMENDATIONS**

- a)** It is important to explain to the students how to use the different types of reading study techniques in the process of development of reading comprehension.
- b)** In practice, it may give some exercises with readings to motive the students and they can develop in class the skill of reading comprehension, as well as, it should have a system of activities that it helps to strengthen the knowledge of the students in the process of development of reading comprehension.
- c)** Provide educational materials to students.
- d)** In theory, it may apply methods updated with the purpose of that students can improve their level of reading comprehension.

## **CHAPTER IV**

### **THE PROPOSAL**

#### **4.1. TITTLE**

A set of warm up activities in the development of reading comprehension skill of the students of tenth grade of General Basic Education, of the Institute of Education "Provincia de Tungurahua".

#### **4.2. JUSTIFICATION**

This proposal arose from a diagnosis made at the Institute of Education "Provincia de Tungurahua" through the use of various empirical techniques and subsequently the implementation of several instruments of investigation such as an observation, a diagnostic test, a survey and an interview which allowed to diagnose the problem existent in the educational establishment aforementioned, it also verified the level that possess the students of tenth grade of General Basic Education and corroborated the deficiency of certain educational knowledge of the teacher in the development of readings in reading comprehension skill, as of this, it was decided to create a proposal that consists in the a set of warm up activities in the development of reading comprehension skill of this educational establishment to develop reading comprehension.

The proposal of a development of reading set of warm ups, leads to improved academic performance of students in tenth grade of General Basic Education of Institute of Education "Provincia de Tungurahua", responds to the results of the surveys, little motivation and materials job. It is relevant in relation to present alternatives to guide the improvement,



applicable strategies that encourage learning and raise the academic performance of students.

### **4.3. OBJECTIVES**

#### **4.3.1. GENERAL OBJECTIVE**

To better up the reading comprehension through warm up activities in the reading comprehension skill.

#### **4.3.2. SPECIFIC OBJECTIVES:**

- Develop warm up activities
- Strengthen the academic performance of the students
- Propose strategies to influence the development of reading skills in English through warm up activities.

#### **4.3.3 THEORETICAL ASPECT OF THE PROPOSAL**

One of the main aspects of our proposal for this dissertation project is to increase and support the performance level of our students.

During the academic process of teaching and learning, we must agree that the use of warming up activities is a common topic in several teaching methodologies. Nevertheless these motivational activities has not been given enough importance as the other stages in classes, such students' practice, written production or final knowledge assessment.

In consideration of the aspects mentioned, our goals were aimed to determine the true role of warm up activities in pupils' language assimilation and educational expectations.

The execution of this project took six months. There were considered the role of motivation and the full stages in an EFL class as

well as students possible response to the activities performed. We analyzed the implementation of a carefully designed set of activities and selected the most interesting according to the topic we were working with.

#### **4.4. FEASIBILITY OF THE PROPOSAL**

**Financial:** The proposal has not applied excessive charges and is funded through the authors of the project.

**Policy:** This proposal is politically feasible because it has the support and approval of the authorities established as the director of the institution, parents and students.

**Technique:** The proposal is feasible because we have the necessary equipment such as projector, recorders, computer, video, speaker, printer, pen drive, paper, pencils, pens, markers.

**Legal:** It is possible to implement this proposal, according to the provisions of:

Art. 26 of the Constitution of the Republic of Ecuador states:  
Education is a right of people throughout their lives and an unavoidable and inexcusable duty of the State. It is a priority area of public policy and state investment, guarantee equality and social inclusion and essential for good living condition. Individuals, families and society have the right and responsibility to participate in the educational process.  
(Translated by Andrea Dávila and Adriana Morán)

The development of educational activities allow the development in learning the English language students, conforms to the provisions given by the Ministry of Education and are strongly supported by the Constitution of the Republic of Ecuador, whose purpose is to preserve the right of education at all Ecuadorians.

#### **4.5. DESCRIPTION**

**A set of warm up activities in the development of reading comprehension skill in tenth graders from “Provincia de Tungurahua” High School in Guayaquil.**

This proposal was designed to develop the reading comprehension of the students from tenth grade of General Basic Education, of the Institute of Education “Provincia de Tungurahua” through the creation of a set warm up activities based is a short game which a teacher or trainer can use with students, the purpose of a warm up is to encourage the students and prepare them to learn by stimulating their minds that helps to the development process of the reading, that is to say, in the process of pre reading, reading and post reading, they will have specific activities for each of them, and especially in the post reading because in this part the activities will evaluate the knowledge acquired by the students.

Furthermore, this booklet has an introduction that is referred to the aspects included in its structure and it contains some methodological recommendations for the teacher, since it will help the teacher how and when use this material for his or her students.

Warm-ups should last about 10-15 minutes, and they are particularly useful to help students to know each other better and to mark the shift when students have finished learning about one topic before starting on a new one. In fact, warm-up activities are essential teaching techniques that may be used for the following reasons:

- to focus or bring energy to each class in the first ten to fifteen minutes;
- to break the ice with a new class of students;
- to fill a small block of time when a lesson runs shorter than you planned;
- to replace a lesson that students can't grasp or are bored with;

- to have on hand for emergencies such as broken audio-visual equipment or electric cut-out.

The use of warm-ups in English language lessons presupposes the teacher's commitment with the necessity of motivating students so as to achieve better results in the teaching-learning process. That is why the author suggests the following ideas to be considered by teachers for motivating language learners:

1. Set a personal example with your own behaviour.
  - Teachers must prepare for lessons, be committed and motivated themselves, behave naturally, and be sensitive and accepting.
2. Create a pleasant, relaxed atmosphere in the classroom.
  - Teachers should bring in humor, laughter and smiles, do fun things in class, and have game-like competitions.
3. Present the activities properly.
  - Teachers should give clear directions, provide guidance about how to do the activity, and state its purpose and utility.
4. Develop a good relationship with the learners.
  - Teachers should relate with the students in a friendly respectful way.
5. Increase the learners' linguistic self-confidence.
  - Teachers should constantly encourage them, demystify mistakes (they are natural), and select activities that do not exceed the learners' competence.
6. Make the language lessons interesting.
  - Teachers should select interesting, challenging, and a variety of activities and supplementary materials.
7. Promote learner autonomy.

- Teachers should encourage creative and imaginative ideas, encourage questions, and share responsibility by having students help organize the learning.

8. Personalize the learning process.

- Teacher should try to fill the activities with personal content that is relevant to the students.

9. Increase the learners' goal-orientedness.

- Teachers can do this by helping the students develop realistic expectations about their learning and by helping them set up several specific learning goals.

The set of warm-ups is made up of 10 activities that may be used in the units 1, 2, 4, 6, 7 and 8 of the 10<sup>th</sup> grade English syllabus. Each activity has the following structure: Unit, title, objectives, level of assimilation, time for its realization, teaching aids, forms of organization, procedures, and skill. The students will not receive a grade for their success or failure doing an activity. Instead, they, guided by the teacher, will evaluate the activity, their participation in doing it, the cooperation among the members of the group, the strategies they used, what they learned by doing the activity, and its usefulness for their life.

## CONCLUSIONS

The application of this proposal will help students from tenth grade of General Basic Education, of the Institute of Education “Provincia de Tungurahua” to strengthen the previous knowledge acquired in the classroom through the realization of different activities.

In addition, the activities will help to students to get to know each other, through of the application of the different types of games for strengthen reading comprehension

Moreover, the students of that educational establishment will answer questions according the level of reading comprehension that are developed in each reading, by means of the use of the reading techniques and it will help them to develop that level.

To conclude, the students satisfactorily will solve each one of the stages of reading comprehension in the process of development of reading comprehension.

To summarize, this proposal will help students of tenth grade of General Basic Education, of the educational establishment above mentioned to develop the reading comprehension with the realization of all set warm up activities.

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# **APPENDIXE SECTION**

# APPENDIX I



Guayaquil, 15 de junio de 2015

COLEGIO FISCAL "PROVINCIA DE TUNGURAHUA"  
UNIDAD ADMINISTRATIVA DE SECRETARÍA

H01

Sr (a). MSc.

Lcdo ( a ) Maricruz Alvarado de Moreira  
Rector del Colegio Fiscal Provincia de Tungurahua  
Ciudad.-

De mis consideraciones:

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

Me dirijo a Ud. con el fin de solicitarle, se sirva otorgar la autorización pertinente, para que los estudiantes: **Dávila Zúñiga Andrea Monig y Morán Elías Adriana María** de la Escuela de Lenguas y Lingüística puedan aplicar el proyecto de investigación, para la elaboración del trabajo de titulación previo la obtención del título de Licenciado (a) en Ciencias de la Educación mención Lengua Inglesa y Lingüística.

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

Atentamente,

Ab. Jacinto Calderón Vallejo, MSc

**DIRECTOR**

**ESCUELA DE LENGUAS Y LINGÜÍSTICA**

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

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

Guayaquil, 15 de junio de 2015

Sr (a). MSc.

Lcdo ( a ) Isidro Chale Delgado

*Trabajemos juntos a la excelencia*



**COLEGIO FISCAL**  
**"PROVINCIA DE TUNGURAHUA"**  
Fundado el 26 de Mayo de 1975, R. O. No. 839 del 4 de Julio de 1975  
Sauces 2, Mz. F74-75 Teléfonos: 2239488 - 2646991 - 2246366  
[www.instungurahua.edu.ec](http://www.instungurahua.edu.ec) email: [instungurahua@yahoo.com](mailto:instungurahua@yahoo.com)  
GUAYAQUIL-ECUADOR

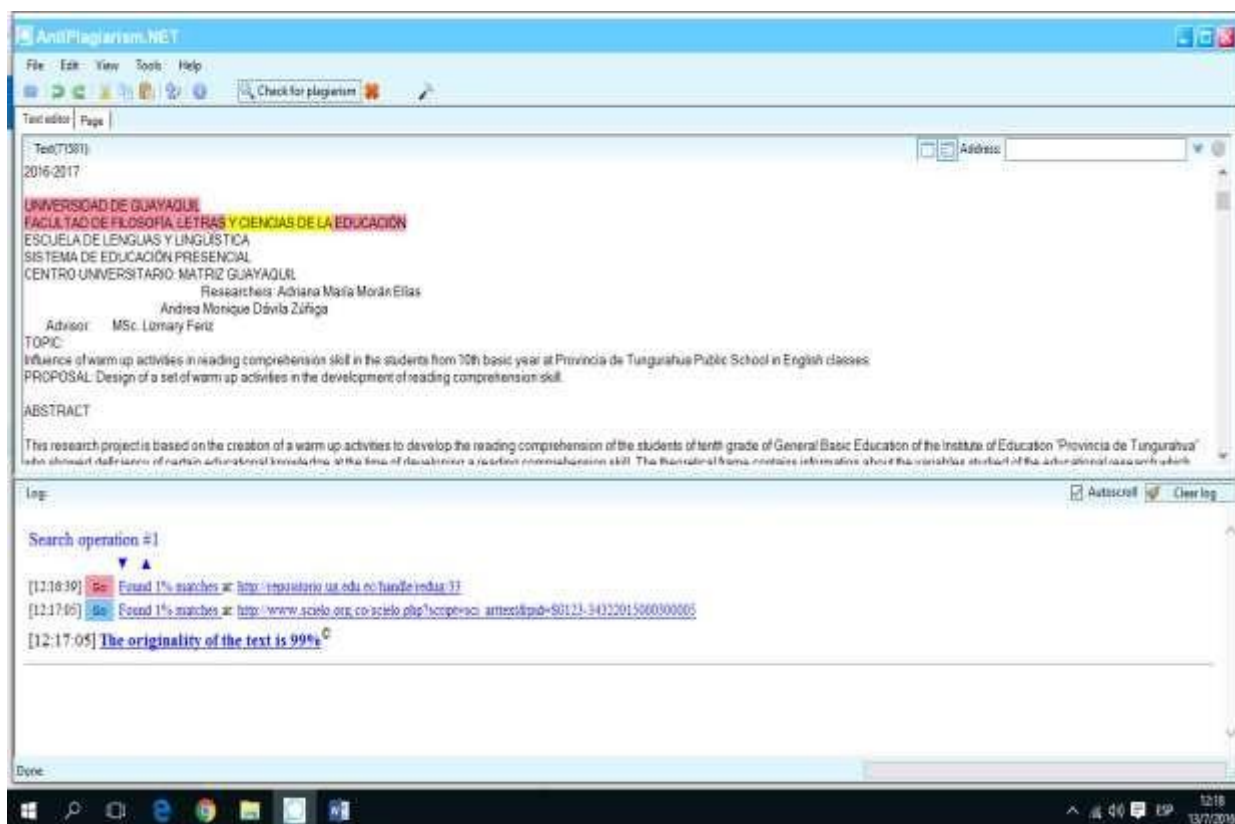
Guayaquil, 2 de agosto de 2015

#### CERTIFICADO

En calidad de Rectora (e), certifico que las estudiantes: Andrea Dávila y Adriana Morán estudiantes de la Facultad de Filosofía, Letras y Ciencias de la Educación, escuela de Lenguas y Lingüísticas, realizarán su proyecto en este plantel en la jornada nocturna

Doy fe a lo suscripto

  
Dra. Mancía Alvarado S.  
RECTORA (E)



# **APPENDIXE**

## **II**

## **ENTREVISTA AL PROFESOR DE INGLÉS**

### **¿Qué tipo de instalaciones y recursos de lectura hay en esta escuela para enseñar la comprensión de lectura?**

Como se puede notar, es difícil trabajar con un gran grupo de estudiantes, por desgracia, la institución nos da pocas instalaciones para trabajar con ellos, además, los padres de los alumnos no les ayudan en su casa; no existe una orientación, que esperar que sus hijos hacen todo en la escuela, también tienen poco acceso a los recursos de estudiar en sus casas.

### **¿Cuántos de sus compañeros de su área aplican las técnicas para mejorar la comprensión lectora de textos escritos?**

En el área de Inglés, hay cinco profesores. Estamos aplicando pre-lectura, mientras que la lectura y las actividades posteriores a la lectura de libros para mejorar los contenidos, ya que considera que es importante promover las habilidades de lectura en cualquier nivel.

### **¿Qué tipo de estrategias ha aplicado en su clase?**

Enseñé a mis estudiantes varias palabras de vocabulario para prepararlos para las clases de lectura, tenemos que aprender a buscar la esencia de texto y en busca de palabras clave que pueden ayudar a hacer conexiones con el mundo real.

### **¿Cuáles considera usted que han sido eficaces?**

Considero que las estrategias más eficaces para conseguir que mis alumnos se sientan involucrados en la lectura son actividades lúdicas, juegos y fotos.

### **¿Qué opinas acerca de las técnicas que aplicamos en su clase?**

Note que los estudiantes se sienten más motivados para participar en clase, hacer su tarea y motivar a otros miembros de la clase que se utiliza este lenguaje, estoy muy interesado en muchos de ellos. Son maravillosos y divertidos.

## **ADMINISTRATIVE FRAMEWORK**

### **Resources**

#### **Human Talent**

- ❖ English Teacher
- ❖ Students
- ❖ Researchers

#### **Material Resources**

- ❖ Texts
- ❖ Dictionaries
- ❖ Charts
- ❖ Paper

#### **Technological Resources**

- ❖ Computer
- ❖ Laptop
- ❖ Internet
- ❖ Printer
- ❖ Camera
- ❖ DVD

## OBSERVACIÓN AULICA

**COLEGIO:** Provincia de Tungurahua

**CURSO:** 10th A- B -C

**MATERIA:** English

**TEMA:** \_\_\_\_\_

**DIA:** \_\_\_\_\_

**HORA:** \_\_\_\_\_

ASPECTOS	APRECIACION			
	EXCELENTE	MUY BUENO	BUENO	REGULAR
<b>DOCENTE :</b>				
Antes de cualquier tema él / ella hace una actividad de acuerdo a la nueva clase.				
Hace la clase interesante y divertida.				
Centra su atención en cada uno de los estudiantes				
Explica las reglas de los juegos y las actividades con claridad.				
<b>ACTIVIDADES DEL DOCENTE</b>				
Es confiado, alegre y versátil				
Lee claramente y con buena entonación				
Realiza trabajos grupales				
<b>CONTENIDOS</b>				
Hace preguntas acordes con la lectura				
Toma en cuenta las dudas de los estudiantes				
Realiza actividades de refuerzo después de cada lectura				
<b>ASPECTOS METODOLOGICOS</b>				
Aplica actividades lúdicas para introduce vocabulario y temas de lectura				
<b>MATERIALES</b>				
Usa material didáctico real acorde con el contenido lector y los juegos motivacionales				
Usa tablas y gráficos descriptivos				
Relaciona el texto con la realidad a través de juegos introductorios				
<b>ESTUDIANTES</b>				
Siguen las instrucciones en cada juego				
Crean sus propias conclusiones				
Describen lo comprendido de manera apropiada				
Contestan preguntas relacionadas al tema satisfactoriamente				
Muestran interés en la lectura				
Realizan preguntas durante la lectura e indagan sobre su contenido				

\_\_\_\_\_  
**PROFESOR/TUTOR**

\_\_\_\_\_  
**ENTREVISTADOR**

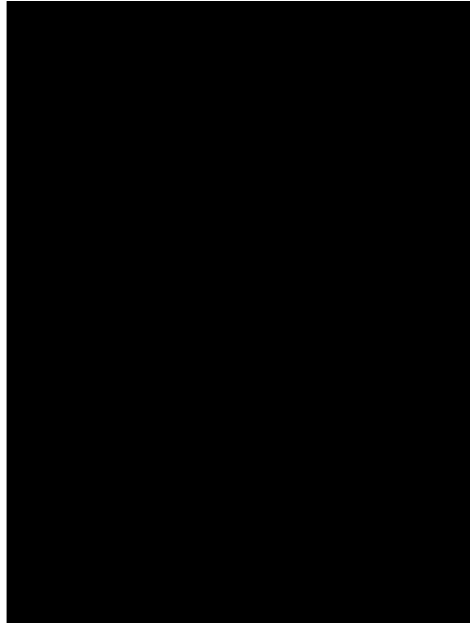
# **APPENDIXE**

## **III**



## IN THE CLASSROOM

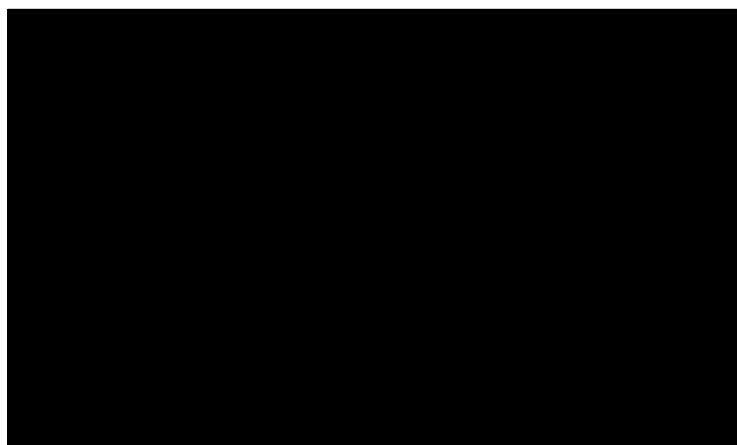
**Title:** Presentation to students



**Source:** Students of Tenth of General Basic Education

**Elaborated by:** Dávila Andrea and Morán Adriana

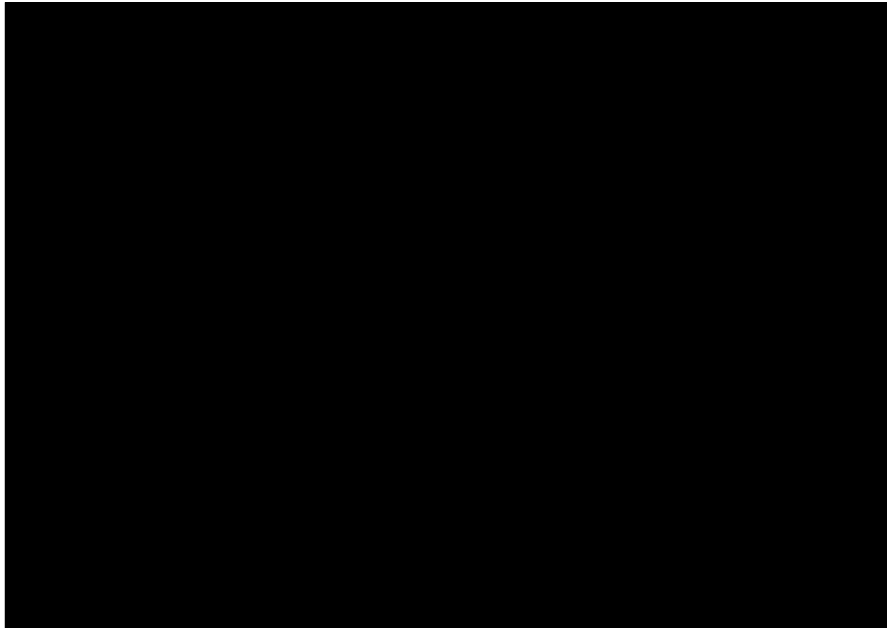
**Title:** Oral presentation of a volunteer after reading group activity



**Source:** Students of Tenth of General Basic Education

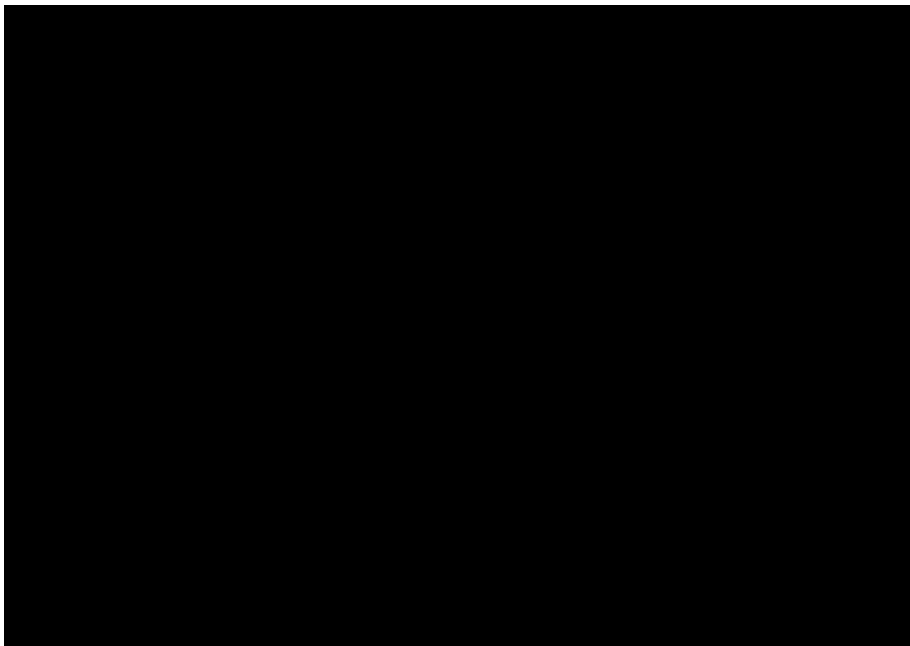
**Elaborated by:** Dávila Andrea and Morán Adriana

**Title:** Academic feedback after reading Group activity



**Source:** Students of Tenth of General Basic Education  
**Elaborated by:** Dávila Andrea and Morán Adriana

**Title:** Principal's acknowledgement and gratitude after the accomplishment of our project



**Source:** Director of the Institute of Education "Provincia de Tungurahua"  
**Elaborated by:** Dávila Andrea and Morán Adriana

## IN THE TUTORIALS

**Title:** Revisions to our dissertation project made by MSc. Lizmary Feriz



**Source:** University of Guayaquil – Language and Linguistic School  
**Elaborated by:** Dávila Andrea and Morán Adriana

**Title:** MSc. Lizmary Feriz feedback and instructions



**Source:** University of Guayaquil – Language and Linguistic School  
**Elaborated by:** Dávila Andrea and Morán Adriana

# **APPENDIXE**

## **IV**

## **A SET OF WARM UP ACTIVITIES IN THE DEVELOPMENT OF READING COMPREHENSION SKILL, IN THE STUDENTS OF TENTH GRADE FROM “PROVINCIA DE TUNGURAHUA” HIGH SCHOOL IN GUAYAQUIL.**

The main purpose of this set of warm up activities is to redesign the common pattern of English Reading classes.

In order to fulfill the students requirements before receiving classes, we have designed a set of useful warm up activities that will turn regular reading classes into the most expected moment of the school day.

This set of activities will enable teachers to engage students' interests and catch their attention from the very first moment they enter in a classroom, establishing powerful connections between their lives and written texts.

These activities can be applied to any language learning level of middle school, and it is adapted to each one of the reading stages processes.

**PRE-READING      -      WHILE READING      -      AFTER  
READING**

**Unit: 1 (see annexe 4)**

**Warm up 1**

**Title:** Sing and Say.

**Objective:** To practice the vocabulary of the reading text.

**Level of assimilation:** Practice.

**Time:** 10 minutes.

**Teaching aids:** cards.

**Forms of organization:** Whole class.

**Procedures:** The whole class sings the song that appears at the end; then two students run to the front part of the class, takes a card from the teacher's desk and after watching the object in the card, he say quickly what he thinks the object is.

Song:

One, two, three...

Eyes on this!

Four, five, six

say what it is!

**Reading suggested:** Cinderella

**Possible vocabulary items:** ball, prince, chimney, palace, fairy , shoe.

**Skill:** Speaking and Reading

**Unit: 1 (see annexe 4)**

**Warm up 2**

**Title:** Guess what it is!

**Objective:** To activate background knowledge and logical thinking.

**Level of assimilation:** Practice.

**Time:** 10 minutes.

**Teaching aids:** Pieces of paper.

**Forms of organization:** Whole class arrangement.

**Procedures:** The teacher brings to class some pieces of paper including some pictures or objects which are connected to the story and ask the students to guess what is the story about. This creates a nice expectation of the topic they will read.

**Skill:** Reading and Vocabulary.

## **Unit: 2 (see annexe 4)**

### **Warm up 3**

**Title:** Search puzzle.

**Objective:** To play with vocabulary items of the unit.

**Level of assimilation:** Practice.

**Time:** 10 minutes.

**Teaching Aids:** board /pictures, hand-outs.

**Forms of organization:** Pair work.

**Procedures:** The teacher gives the students a word puzzle to find the words given in a list. They work in pairs. The winner is the first couple who finds all the words.

Find the following words in the word search puzzle. When you find a word, circle it. Words can appear vertically, horizontally, diagonally or backwards. Then, the teacher hangs some pictures on the wall for the students to identify the illustrations with the words offered in the word puzzle.

**Skill:** Reading and Vocabulary.

e	d	l	s	g	n	i	p	m	a	c
f	g	l	c	u	n	f	k	z	b	l
r	e	s	t	h	o	r	s	e	x	g
a	v	a	s	b	t	c	a	n	w	g
b	w	f	x	l	u	c	m	e	t	v
l	o	x	a	k	h	z	w	s	w	h
v	o	l	l	e	y	b	a	l	l	f
ñ	z	h	d	l	a	t	m	s	s	s

## Unit: 2 (see annexe 4)

### Warm up 4

**Title:** Order events.

**Objective:** To get familiar with sequence of events of English reading texts.

**Level of assimilation:** Familiarization.

**Time:** 10 minutes.

**Teaching aids:** pictures.

**Forms of organization:** Pair work

**Procedures:** Students work in pairs. The students are given strips of paper. The teacher provides students a story and then some bits of the story that they need to put back in the order they were presented with. They are offered 5 minutes to identify the sequence of events in a story. At the end they may say which is the correct order in the story spaces.

**Skill:** Listening -While Reading.



## THE MEAN GIRL

\_\_\_\_\_ a woman who had a daughter who lived on the bank of a stream. The parents did not teach her nice manners and never punished her for her faults. The daughter would often laugh in her mother's face. \_\_\_\_\_ to help cook the dinner or to wash the plates. As the girl grew older, she would just spend her days dancing and playing with her friends. \_\_\_\_\_, and her parents might as well have had no daughter at all.

\_\_\_\_\_ looked so tired that even the selfish girl could not help but notice. She asked if there was anything she could do to do so that her mother might rest a little. The good woman looked so surprised and grateful for this offer that the girl felt rather ashamed. At that moment, the daughter would have scrubbed down the whole house if she had been requested. \_\_\_\_\_ to take the fishing-net out to the bank of the river and mend some holes in it because her father intended to go fishing that night. When he came home, her father was grateful for his new, unselfish daughter.



However, one morning her mother  
She was very selfish

Once upon a time, there was a man and

But her mother only asked her

when she asked her daughter

**Unit: 2 (see annexe 4)**

**Warm up 5**

**Title:** Who remembers...??

**Objective:** To widen their vocabulary knowledge.

**Level of assimilation:** Practice.

**Time:** 10 minutes.

**Teaching aids:** Teacher's voice, pieces of papers, board.

**Forms of organization:** Whole class arrangement.

**Procedures:** The teacher sticks papers on the students' chairs. Each paper includes a tittle from a story they read in previous classes. After the teacher counts 1-2-3, the students take a card and write down in English all the words associated with the story; characters, names of places, key words, they remember from the story. Then the teacher asks them to read them aloud. The class will decide if the participant brainstormed accurately parts or main characters of the story.

**Skill:** While Reading.

**Unit: 3 (see annexe 4)**

**Warm up 6**

**Title:** The hot can.

**Objective:** To answer questions from the story read.

**Level of assimilation:** Practice.

**Time:** 10 minutes.

**Teaching aids:** A can, pieces of paper.

**Forms of organization:** Whole class arrangement.

**Procedure:** The teacher passes a can from one student to another and at the same time the teacher claps her hands, and says: go, go, go...When she says **stop**, the one who has the can has to take a piece of paper and answer the question; if he can't answer it, he/she is out of the game and another student will answer it, and the same procedure is repeated with the can.

**Skill:** Post reading

**Unit: 3 (see annex 4)**

**Warm up 7**

**Title:** The ball



**Objective:** To practice orally the vocabulary related to the story information (genre, setting, main characters, conflict).

**Level of assimilation:** Practice.

**Time:** 10 minutes.

**Teaching aids:** Teacher's voice and a ball.

**Forms of organization:** Whole class arrangement.

**Procedure:** Using the ball, the teacher throws it to a student asking him / her a question. The student throws it back to the teacher or to another student, and answers the question. The same action is repeated until all the functions that have to do with reading book are practiced.

**Possible questions:** What's the protagonist's name?, Who is the Villain?, How did the hero escape from prison?, Where did the witches live?, etc.

**Skill:** Post Reading - Speaking.

### Unit: 3 (see annexe 4)

#### Warm up 8

**Title:** Draw it!

**Objective:** To illustrate the most important events from a story.

**Level of assimilation:** Practice.

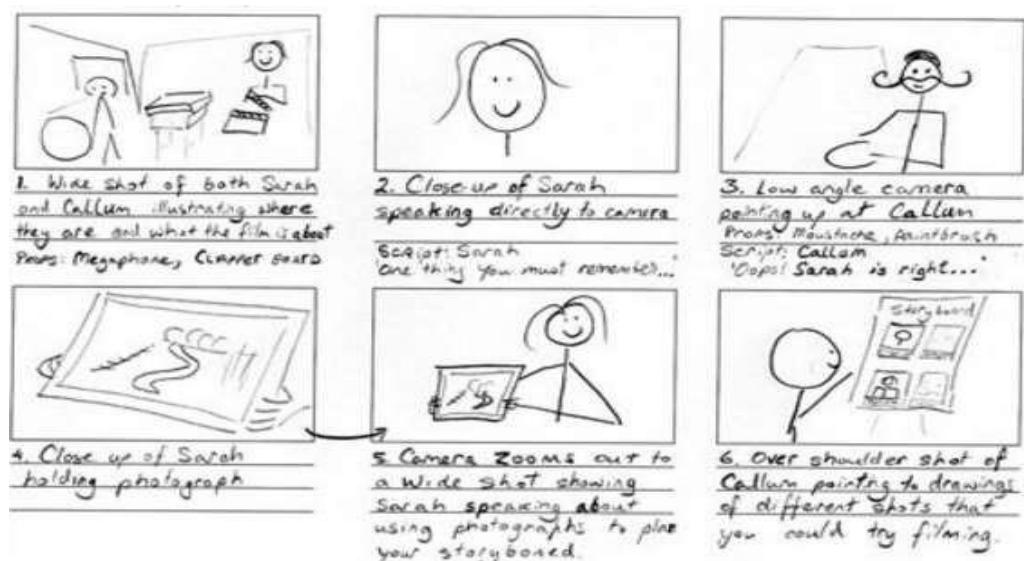
**Time:** 10 minutes.

**Teaching aids:** board.

**Forms of organization:** Small groups.

**Procedures:** The students are organized in small groups (around 6 students each). Then, they are asked to create a story boards and cartoons; The groups organize and draw the most important scenes in the chapter and explain its importance and action.

**Skill:** Writing - While Reading



## Unit: 4 (see annex 4)

### Warm up 9



**Title:**Popcorn!

**Objective:** To keep readers focused on written texts.

**Level of assimilation:** Practice.

**Time:** 9 minutes.

**Teaching aids:**Text Book, Magazines, newspapers

**Forms of organization:** Whole class arrangement.

**Procedures:** Teacher reads chorally with students for a first time the text.  
Then the teacher reads again few lines of the text.

After making a pause, Teacher says the word “popcorn”, and the name of one of the students in class. The student mentioned after the word “popcorn” has to continue the reading exactly at the same point where the teacher has stopped.

The reader can continue till he or she wants. Once the reader stops, says “popcorn” and mentions a new student to keep following the reading.

This activity enhances students word pronunciation and deepen their interest while reading silently.

**Skill:** While Reading



## Unit: 4 (see annex 4)

### Warm up 10

**Title:** Find your match

**Objective:** To create a relaxing atmosphere through contest game exercise

**Level of assimilation:** Practice.

**Time:** 10 minutes.

**Teaching aids:** Cardboards numbered, board, tape

**Forms of organization:** Whole class arrangement.

**Procedures:** Print big questions and answers (make them easy to see) and glue them to numbered cardboard. Place the cards in some way that one side of the card can be lifted to show what is under it. Shuffle the cards and place them face down on the board. Make students take turns turning up two cards at a time and reading the words aloud. If the two cards match, the player wins a point and takes a second turn. The cards discovered are showed while the others lay down without showing the answer/ question. If they do not match, the cards are put face down and the next player takes a turn.

The purpose of this game is to build automatic recognition of reading text information.

**Skill:** After Reading

## Unit: 4 (see annex 4)

### Warm up 11

**Title:** Trivia

**Objective:** To enable readers to identify the most important elements of a story

**Level of assimilation:** Practice.



**Time:** 9 minutes.

**Teaching aids:** Greek stories, fables and folk tales pictures, printed mini worksheets

**Forms of organization:** Whole class arrangement.

**Procedures:** Play a trivia game about Greek stories. Teacher asks questions to students:

- a horse with wings

a. Hercules      b. Pegasus      c. Zeus

- the most powerful God

a. Hades      b. Aphrodite      c. Zeus

- a monster with snakes on her head

a. Poseidon      b. Medusa      c. Minotaur

- the place where the ancient Gods lived

a. Athenas      b. Olympus      c. Trojan

**Skill:** While Reading - After Reading, Speaking

**Unit:** 4 (see annex 4)

**Warm up** 12

**Title:** Tic-Tac-Toe

**Objective:** To predict content from simple details

**Level of assimilation:** Practice.

**Time:** 10 minutes.

**Teaching aids:** board, markers, small picture cards of place related to the story they are reading

**Forms of organization:** Groups

**Procedures:** Teacher sets students into two groups and challenge the rest of the class to play. Using vocabulary words from previous reading texts and stories, assign numbers to each of the grids. Assign 2 or 3 meaning of each of the squares. Have one member of each group to go and say out loud a number. Give the corresponding word and give some time to come up with a definition and an example.

If they do it correctly they can mark their grid.

**Skill:** Pre-Reading , After Reading

**Unit: 5 (see annex 4)**

**Warm up 13**

**Title:** Crossword

**Objective:** To discover words in a puzzle, use of synonyms and definitions.

**Level of assimilation:** Practice.

**Time:** 6 minutes.

**Teaching aids:** board, markers, paper clues, pieces of flipchart

**Forms of organization:** Small Groups

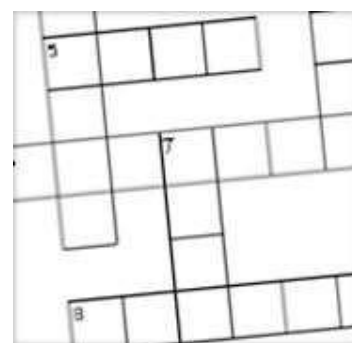
**Procedures:** Review with students vocabulary and expressions from previous lessons. Divide the groups into teams. Give out the worksheets, one per group.

Assign roles to each member of the group (1 leader, 1 time keeper, 1 recorder, 1 group speaker)

Challenge groups to organize themselves and create a puzzle with the clues given.

After finishing it they present their work to the rest of the class.

**Skill:** After Reading , Speaking



## Unit: 5 (see annex 4)

### Warm up 14

**Title:** What happened here?

**Objective:** To make inferences and guesses

**Level of assimilation:** Practice.

**Time:** 6 minutes.

**Teaching aids:** board, markers, flashcards

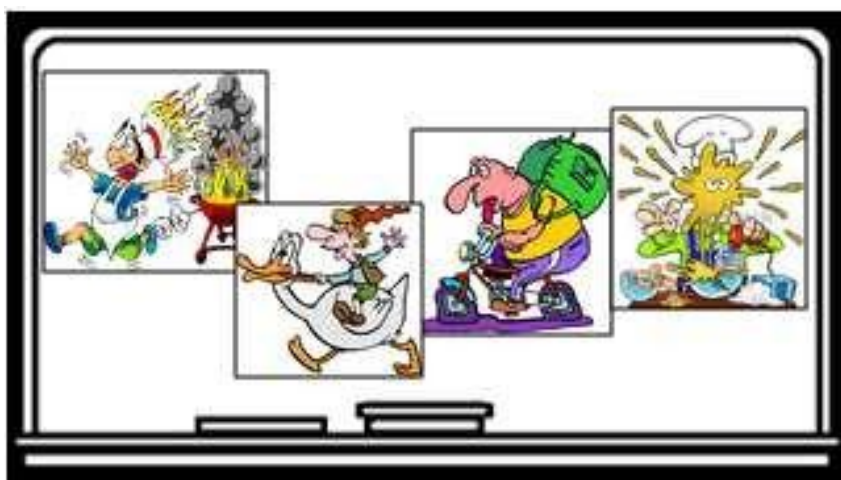
**Forms of organization:** Whole class

**Procedures:** Write on the board: “all of them tell a story”. Bring some pictures and invite students to describe what do they think about it, make them describe the story behind the picture.

Use funny and humorous pictures with which students can make a lot of inferences. Ask “***What happened here?***”

Have all students to listen all stories and decide which one is the best.

To stimulate the class, the student who comes up with the best story of all, wins a prize.



**Skill:** Speaking, Pre- Reading, Listening



## Unit: 5 (see annex 4)

### Warm up 15

**Title:** Find where

**Objective:** To scan texts and analyse details

**Level of assimilation:** Practice.

**Time:** 8 minutes.

**Teaching aids:** board, markers, paper clues, pieces of newspaper and magazines

**Forms of organization:** Small Groups



**Procedures:** Select some newspaper articles and make copies. Arrange material previously from class. Cut the headlines from texts and invite pupils to match headlines and texts as fast as they can. Suggest students to scan

the texts to find clues in the context to perform this task.

**Skill:** Pre-Reading

Summing up this part, it may be concluded that the set of warm-up activities elaborated to increase motivation in English learning, in tenth graders from “Provincia de Tungurahua” High School, implied the consideration of a number of ideas and criteria about these types of activities what may be decisive in order to obtain the expected results.