



**UNIVERSITY OF GUAYAQUIL**

**FACULTY OF PHILOSOPHY, LETTERS AND EDUCATION SCIENCES  
SCHOOL OF LANGUAGES AND LINGUISTICS**

**EDUCATIONAL PROJECT**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE  
BACHELOR OF EDUCATION IN ENGLISH LANGUAGE AND  
LINGUISTICS DEGREE**

**TOPIC**

**THE INFLUENCE OF EXTENSIVE READING IN THE DEVELOPMENT  
OF READING COMPREHENSION.**

**PROPOSAL**

**DESIGN A TEACHING GUIDE FOCUSED ON EXTENSIVE READING  
ACTIVITIES FOR READING COMPREHENSION DEVELOPMENT.**

**RESEARCHERS**

**Gregor Zambrano Manuel Fernando**

**Moreno Vélez Mónica Mariana**

**ACADEMIC CONSULTANT**

**MSC. Heidi Marriott**

**GUAYAQUIL, 2017**



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

Atentamente,

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Gregor Zambrano Manuel Fernando  
C.I 0923222137

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Moreno Vélez Mónica Mariana  
C.I. 0913464962



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

**PROYECTO**  
**TEMA: “THE INFLUENCE OF EXTENSIVE READING IN THE**  
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**PROPOSAL: DESIGN A TEACHING GUIDE FOCUSED ON EXTENSIVE**  
**READING ACTIVITIES FOR READING COMPREHENSION**  
**DEVELOPMENT”.**

**APROBADO**

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.....  
Tribunal No. 2

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Tribunal No 3

\_\_\_\_\_  
Gregor Zambrano Manuel Fernando  
C.I 0923222137

\_\_\_\_\_  
Moreno Vélez Mónica Mariana  
C.I. 0913464962

**EL TRIBUNAL EXAMINADOR OTORGA AL  
PRESENTE TRABAJO**

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**EQUIVALENTE A:** \_\_\_\_\_

**TRIBUNAL**

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## **DEDICATION**

I dedicate this project to God first, since he is the reason why I am at this stage of my life. Then, my dear mother, Mrs. Sally Zambrano because thanks to her perseverance I have been able to finish with my university studies.

To my dear grandmother, Mrs. Zoila Roman who has helped me with her constant support and dedication I was able to get needed motivation and inspiration to get this project done.

To my aunts, Sonnia and Gloria Zambrano, and my uncle Felipe Zambrano because they were the fundamental beams in my life.

Gregor Zambrano Manuel Fernando

## **DEDICATION**

I acknowledge this project to the one and only God for his wisdom and strength that he has given me, to my husband, Gustavo Magallanes , for being a beam of strength that has been my support and with his unconditional love at every moment of my life. To my dear daughter, Malory Pincay, who has been an inspiration and the engine of all the achievements in my life.

Thanks for your help, perseverance, constant motivation that has allowed me to finish one more of my goals.

Moreno Vélez Mónica Mariana



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I would like to thank grandmother and my two aunts and my step –father, MSc. Jose Baño. My family for being the support that I always need and my partner, Monica Moreno. This has been a great journey full of educational means and surprises too. Thanks to the strength given to me by God and the wonderful people he has set around me, I have been able to finally achieve another one of my goals.

I would like to acknowledge God because without him none of this was possible, even though many times I felt like if I was not going to make it. God gave me wisdom, health and strength to keep on. I owe everything to him for giving me this opportunity to accomplish one more goal in my life and a dream that I have always wanted.

Gregor Zambrano Manuel Fernando  
Moreno Vélez Mónica Mariana

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<b>AUTHOR:</b> Mónica Moreno Vélez Manuel Gregor Zambrano	<b>ADVISOR:</b> MSC. Heidi Marriot <b>REVIEWERS:</b>	
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<b>ABSTRACT:</b> Reading is one of the most fun and fundamental skills that English or any other language has to offer. Reading is an ability that can take the reader to another world, space or even galaxies depending on what the reading may be about, whether fiction or not. The most interesting part about reading is that it can become a realm of its own and the author of such text can have the reader engage or stuck like glue in the text, novel, book, magazine, journal or whatever the type of reading may be. To reach such comprehension, there are many ways and methods that students and teachers can engage in, like extensive reading. It is all up to the objective of the class and the teachers' class preparations that can reach students weaknesses so utter reading comprehension can be totally reached in the classroom and outside the classroom as well. The essential part included in reading is one of the most adequate if the student is taught to be self-motivated.. There are many things that, by just seeing them, do not need further explanation due to the fact of the real contact that learners have with the reality being treated at that time. Another advantage that trips offer is the interaction with other cultures which definitely urge students to develop questioning about different details and experiences. Again, depending on the teacher's creativity and enthusiasm, other kind of activities like campaigns, contests, etc., could be adhered to the previous experience.		
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<b>AUTHOR(S) NAMES AND CONTACT</b> Monica Moreno Manuel Gregor	<b>Telephone:</b> 0984652614 0969757135	<b>E-mail:</b> <a href="mailto:Monikmv71@gmail.com">Monikmv71@gmail.com</a> <a href="mailto:Monotaker_fer@hotmail.com">Monotaker_fer@hotmail.com</a>
<b>CONTACT IN THE INSTITUTION:</b>		<b>NAME:</b> Secretarial of the school of Languages and Linguistics.
		<b>TELEPHONE:</b> (04)2294888 Ext. 123
		<b>E-mail:</b> lenguas.linguistica.filo@gmail.com



REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA		
FICHA DE REGISTRO DE TESIS		
<b>TÍTULO Y SUBTÍTULO:</b> La influencia de la lectura extensiva en el desarrollo de la comprensión lectora. Diseñar una guía docente enfocada en las actividades de lectura extensiva para el desarrollo de la comprensión lectora.		
<b>AUTOR/ES:</b> Mónica Moreno Vélez Manuel Gregor Zambrano		<b>TUTOR:</b> MSc Heidi Marriot
		<b>REVISORES:</b>
<b>INSTITUCIÓN:</b> Universidad de Guayaquil.		<b>FACULTAD:</b> Facultad de Filosofía, Letras y Ciencias de la Educación.
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<b>ÁREAS TEMÁTICAS:</b> Lengua Inglesa		
<b>PALABRAS CLAVE:</b> extensive reading, comprehension, text, understanding		
<b>RESUMEN:</b> La lectura es una de las habilidades más divertidas y fundamentales que el inglés o cualquier otro idioma tiene para ofrecer. La lectura es una habilidad que puede llevar al lector a otro mundo, espacio o incluso galaxias dependiendo de lo que pueda ser la lectura, sea ficción o no. La parte más interesante de la lectura es que puede convertirse en un reino propio y el autor de dicho texto puede hacer que el lector se adhiera o se pegue como pegamento en el texto, la novela, el libro, la revista o cualquier otro tipo de lectura. . Para alcanzar tal comprensión, hay muchas maneras y métodos en los cuales los estudiantes y los profesores pueden participar, como la lectura extensa. Todo depende del objetivo de la clase y de los preparativos de la clase de los maestros que pueden llegar a las debilidades de los estudiantes, de modo que la comprensión de lectura total se puede alcanzar totalmente en el aula y fuera del aula. La parte esencial incluida en la lectura es una de las más adecuadas si se enseña al estudiante a ser auto-motivado. Hay muchas cosas que, simplemente viéndolas, no necesitan mayor explicación debido al contacto real que los alumnos tienen con la realidad que se está tratando en ese momento. Otra ventaja que ofrecen los viajes es la interacción con otras culturas que definitivamente animan a los estudiantes a desarrollar preguntas sobre diferentes detalles y experiencias. Una vez más, dependiendo de la creatividad y el entusiasmo del maestro, otras actividades como campañas, concursos, etc., se podrían adherir a la experiencia anterior.		
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<b>CONTACTO CON AUTOR/ES</b> Mónica Moreno Manuel Gregor	<b>Teléfonos:</b> 0984652614 0969757135	<b>E-mail:</b> Monikmv71@gmail.com Monotaker_fer@hotmail.com
<b>CONTACTO EN LA INSTITUCIÓN:</b>		<b>Nombre:</b> Secretaría de la Escuela de Lenguas y Lingüística
		<b>Teléfono:</b> (04)2294888 Ext. 123
		<b>E-mail:</b> lenguas.linguistica.filo@gmail.com

## **ABSTRACT**

Reading is one of the most fun and fundamental skills that English or any other language has to offer. Reading is an ability that can take the reader to another world, space or even galaxies depending on what the reading may be about, whether fiction or not. The most interesting part about reading is that it can become a realm of its own and the author of such text can have the reader engage or stuck like glue in the text, novel, book, magazine, journal or whatever the type of reading may be. To reach such comprehension, there are many ways and methods that students and teachers can engage in, like extensive reading. It is all up to the objective of the class and the teachers' class preparations that can reach students weaknesses so utter reading comprehension can be totally reached in the classroom and outside the classroom as well. The essential part included in reading is one of the most adequate if the student is taught to be self-motivated. Another source where actually all our senses are involved and help in many things, not only in reading comprehension, is having trips or visits to museums, industries, beautiful places, zoos, aquariums, etc. depending on the issue and other collateral factors that take place when doing these kinds of activities. There are many things that, by just seeing them, do not need further explanation due to the fact of the real contact that learners have with the reality being treated at that time. Another advantage that trips offer is the interaction with other cultures which definitely urge students to develop questioning about different details and experiences. Again, depending on the teacher's creativity and enthusiasm, other kind of activities like campaigns, contests, etc., could be adhered to the previous experience. This type of things take us to other learning opportunities like discussions, forums or now with the marvelous invention of the internet, the creation of websites where people from over the world share their experiences and knowledge about the topic.

**Key words: extensive reading, comprehension, text, understanding**

## **INTRODUCTION**

Unimaginable and endless things could be shared through many means when it comes to reading activities. For example, the internet, video conferences, on line classes, sketches, soap-operas and millions of resources that help students in the learning process of any discipline or subject. Extensive reading is included here, the amount of information reinforces or opens the students' eyes to new possibilities of acquiring useful data. As we all know it, the internet revolutionized humankind's communication to a higher degree, so it is not something mythical that we know what is going on anywhere on the other side of the world. What are the advantages of reading something to it as other receptive skills are added to the learning experience without diminishing the use of our imagination before or afterward. The effects that they cause in our students is priceless, especially when dealing with students who have some kinds of difficulties produced by different factors who tend to have logically lower academic results. It is easy to teach students who are in control 100% of their capacities but we must also think about the learners who cannot. The use of many didactic activities at any point of the learning process are essential for succeeding in our purposes. We, as teachers, must make good use of these resources and monitor our students in the process.

**CHAPTER I:** The problem, scientific situation, Causes, Problem formulation, General objectives and Specific objectives, Questions of the investigation, justification.

**CHAPTER II:** Background of the investigation, Theoretical framework.

**CHAPTER III:** methodological design, population and sample, operationalization of variables, investigation methods, instruments, analysis and interpretation of data, conclusion and recommendations.

**CHAPTER IV:** Justification, general objective, specific objectives, feasibility, description, conclusions.

## **CHAPTER I**

### **THE PROBLEM**

#### **Context of the investigation**

The present research work will deal with the reading comprehension development problems faced by Ninth Grade at Francisco Campos Coello School students during the academic year 2016-2017. This institution is located in the city of Guayaquil, with approximately 40 students per classroom, and the principal is MSc. Kerly Coloma Aguilar. This year, a total of 280 students have been registered which are taught by a team of 20 teachers in the institution. The school is located in the Atarazana neighborhood.

The institution is located in an economical medium class area, Atarazana neighborhood. Another fact is that parents do not have enough knowledge about English language and for that reason they cannot help students to improve their skill. The Francisco Campos Coello High School is an establishment that works with two shifts: mornings and afternoons. The institution does not have neither adequate infrastructure with modern facilities, nor an English laboratory with technological resources that can be used to improve the learner's experience.

It should be mentioned that the location of the educational unit and the social environment makes it vulnerable to community problems affecting the education of students of that institution.

During the observation phase of this research work the authors were able to observe that many of the students presented poor performance in the process of recognizing words and expressions in the English language when performing the extensive reading activities.

Trough these observations, it was determined that there were recurring failures regarding Reading Comprehension in students, especially when they are confronted with reading activities and when texts are longer in extension than it is considered normal. This problem discourages students learning and is conducive to poor meaningful learning of the target second language.

### **Problem of the Investigation**

As mentioned before, during the observation phase it was witnessed that the classes did not include activities in which students could actively participate in reading activities and students seemed not to be interested in the readings they were performing.

In addition, students did not like reading the material given nor had the opportunity of reading magazines, books, or newspapers in English, as to develop their reading skills.

The lack of opportunities students have in reading material that is meaningful to them, causes that students do not have the chance to read new vocabulary, grammar in context and therefore they are not able to improve their language learning process.

Another important factor that needs to be stated, is the fact that only one of the teachers has a teaching degree and the others are still processing it. This might mean than students are not being offered, English best practices for language development by teachers due the lack of professional training opportunity in a way that teachers with the full potential can transmit knowledge to students about target language.

It should be taking in account the importance that teacher must have a totally knowledge of foreign language because is important to read bigger pieces of text in another language. This can be done with the use of extensive read strategies to students and the same time students can improve their Reading Comprehension through Extensive Reading which

will learn new words and phrases. These are some factors that were observed could change with a reading process with strategy and guarantee the learning of students and the improvement of reading abilities.

### **Conflict situation**

According to the research about the failures that students present in Reading Comprehension, which causes as a consequence that students cannot recognize and understand phrases and words in English in extensive text, they are deprived of an proper opportunity for development in their Reading Comprehension skills. For that reason their learning is severely endangered to reach the required level in their educational plan.

Throughout the initial observation, it was evident that students faced more troubles when dealing with longer texts. Students were not able to properly develop reading activities, which require more skill to be performed. Students had difficulty read effectively and find factual information, and they cannot face extensive reading because they were unmotivated by the type of material used.

Students also showed lack of motivation for reading, which might be caused due to the lack of teaching materials, that are necessary for this educational level.

One of the factors that influences this problem is that students do not use material that is attractive or meaningful for them. Therefore, this fact makes students feel less motivated to participate in reading comprehension activities and they limit themselves to just try to read the vocabulary words but do not go further than that.

Furthermore, most of the time teachers abide to a traditional teaching plan without concern for constant innovation or academic preparation that covers all language skills in the classroom. In the case of English language learning, this is particularly difficult because, if teachers

are not aware of this it prevents students from engaging in more productive reading exercises and their overall success in language learning is challenged.

### **Scientific fact**

Failure in reading comprehension in students of Ninth Year GBE, room "B", afternoon session at Francisco Campos Coello Public School belonging to District 8, Zone 5, in the city of Guayaquil academic year 2016-2017.

### **Causes**

Some of the causes that may be established about the problem could be:

- Lack of appropriate reading material.
- Limited range of English vocabulary.
- Little use of creative strategies for extensive reading.

### **Problem formulation**

How does extensive reading influence the development of reading comprehension in students of the Ninth grade of General Basic Education, room B, at school Francisco Campos Coello Public School in the city of Guayaquil, academic year 2016 -2017?

## **OBJECTIVES OF THE INVESTIGATION**

### **General objective**

Determine the influence of extensive reading in the development of reading comprehension through a field study, literature review, and statistical analysis to design an educational guide of Extensive Reading activities to develop Reading Comprehension.

### **Specific objectives**

- To determine the influence of extensive reading comprehension through a literature review, field study, and statistical analysis.
- To characterize the reading comprehension development process using extensive reading strategies through a literature review, field study, and statistical analysis.
- To assess the relevant aspects in the process of Reading Comprehension development through the most important data collected.

### **Research Questions**

- What is the influence of application of Extensive Reading in the development of reading comprehension?
- How is reading comprehension related to extensive reading?
- What is the current situation of reading development in the students of this institution?
- What are the aspects that influence the development of reading comprehension in extensive reading?
- What type of extensive reading activities help in the development of Reading Comprehension?
- What are the current guidelines for Reading Comprehension development for this level?

### **Justification**

The aim of this project is to provide teachers strategies for extensive reading that can help improve the current levels of reading comprehension observed in the students of Ninth Year room "B" of General Basic Education at Francisco Campos Coello Public School. Through the development of this works, an appropriate solution for the problem is aimed to be developed. The students' knowledge can obtain through Extensive Reading is able to further enhance their education. Therefore, the purpose of this research will focus on the analysis of the



influence of Extensive Reading in the development of Reading Comprehension in General Basic Education, where students show considerable limitations in understanding reading and their overall language learning process is affected.

This research work supports the idea of reading as a foundation for language learning which. Moreover, according to evaluations from the Organization for Economic Co-operation and Development (OCDE), reading comprehension is defined as the skill for understanding, evaluating, and using the implications within written texts to participate in the society and develop greater knowledge. This research work is also in agreement with the current legal body in place in Ecuador or statements that support this project for example: The Constitution, some of the rules of Loei, National Plan for Good Living and more important are Curriculum Guidelines for English language interaction. These legal framework supports the objective of potentiating a good learning searching educational quality and equality for students.

Therefore, this project will contribute to the development of students potentialities which will be in direct benefit of them in all areas of their lives: personal, professional and academic.

This research project about extensive reading to improve Reading Comprehension is created to solve the problem students and teachers of the Ninth grade are facing and will be direct beneficiaries will be benefitted directly and their relatives, educative community will also reap benefits as it will contribute to improve their members, personal, professional, academic perspectives in the future.

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

#### **Background**

The purpose of this research work is to obtain more information about the way Extensive Reading can aid the development of reading comprehension through the review of different research works and other information about this problem manifestation.

Although some research performed in Francisco Campos Coello High School by students of the School of Languages, Philosophy Faculty have showed the same results about the low level of reading comprehension, it has never been applied a program to improve the habit of reading. Therefore, the improvement of their reading comprehension keeps failing as the techniques and strategies that must be put in practice in that institution are not present.

Moreover, the institution does not count with the necessary materials for the appropriate development of reading, and the researchers were able to notice that the institution did not have a specific areas for a foreign language learning. It was also observed that there was no material for reading, much less full texts in English (extensive reading) for the different levels that are required in the Ministry of Education. It might be possible that if an effective practice is not performed, the problem of Reading Comprehension will continue.

One of the most important aims in this project is to help in the improvement the skill of Reading Comprehension in students of the Ninth year from the Francisco Campos Coello, increasing the knowledge of words that can be encouraged easily trough Extensive Reading.

The teacher will be the checkpoint that places it into practice to encouraged students.

There are two main concepts that are involved in this study and those are extensive reading and development of reading for comprehension. Most language teachers believe that extensive reading is a key factor for success in language learning and reading comprehension (Kimura, Nakata, & Okumura, 2001). It is a necessary skill that students have the ability of understanding and deciphering texts to improve their Reading Comprehension.

It is very important to understand that reading comprehension is one of the denominated linguistic skills referring to the interpretation of written speech. This strictly affects the linguistic component and due to the lack of reading reinforcement given in class, it becomes difficult to understand. Little focus on reading does not help to learn new words and new phrases in which students can connect with or try to engage to with. Students do not feel connected with reading and therefore students do not overcome their limitations when facing an extensive reading passage in English language and perception of attitudes and sociological components of long learning.

The term “extensive reading” is a broad concept that cannot easily be defined. This is the same scenario in Ecuadorian schools. Teachers think they need to have the best and updated technology to raise students’ attention and keep them focus on the lesson. However, there is a varied range of techniques and methods in terms of activities that can be developed in order to engage students into reading comprehension, (Kimura, Nakata, & Okumura, 2001).

According to a research thesis work by Andino (2015), at Pontificia Catholic University of Ecuador, Quito, shows focused studies to improve the Reading Comprehension and research addressed to the decoding of texts for a better understanding and for teachers to potentiate the skill of

reading in their students is more relevant. According to research works in the Educative area referring to the reading level that the students have in the Reading Comprehension do not reach the required level. In this research work it is explained that texts must be simple, according to the knowledge of students.

In this regard according to reports by INEC (Instituto Nacional de Estadísticas y Censos, page 3), people in Ecuador have low reading habits. 27% of Ecuadorians do not read. The research shows that 56% of Ecuadorians do not read because they say that is not necessary and the 31.7% there is no enough time. According to the habits of reading in Ecuador, the 33% of youths that read, they do it for attend academic obligations, meanwhile the 32% read to know about certain topic. In general, none of the groups of persons read for pleasure or personal overcoming (page 11), (Dávalos, 2014).

According to Wells ( 2016), the use of active methodologies in reading comprehension with the students, is one of the main factors in their education. According to this, their reading comprehension must improved constantly. Such improvement must go in accordance to the level required which, it is necessary to diagnose reading in an excellent way for learning and it is a good tool to memorize texts which were already read,.

Furthermore, a published report in 2016 by OCDE (Organization for Economic Co-operation and Development) reveals that countries of Latin America have experimented a regression in their educative levels in the past three years, and could not achieve an improvement in teenagers in reading comprehension, where Ecuador have obtained one of the lowest levels of reading comprehension by the low habit for read.

There are different related works at Francisco Campos Coello Public School but focused on different areas. As started before observation phase a deficit in Reading Comprehension was identified. The

students presented lack of understanding of new words and phrases when reading longer texts, which affects them in their reading comprehension overall performance. Students at the moment leave the Eighth grade without having reached the adequate reading level.

## **Theoretical Framework**

### **Reading Comprehension**

Simply put, reading comprehension is the act of understanding what you are reading. While the definition can be simply stated the act is not simple to teach, learn or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing, reading comprehension is one of the pillars of the act of reading. When a person reads a text he engages in a complex array of cognitive processes.

### **Components for Reading Comprehension**

Two essential components to students to become proficient readers are vocabulary and fluency, those will reinforce the skill of understand and meaning of the text, and this end goal of all reading instruction. Student with strong comprehension skill are used variety of comprehension strategies as they read to help them makes sense.

### **Fluent, automatic reading of text**

Beginning readers must apply their decoding skills to fluent, automatic reading of text. Children who are reading with adequate fluency are much more likely to comprehend what they are reading. Thus the concept of independent reading level is important: it is that level at which the child recognizes more than 95 percent of the words and can read without laboring over decoding. Poor readers often read too slowly. Some poor readers have a specific problem with fluent, automatic text reading even though they have learned basic phonics.

## **Vocabulary**

Knowledge of word meanings is critical to reading comprehension. Knowledge of words supports comprehension, and wide reading enables the acquisition of word knowledge. At school age, children are expected to learn the meanings of new words at the rate of several thousand per year. Most of these words are acquired by reading them in books or hearing them read aloud from books. Networks of words, tied conceptually, are the foundation of productive vocabulary. Key in developing this foundation is active processing of word meanings, which develops understanding of words and their uses, and connections among word concepts.

## **Reading Comprehension Techniques**

Skimming and Scanning are two forms of selective reading. The reader does not read all the content. Instead he/she consciously selects and reads only portions of texts, skipping over a considerable amount. The rate used for skimming or scanning may be 200-400% faster than the normal reading rate.

**Skimming:** Skimming can provide a good idea of what the author is writing about, what main topic will be covered, the general sequence of major ideas and the kind of approach used by the author.

A key decision a student must make while skimming is how much to leave unread. Sometimes this figure will be as high as 50% of the content.

There are two approaches which can be used for skimming:

1. Read the first sentence of each paragraph or the first several sentences, or if the material dictates, read up to 50% of the paragraph.
2. Move the eyes along the first line or two of each paragraph and then float over the remainder of the paragraph, picking up any words, names, dates or the material of high stimulus value on the way to the start of the next paragraph.

**Scanning:** Scanning is a process that involves looking for something. We all scan when we look for a particular number in the telephone book. The reader knows exactly what he/she is looking for; the structure or organization of the material is a guide which helps in his search. When the reader finds the portion of the material that he/she knows will contain the information, he/she begins to read more slowly and carefully.

A student should search through the subheadings and heading, graphics material (charts, graphs, figures, illustrations), and names, dates and words in bold-face or italic type to aid in the search. Scanning is directly influenced by the organization of the material and the types of locational guides which the author may have written into the material.

Skimming and Scanning are reading skills. They have to be practiced in order to be of any help to the reader. At all times, a student should refer to the Guide for Flexibility in Reading Rate to make sure that his choice to skim or scan is an appropriate one according to the material he is reading.

### **Activities to promote Reading Comprehension**

They are meant for when students finish a reading, they can decipher or analyze with questions and answers and understand paragraphs throughout the reasoning.

Garcia (2001) defines reading as an internal state of the individual influenced by certain needs and beliefs, which generate favourable attitudes and interests towards a goal. As well as a desire, which moves him/her to attain the goal with dedication and continued effort, it is because the student likes it and feels satisfied each time he/she observes a positive result (Eccles, MOTIVATIONAL BELIEFS, VALUES, AND GOALS, 2012, p. 186). It can also be added that absorbing vocabulary, memorizing it and being capable of using it well is not an easy thing to do.

Distinct processes are involved and depending on the level of English that students have, activities like webbing, having nemo-technic cards, word building, associating pictures with words, cooperative learning, story development which promote interaction and learning, and so forth play an essential point in the process in order to be successful in the objective of understanding a text appropriately. (Brinton, et al., 2014). Teachers must be aware of enhancing students' register due to the complex duty that demands dominating a text and this categorically could be approached by making good pre-, during and post-activities to connect lexicon and reading comprehension.

Obviously, the proportion of difficult words for a reader directly influences the discernment of the manuscript itself, the easier the vocabulary becomes for the reader the most opportunities the person has to understand it. Brinton, et al., (2014) demonstrate that a 98% of words should be understood in order to comprehend a text. The relationship is irrefutable and must be faced appropriately by instructors considering that it is one of the most important variables in reading comprehension beside other ones like analysis, good interpretation, and coherence of ideas, for instance.

In the teaching-learning process this definition attempts to integrate three phases of the motivational process: initial or pre-actional motivation; actional motivation (influential on the TEFL process), and final or post-actional motivation (which is the level of satisfaction when a person has reached a goal with a certain degree of success), (Madrid, 2015)

According to Olajide (2012), "Reading is an efficient way to learn and an important factor in becoming a good student. It also helps in reviewing information and is a good tool to memorize information." (p. 12) and the adequate teaching of reading strategies will allow the students to improve their learning which is suitable to their level of redaction and comprehension of texts that they read and redact inside and outside the institution." (Olajide, 2012).



As for reading, (Hohmann, 2012) describes it as information processing and a steady act of meaning construction. He adds that there are three different functions of reading: to get information, for pleasure and to acquire a foreign language. The last function is the case of this study. In this situation, extensive reading becomes a medium through which students get more input and practice the language in a different cognitive environment, context and motivation. Teachers need to choose texts that interest students and do not let them think or feel they are forced to do it.

### **Paragraph**

A paragraph is a component of fictional prose and non-fiction writings, when writing essays, research papers, books, etc., new paragraphs are indented to show their beginnings. Each new paragraph begins with a new indentation.

The purpose of a paragraph is to express a speaker's thoughts on a particular point in a clear way that is unique and specific to that paragraph. In other words, paragraphs shouldn't be mixing thoughts or ideas. When a new idea is introduced, generally, a writer will introduce a new paragraph.

### **Sentence**

A sentence is a set of words that is complete in itself, typically containing a subject and predicate, conveying a statement, question, exclamation, or command, and consisting of a main clause and sometimes one or more subordinate clauses.

### **Reasoning**

This basically means to test one's ability to judge things when in a complex situation. It is basically how does one's logic and mental status works when given a situation or a problem to solve, this is reasoning and

is applied in recruitment selection process, in college admission process and in various entrances as well.

### **Extensive Reading**

Extensive Reading (ER) is an approach to English language instruction reading. When learners read extensively, they read very easy, enjoyable books to build their reading speed and fluency. Another way to say this is students learn to read by actually reading rather than examining texts by studying the vocabulary, grammar and phrases. It is instructive to compare Intensive Reading (IR) with Extensive Reading. Extensive reading is about reading a lot of books. Intensive Reading is about reading less books but every book is deeply read (Read, 2017).

### **Understanding**

When students read, no matter what type of reading they are into, whether reading stories or any type of academic content, they rely on their higher order of thinking skills. Students should be equipped with the knowledge base needed to understand this type of materials, and must connect new readings to newer knowledge, or schema. Schema can be thought of as a reader's background knowledge, or pre-existing familiarity with a subject (Barringer, 2017).

Comprehension requires using a balance of both top-down and bottom-up approaches to reading. In a top-down approach, the reader uses his/her background knowledge (schema) to help interpret new text. In a bottom-up approach, the reader focuses primarily on the text, allowing the meaning to come from the text itself (Barringer, 2017).

Students must not only understand the concrete examples in their reading, they must relate them to more abstract concepts. In addition, students must integrate new concepts into what they already know, in order to grasp the broader ideas and principles reflected in their readings (Barringer, 2017).

## **Critical Thinking**

Analyzing the relationship between reading comprehension and critical thinking is specific theatrical issues being discussed include schema theory as a rational premise for the connection between reading comprehension and critical thinking, cognitive development processes, critical thinking: its nature and definitions, critical thinking: skills and dispositions, and critical thinking and reading comprehension. The following results could be expected. There is a well-established relationship between reading comprehension and critical thinking, schema theory provides a rational premise for that relation, and there is no consensus regarding the definition of critical thinking which might be interpreted as a lack of an accepted framework for critical thinking (S.Aloqaili, 2015, p.35).

## **Strategies for Extensive Reading**

A method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem.

The art and science of planning and marshalling resources for their most efficient and effective use. The term is derived from the Greek word for generalship or leading an army.

## **Anticipation of text**

Previewing, looking over a text before reading it carefully, is considered a key strategy of effective readers. The three main functions of previewing are to see how a text is put together, to realize the content of what you will be learning and thereby build or bring to memory background knowledge about the topic, and to give students enough of the content to set valuable purposes for reading it more carefully. Building anticipation, a separate principle from previewing but often done at the same time, motivates you to become engaged and committed to reading an academic text.

Before reading, setting a purpose declares the readers destination. If they are going on a journey, having a destination helps in decisions making along the way. The student who took five hours to read twelve pages wanted to get “everything” out of the text. Well, five hours is not nearly enough time to do that. But five hours won’t do it. This is not only an unrealistic purpose, it is detrimental to accomplishing long term academic goals. There are many other important reasons to set purposes. Launch lists useful steps for setting purposes for reading. Synthesizing along the way means pulling together the pieces of what students are learning at points during the journey of reading a text. Synthesizing involves explicitly looking for related words, concepts, and ideas in the text and using them to construct a main idea or summary statement (Marné B. Isakson, 2015, p. 34).

This during principle involves stopping after a section of text and noting what students are learning from the reading. Students do this quickly, just enough to hold the information until they can think more deeply about it later (Marné B. Isakson, 2015, p. 34).

### **Students Monitoring**

Monitoring comprehension is a process in which students determine whether they understand what they are reading or not. How difficult is for them to understand or convey the message and context of the passage and/or get the gist of the excerpt. It is not effective to merely tell students to monitor their reading comprehension. This is something done with constant questioning that may take place before, during or after reading the passage. Most successful student readers intuitively monitor their comprehension. However, some who struggle with reading either might not recognize a breakdown in their comprehension or else might not know how to fix it when it does occur. When asked whether they read the material, these students might answer yes. Indeed, the students might have decoded every word, but they did not comprehend what they were

reading. Even students who are typically competent readers may not self-monitor comprehension in subject areas they find challenging.

It is not effective to merely tell students to monitor their reading comprehension. Rather, students need to be taught how to monitor their comprehension. This requires explicit instruction with sufficient modeling and guided practice. Content-area teachers can demonstrate how to:

- Stop at the end of a paragraph, section, or page
- Think about whether the information presented has been understood (e.g. Generate a main idea)
- Utilize various “fix-up” strategies, if necessary.

There are many ways to generate a main idea in order to have understanding about what the reading is all about. This techniques are practiced as much as possible until students reach understanding on their own without using fix-up strategies. This is just a way for them to have understanding when reading is the present task.

- Students should re-read the paragraph (silently or aloud)
- They should look up unfamiliar terms
- It is recommendable for them to try to find more information (e.g., seek out electronic or print references, ask someone for help with an unfamiliar topic)
- They can also reference an adjacent graph, chart, or picture
- Students should also reconstruct information in an equation, chart, image, concept map, etc.
- And they can search for upcoming headings that will provide clarification (Deborah K. Reed, 2017).

## **Analysis**

Getting to the end of a paragraph makes the reader realize somewhere along the line that the reader either stopped paying attention or got lost in the words or in some way didn't understand. There are a

number of things that can be done to fix that up. It may be a bit frustrating, but it needs to be done or there's really no point in going forward. Students who have struggled with reading don't really ever expect to understand. Students who don't expect to understand anything anyway get to the end of the paragraph, and they just keep going. They don't know that they should stop, they don't know that there are other things that they should do to fix it up, and they don't really believe that they have much control over gaining comprehension from the text.

It is critically important to show them how to monitor their own comprehension and that even as competent readers occasionally they have to do these things, too. They won't do it otherwise, if they are not told to do it. Students need to see how important it is. If they do not experience that when they have got more teacher assistance in middle and high school, then when they get to college where there is very little teacher assistance, they won't know what to do in those situations as the text becomes increasingly more difficult. So reading cannot just be saying every word on the page.

To gain meaning of the passage that was read should be the main idea to use these strategies as anticipation and monitoring. Students need to understand that reading is not just about say words aloud or to themselves. They need to stop every now and then and try to decipher what the reading is about in order to have complete understanding of content.

### **Reading Motivation**

According to Guthrie and Wigfield (2000), reading motivation is the enormous quantity of motivation that learners should consider their positive or negative idea about reading. For example, learners who read for pleasure and engaging approaches to support their understanding are extremely motivated readers. Learners of this kind usually consider reading to be a significant element in their daily activities, receive

challenges in the reading process and are likely to be effective readers. Furthermore, reading motivation is one's own purpose, idea, and interest related to the title, action, and the consequences of the reading.

### **Types of Reading Motivation**

There are two types of motivation. They are Intrinsic and Extrinsic.

#### **Intrinsic Motivation**

Dörnyei (1990), Pourhosein Gilakjani, Leong, and Saburi (2012), and Alizadeh (2016) defined intrinsic motivation as the motivation to engage in an activity that is enjoyable to do. Bomia et al. (1997 as cited in Pourhosein Gilakjani and Ahmadi, 2011) defined intrinsic motivation as the abilities that stem from within an individual which cause him/her to act or learn. Examples are one's self-concept, self-respect, self-confidence, and emotional needs. Self-motivation leads the learners to go beyond the requirements of an educational course because they are looking for learning about the subject not just performing a restricted number of requirements.

#### **Extrinsic Motivation**

According to Arnold (2000), extrinsic motivation is a desire to obtain a reward and stop punishment. This kind of motivation emphasizes external need to urge students to participate in learning activities like assignment, grade, or performing something that pleases teachers. Harmer (1991) said that both integrative and instrumental motivation are classified under the branch of extrinsic motivation. Extrinsic motivation has a negative effect on the learners because they do not learn with their strong intention but they learn because they are pushed by the concern in the rewards or the punishment. When learners learn something due to the rewards, they will have the high motivation to enter their classes and will also easily get the aim that are set for them. When these rewards are taken away and there isn't any punishment for the learners, they will not show any eagerness to take part in their classes and will not be certainly

able to learn more (Harmer, 1991) page 2 Article taken by International Journal of Research in English Education

### **Resources for Extensive Reading**

A resource is a source that can be used by the students in a certain educative institution with the end of improving the learning process in a determinate area (reading area with books according with to the required level).

For example resources can be classified in: books, magazines, stories, theatre plays, reading scripts and book clubs.

Clarke and Barnett (as cited in Hohmann, 2012) determine extensive reading as the most thoroughly studied and least understood yet invisible process in education today. A skill has to be acquired and learned consciously. Hermes (2012) discussed that this acquisition takes Ecuadorians a long period in primary school, in regards to Level A1.2 students in our learning setting.

Dijk & Kintsch (as cited in Hohmann, 2012) described extensive reading comprehension as the process of saying that the information is stored in memory as propositions. Those are the smallest “meaning units”. They can be falsified or verified, and are linked together in an orderly structure. Moreover, propositions refer to certain facts that are connected to each other according to situational experience. Thus, the meaning of a text is constructed by building up relations between mental representations and text propositions. For the purpose of this research projects resources will be addressed: book, magazines and stories.

**BOOK** is a set of sheets of paper, parchment, or similar materials that are fastened together to hinge at one side. A single sheet within a book is a leaf, and each side of a leaf is a page. Writing or images can be printed or drawn on a book's pages. An electronic image that is formatted to resemble a book on a computer screen, smartphone or e-reader device



is known as an electronic book or e-book. The term "books" may also refer to a body of works of literature, or a main division of literature (e.g., children's literature) . In library and information science, a book is called a monograph, to distinguish it from serial periodicals such as magazines, journals, or newspapers. In novels and sometimes other types of books (for example, biographies), a book may be divided into several large sections, also called books (Book 1, Book 2, Book 3, and so on). An avid reader or collector of books or a book lover is a bibliophile or colloquially, "bookworm".

**MAGAZINE** is a publication, usually a periodical publication, which is printed or electronically published (sometimes referred to as an online magazine). Magazines are generally published on a regular schedule and contain a variety of content. They are generally financed by advertising, by a purchase price, by prepaid subscriptions, or a combination of the three. At its root, the word "magazine" refers to a collection or storage location. In the case of written publication, it is a collection of written articles. This explains why magazine publications share the word root with gunpowder magazines, artillery magazines, firearms magazines, and, in French, retail stores such as department stores.

**STORY** in its broadest sense is anything told or recounted; more narrowly, and more usually, something told or recounted in the form of a causally-linked set of events; account; tale, the telling of a happening or connected series of happenings, whether true or fictitious.

### **Theoretical Foundation**

#### **Didactic– Pedagogical Foundation**

Reading comprehension in the student is the capacity of understanding what you read; therefore, it refers to the meaning of words that forms a text with a global comprehension, which currently it is difficult for the students to use because of the lack of strategies used by the teacher.

Inside the classroom, teachers used different materials to teach reading comprehension. If the material used in the learning process is not appropriated to the level of the students, it will difficult the comprehension in the students. Bamford and Day (2002) propose a series to characterize the extensive reading that says: "the material of reading must be accessible in terms of grammar and vocabulary," (Bean, 2015).

It is imperative to take into account the level of knowledge the student has in the English language to select an appropriate reading according to their knowledge, with this the student will develop in an autonomous and independent form and improve reading comprehension in English language.

A great variety of material for reading about a large gamma of topics must be available. In order to encourage the student practicing extensive reading, it is necessary to have available a great variety of materials in English reading for example: magazines, books, sport magazines, texts of fiction and nonfiction, etc. With this, students will achieve different objectives of reading (Brown, 2015).

Some of the characteristic of the extensive reading are:

That a text in function of their interests which help them to understand new words and improve their reading comprehension.

Students read and choose what they want to read. Students have absolute freedom to choose as much as possible. This can be possible through a selection of readings by preferences. The purpose of the reading is generally for pleasure, the searching of information or comprehension.

It is recommended that students at the moment of choosing their reading take in account the comprehension level, it will help for a better comprehension of text.

Furthermore as Bamford and Day (1998) state, it in accord to the affirmations of Krashen (1998), Susser and Robb (1990) because they think that to have success in the reading, the main objective must be pleasure, people read as much as possible when the material is in their level of linguistic competence. According to the mentioned authors, reading is a way of communication to acquire knowledge.

Through reading, humankind obtained different types of information in history. Humans in general have their own environment of searching information and have the need for different texts sometimes to be informed according to their place and time. Therefore, it is important that the educative area for teachers give them every tool necessities to motivate students to have the habit of reading and so they can improve their reading comprehension, since they are the future of society, (Science, 1990), (p.44).

Susser and Robb (1990) said that extensive reading can be defined as an exposition of a plenty quantity of written texts, procuring to achieve a global comprehension with the purpose to have information and pleasure.

According to the mentioned authors, it can be mentioned that information can be acquired through an extensive reading, which will be pleasant and will help the students to improve the ability to read large texts.

### **Linguistic Foundation**

Garcia (2001) mentions that traditional research on teaching looks at how the teacher behavior influences students' achievements. The main purpose of such research was to determine the criteria for excellence in teaching by defining the effects of teacher's actions on students' learning.

She adds that later research adopted the dichotomy of process-product, which assumes that causality is unidirectional, with teacher's classroom behavior affecting students' performance and their outcomes.

She also mentions that with the arrival of diversification in research paradigms, researchers are more interested in teachers' beliefs, thinking, cognition, learning and knowledge. Thus, teachers are professionals who make reasonable judgments and decisions within a complex community, school and classroom setting which determine the behavior of the class and the development of learning the language, (Brown, 2015).

Observing this phenomenon from this area, individuals' beliefs and opinions about the importance of the goal's influence. Individuals' orientation towards the goal can be determined by studying the personal reasons due to which foreign languages are studied. Gardner (1985) defines this as orientation that refers to a class of reasons for learning a second language. Teachers must deal with this orientation. They should take the first lessons with any group to make a list of reasons to learn English as a foreign language and all advantages it involves in our society.

Teachers face a problematic situation because many foreign language students struggle to read well in the Level A1.2. There are specific differences throughout the educational systems among countries. On the other hand, extensive reading in Level A1.2 especially English becomes a difficulty, firstly because words are read differently from how they are written. Therefore, it is confusing for students to even pronounce the story.

Other barrier is the content of the story, plot, message and all features that involve reading. Another point of conflict is that students cannot interact with the text because of their oral deficiencies, which sometimes is accompanied by high affective filter.

Lastly, on a linguistic innovation carried out by Briones and Ramirez, (2012), they found out that the predominant methodological approach followed in a reading class is a traditional one. They described a traditional reading class as the teachers reading aloud, sometimes with students repeating aloud and in some cases. Teachers asking questions

that are answered by the best student, the one that happens to be paying attention at the moment of the question or answered by the teacher if there is no response from anyone in the class.

### **Philosophical Foundation**

The study of extensive reading in connection to foreign language learning in formal classroom contexts compels teachers to focus on the topic in a more restricted manner, considering the main factors in the teaching-learning process: students, teachers, curriculum and the process itself (Eccles, MOTIVATIONAL BELIEFS, VALUES, AND GOALS, 2012, p. 186).

The author also mentions some theories about extensive reading in foreign language learning are:

The wide spread of learning a new language in order to have success. A sound and utter understanding about the content of the reading should have meaning to the reader in many aspects in which a relationship can be concrete and obvious. Conscious reinforcement practice, which states that an efficient resource that facilitates learning is reinforcement.

This model has two consequences: it increases the probability of repeated practice in similar situation and in turn, it becomes a habit; it also provides information on the suitability of the responses in the situations in which they are used like intrinsic exercises combined with different reading. Models on the role of strategies, this provokes a transformation of explicit linguistic knowledge into more intuitive, spontaneous, and automatic implicit content. This might be intensified in different subjects, as they look for more similarity in participation.

Acculturation theory considers that social and affective factors, such as the degree of assimilation of the foreign culture through reading, affect

the level of competence in the Level A1.2 (Eccles, MOTIVATIONAL BELIEFS, VALUES, AND GOALS, 2012, p. 186)

### **Psychological Foundation**

Dornyei (as cited in Kimura et al, 2001) mentions that theories regarding the influence of extensive reading in a general look for an explanation of human behavior, and thus it would be naive to assume simple answers since every psychological perspective on human actions is associated with a specific theory or motivation. Therefore, what might interest one student might not be of any importance to others. Keeping in mind that class sizes in Ecuador are large, it will be difficult to please the whole class.

For this, the observation reflected the absence of tools and little use of methodological strategies used by the teacher. The tools such as magazines, textbooks according to the required level would be also important in the influence of extensive reading.

In terms of instrumental influence, teachers can help students set long-term goals. Starting with those, facilitators should publish the objectives or ask students to write them in a visible place in order to keep their learned influence on a daily basis. Bandura (as cited in Schunk, 1991) reinforces this by saying that because of students' capacity to predict the likely outcomes of prospective actions, they can sustain their efforts by symbolic influence over a long time perspective. He also adds that long-term, more general social goals tend to improve influence than more specific short-term objectives.

The inconvenience with the long-term ones is that students must truly believe they are reachable and that they are worth trying in comparison with the effort they make to attain them. As social beings, teachers should consider this piece of information in order to define their class activities. According to Vigotsky children can acquire or improve their

cognitive development depending of the environment where they are situated.

Additionally, Aldana (2012) says,

Reading is not only reduced to the decoding of words, but also means to understand the written message in the written text. When one of the student faces a text, they enter in function areas of the brain that allows to decode each encouragement they receive using the vision sense, but also, relates the experience of the reading with previous learning and vital experiences (p. 69).

It is worth saying that reading is not only used to decipher textual content, but also to have a clear idea of the text recently read. In the moment in which the student begins to read, his main cerebral areas play an important role so he can understand the text which is reading , and all this can be learned through the vision and can relate the texts with acquired experiences.

The performed analysis so far can allow to explain that reading comprehension is related directly to the formation of meanings, so the internalization is an essential psychological category. The interpretation apart from personal sense is attributed to the text, and not more than its exteriorization.

According to this studied, the reader can transmit his emotions after he has finished a text or a book and through of this it can value the level of reading comprehension. Thus, it is important that the reader choose an appropriate text related to his preferences.

Constructivism is a new approach in education that claims humans are better understanding the information they have constructed by themselves. According to constructivism theory, is a social advancement that involves languages, real world situations, interaction in collaboration among learners. The learner are considered central in the learning

process. Learning is affected by our prejudices, experiences, and the time in which we live, in both physical and mental maturity. When motivated, the learner exercises his will, determination and action to gather selective information, convert it, formulated hypothesis, interactions or experiences, and draw verifiable conclusions in constructivism transforms today's classrooms into knowledge - construction site where information is absorbed as knowledge and built by the learners.

In constructivist classrooms, unlike the conventional lecturer, teacher is a facilitator and guide, who plans, organize, guides, and provides directions to the learner who is accountable for his own learning, (Bawa, 2015).

### **Sociological Foundation**

This research project is based on Vigotsky theory of Constructivism, which says children acquire knowledge as a result of social interaction in the environment that grows through near relatives transmitting their culture to integrate them in a society.

According to Vigotsky language is a representation of each culture (words and signals). In the cognitive part of the children is crucial for their development of language because it helps them to interact with their environment and the development of skills, one of them reading (Smagorinsky, 2011) the relationship between comprehension and interpretation occurs in a unique process during reading from a philosophical point of view. This relationship is based as a unit with the external and internal processes, which is defined as aspects of an object that is distinguished by its place and its role in the structure of an all.

With this, it can be said that reading from a philosophical point helps one understand and interpret written text and then the habit of reading can help speed up the development of thinking and the information that can be acquired.



Vygotsky (1982) who introduced in Psychology the comprehension of the learning as a source of mental development in the man, said that the personality is formed and develop in a social environment, in active interaction with other person through diverse forms of communicative collaboration and therefore , always from one way or another has a social character.

Every child has the ability to read when they can recognize texts that are in their environment, and also when the closest people to them (relatives, friends, etcetera) bring them the material that they could use to practice reading, and as a consequence they have a better understanding of letters and which increase their knowledge of words (Gray, 2014)

It is also considered that Reading is a learning skill, which helps to develop students socially because this is a process that implies to change customs of social environment, which the teacher will provide with strategies to guide the students, and so there is an interaction between readers reading. In this mode, the student will discover strategies to be better in comprehension of a written text. This strategy should not be applied directly, rather it must be applied step by step to produce better benefits when a reading is done (Gray, 2014).

The prepared teacher that is ready with enough knowledge in the language and reaches all the standards as qualification to teach English with the proper language proficiency, fosters enough knowledge and experience in years and not one year of experience twenty times repeated, manages the language well and complies within the parameters in the education field can be of the utmost benefit to the students and to the community as a whole, creating challenging tasks for students and can reflect such appraised values socially.

It can derive in the familiar-cultural part and the base that surrounds it. This research can indicate that reading comprehension in the country is lower than before and in our country it does not exist the habit of read

constantly, but it can help the students to acquire reading habits like a entertainment.

Vygotsky recognizes that reading understood as a comprehension is a cognitive process socially mediated. Either that the child reads very well or precariously. This fact is the result of the cultural interactions like their social environment (parents, relatives, pairs, etcetera), which provides the child with tools for the reading. When a child see that their parents are readers is very probable that there is a trend towards reading.

However, if people in their environment do not read, it is probable that the child neither does so, (Smagorinsky, 2011)

It is important to take into account that the student and teachers must be in a comfortable area and have enough tools for the development of activities of foreign language must be efficient.

### **Legal Foundation**

This research work is based in the articles and rules according to Educative Legal Framework, Organic Law of Intercultural Education, Plan National of Good Living, and the Curriculum Guidelines for English Instruction which are base and Common European Framework of Reference for Languages: Learning, Teaching, Assessment.

The Constitution, the LOEI, National Plan for Good Living and more important are Curriculum Guidelines for English language interaction.

These legal framework supports the objective of potentiating the good learning, while searching educational quality and equality for students.

According to the Organic Law of Intercultural Education article 7 says that the students have the following rights: to receive an integral formation and scientific, that contribute at full development of their personality, capacities and potentialities, respect their rights, freedom and

promote equality of gender, to receive for free of social character, psychological and integral attention of health in their educative circuit, and receive pedagogical support and academic assessment according with their needs.

#### Article 30: Educative circuit intercultural or bilingual:

The intercultural and bilingual educative circuit is a set of particular educative institutions, in the territorial delimited space, conformed along judgment pro demographical, geographical, linguistics, cultural, environmental etcetera (page 77).

#### Organic Law of Intercultural Education the Educative Framework:

Article 26: 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.75).

#### National Plan of Good Living:

Objective 4: The knowledge is stronger along the life, since birth, with the continuous education formal or informal. Human talent is also feed of existent knowledge, of daily living, of quest of constantly feedback of knowledge. Educate in this model it became in a continuous dialogue, which learn and teach are continuous practices by social actors. Must be taken into account that not only the quality of the teacher and the student, also the quality of the society (page 160).

Furthermore to the educational objectives in the Curricular Specifications, which are aligned with Curricular Guidelines for English instructor and ninth Grade, GBE Level A1.2:

Level A1.2 learners should be exposed to three specific genres: transactional, expository and informational. Therefore, text types they will be working with include notes, personal letters, dialogues, short autobiographies, news articles, menus, signs, flyers, and posters.

#### Student's Exit Profile: Level A1

By the end of the 9th year EGB, students should have reached the communicative competence for A1 proficiency level (basic user) and will be able to: read text like the following ones:

**TRANSACTIONAL TEXTS:** On the whole, therefore, notes are designed to be read quickly and not kept for long but their writing tone needs to be carefully considered to convey the message intended by the sender. That is why teachers should make sure that learners understand what is meant by key information and how important this is to how effectively notes, messages and emails are written (page 21).

**EXPOSITORY TEXTS:** As a type of expository genre, biographies describe the story of the facts and events of a person's life and therefore, it is important for teachers to help students get acquainted with the characteristics of this type of text and how to write it effectively (page 22).

**INFORMATIONAL TEXTS:** Signs may be used with a variety of purposes and allow both teachers and learners have some fun while doing classwork. Some of them can be used to monitor the classroom and control behavior (e.g. Please, stay quiet! raise your hand, no noise, etc.). In other words, they can be used as a classroom management and behavior management tool (page 23).

This is the goal that the teaching practice needs to reach in the 9th Year and what it is said here is the direction in which the proposal will go to (Carrera, 2014).

Harmer (2010) has said that “there is almost no limit to the kinds of activity which can be done with newspapers (or their online equivalents)” (p. 108). He proposes, for instance, to do matching exercises where students couple articles with their headlines or with relevant pictures or to get them to read the letters page from a newspaper and try to imagine what the writers look like or what kind of lives they have to later ask students to reply to those letters (Harmer, 2007).

## **CHAPTER III**

### **METHODOLOGY, PROCESS, ANALYSIS AND DISCUSSION OF RESULTS**

#### **Methodological Design**

This research project is of mixed character, as it does not exist a dichotomy between the qualitative and quantitative aspects, it is quantitative because information will be collected through the use of instruments of investigation in order to gather information about all the manifestation of the problem presented in this population.

It will also be qualitative because the information collected will allow the researchers to gain insight students' way of performing, their strengths in the language and also their weaknesses in reading comprehension. Using this information the researchers will be able to make an analysis and draw the needed support using the bibliographical information in order to find a solution to the problem. Starting from it is based in the results of inquiries and interviews. Therefore is performed using an interpretation of the studied process.

#### **Types of Research**

This project is designed of descriptive form by reason in that characterize the current situation in students of Ninth Grade Room "B" of General Basic Education in the Educational Unit Francisco Campos Coello in the development of reading comprehension.

#### **Descriptive Research**

It has as an objective to reveal the situations and characteristics of the educative problem observed.

## **Explanatory Research**

This research is of explanatory character because it investigates the causes that influence in the development of this situation which causes low levels of Reading Comprehension in students.

## **Purposeful Research**

This research is of propositive character because it aims to achieve with feasible solutions to solve the problem of development reading comprehension through the use of extensive reading.

## **Population and Sample**

### **Population**

It is a group of people of the same class, delimited in the study that possess at least one characteristic in common, in this case the students of Ninth "B" of the Educative Unit Francisco Campos Coello who are affected. To the researchers experience and through the observation faced the problem was identified in this particular subset of people, as thesis sample population of interest a group of interest for the authorities it was requested to work with them. As the population is less than a hundred, it is not necessary to establish a mathematical formula to determine the sample. Through the observation phase developed this particular problem was observed within group B.

### **Sample**

It is the group of people that is taken from the population, to study an statistical phenomenon. For the afore mentioned reasons, the selected sample will be the 40 students from Room "B". The population and sample are as follows:

<b>Table 1</b> Population and Sample			
<b>Item</b>	<b>Description</b>	<b>Population</b>	<b>Sample</b>
<b>1</b>	Authorities	<b>1</b>	<b>1</b>
<b>2</b>	Teachers	<b>1</b>	<b>1</b>
<b>3</b>	Students	<b>40</b>	<b>40</b>
Total		<b>42</b>	<b>42</b>

Authors: Gregor and Moreno

**Table 2** OPERATIONALIZATION OF VARIABLES CHART

<b>VARIABLES</b>	<b>DIMENSION</b>	<b>INDICATORS</b>
<b>Dependent Variable</b> <b>Reading comprehension</b>	Components for Reading	Vocabulary and Fluency
	Comprehension	automatic reading of text.
	Techniques	Skimming Scanning
	Activities to promote Reading Comprehension	Paragraphs Sentences Reasoning
<b>Independent Variable</b> <b>Extensive reading</b>	Definition for extensive reading	Understanding Critical thinking
	Strategies for Extensive Reading	Anticipation of Text Students Monitoring Analysis
	Reading Motivation	Intrinsic motivation Extrinsic motivation
	Resources	Books Magazines Stories
	Types of Texts	Transactional Texts Expository Texts Informatory Texts



## **Research Methods**

The following methods were in this project the following techniques

### **Bibliographical Method**

In this point of theoretical view, a current literature research was performed to determine the best route to address the problem. It helps to obtain support to find the adequate method to assist students reach the practical ways on how to engage into reading comprehension.

### **Analysis-Synthesis**

Starting from an analysis of fundamental elements guiding us to a synthesis of holistic performance. This method is used to get the essential ideas synthesized. Just like when someone is reading to get information or just for entertainment, it could involve analysis, synthesis, and/or interpretations. This analysis-synthesis method interprets the person that is reading with content on how is being read and how this can sink into the subconscious of the reader as well. It also shows where the gist of the article that is being read leads. Reading gives the spark of new connections.

### **Historical-Logical**

At the moment of collecting precedent researches focused in the study of development of reading comprehension and extensive reading.

### **Inductive-Deductive**

This theoretical method is used during the analysis of the background of the investigation at hand while the background of such information and the previous one about the theme are located, explained and sorted.

### **Systematic-Structural-Functional**

In order to design a possible solution for the problem that helps the problem which extensive reading which includes the structure of the language accordingly and it reviews systematically the clearly formulated questions by identifying the relevant studies, appraising their quality and summarizing the evidence by the using methodology explicitly. It is this approach that distinguishes the reviews of the traditional reviews and their commentaries. This should never be done differently because of its structural functions.

### **Empirical Method**

The empirical method is applied to the survey of students and is an interview to teacher and a diagnostic test to students as well. This method is of usefulness because it helps get to the problem that is obvious to the naked eye. It gives relevant situations that add causes to the reading problem students' face. This method helps to identify the problems that sometimes are not easily seen, like shyness in students and learning disabilities like dyslexia. It is one of the best methods to label specific problems and present situations.

### **Statistical Method**

The statistical method uses the chi square and the test of variance. In the first part, the students are expected to read the relevant part of the statements about the survey that they take. Then, the results are tabulated and given an analysis statement about each questions. Two of the statements are chosen for the Chi Square to get the statistical results.

## **Techniques and Instruments of Investigation**

For this research project, the following techniques were implied

### **Diagnostic Test**

The diagnostic test is within the standards to identify how the students' reading performance and understanding is developed. There is a glossary because standards of testing have adopted the use of such to facilitate students' reading comprehension. Therefore, the diagnostic exam can provide the most accurate results to evaluate students in this criterion and category. Students' scores will also be reliable to help this investigation determine if extensive reading can improve reading comprehension.

### **Survey**

Is a data collection tool used to gather information about individuals. It gives the students' point of view as an answer to the staged questions that are used to find specific variables that are in the problem, the condition of the present situation students are in and the possible solution and the frame of thought the students have to such solution.

### **Interview**

The main purpose of this interview is to have a conversation with the students' immediate supervisor who is the teacher. This interview is where questions are asked and answers are given in order to get to the main cause of the problems, how student perform in class, what students like to do, how they act in class and what are the best means for students to address such problem of reading comprehension.

These tools are essential to the investigation because they can get the most valuable information about the status the students have in their language proficiency about reading skills. The information needed for the researchers could conclude the right methods to be applied in the solution to the reading problems students have and what may be the core reasons

for such problem to have existed and developed and the interview allows the teacher to share any type of information that can contribute assistance to the investigation for the right recommendations and conclusion could be aligned to the solution of the problem with the other tools that were used in this research.

### **Instruments of the investigation.**

The following instruments were used:

#### **Diagnostic Test**

Students will be requested to read a short paragraph appropriate for students of their level (A1.2) and they will be measure to determine their level of comprehension. The objective for the test is not vocabulary learning, but reading comprehension as a whole and in context.

#### **Survey**

For the purpose of the survey, a questionnaire of 15 statements will be answered in order to examine the different variables related to the problem using a Likert Scale ranging from 1 Totally Disagree to 5 Totally Agree. This survey will provide information of how the problem has been handled previously, the methods that were used then to solve it, the possibility of why the problem is present now, the way students feel, portray themselves towards the problem now and the fashion to address it too. The students' survey will give the closest results about the way deficiencies that are attached to the problem can derived other difficult situations and how to confront them.

#### **Interview**

It is an open conversation with the teacher that will use 6 open questions in order to assess how the teacher manages the problem in the classroom.

## **Analysis and Interpretation Of Results**

### **Analysis of the Diagnostic Test**

This diagnostic test was based on a short paragraph related to this level

A1.2 these were the results.

**Table 3** Diagnostic Test Results

<b>Reading Comprehension Text Question</b>	<b>Correct Answers</b>	<b>Incorrect Answers</b>	<b>Students</b>
<b>What are Vanessa's favorite things?</b>	5	35	40
<b>What is the name of the person in this texts?</b>	3	37	40
<b>What city is Vanessa from?</b>	4	36	40
<b>What is Vanessa's favorite first thing?</b>	5	35	40
<b>What is Vanessa's second favorite thing?</b>	3	37	40
<b>Which social media sites does Vanessa use?</b>	2	38	40
<b>What does Vanessa study?</b>	5	35	40
<b>Which word describes Vanessa best?</b>	5	35	40
<b>How many children does Vanessa have?</b>	8	32	40
<b>What is Vanessa's ex husband new job?</b>	7	33	40

### **Comment**

The result of the diagnostic test shows that there is in fact a problem with Reading Comprehension that needs to be solved. Therefore, a solution is needed to address the issue with reading comprehension as a way for students to get the gist of the readers that they are exposed to with their regular classes in English and with reading in general to help them with their linguistic competence in the English language.

### Analysis of the survey results

Item: 1

Room "B" Ninth BGE

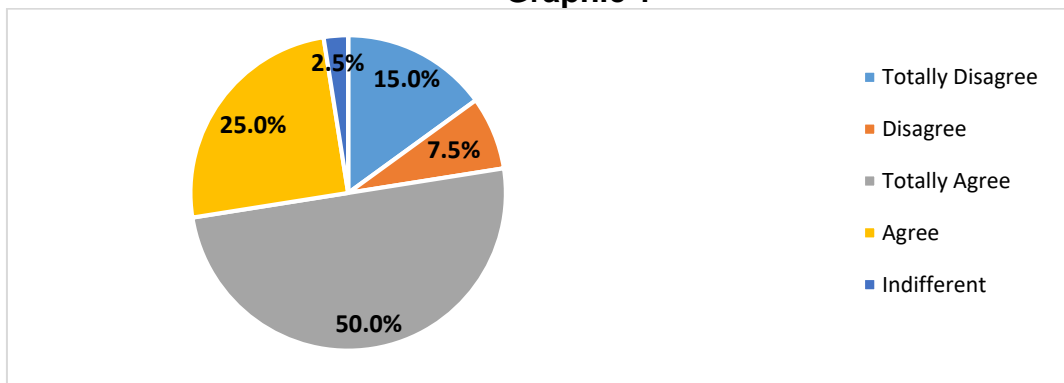
Sample: 40 Students

**Table 4**

I consider that extensive reading helps to have better reading comprehension in English.

CODE	ALTERNATIVES	FREQUENCY	PERCENTAGE
Item No. 1	1 Totally disagree	6	15%
	2 Disagree	3	7.5%
	3 Indifferent	1	2.5%
	4 Agree	10	25%
	5 Totally agree	20	50%
	<b>Total</b>	<b>40</b>	<b>100%</b>

**Graphic 1**



Source: Students of the Ninth grade of Francisco Campos Coello High School  
 Author: Gregor and Moreno

#### COMMENT:

An advantage for students to learn English on their own may be to get from teachers, or other non-native speaker, proper pronunciation and eventually understanding. The majority of students completely agree with such concept.

Item:2

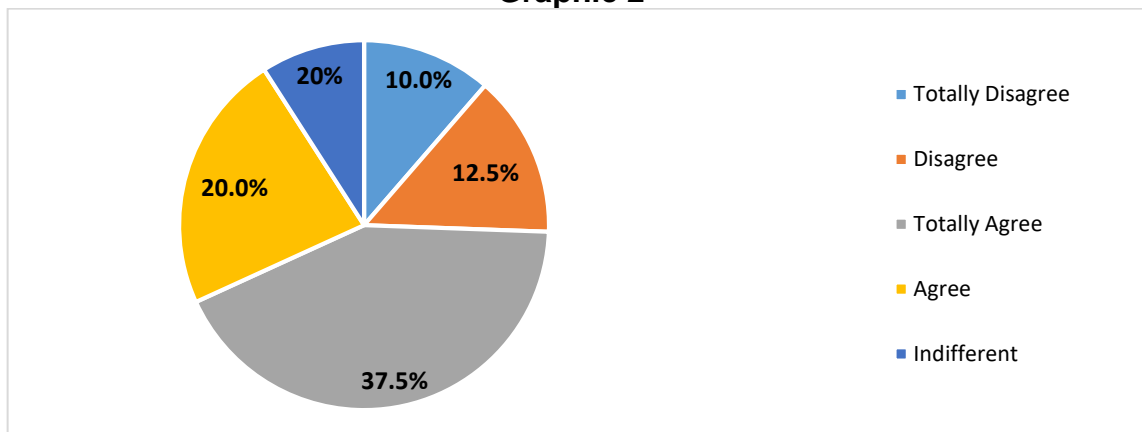
Room "B" Ninth BGE

Sample : 40 Students

Table 5

I feel that extensive reading is useful for reading comprehension outside the classroom.			
CODE	ALTERNATIVES	FREQUENCY	PERCENTAGE
ITEM No.2	1 Totally disagree	4	10%
	2 Disagree	5	12.5%
	3 Indifferent	8	20%
	4 Agree	8	20%
	5 Totally agree	15	37.5%
	Total	40	100%

Graphic 2



Source: Students of the Ninth grade of Francisco Campos Coello High School

Author: Gregor and Moreno

### COMMENT:

The majority of students feel that extensive reading will help them get reading comprehension and develop reading skills eventually. The results also demonstrate that there is a percentage of students that also completely disagree with such believe. The cause may be the lack of practice outside the classroom for students that feel otherwise.

Item:3

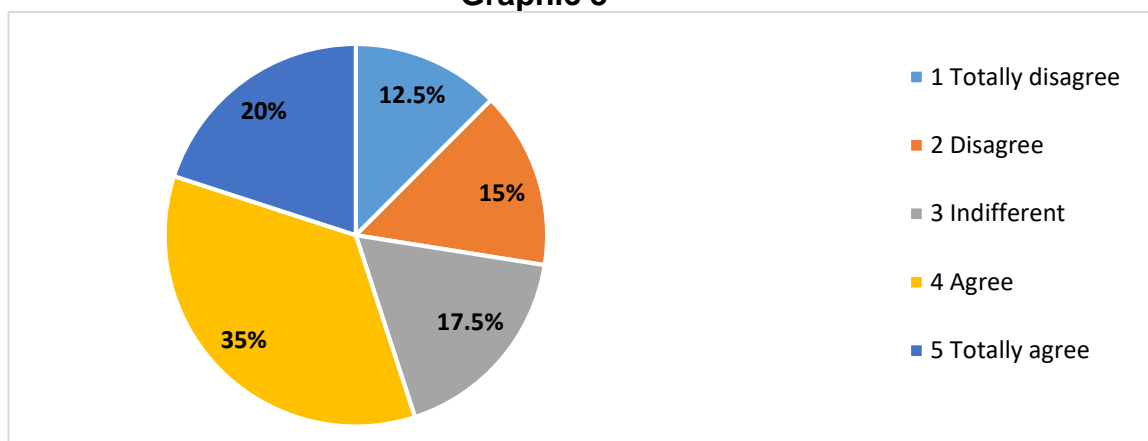
Room "B" Ninth BGE

Sample : 40 Students

Table 6

I believe that the teacher is creative in extensive reading for the development of reading comprehension in English.			
CODE	ALTERNATIVES	FREQUENCY	PERCENTAGE
ITEM No.3	1 Totally disagree	5	12.5%
	2 Disagree	6	15%
	3 Indifferent	7	17.5%
	4 Agree	14	35%
	5 Totally agree	8	20%
	Total	40	100%

Graphic 3



Source: Students of the Ninth grade of Francisco Campos Coello High School

Author: Gregor and Moreno

#### COMMENT:

A total of 22 students of the class have a positive result about teachers creating extensive reading to improve their comprehension in English reading. The majority of the class enjoys such activity. However, there are still a few students that may have difficulties enjoying it because reading may be too difficult for them to understand or decipher.



Item:4

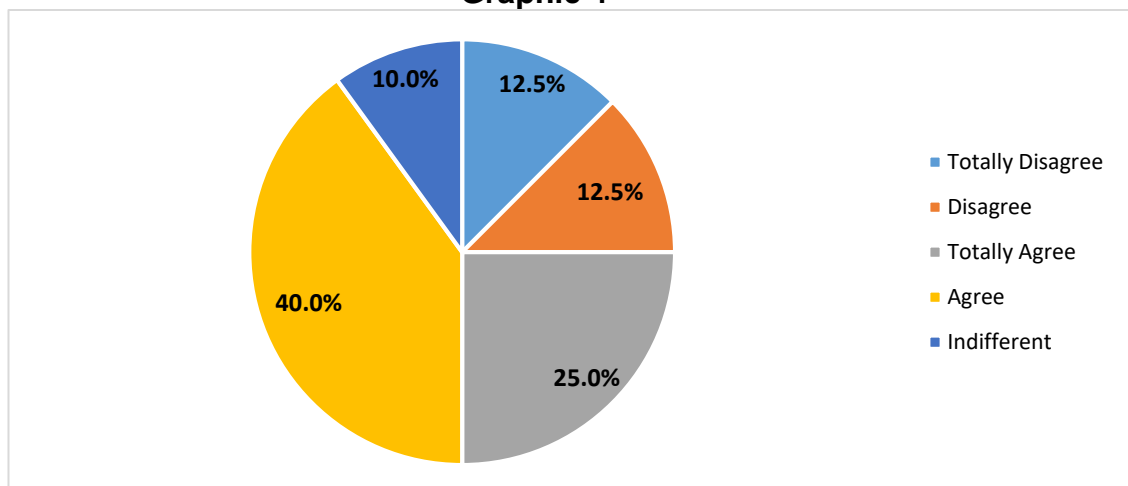
Room "B" Ninth BGE

Sample: 40 Students

Table 7

I have difficulties to read extensive reading passage in English.			
CODE	ALTERNATIVES	FREQUENCY	PERCENTAGE
ITEM No. 4	1 Totally disagree	5	12.5%
	2 Disagree	5	12.5%
	3 Indifferent	4	10%
	4 Agree	16	40%
	5 Totally agree	10	25%
	Total	40	100%

Graphic 4



Source: Students of the Ninth grade of Francisco Campos Coello High School

Author: Gregor and Moreno

#### COMMENT:

26 students total of the class feel to have difficulties reading texts extensive passages in English. These results also show that almost a lesser amount of students may have problems about using such strategy to increase reading comprehension development when extensive reading cannot provide the help they need.

Item:5

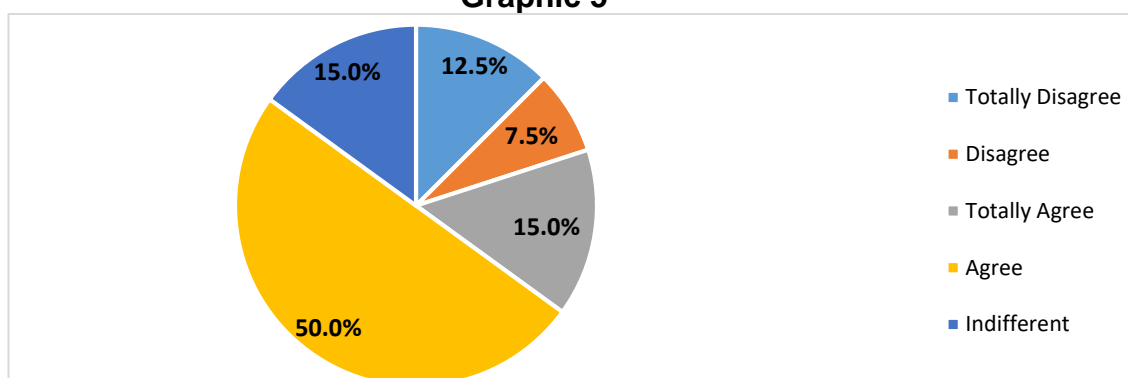
Room "B" Ninth BGE

Sample : 40 Students

Table 8

I consider that the development of my reading comprehension is insufficient.			
CODE	ALTERNATIVES	FREQUENCY	PERCENTAGE
ITEM No.5	1 Totally disagree	5	12.5%
	2 Disagree	3	7.5%
	3 Indifferent	6	15%
	4 Agree	20	50%
	5 Totally agree	6	15%
	Total	40	100%

Graphic 5



Source: Students of the Ninth grade of Francisco Campos Coello High School

Author: Gregor and Moreno

#### COMMENT:

The majority agrees that considering the development of reading comprehension to improve English may be a bit insufficient. Other students feel that this won't be of any achievement and the rest of the class do not find such activities to their delight either.

Item: 6

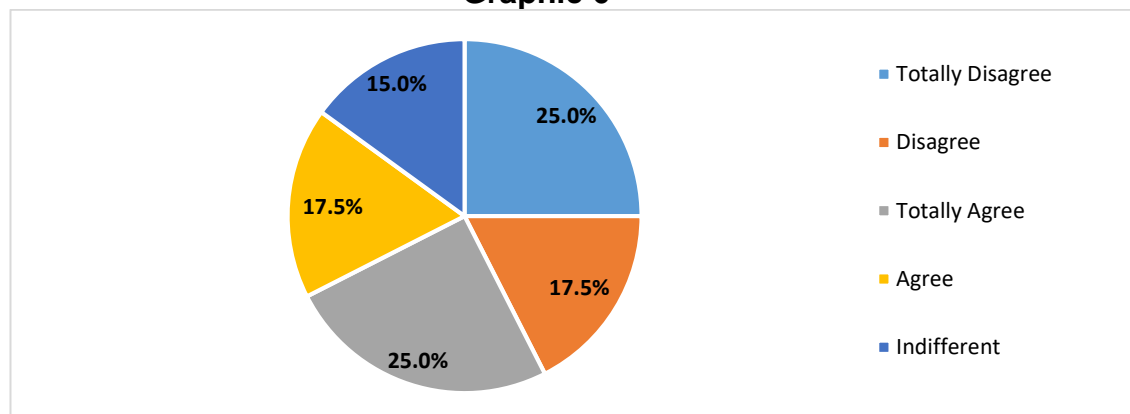
Room "B" Ninth BGE

Sample : 40 Students

Table 9

I feel that my reading comprehension improves with extensive reading in the English language.			
CODE	ALTERNATIVES	FREQUENCY	PERCENTAGE
ITEM No.6	1 Totally disagree	10	25%
	2 Disagree	7	17.5%
	3 Indifferent	6	15%
	4 Agree	7	17.5%
	5 Totally agree	10	25%
	Total	40	100%

Graphic 6



Source: Students of the Ninth grade of Francisco Campos Coello High School

Author: Gregor and Moreno

#### COMMENT:

A wide majority of students have difficulty in reading comprehension. There are about 6 students that have no regards about it. This can show that students recognize their flaws and would like to improve their reading comprehension.

Item:7

Room "B" Ninth BGE

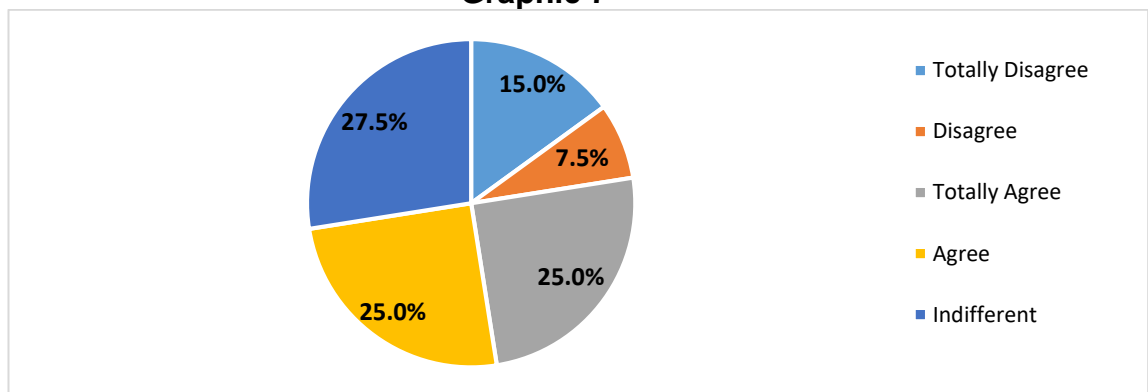
Sample: 40 Students

Table 10

I consider that the resources used by the teacher in extensive reading help my reading comprehension skills in the English language.

CODE	ALTERNATIVES	FREQUENCY	PERCENTAGE
ITEM No. 7	1 Totally disagree	6	15%
	2 Disagree	3	7.5%
	3 Indifferent	11	27.5%
	4 Agree	10	25%
	5 Totally agree	10	25%
Total		40	100%

Graphic 7



Source: Students of the Ninth grade of Francisco Campos Coello High School

Author: Gregor and Moreno

#### COMMENT:

Most of the students witness the teacher using extensive reading helps comprehension reading skills in the English language. The other students do not really engage themselves in such activity as the majority of the class. It could be the lack of interest or plain simple the fact that students find such activity frustrated.

Item:8

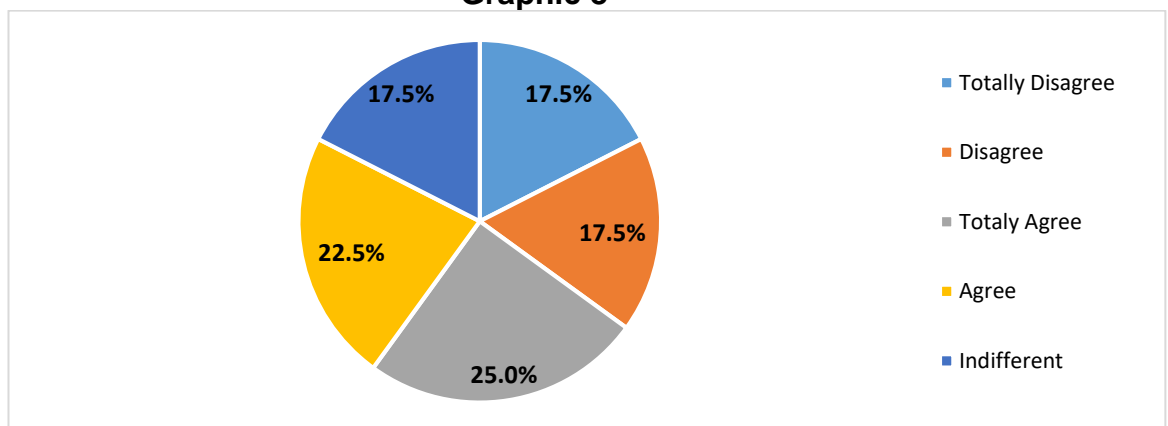
Room "B" Ninth BGE

Sample : 40 Students

Table 11

I consider that it is important that the teacher uses a strategy guide for extensive reading.			
CODE	ALTERNATIVES	FREQUENCY	PERCENTAGE
ITEM No.8	1 Totally disagree	7	17.5%
	2 Disagree	7	17.5%
	3 Indifferent	7	17.5%
	4 Agree	9	22.5%
	5 Totally agree	10	25%
	Total	40	100%

Graphic 8



Source: Students of the Ninth grade of Francisco Campos Coello High School

Author: Gregor and Moreno

#### COMMENT:

Most students consider important that the teacher uses strategies in the guide for extensive reading. It is of big help to improve reading skills using extensive reading skills. A substantial part of students do not pay mind to such fact and the same amount do not agree in using such strategies.

Item:9

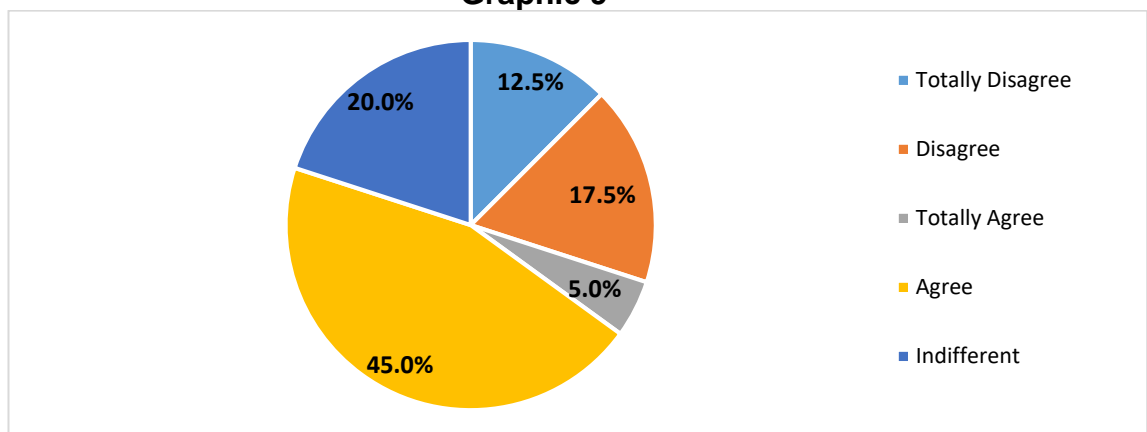
Room "B" Ninth BGE

Sample: 40 Students

Table 12

I believe that the interest for reading helps understand passages in the English language.			
CODE	ALTERNATIVES	FREQUENCY	PERCENTAGE
ITEM No.9	1 Totally disagree	5	12.5%
	2 Disagree	7	17.5%
	3 Indifferent	8	20%
	4 Agree	18	45%
	5 Totally agree	2	5%
	Total	40	100%

Graphic 9



Source: Students of the ninth grade of Francisco Campos Coello high school

Author: Gregor and Moreno

#### COMMENT:

The class believes that such interest for reading helps understand passages in the English language. The different reading tasks in class for students can provide and facilitate learning and comprehension for students that are in need to understand what they read.

Item:10

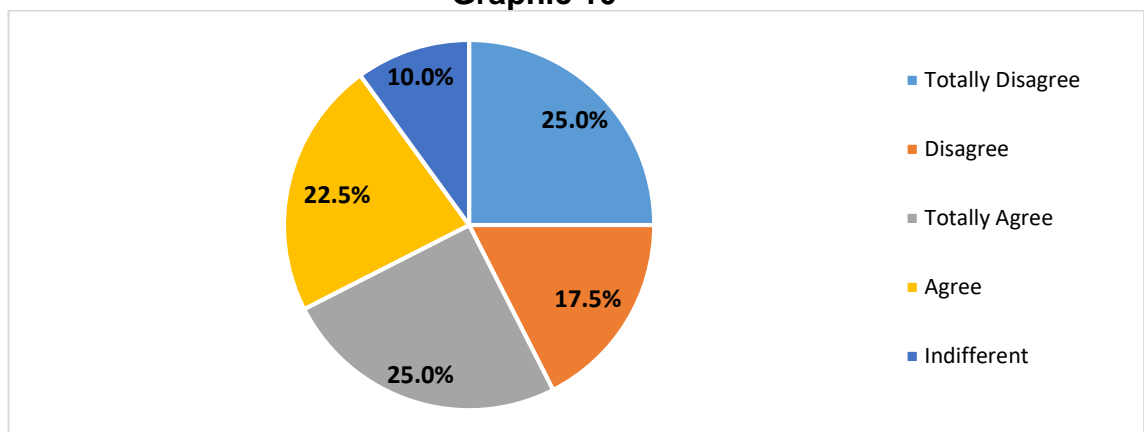
Room "B" Ninth BGE

Sample: 40 Students

Table 13

I am satisfied with the text used in the development of reading comprehension in English in the classroom.			
CODE	ALTERNATIVES	FREQUENCY	PERCENTAGE
ITEM No.10	1 Totally disagree	10	25%
	2 Disagree	7	17.5%
	3 Indifferent	4	10%
	4 Agree	9	22.5%
	5 Totally agree	10	25%
	Total	40	100%

Graphic 10



Source: Students of the Ninth grade of Francisco Campos Coello High School

Author: Gregor and Moreno

#### COMMENT:

In this situation, students are satisfied with the text used in the development of reading comprehension. The activities in extensive reading material may help them improve reading comprehension.

Item :11

Room "B" Ninth BGE

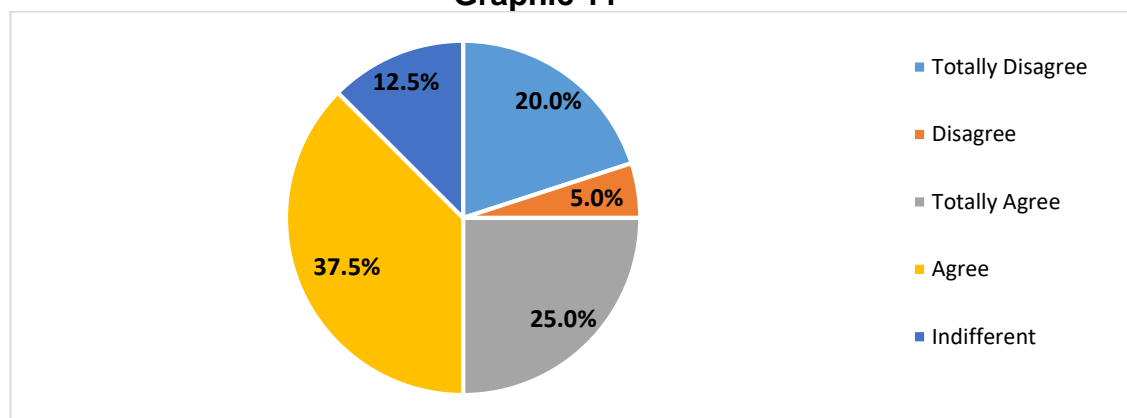
Sample: 40 Students

**Table 14**

I consider that extensive reading helps in the learning process, words and new English phrases.

CODE	ALTERNATIVES	FREQUENCY	PERCENTAGE
ITEM No.11	1 Totally disagree	8	20%
	2 Disagree	2	5%
	3 Indifferent	5	12.5%
	4 Agree	15	37.5%
	5 Totally agree	10	25%
	Total	40	100%

**Graphic 11**



Source: Students of the Ninth grade of Francisco Campos Coello High School

Author: Gregor and Moreno

**COMMENT:**

Even though other statements seem negative, the majority of students in class do consider extensive reading as strategies that help in reading comprehension development. Other students may not understand the concept as a whole and may have any idea about it.



Item:12

Room "B" Ninth BGE

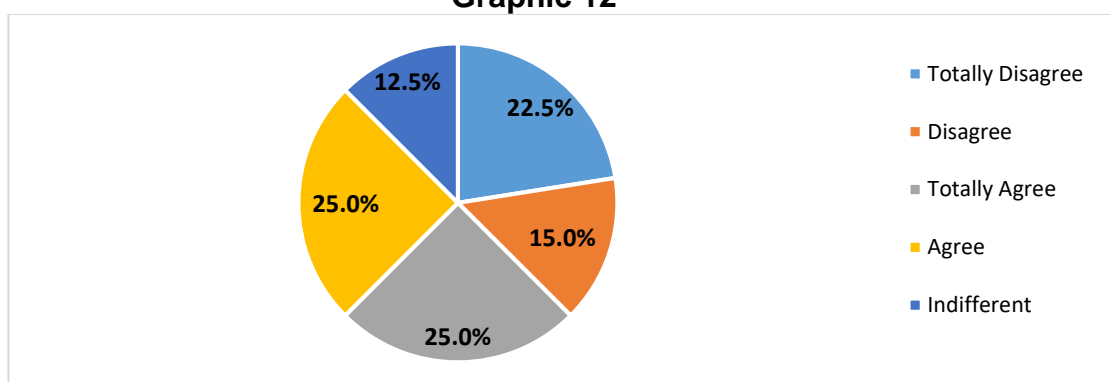
Sample: 40 Students

Table 15

The teacher uses strategies for English extensive reading.

CODE	ALTERNATIVES	FREQUENCY	PERCENTAGE
ITEM No.12	1 Totally disagree	9	22.5%
	2 Disagree	6	15%
	3 Indifferent	5	12.5%
	4 Agree	10	25%
	5 Totally agree	10	25%
	Total	40	100%

Graphic 12



Source: Students of the Ninth grade of Francisco Campos Coello High School

Author: Gregor and Moreno

#### COMMENT:

Half of the students believe that teachers use strategies for extensive reading in class as it is important for reading comprehension. The class has a concrete idea that these techniques could give them a lot more practice on the reading language and improving their language proficiency. The remaining of the class varied in their opinions according to the survey and the results.

Item :13

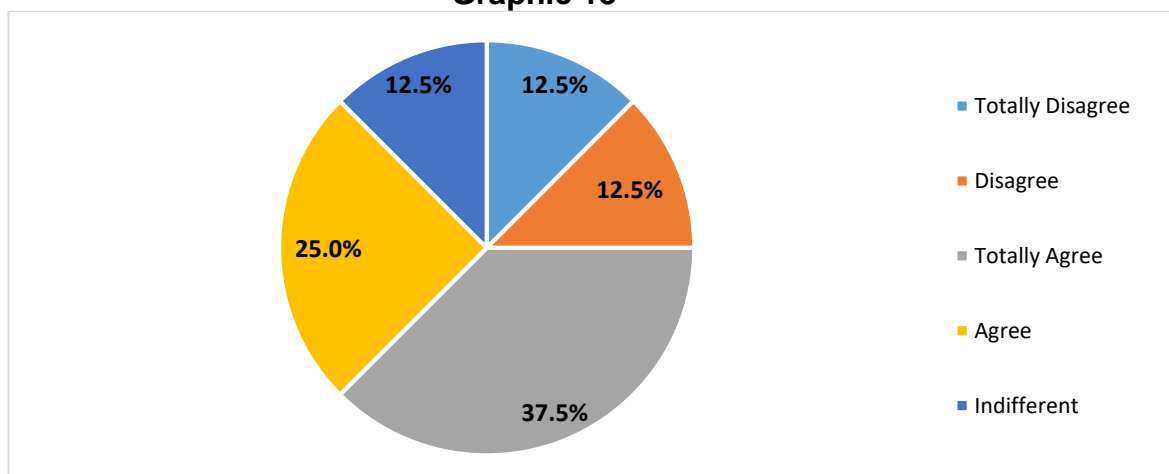
Room "B" Ninth BGE

Sample: 40 Students

Table 16

I can quickly make questions once I finish reading a passage.			
CODE	ALTERNATIVES	FREQUENCY	PERCENTAGE
ITEM No.13	1 Totally disagree	5	12.5%
	2 Disagree	5	12.5%
	3 Indifferent	5	12.5%
	4 Agree	10	25%
	5 Totally agree	15	37.5%
	Total	40	100%

Graphic 13



Source: Students of the Ninth grade of Francisco Campos Coello High School

Author: Gregor and Moreno

#### COMMENT:

More than the half of the class agrees that they can make questions once they finish reading a passage. This type of influence in the development of reading comprehension can benefit the student to gather information on his/her own. Other students do not feel the same about it and the remaining of the class disagrees as well.

Item:14

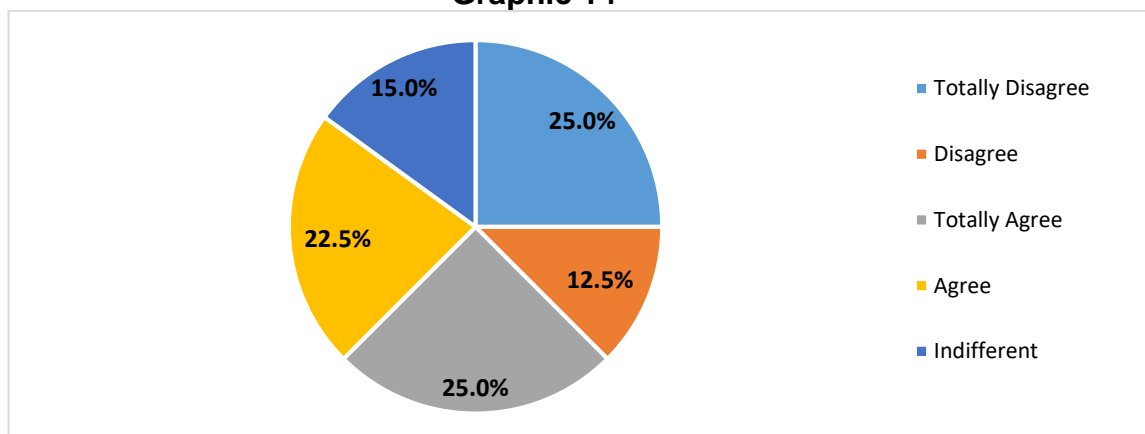
Room "B" Ninth BGE

Sample: 40 Students

Table 17

I consider that extensive reading creates an interaction between reader and text.			
CODE	ALTERNATIVES	FREQUENCY	PERCENTAGE
ITEM No.14	1 Totally disagree	10	25%
	2 Disagree	5	12.5%
	3 Indifferent	6	15%
	4 Agree	9	22.5%
	5 Totally agree	10	25%
	Total	29	100%

Graphic 14



Source: Students of the Ninth grade of Francisco Campos Coello High School

Author: Gregor and Moreno

**COMMENT:**

A high number of students consider that the proper use of reading comprehension exercises will consist of the interaction between the reader and the text. Other students have different opinions which disagree or feel indifferent about the situation.

Item: 15

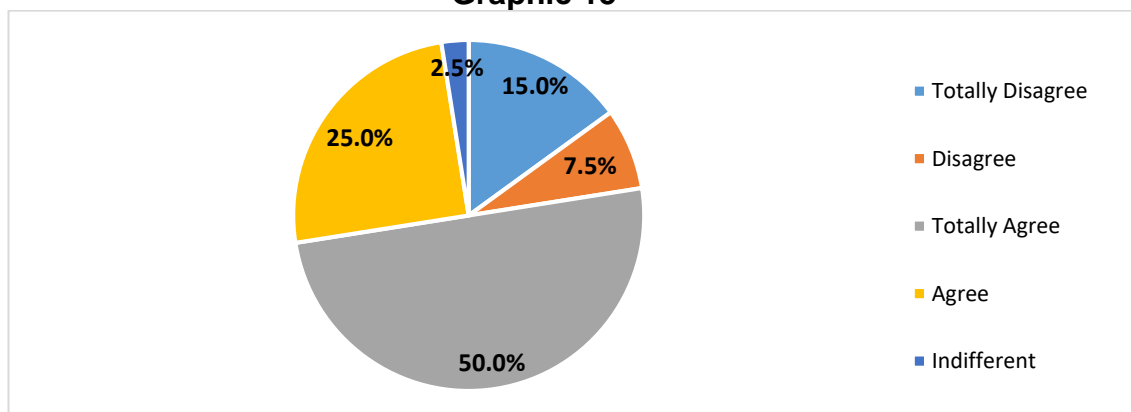
Room "B" Ninth BGE

Sample: 40 Students

Table 18

I believe that the use of a guide with strategies for the teacher will improve the development in reading comprehension in the English language.			
Code	ALTERNATIVES	FREQUENCY	PERCENTAGE
ITEM No. 15	1 Totally disagree	6	15%
	2 Disagree	3	7.5%
	3 Indifferent	1	2.5%
	4 Agree	10	25%
	5 Totally agree	20	50%
	Total	40	100%

Graphic 15



Source: Students of the Ninth grade of Francisco Campos Coello High School

Author: Gregor and Moreno

#### COMMENT:

The analysis demonstrates that half of the students in class believe in the use of a guide with strategies so improvement could be provided to students with the help of the teacher. Developing reading comprehension in the English language is an advantage for students because it will help them learn English.

## CHI SQUARE TEST FOR VARIABLE CORRELATION

For the Chi Square, statements number 8, “I consider that it is important that the teacher uses a strategy guide for extensive reading”, will be used for the independent variable and statement number 11, “I consider that extensive reading helps in the learning process, words and new English phrases”, will be used for the dependent variable. The results of the analysis are the following in that respective order.

**Figure 1 CHI SQUARE STATISTICS**

**Resumen del procesamiento de los casos**

	Casos					
	Válidos		Perdidos		Total	
	N	Porcentaje	N	Porcentaje	N	Porcentaje
I consider that it is important that the teacher uses a strategy guide for extensive reading * I consider that extensive reading helps in the learning process, words and new English phrases	40	100.0%	0	0.0%	40	100.0%

**Tabla de contingencia I consider that it is important that the teacher uses a strategy guide for extensive reading \* I consider that extensive reading helps in the learning process, words and new English phrases**

			I consider that extensive reading helps in the learning process, words and new English phrases					Total
			Totally Agree	Agree	Indifferent	Disagree	Totally Disagree	
I consider that it is important that the teacher uses a strategy guide for extensive reading		Recuento	10	0	0	0	0	10
	Totally Agree	% dentro de I consider that it is important that the teacher uses a strategy guide for extensive reading	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	Agree	Recuento	0	9	0	0	0	9

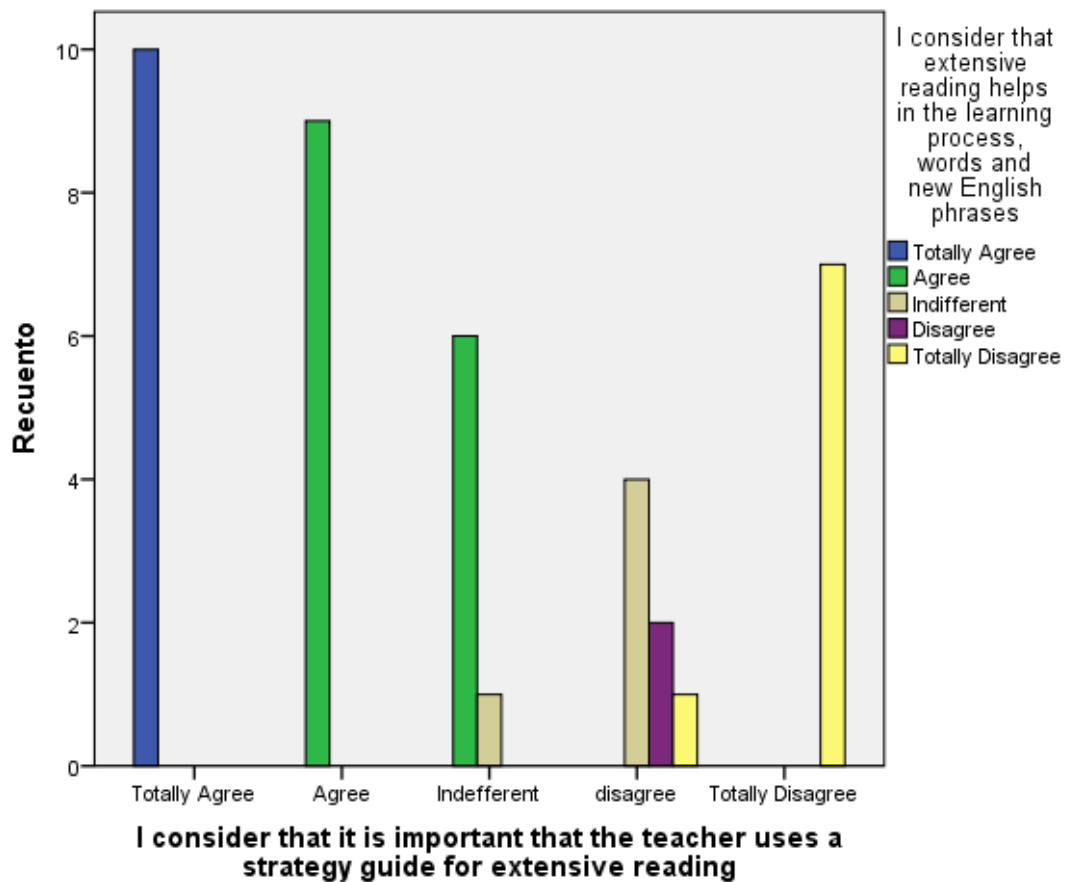
		% dentro de l consider that it is important that the teacher uses a strategy guide for extensive reading	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%
		Recuento	0	6	1	0	0	7
Indifferent		% dentro de l consider that it is important that the teacher uses a strategy guide for extensive reading	0.0%	85.7%	14.3%	0.0%	0.0%	100.0%
		Recuento	0	0	4	2	1	7
disagree		% dentro de l consider that it is important that the teacher uses a strategy guide for extensive reading	0.0%	0.0%	57.1%	28.6%	14.3%	100.0%
		Recuento	0	0	0	0	7	7
Totally Disagree		% dentro de l consider that it is important that the teacher uses a strategy guide for extensive reading	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%
		Recuento	10	15	5	2	8	40
Total		% dentro de l consider that it is important that the teacher uses a strategy guide for extensive reading	25.0%	37.5%	12.5%	5.0%	20.0%	100.0%
		Recuento	10	15	5	2	8	40

### Pruebas de chi-cuadrado

	Valor	Gl	Sig. asintótica (bilateral)
Chi-cuadrado de Pearson	104.286 <sup>a</sup>	16	.010
Razón de verosimilitudes	96.558	16	.040
Asociación lineal por lineal	34.853	1	.230
N de casos válidos	40		

a. 25 casillas (100.0%) tienen una frecuencia esperada inferior a 5. La frecuencia mínima esperada es .35.

### Gráfico de barras



Analysis As the value of P is less than 0.40, the researchers of this study assert that there is a relation between the two variables. Therefore, the use of extensive reading influences reading comprehension.

## **Triangulation of Results**

With the results of the interview to the teacher, the class observation and its outcomes, and the results of the students' survey output, it can be concluded that students are in crucial need for the influence of extensive reading for reading comprehension. The teacher has applied many methods to help students reach their reading comprehension objectives. The student's survey results also show the students needs and what they believe the answers may be to the solution of total reading comprehension. Students' survey results show that the majority of the students agree in counting on a guide to help them practice extensive readings in order to see the outcome of reading comprehension eventually.

## **Conclusions and Recommendations**

### **Conclusions**

1. The lack of class knowledge in reading comprehension students have in this level in school means that in a significant manner for the students to understand has not been applied.
2. The students are not motivated enough, it is habitual for classes to be monotone and lacking enthusiasm.
3. The learning of the English language through reading in which students are not self-motivated to participate nor to initiate reading on their own due to the lack of practice with material that can help them with extensive reading aiming at total reading comprehension.
4. There is very little knowledge about extensive reading strategies and techniques in English from the school, making it difficult for the whole concept to be in total effectiveness with students and in the class as a whole.
5. 5. The use of extensive reading is considered an important way to help the learning to improve reading comprehension in class.



## **RECOMMENDATIONS**

1. It is recommended for students' needs to be reached by giving them the motivation that it is required for such terms of reading comprehension throughout a guide of extensive reading.
2. Reading exercises where students play a leading role in the classroom and some other situations should be implemented and it would give students the resources needed in order to help them overcome the many obstacles that are encountered when reading in front of the classroom.
3. Increasing extensive reading activities in students will improve students' performance and language competences when reading.
4. Helping students with all the requirements needed for them to get the gist in every activity could be the most desired outcome and it can have the effects of more compatible activities to foster students with motivation in class participation as a whole.

**CHAPTER IV**  
**PROPOSAL**  
**DESIGN A TEACHING GUIDE FOCUSED ON EXTENSIVE READING**  
**ACTIVITIES FOR READING COMPREHENSION**

**JUSTIFICATION**

This proposal is justified because according to the results obtained from the instruments of investigation, students need to improve their reading comprehension levels and develop it as much as possible with the influence of extensive reading.

The structure of this proposal aims to have students participating in reading comprehension activities, creating opportunities for students to acquire knowledge of the lexicon and prepare them to practice the language when reading or when practicing activities are requiring reading while providing significance to the process throughout meaningful activities.

The proposal's aim is to improve students' reading comprehension with the help of the extensive reading activities that are found in the guide. Properly applied, it will help students enhance their reading comprehension development. This aid will focus on active reading using extensive reading rather than just relying on using the additional vocabulary and right word pronunciation to get the meaning.

The proposal will engage students in activities that need to be completed with familiar vocabulary words used on the daily basis and for certain specification, providing the opportunity for students to practice using extensive reading to enhance their comprehension.

The students from the Ninth "B" grade from the Francisco Campos Coello High School will be the ones working with this guide which will render the results of finding a possible solution for the problem. Therefore, the information contained in this proposal is effective in reaching the goal of helping students improve their reading comprehension skills throughout extensive reading exercises that develop the reading comprehension, as well as investigations to helping students reach vocabulary usage and word sentence structure awareness.

This proposal will consist on students reading extensive excerpts and having a clear idea of how to use extensive reading in reading comprehension activities, in which students will complete using extensive reading exercises and other didactic activities.

### **General Objective**

To promote the development of students reading comprehension through the use of extensive reading activities.

### **Specific Objectives**

- To properly use of extensive reading strategies and texts.
- To improve students' vocabulary and word-sentence structure awareness and comprehension using extensive reading activities.
- To increase students' lexicon in order to improve their understanding.

### **Theoretical Aspects**

There is no cheaper or more effective way to develop learner autonomy. Reading is, by its very nature, a private, individual activity. It can be done anywhere, at any time of day. Readers can start and stop at will, and read at the speed they are comfortable with. They can visualize and interpret what they read in their own way. They can ask themselves questions (explicit or implicit), notice things about the language, or simply let the story carry them along (Maley, 2014). Therefore, this proposal focuses on the following theoretical aspects:

**From the Didactic-pedagogical aspect,** it relies on from Bamford and Day's idea on the importance of having extensive reading to understand the grammatical part of a text, learn vocabulary and the material must be according to the students' level. This proposal will provide the students with an adequate material to achieve the desired level in a foreign language.

**For the Sociological aspect:** According to Vygotsky, the cognitive process helps students to enable understanding for teaching and learning to take place in particular ways.

This means that students will be able to undertake reading on their own ambience and use those skills in other aspects of English Language learning. In other words, students will be able to manage reading in their own significance and understanding.

**From the Philosophical Aspect:** The teacher must focus the readings as explicable as possible in order for the students to have a better understanding in pre-reading activities, while reading activities and post-reading activities. This technique will enhance understanding as a whole for the students.

**From the linguistic Aspect:** It is considerable to have the development of the student's language in his/her acquisition process of second language according to theories of Krashen because students will do this investigation used in this proposal based on the parameters that have been adopted by the way the teacher's behavior can influence students' learning in a second language and the aftermath effects on students' performance.

**From the legal aspect:** This proposal is based on the guidelines provided by the Ministry of Education which are based on Common European Framework of References because students will be able to experiment reading comprehension by using the skills and the proper level manuals and books to reach such objectives like the standardized issues that are provided legally for this proposal.

## **Feasibility**

### **Financial Feasibility**

The development of the present project of research does not require any other additional funds other than the material provided in this proposal. However the teacher is allowed to use any material that supports students development.

### **Legal Feasibility**

This project is grounded according to the curricular guidelines, the skills that students must reach as goals according to the required level, and it is also backed up according to Objective 4, Article 26 of the LOEI.

### **Human Resources**

The present investigation is humanly feasible as it has the support of not only the researchers, but also the institution, teachers, students and authorities that are included in the school.

### **Description of the Proposal**

The proposal will consist on the extensive reading activities that students will complete by answering reading comprehension questions, as well as development of activities that are related to extensive reading tasks and other didactic activities. This will help students through reading comprehension and will improve the development of understanding, logical thinking and increase the level of comprehension with reading exercises. Using this type of exercises will encourage students to make proper use of extensive reading opportunities to increase their comprehension of texts and apply them later in life.

This proposal will work in unison to the assigned English Book Level A1.2 for Ninth Grade of GBE in which though students putting in practice some of the skills that have been taught, they are still showing flaws and lack of knowledge about it. Therefore, the units within the current textbook will be used along to the activities in the proposal.

Each of the units in the proposal is divided into three activities for reading comprehension. Each activity is composed of two or three exercises and are involved in passages about different topics and usage according to the aims established from each unit found in GBE book issued by the Ecuadorian government.

Although the majority of the activities are already developed, the English teacher can modify the content suggested in the instructions and procedure sections if students' needs require them.

Some of the recommendations to be followed will be:

- Go through vocabulary of the content before using it.
- Explain the activity.
- Break the class up into groups of two's or three's.
- Model the activity with a group of learners.
- Start the reading activity and exercises when the teacher says.

## **Conclusion**

It can be concluded that the improvement on students when it comes to their reading comprehension improvement can be reached at a moderate time with constant practice and students' participation in class. Teachers must also come fully prepared with the right tools provided by the school and with the right texts and class plans according to the syllabus and such. The most critical part of this event should be the preparation and adjustment students will encounter when practicing reading skills with extensive reading activities and be able to dialogue in complete understanding about the reading passages and their ability to communicate and transmit to each other what they have learned in the reading comprehension realm.

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# ANNEX I

# **LEGAL DOCUMENTS**

Oficio No. 390

Guayaquil, 26 de Octubre del 2016

MSc.

Heidi Marriott Toledo

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

De mis consideraciones:

Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación, se le comunica que ha sido designado Revisor-Asesor del Proyecto Educativo de los estudiantes de la Escuela de Lenguas y Lingüística: GREGOR ZAMBRANO MANUEL FERNANDO Y MORENO VELEZ MONICA MARIANA, con el siguiente tema:

TOPIC: The influence of extensive reading in the development of reading comprehension.

PROPUESTA: Design a teaching guide focused on extensive reading activities for reading comprehension development.

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

Atentamente,

MSc. Alfonso Sánchez Ariza

DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA

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

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
Elaborado por:	Jes. Alexandra Delgado	SECRETARIA	
Aprobado por:	MSc. Alfonso Sánchez	DIRECTORA(E)	



UG  
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Facultad de Filosofía,  
Letras y Ciencias de la  
Educación



Escuela de Lenguas y Lingüística  
Guayaquil - Ecuador  
Teléfono: 2294-888  
E-mail: lenguas.linguistica.filo@gmail.co

Oficio No. 187

Guayaquil, 12 de Julio del 2016

MSc.

Kerly Coloma Aguilar

RECTORA DEL COLEGIO TÉCNICO "FRANCISCO CAMPOS COELLO"

Ciudad.-

De mis consideraciones:

Me dirijo a Ud. con el fin de solicitarle, se sirva otorgar la autorización pertinente, para que los estudiantes: **MORENO VÉLEZ MÓNICA MARIANA Y GREGOR ZAMBRANO MANUEL FERNANDO**, de la Escuela de Lenguas y Lingüística puedan aplicar el proyecto de investigación, para la elaboración del trabajo de titulación, previo a la obtención del título de Licenciado(a) en Ciencias de la Educación, mención Lengua Inglesa y Lingüística.

**TEMA:** The influence of extensive reading in the development of reading comprehension.

**PROPUESTA:** Design a teaching guide for a reading comprehension.

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

Le anticipo mis reconocimientos.

Atentamente,

Jacinto Calderón Vallejo, MSc.

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

DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
Elaborado por:	Ing. Alexandra Delgado López	SECRETARÍA I	
Aprobado por:	MSc. Jacinto Calderón Vallejo	DIRECTOR	

MSc. Kerly Coloma Aguilar



Guayaquil, 4 de Septiembre del 2017

Msc.  
SILVIA MOY-SANG CASTRO, Arq.  
DECANA DE LA FACULTAD DE FILOSOFIA,  
LETRAS Y CIENCIAS DE LA EDUCACION

CIUDAD.-

De mis consideraciones:

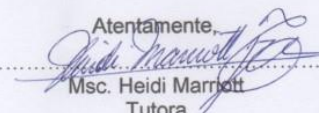
En virtud de la resolución por la Autoridad Académica de la Facultad de Filosofía, de fecha 26 de Octubre del 2016 oficio # 390 en el cual se nos designó Asesora de Proyectos Educativos de Licenciatura en Ciencias de la Educación, especialización: **LENGUAS Y LINGÜÍSTICAS**.

Tengo a bien informar lo siguiente:

Que las integrantes **Gregor Zambrano Manuel Fernando** con C.I. 0923222137, y **Moreno Vélez Mónica Mariana** con C.I. 0913464962, diseñaron el proyecto educativo con el tema: **"THE EXTENSIVE READING IN THE DEVELOPMENT OF READING COMPREHENSION PROPOSAL: DESIGN A TEACHING GUIDE FOCUSED ON EXTENSIVE READING ACTIVITIES FOR READING COMPREHENSION DEVELOPMENT"**. El mismo que ha cumplido con las directrices y recomendaciones dadas por la suscrita.

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

Atentamente,

  
Msc. Heidi Marriott  
Tutora





Formato No. TT-STT-01

Tutor:

TIPO DE

T. DE TITULACION

ESTUDIANTE(S):

Manuel Fernando Gregor Lombardi

Monica Mariane Moreno Velaz

NOMBRE DE

# Desenvolupament de la Titulació

CARRERA(S):

moneta.ker-fer@hotmail.com

mon.km71@gmail.com

No. TUTORIA	FECHA TUTORIA	ACTIVIDADES DE TUTORIA	DURACION		TAREAS ASIGNADAS	FIRMA TUTOR	FIRMA ESTUDIANTE	FIRMA ESTUDIANTE
			INICIO	FIN				
11	03/08/17	Revisión Capitulo 3	12:00	1:00	Revisión Cap 4	Andrés Manuel	Andrés Manuel	Andrés Manuel
12	09/08/17	Análisis, fundamentos y Revisión de Cap 4 y Cap 4.9	11:00	12:00	Revisión Cap 4 y Cap 4.9	Andrés Manuel	Andrés Manuel	Andrés Manuel
13	15/08/17	Cap 4.9 Análisis y Revisión de Cap 4.9	11:00	12:30	Revisión Cap 4.9 y Cap 4.9	Andrés Manuel	Andrés Manuel	Andrés Manuel
14	09/09/17	Revisión propuesta	11:00	12:15	Revisión propuesta	Andrés Manuel	Andrés Manuel	Andrés Manuel
15	09/09/17	Revisión finalizada	10:40	8:40	Examen material	Andrés Manuel	Andrés Manuel	Andrés Manuel

Revisión de Jefe de área: \_\_\_\_\_

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Andrés Manuel

OBSERVACIONES: \_\_\_\_\_



Formato No. TT-STT-01

Tutor:

TIPO DE  
T. DE TITULACION

## Extensive Reading

ESTUDIANTE(S):

Manuel Fernando Gregor Zambora

Monica Mariana Moreno Velaz

NOMBRE DE

# DESIGN A TEACHING GUIDE

CARRERA(S):

mon.km.v71@gmail.com

No. TUTORIA	FECHA TUTORIA	ACTIVIDADES DE TUTORIA	DURACION		TAREAS ASIGNADAS	FIRMA TUTOR	FIRMA ESTUDIANTE	FIRMA ESTUDIANTE
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12	09/08/17	Análisis, conclusiones y Revisión de Cap #4	11:00	12:00	Revisión Cap 4	[Signature]	[Signature]	[Signature]
13	15/08/17	Cap #4 Análisis y Recomendación Descripción Propuesta	11:00	12:30	Revisión Cap #4 y propuesta	[Signature]	[Signature]	[Signature]
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# **ANNEX II**

# **CERTIFICATES**

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**URKUND**

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**Lista de fuentes** Bloques

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• To determine the influence of extensive reading comprehension through a literature review, field study, and statistical analysis.

• To characterize the reading comprehension development process using extensive reading strategies through a literature review, field study, and statistical analysis.

• To assess the relevant aspects in the process of Reading Comprehension development through the most important data collected.

What is the influence of application of Extensive Reading in the development of reading comprehension?

How is reading comprehension related to extensive reading?

How is the reading development situation of the institution and its students?

Which are the aspects that influence the development of reading comprehension in extensive reading?

What type of extensive reading activities help in the development of Reading Comprehension?

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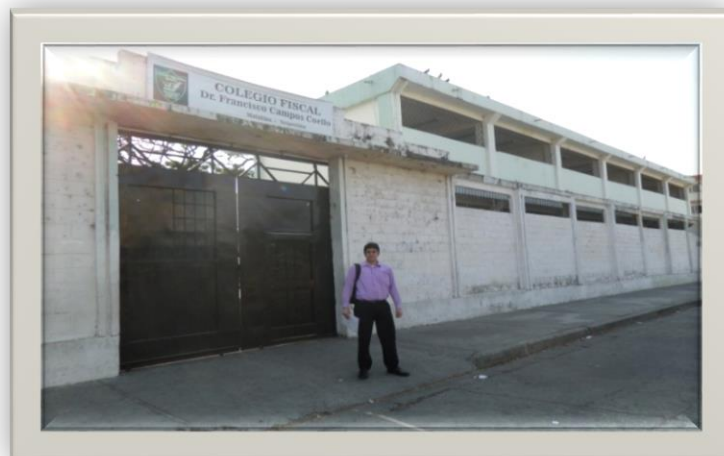
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# **Annex III**

# **PHOTOGRAPH EVIDENCE**



## FRANCISCO CAMPOS COELLO HIGH SCHOOL



## 9<sup>TH</sup> GRADE



## TEACHER'S INTERVIEW



## TUTORIAS



# **ANNEX IV**

# **RESEARCH INSTRUMENTS**





DIAGNOSTIC TEST

**Instructions: Read the following passage and answer the questions below.**

**My favorite things**

Hello, I am Vanessa from Guayaquil and I want to tell you about my two favorite things. First thing on my list is my phone; what I mean is, my Smartphone. I use it all day. In the morning, I use it as an alarm clock to wake up; then, I listen to music on the bus when I go to work; in the afternoon, I send messages to my friends and my boyfriend on Facebook or Whatsapp. Right now, I am studying French and I use some of the apps on my phone to improve my French.

My car is my second favorite thing on my list. I am a single mother and I have 2 small children. Because of that, I need a mean of transportation to take my children to school, to the movies, or to visit their father at his new job on weekends in a zone near Samborondon.

**Glossary box**

**Clock:** an instrument that tells time and hangs on the Wall

**Facebook:** A social media site that keeps people connected throughout the world.

**French:** the native language spoken in France.

**Job:** a current duty that is done on certain ways or for different purposes.

**Means:** way, manners, conditions of a certain type or occurrence.

**Whatsapp:** a social cellular phone media that keeps people connected worldwide through text messages, pictures and audiovisual.

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**Interview to the Teacher**

1. what is the developing level that the students present in reading comprehension?

To my knowledge, my students are at beginners level. Their language proficiency is very low.

2. How does extensive reading help in the English language development of reading comprehension in students?

I believe that students reading comprehension will be improved with the use of extensive reading.

3. How do you believe that extensive reading will help students understand readings in basic English language?

Students will be in great understanding with basic English if extensive reading is applied.

4. What types of strategies do you use in the extensive reading comprehension process in the English language?

I use the vocabulary strategies in which students need to find words they do not understand before they start to read.

5. What type of specific method do you use for extensive reading?

Word recognition method is one of the best to use when it comes to reading. Students need to have an idea of the content of the reading.

6. Do you consider that a strategic guide for the students reading development would be useful for your performance, why?

Yes, it will. I believe this type of guide can be useful because it will give students different approaches to reading and also with many more stories that will be put into play in the classroom.

**Interview comment**

It can be concluded that the teacher of the Ninth "B" class at Francisco Campo Coello is most likely agreeable to the idea that extensive reading will help improve students reading comprehension. It is also accountable that the students are at a beginner's level, they barely have any type of full hours in the reading concept in school and the teacher has a mutual rapport for students' performance and class participation. Even though the teacher is aware of the problem, students' knowledge can be improved for reading comprehension skills could set in

.



# UNIVERSIDAD DE GUAYAQUIL

## FACULTAD DE FILOSOFIA LETRAS Y CIENCIAS DE LA EDUCACION STUDENTS' SURVEY

Colegio : Francisco Campo Coello Curso : 9no "B" Fecha:					
Instructions					
Dear student, this survey is about an investigation project which objective is to research the reading comprehension development and the extensive reading process in students. Thanks for your cooperation and collaboration to this matter.					
<b>1 Totally Disagree</b> <b>2 Disagree</b> <b>3 Indifferent</b> <b>4 Agree</b> <b>5 Totally Agree</b>	1	2	3	4	5
1. I consider that extensive reading helps to have better reading comprehension in English.					
2. I feel that extensive reading is useful for reading comprehension outside the classroom.					
3. I believe that the teacher is creative in extensive reading for the development of reading comprehension in English.					
4. I have difficulties to read extensive reading passage in English.					
5. I consider that the development of my reading comprehension is insufficient.					
6. I feel that my reading comprehension improves with extensive reading in the English language.					
7. I consider that the resources used by the teacher in extensive reading help my reading comprehension skills in the English language.					
8. I consider that it is important that the teacher uses a strategy guide for extensive reading.					
9. I believe that the interest for reading helps understand passages in the English language.					
10. I am satisfied with the text used in the development of reading comprehension in English in the classroom.					
11. I consider that extensive reading helps in the learning process, words and new English phrases.					
12. The teacher uses strategies for English extensive reading.					
13. I can quickly make questions once I finish reading a passage.					
14. I consider that extensive reading creates an interaction between reader and text.					
15. I believe that the use of a guide with strategies for the teacher will improve the development in reading comprehension in the English language.					

### Questions of the Reading.

**1) What are Vanessa's favorite things?**

- A- food and drinks
- B- clothes and jewelry
- C- books and magazines
- D- car and cellular

**2) What is the name of the person in this text?**

- A- Kathy
- B- Vanessa
- C- Maria
- D- Luisa

**3) What city is Vanessa from?**

- A- Duran
- B- Manabi
- C- Guayaquil
- D- Quito

**4) What is Vanessa's first favorite thing ?**

- A- Smartphone
- B- the car
- C- her shoes
- D- Television

**5) What is Vanessa's second favorite thing?**

- A- books
- B- The movies
- C- Laptops
- D- Shoes

**6) Which of the social media sites does Vanessa use?**

- A- Hotmail and Yahoo!
- B- Yahoo! and Bing
- C- Twitter and Gmail
- D- Facebook and WhatsApp

**7) What does Vanessa study?**

- A- French
- B- Spanish
- C- English
- D- Biology

**8) Which describes Vanessa best?**

- A- She is a secretary
- B- She is a French teacher
- C- She is a single mother
- D- She is tired

**9) How many children does Vanessa have?**

- A- 4
- B- 3
- C- 5
- D- 2

**10) Vanessa's ex-husband new job is:**

- A- Daily
- B- Weekly
- C- On weekends
- D- Once a month

# PROPOSAL



# *IMPROVE YOUR READING*

*EXTENSIVE READING  
ACTIVITIES FOR READING  
COMPREHENSION*

*For Ninth Grade Students*

*AUTHORS:*

*MORENO VELEZ MONICA*

*GREGOR ZAMBRANO MANUEL*

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## Introduction

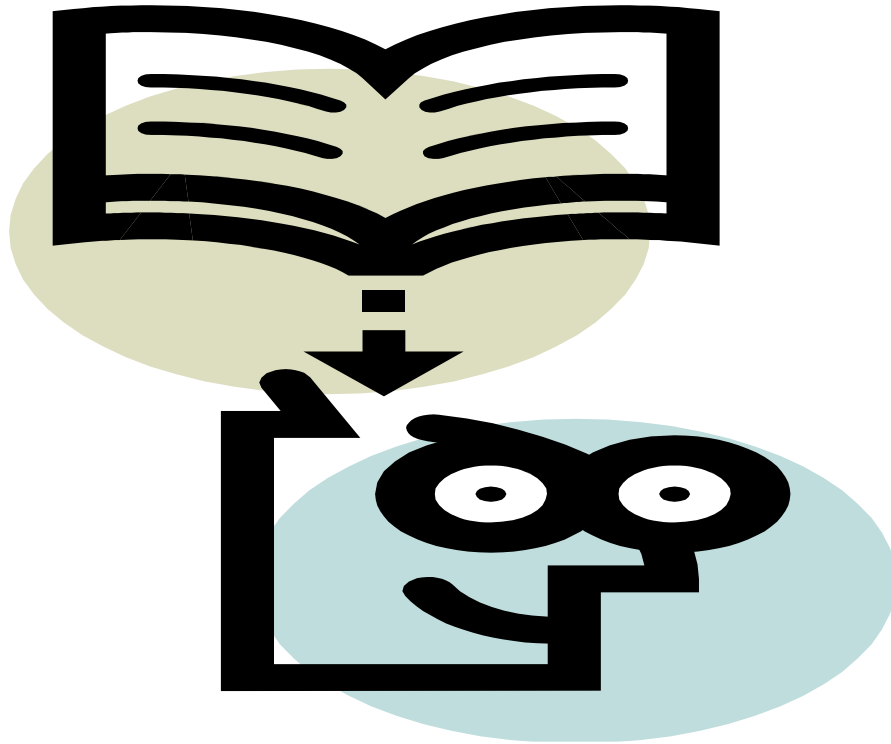
The following booklet will help students in the development of reading comprehension, in the English language. It is designed to catch the students' interest and motivate them to practice their reading skills. The guide is easy and understandable; it is also based on extensive reading activities which are useful to create a good environment to promote better reading activities in the classroom.

The guide provides the teacher many useful activities that can motivate students into feeling comfortable and confident when learning reading skills using extensive reading activities for learning purposes. However, as there are some aspects which teachers need to consider to help students reach complete understanding of a text, this guide provides the guidance and teachers needs to follow.

*The Authors*

When practicing reading teachers should consider the  
**following rules:**

- ✓ Knowing the learners knowledge and vocabulary.
- ✓ Motivating learners to do each strategy actively.
- ✓ Explaining learners what they are going to do.



### Skill

### Reading Skills

### Type of Exercises

### Reading Comprehension

### Name

Improve your Reading. Teachers can encourage prediction of ideas from the students.

### Objectives

To establish quality standards to teaching and learning in English as a reference that teacher and students must know and must be capable to do for increase the educative quality in English.

### Instructions

- 1) Explain the activity.
- 2) Teachers should engage students in pre-reading exercises.
- 3) Teachers should also engage students in while-reading texts.
- 4) Teachers should engage students in post-reading exercises.

### Rules

- 1) Learners have to read carefully the instructions of the exercise.
- 2) Learners are not supposed to speak in Spanish.
- 3) Underline the new words.

### Suggested procedures

- 1) Elicit the title and ask questions about the photographs. Ask students to predict what the reading will cover.
- 2) Have students read the instructions and questions or task, explaining any new vocabulary words therein. Make sure students understand what they are to do.
- 3) Have the students read the text silently once or twice to themselves.

### Activity Description

### Pre

This type of act are provided to generate interest in the students for the reading text.

### While

In this section students will be able to read the text creating more opportunities for language improvement.

### Post

Finally, this section allows students to demonstrate their comprehension of the texts through reading comprehension activities.

## UNIT 1

## ECUADORIAN LEGENDS



## ACTIVITY 1

### **PRE READING ACTIVITY**

**Objective:** to activate students' prior knowledge with warm up activities

#### **Scope of the activity 1: Pre reading**

**Purpose:** to have students predict what is going to happen in the story.

CHOOSE THE CORRECT ANSWER OF THE FOLLOWING QUESTIONS.

#### **1. WHAT DO YOU THINK THAT LEGENDS ARE?**

- a) Events that happened just now.
- b) Moments that happened this year.
- c) A traditional story and popular.

#### **2. WHO IS AN ECUADORIAN LEGEND CHARACTER?**

- a) Chucky
- b) Freddy Krueger
- c) Cantuña

#### **3. WHO ARE THE FEMALE CHARACTERS IN ECUADORIAN LEGEND?**

- a) The lady with the veil - The moaning lady
- b) Elizabeth Taylor - Elizabeth Bathory
- c) Harley Queen and Lady Gaga

### **WHILE READING ACTIVITY**

#### **Scope of the activity 2: While reading**

**Purpose:** to have students reach understanding through the use of vocabulary

**Objective:** to acquire reading skills while reading stories from texts.

**a) READ THE STORY**

**CANTUÑAS'  
LEGEND**

A long time ago, the Franciscan priests asked Cantuña, a native architect and builder of great talent, to build a church. But the time was going on and if he did not



finish the San Francisco Atrium in Quito on time, he would go to jail.

He prayed and prayed asking for help to finish the church. One day, he saw a tall man wearing red clothes. He had a pointy chin and a large hooknose. The devil promised him to finish the church.

The man said, "I'm Luzbel. Don't be afraid, good man. I can help you finish this church. I offer to finish the building by daybreak. For that, you have to give me your soul. Do you accept my proposition?"

"I accept" Cantuña said. "But no single stone must be missing by daybreak. Otherwise, I will not give you anything"

"I agree" the devil answered.

Once the pact was signed, thousands of little demons began to work. At about 4 a.m., the atrium was almost ready. It was soon daybreak and Cantuña's soul was to be taken.

However, Cantuña took one of the stones and hid it without anyone notice it. And the time came. Luzbel asked for his soul, but Cantuña showed him the space with the missing stone. The workers of the devil had missed one stone. So he will not give anything to him.

The native architect saved his soul and thanked God for that, and for finishing his job on time.



### POST READING

**Scope of the activity 3:** Post Reading

**Purpose:** to have students reading comprehension with after reading questions about the text

**Objective:** to concrete ideas about reading

### COMPREHENSION ACTIVITIES.

**A. LOOK AT THE PICTURES AND NUMBER THEM IN THE ORDER THEY HAPPENED.**



**B. TRUE OR FALSE.**

1. Cantuña is a very talented architect \_\_\_\_\_ ( )
2. He has to finish a big house fast \_\_\_\_\_ ( )
3. The devil started to build and finish the church completely\_\_\_\_ ( )
4. Cantuña had to give his soul to the devil \_\_\_\_\_ ( )
5. Cantuña was happy with God for everything \_\_\_\_\_ ( )

**C. ANSWER THE QUESTIONS**

1. Who was Cantuña?
2. Who hired Cantuña?
3. What was the devil wearing?
4. What was the devil's proposition?
5. Who finished Cantuña's work?

**ACTIVITY 2**

**THE MOANING LADY**

**PRE - READING ACTIVITIES**

**Scope of the activity 1: Pre reading**

**Purpose:** to have students match vocabulary with pictures

**Objective:** to have students learn new words in content and give meaning with visual aids.

**a) LINK THE CORRET WORD WITH THE PICTURES.**

PREGNANT



PUNISH



GIVE BIRTH



CRAZY



MOAN



**WHILE READING ACTIVITY**

**Scope of the activity 2: While Reading**

**Purpose:** to have students read and learn new words

**Objective:** to acquire reading skills while reading stories from texts

**a) READ THE FOLLOWING STORY**

**THE MOANING LADY**



This person is a tall and thin woman in white clothes. However, it is not possible to distinguish her face. She seems to have no feet because she moves around without touching the floor. She came from a very poor family so she left her house to look for better chances. She

found work as a maid in a house of rich people. She was very helpful and responsible, she was well treated by her masters. As time passed by, the eldest son of the family visited her in her room at night to conquer her heart but he ended up abusing her. He told her not to tell anyone what had happened or she would be fired, without a job. She never said anything but she was pregnant and could not hide it for long. The masters fired her and she did not have a choice but to return home where she was considered not worth and full of sin, bad things against God because she was pregnant without being married, and the parents did not let her stay.



Without a place to live in and pregnant she hid by trees near a river until she gave birth. With much pain and shame she threw the baby down the river remembering how everybody accused her of committing sin.

The eternal punishment of The Moaning Lady (La Llorona in Spanish) is because she regrets having thrown her baby into the river, and she is still looking for that child. And part of her penance is to punish the boys who are in forbidden love affairs. She can make them go crazy just by looking at them or she can also give them a deadly hug.

She is called "The Moaning Lady" also because of her terrifying cries and lamentations. She is often heard near the river saying incessantly "Where is my son? Give me my son back!!!" Sometimes this also affects animals, they go crazy too.



## POST READING

### Scope of the activity3: Post Reading

**Purpose:** to have students reach comprehension with after reading questions in true or false statements.

**Objective:** to reach understanding about the text with true or false statements and comprehension question

### COMPREHENSION ACTIVITIES.

#### A. WRITE TRUE (T) OR FALSE (F) IN THE FOLLOWING STATEMENTS.

1. The Moaning Lady has big feet ..... (    )
2. She worked in a rich people's house ..... (    )
3. The eldest son of the family really loved her ..... (    )
4. She had a baby but lost him in the woods..... (    )
5. She punishes sinful boys ..... (    )

#### B. ANSWER THE QUESTIONS.

1. Why did she leave her house?
2. What kind of job did she find?
3. Why was she fired?
4. What did she do with her baby?
5. How does she punish boys?



**UNIT 2**  
**SCIENCE / HISTORY**  
**ACTIVITY 1**

**PRE READING ACTIVITY**

**Scope of the activity 1: Pre reading**

**Purpose:** to have students fill out crossword puzzle to reach vocabulary knowledge

**Objective:** to have students know new vocabulary

**a) COMPLETE THE CROSSWORD WITH THE WORDS THAT ARE MISSING.**

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N	A	R	D	B	H	S	P
B	M	P	E	M	J	G	A
P	F	E	A	T	H	E	R
R	J	C	L	G	N	B	K



Feather



flame



Spirits



Spark

Stone



**WHILE READING**

## Scope of the activity 2: While Reading

**Purpose:** to have students read and learn new words

**Objective:** to acquire reading skills while reading stories from texts.

### READ THE FOLLOWING STORY

#### THE DISCOVERY OF FIRE

A legend from Tierra del Fuego (South America).



In Tierra del Fuego it is told that once there lived two good spirits, the brothers Loalox. One day, the elder one found some stones, which he repeatedly beat against each other. One of these stones was a Flintstone. And when he was playing with it a spark arose

suddenly. Loalox was surprised and tried again. Then he took a handful of dry feathers and dropped the spark on them. There was a flame. So he gathered dry grasses and woods, and put them on the flame: He had discovered the fire. He cried happily, "This is a great gift, I will make sure that the fire will always burn without ever dying down."

But the younger Loalox had other plans: "It is better if people have to toil for the fire and they must earn it in a hard way - otherwise they will get

too comfortable. The one who extinguishes the fire, should light the fire himself again." Said it and put out the fire.



### POST READING

### Scope of the activity3: Post Reading

**Purpose:** to have students reading comprehension with after reading questions about the text with multiple choice answers.

**Objective:** to reach understanding about the text with comprehension question.

#### READING COMPREHENSION ACTIVITY

a) Choose the correct answer for the following sentences

1) Where did the discovery of fire take place?

a) Alaska

b) Spain

c) South America

2) What are the names of the characters of the story?

a) Cantuña brothers

b) Loalox brothers

c) Quishpe brothers

3) What is the end of the story?

a) The brothers are dancing happily around the fire

b) The elder brother extinguishes the fire

c) The fire will consume their souls

ACTIVITY 2  
THE DISCOVERED OF FIRE IN GREECE  
PRE READING

A) Choose the correct answer

1) How do you think people kept themselves warm when there was no fire?

- a) They hug each other
- b) They covered themselves with fur from animals
- c) They danced to one god

2) Who were adored in the Mythology Age?

- a) Gods
- b) Mountains
- c) Animals and the sea

3) What was the main element of Greek Myth?

- a) Believes
- b) Sacrifices to the Gods
- c) Share the earth's elements with the mortals

WHILE READING  
READ THE STORY

### THE DISCOVERED OF FIRE IN GREECE

Prometheus was the favorite of Zeus, the father of the gods. He formed creatures with his hands that were very similar to the gods. He breathed new life into them and taught them to use their hands and use their minds. And they built houses, cities and ships, and they cultivated the fields. But Zeus was afraid that these people would get too powerful and he forbade Prometheus and all the gods to give the fire to these people. But clever Prometheus



wanted to give his creatures the most valuable: the fire. He lit a torch at Helios' sparking chariot and brought the fire to the people. When Zeus saw that he swore revenge to the humans. He sent many incurable diseases, the plague and fever. And Zeus punished Prometheus for his crime, too. He was chained to a rock.



POST READING  
READING COMPREHENSION ACTIVITIES.

**A) Choose the correct answer of the following questions**

**1) Who was the father of the gods?**

- a) Poseidon
- b) Hades
- c) Zeus

**2) Who was the favourite character of the father of the gods?**

- a) Hermes
- b) Prometheus
- c) Icarus

**3) Where did the story take place?**

- a) Australia
- b) Polland
- c) Greece

UNIT 3  
SPORTS  
ACTIVITY 1

**Pre - reading**

**Objective:** to have students learn new words in content and give meaning with visual aids and proper spelling.

**Scope of the activity 1: Pre reading**

**Purpose:** to have students match vocabulary with pictures and unscramble the words.

**A) LOOK AT THE PICTURES AND ORGANIZE THE WORD**



ELTHATE

A \_\_\_\_\_



EMALD

M \_\_\_\_\_



SOESH

S \_\_\_\_\_



OPLYMSCI

O \_\_\_\_\_

## WHILE READING

### Scope of the activity 2: While Reading

**Purpose:** to have students read and learn new words

**Objective:** to acquire reading skills while reading stories from texts.

#### A) READ THE BIOGRAPHY ABOUT JEFFERSON PEREZ AND UNDERLINE THE NEW WORDS.

### JEFFERSON PEREZ

Ecuadorian track and field athlete, **Jefferson Perez**, did his country proud when he won Ecuador's first **Olympic medal** in the 1996 Atlanta Olympics for **race-walking**. Proving that he was not just a "one-hit wonder", Perez went on to set a record in his specialty of the 20 kilometer race-walk at the 2003 World Championships in Paris, followed by a gold medal in Helsinki in 2005 and another in Osaka in 2007. He also clinched fourth place finishes at the Sydney Olympics in 2000 and the Athens Olympics in 2004, and has qualified to compete at the **2008 Beijing Olympics**.

Jefferson Perez was born in the neighborhood of El Vecino in Cuenca, **Ecuador** on 1 July 1974. Perez discovered his talent for race-walking during a high school physical education exam. Together with his brother, Fabian, he trained with a group of athletes under the guidance of Luis Munoz. Recognizing that Jefferson Perez had talent, Munoz entered him in a race, which he won, resulting in him being





chosen to represent Ecuador as a sport ambassador in New York and [London](#). This set him on the international road to race-walking success.

Race-walking is a long distance **athletics** event which, although having the same objective as a running race - that of getting from point A to point B in the shortest possible time - is quite different from running. According to the rules for race-walking, one foot must be in contact with the ground at all times, meaning that the athlete's back toe may not leave the ground before the heel of the front foot has touched the ground. Should the athlete fail to maintain contact with the ground, it is known as "lifting", which is a violation of the rules. Moreover, the supporting leg must straighten from the point of ground contact, until the body passes over it. The race takes place on a track for simplification of judging and different cards are raised to indicate to competitors when they are in violation of a rule. Judging is done by the human eye, which has at times caused controversy due to the fact that a millisecond "lift" may not be detected by a judge.

Despite what may seem to be very restrictive rules, race-walkers reach cadence rates, or steps per minute, comparable to an Olympic 400-meter runner. However, race-walkers need to keep this pace going for hours to complete the Olympic distances of 20 kilometers and 50 kilometers - certainly no small accomplishment!

With the 2008 Beijing Olympics just around the corner, no doubt Jefferson Perez is receiving plenty of support from his fellow Ecuadorians as he prepares to go for gold.



### POST READING ACTIVITIES.

**Scope of the activity 3:** Post Reading

**Purpose:** to have students reach comprehension with after reading questions in fill in the blanks statements.

**Objective:** to reach understanding about the text with fill in the blanks statements.

### COMPREHENSION ACTIVITY

**A) COMPLETE THE CORRECT STATEMENTS.**

- a) JEFFERSON PEREZ WON THE FIRST MEDAL IN \_\_\_\_\_.
- b) HE WAS BORN IN \_\_\_\_\_ ON \_\_\_\_\_ JULY \_\_\_\_\_.
- c) PEREZ DISCOVERED HIS TALENT FOR \_\_\_\_\_.
- d) HE \_\_\_\_\_ WITH A GROUP OF \_\_\_\_\_.
- e) \_\_\_\_\_ IS A LONG DISTANCE ATHLETICS.
- f) THE RACE TAKE PLACE ON \_\_\_\_\_ FOR SIMPLIFICATION OF JUDGING.

**ACTIVITY 2**

**THE NAME OF THE SPORT**

**PRE READING**



A) CAN YOU NAME THE SPORTS? WRITE THE IN THE COLUMN.

DO	PLAY	GO

**WHILE READING**  
**READ THE NEXT ARTICLE**  
**MANCHESTER UNITED**

This week, Duc from Vietnam writes:

The most exciting soccer match I have ever seen was the 1999 Champion's League Final between Manchester United and Bayern Munich in the Nou Camp Stadium in Barcelona.

After 90 minutes Manchester United was losing 1-0. The Bayern Munich fans in the stadium were already celebrating their team's victory. The Manchester United fans in the stadium and millions around the world were watching in despair.

There were now just three minutes of added time. Twenty seconds passed and United got a corner. The atmosphere in the stadium was incredibly intense. All the Manchester United players (including the goalkeeper) were in the Bayern Munich penalty area. David Beckham took the corner and Teddy Sheringham scored. It was 1-1.

The Manchester United fans were ecstatic.

There was



only about one minute left now, but United attacked again and scored another goal. Now it was 2-1, thirty second later we heard the referee blow his whistle. The match was over. The United players were the champions. Many of the Bayern fans and players were crying. They had lost the match in less than three minutes.

The next day I read that the UEFA president missed both Manchester's goals. He was going down to the field to give the cup to the German team when United scored their first goal, and he was doing back up to his seat when they scored their second. He missed the most exciting and unforgettable three minutes of soccer I have ever seen.





## POST READING

### READING COMPREHENSION ACTIVITIES.

#### A) READ THE TEXT AGAIN. NUMBER THE SENTENCES 1 - 6

- A. Manchester united scored their first goal. ( )
- B. The Bayern Munich fans started celebrating. ( )
- C. The 90 minutes finished, and the referee added three Minutes( )
- D. Bayern Munich scored a goal. ( )
- E. Manchester United scored their second goal. ( )
- F. The UEFA president left his seat to go to present the cup. ( )

#### B) ANSWER THE FOLLOWING QUESTIONS.

- Where was the final champions' league?
- Which teams play in this final?
- Who have been losing in the game?



UNIT 4  
MUSIC  
ACTIVITY 1

**PRE - READING**

**Scope of the activity 1: Pre reading**

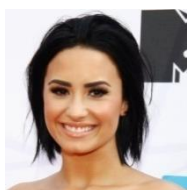
**Purpose:** to have students brainstorm about the questions in the activities

**Objective:** to have students gather information using their prior knowledge and relate them with new words in content, meaning with visual aids and proper spelling.

**a) ANSWER THE QUESTIONS ABOUT MUSIC.**

- a) What type of music do you like?
- b) Who is your favorite singer?
- c) Do you know or heard about Katty Perry music?

**b) Match the picture with the correct name of the artist.**



Selena

Katv Perrv

Demi Lovato

Justin Bieber



## WHILE READING

### Scope of the activity 2: While Reading

**Purpose:** to have students read and learn new words

**Objective:** to acquire reading skills while reading stories from texts.

#### a) Read the biography of Katy Perry.

### KATTY PERRY

Katy Perry was born as Katheryn Elizabeth Hudson in Santa Barbara, California, the middle child of pastor parents, Mary Christine (Perry) and Maurice Keith Hudson. She has an older sister and younger brother, and has English, Portuguese, German, Irish, and Scottish ancestry. Her mother's half-brother was director [Frank Perry](#). Raised in a deeply religious family, Perry's first experience of performing was singing in church. A passion for music grew and at the age of 15, Perry began visiting Nashville, gaining experience of song writing and recording demos.

She signed to a Christian record label, Red Hill, and recorded an album, under her birth name of Katy Hudson. The album was not a success. At age 17 she moved to Los Angeles and collaborated with producer [Glen Ballard](#), but was not able to secure a lasting record deal. Perry did sign to Columbia Records in 2004, an executive at Columbia recommended Perry to the chairman of Virgin Records, [Jason Flom](#), which resulted in her signing for Capitol Music Group. She recorded her second



album, "One of the Boys" and in the spring of 2008 released the lead single, the controversial "I Kissed a Girl". The song proved a smash, hitting the number one slot in several countries. Other hit singles followed and the album was a success.

Perry was now established as a pop superstar and cemented her position with the release of her next album "Teenage Dreams", which spawned more huge hits including "California Girls" and "Firework". Many awards and music industry records followed. In 2012 Perry made the move into movies, releasing the documentary feature film [Katy Perry: Part of Me](#) (2012).

### Post Reading

#### Scope of the activity3: Post Reading

**Purpose:** to have students reach comprehension with after reading questions in fill in the blanks statements.

**Objective:** to reach understanding about the text with matching activities and statements.

### Comprehension Activities

#### Answer the question about Katy Perry

- a) What is the real name of Katy Perry?
- b) Is she born in Washington?
- c) How many siblings Katy Perry have?
- d) What was her controversial song?
- e) What was the name of her movie?



# IMAGINE

RAP      OPERA      JAZZ      ~~PUNK~~  
BLUES

\_\_\_\_\_ a type of music of black American origin characterized by improvisation, syncopation, and usually a regular or forceful rhythm, emerging at the beginning of the 20th

\_\_\_\_\_it's like a play in  
the theater, but people sing the  
words.

130

While reading

Read the article

### JOHN LENNON

Imagine, John Lennon's most famous song, was recently voted "Britain's favorite song of all time." It is an idealistic song about peace and the hope for a better world.

"Imagine all the people living life in peace."}The song was a big hit in 1971, and again in 1980 after Lennon was murdered in New York. It became a hit for a third time after the terrorist attacks of September 11, 2001.



But who really wrote the song? Until recently the answer to this question was always John Lennon. But on a TV program this week, Lennon's wife, Yoko Ono, spoke for the first time about how she, in fact, helped write the song.

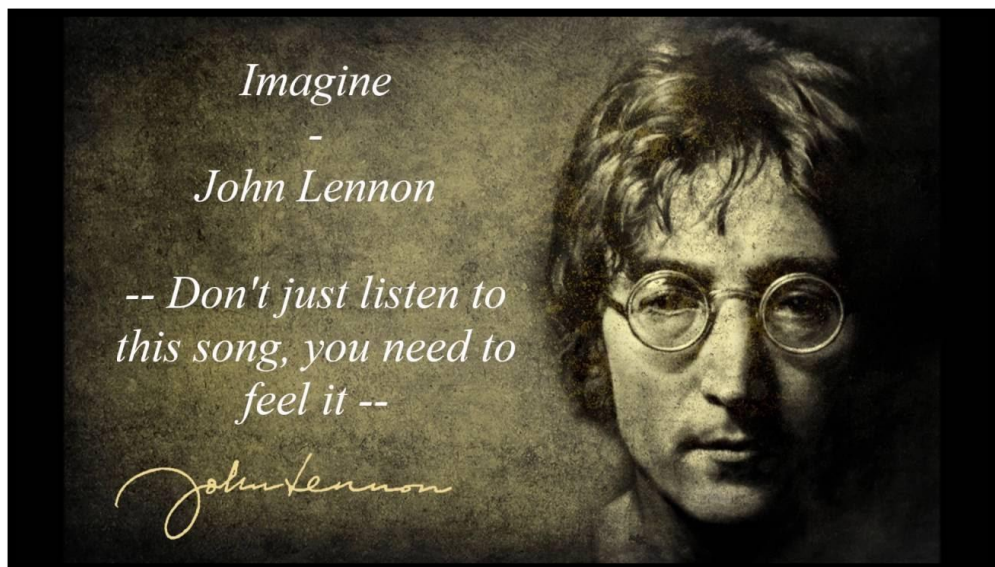
Ono said that the idea and inspiration of Imagine came from some of her poems that John Lennon was reading at that time. The poems began with the word imagine: "Imagine a raindrop, imagine a goldfish." Ono said, "When I was a child in Japan during the Second World War, my brother and I were terribly hungry. I imagined delicious menus for him, and he began to smile. If you think something is impossible, you can imagine it and make it happen."

In an interview just before he died, Lennon admitted that Yoko deserved credit for Imagine. He said, "A lot of it - the lyrics and the concept - came from her, from her book of poems, imagine this,

imagine that. "Lennon said that he was "too macho" to share the credit with her at the time.

Ono said that part of the song was written when they were flying across the Atlantic, and the rest was written on the piano in their bedroom at their home in England. Ono said, "The song speaks about John's dream for the world. It was something he really wanted to say." Imagine became a popular song for peace activists everywhere.

In March 2002 the airport in his home town of Liverpool was renamed John Lennon Airport. A sign above the main entrance has a line from Imagine: "Above us only sky."



## POST READING

### READING COMPREHENSION ACTIVITIES

#### A. READ THE ARTICLE AND MARK THE SENTENCES T (TRUE) OR F (FALSE).

1. Imagine was a hit three times.
2. Yoko Ono helped write Imagine.
3. Ono wrote poems for John Lennon.
4. Lennon never said that Yoko helped him with the song.
5. Imagine was written in two places.
6. John Lennon opened the new Liverpool Airport.

#### B. Number the sentences in the order that things happened.

a) John Lennon read Ono's poem.	
b) John Lennon Wrote Imagine.	
c) Yoko Ono helped her little brother.	
d) John Lennon spoke about the song in an interview.	
e) Liverpool Airport was renamed John Lennon Airport	

UNIT 5  
**FAMOUS PEOPLE**

ACTIVITY 1

**PRE READING**

**Scope of the activity 1:** Pre reading

**Purpose:** to have students answer questions by activating their prior knowledge about books of famous writers

**Objective:** to have students engage in book information that have become famous because of their content and success in the entertainment realm.

**a) ANSWER THE FOLLOWING QUESTION.**

- 1) Do you know about Harry Potter's book?
- 2) How many books of Harry Potter are there?

**b) PUT THE NAME OF THE FOLLOWING PICTURES OF THE CHARACTERS OF HARRY POTTER.**



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## WHILE READING

### Scope of the activity 2: While Reading

**Purpose:** to have students read and learn new words

**Objective:** to acquire reading skills while reading stories from texts.

#### a) READ THE BIOGRAPHY

### J.K. ROWLING

Joanne Kathleen Rowling (pronounced rolling) was born on July 31st, 1965 in Chipping Sodbury, Gloucestershire, England. Rowling writing career started at the age of six when she wrote a story called Rabbit. Since then Rowling has graduated from Exeter, worked as a teacher and been an unemployed single parent. Divorced and living on public assistance Rowling wrote Harry Potter and the Philosopher's Stone at a table in a café during her daughters naps. When Harry Potter and the Philosopher's



Stone was bought and published by Bloomsbury in 1997 her life changed dramatically, the Harry Potter series has since then won numerous awards and become a tremendous success around the world.

Like that of her own character, Harry Potter, J.K. Rowling's life has the luster of a fairy tale. Divorced, living on public assistance in a tiny Edinburgh flat with her infant daughter, it was Harry Potter that rescued her. First, the Scottish Arts Council gave Rowling a grant to finish the book. After its sale to Bloomsbury (UK) and Scholastic Books, the accolades began to pile up. Harry Potter won The British Book Awards Children's Book of the Year, and the Smarties Prize, and rave reviews on both sides of the Atlantic. Book rights have been sold to England, France, Germany, Italy, Greece, Finland, Denmark, Spain and Sweden.



## POST READING

### Scope of the activity3: Post Reading

**Purpose:** to have students reach comprehension with after reading questions in multiple choice activities.

**Objective:** to reach understanding about the text with multiple choice activities and statements.

#### A) Choose the correct option of the following statements.

1. J.k Rowling was born on

- a) July 31
- b) March 24
- c) June 13

2. She was work as

- a) musician
- b) teacher
- c) singer

3. Her first book of Harry Potter was

- a) Harry Potter and the Prisoner of Azkaban
- b) Harry Potter and the Goblet of Fire
- c) Harry Potter and the Philosopher's Stone

4. Where have been sold harry potter books?

- a) Ecuador
- b) England
- c) New Zealand

## ACTIVITY 2

### WHAT DO YOU KNOW ABOUT FAMOUS PEOPLE?

#### PRE READING

Do you know the famous in the photo? Write their names.



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#### A) WRITE THE ANSWER IN THE FOLLOWING QUESTIONS.

1. Can you name some famous people?
2. What is your favorite actress, inventor or singer?
3. Do you heard about Steve jobs?
4. What do you know about him?

## WHILE READING

### READ THE BIOGRAPHY OF STEVE JOBS

#### STEVE JOBS

Steven Paul Jobs was born on February 24, 1955, to a pair of graduate students who gave him up for adoption because their parents did not want them to marry. Steve was adopted at birth by Clara and Paul Jobs. His mother taught him to read before he went to school. Steve and his father would work on electronics in the family garage, taking apart and reassembling televisions, radios, and stereos.

In elementary school Steve was bored, and he often played pranks. In fourth grade, he was tested and scored on a high school sophomore level.

He went to Reed College in Oregon but dropped out after six months. He stayed at Reed and went to some classes that interested



him, slept on the floors of friends' rooms, and got meals at a Hare Krishna temple. He later became a Buddhist. Calligraphy was one class that he enjoyed, and he said that it influenced his interest in design and the use of elegant fonts on Apple computers.

Describing the first computer terminal he saw, Steve said. "I fell totally in love with it."



In 1970, he was introduced to Steve Wozniak by a mutual friend. Even though Wozniak was five years older, they shared a love of electronics, Bob Dylan, and practical jokes. Together they created the Apple I and Apple II computers. Wozniak was responsible for the electronics, and Steve concentrated on the design. The Apple II was the first personal computer capable of color graphics. Jobs insisted that Apple design both the software and hardware on Apple products. Apple's first logo had a picture of Sir Isaac Newton sitting under an apple tree. Next came the rainbow-striped apple with a bite taken out on the side. The colored stripes represented the fact that the Apple II could create graphics in color. In 1997, it was simplified to a single color that has changed over time.

In the early 1980s, Steve visited Xerox PARC. He noticed desktop icons on their computer screens. Most computers at this time used a text-only interface. Steve made an arrangement with Xerox so he could use their idea of a graphical user interface. He improved it so computers would be more user-friendly. In 1984, the Macintosh computer was launched with a famous commercial at the Super Bowl.

Steve said, "In 1984, Apple introduced the first Macintosh. It didn't just change Apple. It changed the whole computer industry. In 2001, we introduced the first iPod. It didn't just change the way we all listen to music. It changed the entire music industry."

In 1986, he bought the computer graphics division of Lucas film and started Pixar Animation Studios. Jobs let the animators continue to create the stories but insisted on attention to detail and design.

Steve has been described as brilliant, abrasive, self-centered, a perfectionist, and temperamental. He was a technologist and a businessman, but he was also an artist and designer. He was difficult to work for, but most employees were extremely loyal because he knew how to motivate them. Larry Ellison said that Steve combined "Obsessiveness... with Picasso's aesthetic and Edison's inventiveness."

Steve said, "Innovation distinguishes between a leader and a follower."

Steve Jobs is listed as the inventor or co-inventor on 342 United States patents. He played a key role in the creation of the Apple II, Macintosh, iMac, MacBook, iPod, iTunes, iPhone, and iPad. He died on Oct. 5, 2011, of complications from pancreatic cancer.

## POST READING

### COMPREHENSION ACTIVITIES.

#### A) READ THE TEXT AGAIN AND COMPLETE THE SENTENCES.

- a) Steven Paul Jobs \_\_\_\_\_ on February 24, 1955
- b) He \_\_\_\_\_ at birth by Clara and Paul Jobs.
- c) In elementary school Steve \_\_\_\_\_, and he often played pranks
- d) He went to \_\_\_\_\_ in Oregon but dropped out after six months.
- e) He \_\_\_\_\_ to Steve Wozniak by a mutual friend.
- f) He Apple II was the \_\_\_\_\_ computer capable of color graphics.
- g) Steve \_\_\_\_\_ as brilliant, abrasive, self-centered, a perfectionist, and temperamental.
- h) He died on Oct. 5, 2011, of complications from \_\_\_\_\_.

UNIT 6  
TOURISTIC PLACES  
ACTIVITY 1

Pre Reading

A) Look at the pictures and organize the word



SHINGTONWA

W \_\_\_\_\_

C \_\_\_\_\_



MORAN CLOLSOEMU

R \_\_\_\_\_



EIEFFL RWTOE

OAS OLAPO





E\_\_\_\_\_

P\_\_\_\_\_

S\_\_\_\_\_

### WHILE READING

### READ THE TEXT

### **The Eiffel Tower**

The Eiffel Tower is a very famous tower in Paris, France. It was named after the engineer who designed and built it, Alexandre Eiffel. The tower was built in 1889.

Alexandre Eiffel was asked to build the tower when France decided to have a big fair to exhibit its goods and wares. The tower was to be located in the middle of the fair as a special attraction. So, Eiffel designed the tower and soon began to build it, using iron beams and bolts. When the structure first started to take shape, the people of France did not like it. They thought it looked like a giant skeleton and was not attractive at all. However,



when the tower was finally completed and lighted up at night, the

people quickly changed their minds. It was an enchanting sight and now looked like a tower made of lace.

The Eiffel Tower is sometimes considered one of the seven wonders of the modern world. It is 300 meters high and people can take an elevator all the way to the top. From the tower, they can get a marvelous view of the city and the River Seine which runs through it. Besides the elevator, there are steps which lead all the way up the tower. For those who are energetic, they can use these to climb up. It is very windy at the top of the tower and can be very cold at times because it is only built by iron beams. There are no walls to keep the wind out.



## Post Reading

### Reading Comprehension Activities.

1. The Eiffel Tower got its name \_\_\_\_\_.

- a) from its location
- b) from its designer
- c) from the fair
- d) from Paris

2. The tower is \_\_\_\_\_ now.

- a) more than 100 years old
- b) less than 100 years old
- c) 100 years old exactly
- d) hundreds of years old

3. Why didn't the people like the tower at first?

- a) They thought it wasn't safe.
- b) They didn't like iron beams
- c) They were haunted by it.
- d) They thought it was very ugly.

4. What can we see from the tower?

- a) Paris
- b) A tower of lace
- c) Iron beams
- d) A giant skeleton

**ACTIVITY 2**  
**VISIT NEW YORK**  
**PRE READING**

**A) MATCH THE PICTURES WITH THE CORRECT NAME.**

- Empire State



- Statue of Liberty



- Time Square



- Rockefeller Center



- Central Park



While reading

Read the text and complete with the words in the box

### New York City



New York is the most populous city in the United States and the center of the New York metropolitan area, the premier gateway for legal immigration to the United States and one of the most populous urban agglomerations in the world. The city is referred to as New York City or the City of New York to distinguish it from the State of New York, of which it is a part. It has also been called by many nicknames such as the "City that Never Sleeps" and the "Center of the Universe." But the Big Apple is the most famous nickname.

A global power city, New York exerts a significant impact upon commerce, finance, media, art, fashion, research, technology, education, and entertainment. The home of the United Nations Headquarters, New York is an important center for international diplomacy and has been described as the cultural and financial capital of the world.

New York traces its roots back to 1624 when it was founded as a trading post by colonists of the Dutch Republic. It was named New Amsterdam in 1626. The city and its surroundings came under English control in 1664. New York served as the capital of the United States



from 1785 until 1790. It has been the country's largest city since 1790.

The Statue of Liberty, which is a colossal neoclassical sculpture on Liberty Island in the middle of New York Harbor, in Manhattan, was designed by Frédéric Auguste Bartholdi and dedicated on October 28, 1886. It was a gift to the United States from the people of France. The statue greeted millions of immigrants as they came to America by ship in the late 19th and early 20th centuries and is a globally recognized as a symbol of the United States and its democracy.



Post reading

a) Write a brief paragraph about what you understand of the reading.

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b) Answer the following questions.

1. Name one of the nicknames of New York?
2. How has been describes New York?
3. What is the name of his classical sculpture?

c) Write sentences with each underlined word in the text.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

**ANSWER KEY**

**Unit 1**  
**Activity 1 Pre Reading**

1-a  
2-c

3-a

### Post Reading

#### Part 1

a-3

b-5

c-2

d-4

e-1

#### Part 2

a-t

b-f

### Activity 2

### Post Reading

#### Part 1

1-f

2-t

3-f

4-f

5-t

c-f

d-f

e-t

#### Part 3

a) a talented architect

b) San Francisco Priest

c) red clothes

d) Cantuña must give his soul for  
Luzbel`s job

e) Luzbel`s demons

#### Part 2

a) to find a job

b) as a maid in q house

c) she was pregnant by the eldest son

d) she put the baby into the river

e) giving them a deadly hug

### Unit 2

### Activity 1 Post Reading

1-c

2-b

3-b

### Activity 2 Pre Reading

3-a

1-b

### Post Reading

1-c

2-b

3-c

2-a

### Unit 3

### Pre Reading

#### Activity 1

a-athlete

b-medal

c-shoes

d-Olympics

#### Activity 2

Pre Reading

**do :** karate, exercises

**play:** soccer, tennis

**go:** swimming, skiing, biking

### Post Reading

### Post Reading

a-1996

b-Cuenca on July1974

c- during a high school physical  
education exam

d- trained with a group of athletes

e- 400 meters

f- a track

#### Part 1

a-f

b-t

c-t

d-t

e-t

f-f

#### Part 2



- a- Nou Camp in Barcelona
- b- Manchester United vs Bayer Munich

#### **Unit 4**

##### **Activity 1**

##### **Pre Reading**

- a) answers owned by the students
- b) 1-d
- 2-c
- 3-b

##### **Activity 2**

##### **Pre Reading**

- a- Punk
- 2- Rap
- 3- Jazz
- 4- Opera
- 5- Blues

##### **Post Reading**

##### **Part 1**

- 1-t
- 2-t

#### **Unit 5**

##### **Activity 1**

##### **Pre Reading**

- a) 1- answer owned by student
- 2- six
- b) Harry Potter, Ron Weasley, Hermione Granger

##### **Activity 2**

##### **Pre Reading**

- a- Angelina Jolie
- b- Whitney Houston
- c- Bill Gates
- d- Mother Teresa

#### **Unit 6**

##### **Activity 1**

##### **Pre Reading**

- a) Washington

- c- Manchester United

4-a

##### **Post Reading**

- a) Kathryn Elizabeth Perry
- b) Santa Barbara, California
- c) 2
- d) " I kissed a girl"
- e) Part of me

3-f

4-f

5-t

6-f

##### **Part 2**

1-c

2-a

3-b

4-d

5-e

##### **Post Reading**

1-a

2-b

3-c

4-b

##### **Post Reading**

- a) Was born
- b) Was adopted
- c) Was bored
- d) Reed College
- e) Was introduced
- f) First personal
- g) Has been described
- h) Pancreatic cancer

- b) Roman Coliseum
- c) Eiffel Tower
- d) Sao Paulo

### **Post Reading**

- 1-b
- 2-a
- 3-d
- 4-a

### **Activity 2**

### **Post Reading**

- a) Personal opinion

### **Pre Reading**

- 1-e
- 2-d
- 3-c
- 4-b
- 5-a

- b) 1- the city that never sleep, Center of the Universe, Big Apple
- 2- Cultural and financial capital of the world
- 3- Statue of Liberty

