UNIVERSITY OF GUAYAQUIL

FACULTY OF PHILOSOPHY, LETTERS AND EDUCATIONAL SCIENCES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

EDUCATIONAL PROJECT PRIOR TO OBTAINING THE DEGREE IN SCIENCES OF EDUCATION MENTION IN ENGLISH LANGUAGE AND LINGUISTICS

TOPIC:

THE INFLUENCE OF DIDACTIC RESOURCES AND TECHNIQUES TO DEVELOP THE READING SKILL AND VOCABULARY

PROPOSAL:

DESIGN A DIDACTIC GUIDE BASED ON RESOURCES AND TECHNIQUES TO INCREASE THE READING SKILL AND VOCABULARY FOR A2 LEVEL STUDENTS.

AUTHORS:

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GUAYAQUIL, ECUADOR

2023-2024

UNIVERSITY OF GUAYAQUIL

FACULTY OF PHILOSOPHY, LETTERS AND EDUCATIONAL SCIENCES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

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ACKNOWLEDGMENTS

I want to thank the University of Guayaquil for having allowed me to be part of this research work process, I would also like to thank the educational institution that received us with much appreciation and enthusiasm to develop our research in the educational institution. last but not least, I would like to thank our tutor who guided us step by step throughout this process. Thank you very much.

DEDICATION

I dedicate this to my parents who have been and are involved in every process that leads me to the best achievements in this life; every effort was worth it. I dedicate this work to my sisters. Thanks to them, I have reasons to set a good path and example. Everything is possible with the help of God and people who love you. I dedicate this project to my family, who have always prayed for me, wishing to see me achieve my goals. Finally, I dedicate this project to my husband; we accomplished it together. Soli Deo Gloria.

Deborah Isabel Jimenez Rizo

ACKNOWLEDGMENTS

I want to thank the university of Guayaquil for having allowed me to be part of this research work process, I would also like to thank the educational institution that received us with much appreciation and enthusiasm to develop our research in the educational institution. last but not least, I would like to thank our tutor who guided us step by step throughout this process. Thank you very much.

DEDICATION

This research project is dedicated in the first place to God because without him all this would not have been possible. Then it is dedicated to my family for the support I have received from them throughout my time at university and last but not least I dedicate it to my partner, although he is far away from me at the moment but the distance has not prevented him from being a support for this process. Thank you very much.

Paola Nicole Mora Gomez

ANEXO X.- FICHA DE REGISTRO DE TRABAJO DE TITULACIÓN (ESPAÑOL)

REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGIA		
FICHA DE REGISTRO DE TRABAJO DE INTEGRACIÓN CURRICULAR		
TÍTULO Y SUBTÍTULO:	***Tema:*** *La influencia de los recursos didácticos y las técnicas para desarrollar la destreza lectora y el vocabulario.* ***Propuesta:*** *Diseñar una guía didáctica basada en recursos y técnicas para aumentar la destreza lectora y el vocabulario de los alumnos de nivel A2.*	
AUTOR(ES):	Jiménez Rizo Deborah Isabel y Mora Gómez Paola Nicole	
TUTOR: **REVISOR:**	Valle Navarro Carlos Ernesto	
INSTITUCIÓN:	**Universidad de Guayaquil**	
FACULTAD:	**Facultad de Filosofía Letras y Ciencias de la Educación**	
MAESTRIA/ESPECIALIDAD:	**Carrera de pedagogía de los idiomas nacionales y extranjeros**	
GRADO OBTENIDO:	LICENCIATURA EN PEDAGOGÍA DEL IDIOMA INGLÉS	
FECHA DE PUBLICACION:		**NO. DE PAGINAS:** *Total de páginas de numeración, no se toma en cuenta los romanos ni anexos*	**104**
ÁREAS TEMÁTICAS:	Educación – Enseñanza del Idioma Ingles	
PALABRAS CLAVE:	Lecturas, comprensión lectora, guía didáctica, actividades de lectura, recursos didácticos.	

RESUMEN: El presente estudio se realizó en la Unidad Educativa Particular "Nuevo Pacto" en estudiantes de 10mo grado de Educación General Básica. Este estudio tuvo como objetivo determinar la influencia de los recursos didácticos y las técnicas para desarrollar la destreza lectora y el vocabulario a través de la investigación bibliográfica de las variables y el análisis estadístico. Se encontró que la influencia de los recursos didácticos en la lectura es muy importante porque les permite a los estudiantes entender sobre el tema antes de leerlo. Por lo tanto, se aplicó el enfoque cualitativo de la investigación para analizar el bajo nivel de compresión lectora en los estudiantes se utilizó los instrumentos de investigación para recolección de datos: una observación áulica, una encuesta a los estudiantes y una entrevista a la docente. De acuerdo con los datos obtenidos los estudiantes consideraron la lectura como una actividad difícil de realizar, la docente afirmo que los estudiantes tienen un nivel muy bajo en la compresión lectora y a través de la observación de aula se percibió que no se utilizan recursos didácticos innovadores para fortalecer la habilidad de lectura. Como solución los autores diseñaron una guía didáctica con lecturas y actividades basadas en estrategias de lectura para motivar a los estudiantes a leer y potenciar la compresión lectora.

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ANEXO X.- FICHA DE REGISTRO DE TRABAJO DE TITULACIÓN (INGLÉS)

NATIONAL SCIENCE AND TECHNOLOGY REPOSITORY			
TITLE WORK RECORD FORM			
TITLE AND SUBTITLE:	**Topic:** *The influence of didactic resources and techniques to develop the reading skill and vocabulary.* **Proposal:** Design a didactic guide based on resources and techniques to increase the reading skill and vocabulary for A2 level students.		
AUTHOR(S):	Jiménez Rizo Deborah Isabel y Mora Gómez Paola Nicole		
TUTOR: **REVISOR:**	Valle Navarro Carlos Ernesto		
INSTITUTION:	**University of Guayaquil**		
FACULTY:	**Faculty of Philosophy,Letters, and Educational Sciencies.**		
CAREER:	**Degree in pedagogy of national and foreign language.**		
DEGREE OBTAINED:	BACHELOR'S DEGREE IN PEDAGOGY OF ENGLISH LANGUAGE		
DATE PUBLICATION:		**NO. DE PAGINAS:** *Total de páginas de numeración, no se toma en cuenta los romanos ni anexos*	**104**
THEMATIC AREAS:	**Education – English Language Teaching**		
KEY WORDS:	Readings, reading comprehension, didactic guide, reading activities, didactic resources.		

ABSTRACT: The present study was conducted at the Unidad Educativa Particular "Nuevo Pacto" in 10th grade students of General Basic Education. The objective of this study was to determine the influence of didactic resources and techniques to develop reading skills and vocabulary through bibliographic research of the variables and statistical analysis. It was found that the influence of didactic resources on reading is very important because it allows students to understand about the topic before reading it. Therefore, the qualitative research approach was applied to analyze the low level of reading comprehension in the students, using research instruments for data collection: a classroom observation, a student survey and an-interview with the teacher. According to the data obtained, the students considered reading as a difficult activity to perform, the teacher affirmed that the students have a very low level of reading comprehension and through the classroom observation it was perceived that innovative didactic resources are not used to strengthen reading skills. As a solution, the authors designed a didactic guide with readings and activities based on reading strategies to motivate students to read and strengthen reading comprehension.

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ANEXO VI. - CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado *Msc* Carlos Ernesto Valle Navarro tutor del trabajo de Integración Curricular certifico que el presente trabajo ha sido elaborado **por Deborah Isabel Jiménez Rizo y Paola Nicole Mora Gómez, con C.I. No. 0953874526, 0951828680**, con mi respectiva supervisión como requerimiento parcial para la obtención del título de Licenciatura en Pedagogía del Idioma Inglés.

Se informa que el trabajo de Integración Curricular: **The influence of didactic resources and techniques to develop the reading skill and vocabulary**, ha sido orientado durante todo el periodo de ejecución en el programa anti-plagio TURNITIN quedando el 8 % de coincidencia.

TOPIC: The influence of didactic resources and techniques to develop the reading skill and vocabulary.

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Docente Tutor

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ANEXO XII.- RESUMEN DEL TRABAJO DE INTEGRACIÓN CURRICULAR (ESPAÑOL)

FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

"LA INFLUENCIA DE LOS RECURSOS DIDÁCTICOS Y LAS TÉCNICAS PARA DESARROLLAR LA DESTREZA LECTORA Y EL VOCABULARIO."

Author: Deborah Isabel Jiménez Rizo y Paola Nicole Mora Gómez

Advisor: Msc. Carlos Valle Navarro

Resumen

El presente estudio se realizó en la Unidad Educativa Particular "Nuevo Pacto" en estudiantes de 10mo grado de Educación General Básica. Este estudio tuvo como objetivo determinar la influencia de los recursos didácticos y las técnicas para desarrollar la destreza lectora y el vocabulario a través de la investigación bibliográfica de las variables y el análisis estadístico. Se encontró que la influencia de los recursos didácticos en la lectura es muy importante porque les permite a los estudiantes entender sobre el tema antes de leerlo. Por lo tanto, se aplicó el enfoque cualitativo de la investigación para analizar el bajo nivel de compresión lectora en los estudiantes se utilizó los instrumentos de investigación para recolección de datos: una observación áulica, una encuesta a los estudiantes y una entrevista a la docente. De acuerdo con los datos obtenidos los estudiantes consideraron la lectura como una actividad difícil de realizar, la docente afirmo que los estudiantes tienen un nivel muy bajo en la compresión lectora y a través de la observación de aula se percibió que no se utilizan recursos didácticos innovadores para fortalecer la habilidad de lectura. Como solución los autores diseñaron una guía didáctica con lecturas y actividades basadas en estrategias de lectura para motivar a los estudiantes a leer y potenciar la compresión lectora.

Palabras Claves: Lecturas, comprensión lectora, guía didáctica, actividades de lectura, recursos didácticos.

ANEXO XIII.- RESUMEN DEL TRABAJO DE INTEGRACIÓN CURRICULAR (INGLÉS)

FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

"THE INFLUENCE OF DIDACTIC RESOURCES AND TECHNIQUES TO DEVELOP THE READING SKILL AND VOCABULARY"

Author: Deborah Isabel Jiménez Rizo y Paola Nicole Mora Gómez

Advisor: Msc. Carlos Valle Navarro

Abstract

The present study was conducted at the Unidad Educativa Particular "Nuevo Pacto" in 10th grade students of General Basic Education. The objective of this study was to determine the influence of didactic resources and techniques to develop reading skills and vocabulary through bibliographic research of the variables and statistical analysis. It was found that the influence of didactic resources on reading is very important because it allows students to understand about the topic before reading it. Therefore, the qualitative research approach was applied to analyze the low level of reading comprehension in the students, using research instruments for data collection: a classroom observation, a student survey and an-interview with the teacher. According to the data obtained, the students considered reading as a difficult activity to perform, the teacher affirmed that the students have a very low level of reading comprehension and through the classroom observation it was perceived that innovative didactic resources are not used to strengthen reading skills. As a solution, the authors designed a didactic guide with readings and activities based on reading strategies to motivate students to read and strengthen reading comprehension.

Keywords: Readings, reading comprehension, didactic guide, reading activities, didactic resources.

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INTRODUCTION

According to the study made by EF English Proficiency Index (EPI) in the year 2021, Ecuador ranks 82nd out of 111 countries, which places it in a "very low" standard in the English language, equivalent to 46.57 (level A1 according to the Common European Framework). This is due to several factors such as the lack of interest in acquiring a new language, economic factors and a possible deficit in the Ecuadorian educational system.

To master a second language, it is essential to acquire several skills including reading. Reading comprehension is essential in the learning process of every student anywhere in the world, and can be a great ally of the Ecuadorian teacher when it comes to learning English as a second language, because through the reading ability can build a better understanding of the language and all the vocabulary that this entails. Reading, just as it can open the way to acquire many other skills in learning a new language such as writing or improving vocabulary and grammar, it is important to emphasize the fundamental role of the good use of didactic resources and techniques on which this research will be based.

The purpose of this project is to determine the influence of different resources and pedagogical techniques to improve reading skills and vocabulary acquisition at A2 Level in tenth grade students of general basic education at the Unidad Educativa Particular Nuevo Pacto. The data collected through teacher interviews and student surveys provide important information about the teacher's resources, techniques and material, as well as the level of interest, reading skill management and vocabulary range corresponding to A2 level. The information obtained results in conclusions and recommendations.

Finally, a didactic guide is designed that assembles resources and activities to be developed in class, motivating the teacher to use pedagogical techniques that facilitate reading comprehension and the acquisition of new vocabulary. The structure of the degree work is detailed below.

CHAPTER I: THE RESEARCH PROBLEM. Contains the research context, Problem Statement, Objectives of the research, Research questions and justification.

CHAPTER II: THEORETICAL FRAMEWORK. The theoretical framework, background, and theoretical foundations are described as follows: Philosophical, Psychological, Pedagogical Didactic, Sociological, Linguistic, Technological, Legal foundation, and Contextual framework.

CHAPTER III: METHODOLOGY. presents the various procedures, types of investigation, techniques, and investigational tools employed and applied by the authors to demonstrate the problem in the current study

CHAPTER IV: PROPOSAL. Describes the plan, including its title, justification, objectives, theoretical aspect, feasible application, and description. Proposal: a didactic guide to develop reading skill and vocabulary.

CHAPTER I

THE RESEARCH PROBLEM

1.1   Research context

According to Calderón (2022) Reading comprehension of English as a foreign language is fundamental in student formation; its development is the outcome of appropriate didactics, technique, pedagogy, and curriculum. The learning process is severely harmed, and the most heartbreaking aspect is that nothing is done about it. Only analysis and the quest for answers may improve this situation. During the process of learning English as a foreign language, one of the most important bases for acquiring new knowledge is the reading ability through which it is possible to enrich the vocabulary of students, however, teachers are continually having problems in this area of teaching.

In Ecuador, the educational system faces a great challenge for teachers and students in the area of English language in order to reach the required level at the end of high school. This research work is developed in the Unidad Educativa Particular Nuevo Pacto in students of 10th grade EGBS. The main reason for this study is to identify the impact of the use of didactic resources to improve reading comprehension and vocabulary acquisition.

1.2   Problem Statement

According to the Ecuadorian foreign language educational curriculum, students in the tenth year of higher general basic education transition from level A1.2 to level A2.1. Ministerio de Educación (2019) which leads to greater proficiency in the language. The most common problem in this educational field is the lack of reading comprehension, which makes it difficult to

understand simple texts, and a notable deficit of words corresponding to the vocabulary of their level. During the observation phase, it was noted that students maintain little or no participation in classes due to the lack of knowledge of the meaning of words, resulting in a notable lack of interest in activities related to reading. In addition, we could notice an imbalance in the level of English in general in the classroom, due to the fact that several students come from different institutions, whether public or private, which do not all have the same mechanism, teaching technique or curriculum in terms of the foreign language.

The problem identified through this project is the insufficiency of didactic resources and methodology in the day-to-day teaching practice, this prevents the teacher from providing for their students a correct teaching of English as a second language, since it is not only sharing knowledge but how to do it in an effective way. As a consequence, students present little or no reading comprehension and understanding of some words within the vocabulary of the level.

1.3   Objectives of the Research

1.3.1 general objective

- To determine the influence of didactic resources and techniques for A2 level students through a field, bibliographical and statistical analysis to design a didactic guide to boost reading comprehension and vocabulary acquisition.

1.3.2 specific objectives

- To Synthesize theoretical sources about the importance of the use of applied pedagogical techniques and resources for students with A2 level.

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- To evaluate the level of acquisition of reading comprehension and vocabulary that 10th grade students have acquired during the school period.

- To elaborate the teaching guide using the information collected based on the teaching needs for the teacher and student.

1.4   Research Question

- Do didactic resources and techniques improve the reading skill and vocabulary?

- What are the methods that the instructor should employ in class to improve reading comprehension and vocabulary acquisition on A2 level?

- What are the reading and vocabulary requirements at this level?

- What are the obstacles that restrict tenth-grade students from improving their reading comprehension and vocabulary?

- What would be the benefit of implementing the didactic guide during the reading teaching process?

1.5   Justification

The primary purpose of this research is to increase the effectiveness of teaching, which is backed by article 26 of the Republic of Ecuador's Constitution, which declares that education is a right of individuals throughout their lives as well as an inescapable and unforgivable duty of the state. Due to the importance of education within a state, this study became relevant since its only motivation is to contribute to the development of learning and an improvement in the essential skills for a correct reading comprehension. The usefulness of this research project goes beyond solving an isolated problem, but rather seeks to analyze and provide practical solutions to a root problem

because through reading most of the knowledge is acquired and the other skills used in learning a second language are enhanced.

According to The Common European Framework of Reference, an A2 level student comprehends words and frequently used expressions relevant to areas of immediate importance (for example, very basic personal and family information, shopping, local geography, and job). The learner communicates through easy and routine tasks that necessitate a straightforward and direct exchange of information on familiar and routine topics. Can describe aspects of his/her upbringing and current environment, as well as matters of immediate necessity, in basic terms (Common European Framework of Reference, 2020).

In accordance to (Ministerio de Educación , 2019) at level A2.1, which corresponds to 10th EGBS students, mentions that students should understand the key points of brief, concise writings on common topics. (For example: news about sports or famous persons, descriptions, and so on). As a result, the existing condition in the development of the reading skill and vocabulary acquisition becomes an impediment to achieving the Curriculum Guidelines' objectives, because pupils are unable to comprehend texts due to a lack of didactic resources and techniques.

This research project is based on how didactic materials and techniques function as a major instrument of the instructor in the classroom, as well as their direct relationship with reading proficiency and vocabulary acquisition. The best part is that this research has students and teachers from the tenth grade at Unidad Educativa Particular Nuevo Pacto as direct beneficiaries, developing students' reading skills and vocabulary through the

use of appropriate teaching resources in a way that facilitates comprehension of reading material, which is a key component of acquiring new knowledge and the subject matter of the English language.

CHAPTER II

THEORETICAL FRAMEWORK

2.1   Research Background

The intention of this study is to analyze the status of the variables and gather information about the relationship and importance of reading teaching techniques in reading skill and vocabulary through previous research. To build the theoretical framework, it was required to review a variety of sources in order to gain a better understanding of the link between the variables of this research project.

When one speaks of learning, one implicitly finds reading and a whole cognitive process that results in new knowledge. According to Casquete (2017) several research have been conducted in recent years to enhance and uncover new ways and instruments for teaching English as a foreign language, with reading comprehension playing an important role in the process.

Suyitno (2017) for instance, declare in their project named "Cognitive Strategies Use in Reading Comprehension and its Contributions to Students' Achievement" that the findings revealed that students employed a variety of cognitive methods to comprehend text reading. It also demonstrated that the application of cognitive strategy had a favorable or negative impact on reading comprehension results, depending on the correctness of the selection method in relation to the content pupils read.

Ahmed Abdel-Al Ibrahim (2023) declares that students who read for pleasure are highly motivated readers who employ strategies to improve their understanding. These students are prone to thrive in school since they

commonly consider reading to be an important part of their everyday lives and face difficulties when reading. To achieve a full learning of English as a second language, it is necessary not only to make students read, but also to achieve a complete understanding of each reading activity, which leads them to develop a better level of vocabulary and reading comprehension, an essential element in the teaching-learning process.

2.2 Theoretical Framework

2.2.1 Didactic Resources

Didactic resources are collections of tools or procedures that assist teachers in creating environments in where learners can recognize prior information, go in depth, and generate fresh information with the aim to transmit it. Furthermore, didactic tactics should be viewed as: on purpose structure of the method of instruction and learning to achieve goals (Morales García, 2018).

In other words, Didactic tools are an ace under the master's sleeve, since they can be used at all times within the classroom, to activate knowledge and primary help when reaching educational goals.

Cajamarca Ruiz (2017) stated that Didactic resources that develop reading comprehension and vocabulary can differ depending on what teachers observe in their students' requirements. They can find a number of methods, but they must adapt these strategies to the actual matter, particularly considering that not every kid has a similar reading deficit. This implies that each teacher must supply the right tools for both the course level and their educational needs, with the goal of achieving the acquisition of new

knowledge, in this case expanding the vocabulary and reinforcing reading skill.

The use of didactic resources has a high relevance and influence on students who are learning English as a second language, since they are motivational facilitators, interest developers and can be adjusted to any learning style. Didactic resources are the tangible component of the learning process in schools, which helps to foster collaboration among students and develop the fundamental representations of the skills and knowledge they have learned.

In conclusion, the use of didactic strategies enables students to learn effectively as well. However, it is crucial to note that each strategy must be appropriate for the student's level (Morales García, 2018). This research work aims to provide some didactic resources and techniques to develop reading skills in A2 level students.

2.2.2 Theoretical Structures for Categorizing Strategies
2.2.2.1 Metacognitive Strategies

Metacognitive strategies refer to methods that assist students in becoming conscious of how they think while they are learning. With the use of these strategies, students can learn to focus more deliberately, evaluate what they already know versus what they still require additional instruction, identify their own thinking flaws, and create efficient study habits (Center for Teaching Innovation, 2023).

In order to maximize learning, a subject employs metacognitive method before, during, and after the stages of education occur. Self-planning, self-monitoring, and self-evaluation are its three dimensions (Castro & Gago,

2017). This study project uses the same metacognition tactics as the proposal, using reasoning questions that require students to consider how they think. As a result, metacognition is a part of every mental learning process and provides a mechanism for controlling our knowledge or acquisition of new information (Morales García, 2018).

Self-planning

Entails choosing appropriate tactics and providing tools that are useful for achieving objectives, such as forecasting before reading. Setting objectives, drawing on past knowledge, and allocating time are all included (Mahdavi, 2018).

Self-monitoring

Comprises the self-assessment techniques necessary to control learning. It is the process of critically evaluating the viability of the plans or strategies being carried out (Mahdavi, 2018).

Self-evaluation

It involves the analysis of objectives' advancement, which can lead to more organizing, observation, and assessment. A common example would be to reassess one's objectives and results (Mahdavi, 2018).

Aside from that, proficient readers employ the metacognition approach to comprehend texts. Readers are given a synopsis of the content before they start reading. When reading, they may run into problems with the material, particularly when there are unfamiliar words, which indicates a comprehension issue. Following their reading, individuals assess how well they understood the material (Cajo Quishpillo, 2019).

The application of methodologies like the employing of previous knowledge fosters a suitable backdrop for comprehension, making it easier for students to acquire new information. Additionally, metacognitive strategies can be used to boost reading skills because they give students the tools, they require to start the schemata process. These metacognition activities endorse the educational process and help students improve a skill (Morales García, 2018).

2.2.2.2 Cognitive Strategies

When complexity starts to interfere with comprehension, cognitive reading strategies allow students to keep reading. These kinds of techniques focus on problem-solving, memory, attention, and learning new languages. These could take the form of learning new language by heart, connecting words to pictures, interpreting content in context, or maintaining focus while reading (Wilkinson, 2023).

Giving students direct training regarding how to engage with a text to solve difficulties on their own can help them become strategic readers and profit from it immensely. They need to be able to comprehend the author's meaning and deal with data throughout the texts more efficiently by employing cognitive methods. In this perspective, reading comprehension entails knowing vocabulary, figuring out how various terms relate to one another, arranging ideas, figuring out the author's intention, assessing the situation, and rendering conclusions. (Rodríguez, 2021).

2.2.2.3 Social/Affective Strategies

It refers to learning through social interaction, such as cooperating with classmates or seeking assistance from the teacher. With regard to the

socio/affective techniques, it can be said that the primary ones are asking

questions to get clarification and engaging in social-mediating activities

(Morales García, 2018).

According to Mera (2018) The spark that ignites stimuli is known as

motivation. When the desire to accomplish something is maintained by

outside benefits like money, credentials, status, or pride, that desire is said to

be extrinsic. Based on this definition, it can be said that motivation is the main

factor that moves a student to read, besides, it can be a great ally of the

teacher since it works as a didactic resource that makes reading

comprehension and acquisition of new vocabulary more accessible.

Mandasari (2018) stated that the best strategies for encouraging pupils

to study a second language is through affective strategies. By encouraging

themselves, students will be better able to interact with their emotions and

lessen the challenges they encounter.

2.2.2.4 Learning Styles

Learning styles have been characterized as the composite cognitive,

affective, and physiological traits that are generally reliable indications of how

an individual sees, engages with, and reacts to the context in which they learn

(Bhagat, 2015). It means how students acquire new knowledge.

According to Ridwan (2019) When students' learning styles correspond

with teachers' teaching approaches, they absorb more, keep more knowledge,

and do their work better. Whether improving reading skills or acquiring new

vocabulary, it is essential to understand the learning style of the classroom

and adjust it to meet the overall educational needs. This is possible through

the didactic resources mentioned earlier in this chapter and reading

techniques. The following section defines the main types of learning styles.

Visual

To completely comprehend a lesson, these students must observe the

teacher's body language and gestures. They prefer to sit at the front of the

classroom to prevent visual distractions. Images, graphs, and visual aids help

visual learners learn best, and among the didactic resources that can be used

are videos, diagrams and flashcards (Ldpride, 2023).

Auditory

They learn better via verbal talks, debates, deliberation, and by

attending to whatever others have to say. By paying attention to the volume of

voice, pitch, pace, and other characteristics, auditory learners discern the

deeper significance of speech. Lectures, podcasts, debates, and reading

aloud help them (Ldpride, 2023).

Kinesthetic

Kinesthetic learners learn best by doing, actively investigating their

surroundings. They may find it difficult to sit quietly for lengthy periods of time

and might get distracted by their desire for action and exploration. They

develop from engaging simulations, hands-on activities, and role-playing

activities (Ldpride, 2023).

2.2.3 Techniques

To effectively enhance EFL reading comprehension, regular practice is

required. It is also crucial to develop vocabulary and strengthen it by

memorization in order to correctly recognize terms and their significance in a reading (Vera & ZUÑIGA, 2022).

Education, like all other fields, requires a good dosage of technique from the teacher; technique directed toward classroom management, assignment organization, and the process of teacher-student interaction to develop knowledge; without excluding the validation of the outcomes that the evaluation process yields, a procedure in which the educator's professional preparation is primarily required. Being a natural extension of education, technique allows us to quickly assess what we need to understand in the didactic domain (Alvarez, 2014)

Technique, in its broadest sense, refers to "a collection of resources and procedures associated with an art or science." Ability to use such resources and procedures. Techniques are important because they allow teachers to facilitate students' knowledge acquisition. There are numerous techniques that can be used in the classroom to begin producing results. As a result, the educator must implement the necessary educational techniques and strategies in the educational setting.

The use of reading skills techniques or strategies brings about benefits such as improved concentration, vocabulary, language skills, and understanding, all of which help to improve the abilities, which will be described further below.

Benefits of Developing Reading Skills and Vocabulary

Pandey (2021) According to the definition, "reading skill refers to the ability to understand written text; it is recommended to develop this skill at an early age of schooling." When students understand the written text and

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combine it with prior knowledge, they are ready to make inferences and develop critical thinking, and their reading performance will improve."

Reading comprehension is necessary for many important aspects of everyday existence, such as: Reading, comprehending, and analyzing texts in English classes; comprehending texts in other class subjects, such as history, math, or science; comprehending the written and math sections; comprehending and interacting with current events presented in written form, such as news reports; comprehending and responding to any and all other workplace correspondence, such as essays, reports, memos, and analyses; and finally, taking pleasure in written work in one's spare time. (Vera & ZUÑIGA, 2022).

The benefits of developing students' reading skills include the following features, which will increase their concentration and result in good vocabulary acquisition. The benefits are as follows:

People who read frequently relieve stress, exercise their brain and improve their concentration, reading teaches people, especially children, about their surroundings, reading increases language and vocabulary skills, reading encourages the development of people's imagination, reading teaches people empathy, readers are entertained, and readers perform better in school. Reading improves text comprehension.

Since comprehension is the main objective of reading, educators must work to help non-native English speakers expand their vocabulary to improve their students' reading comprehension. For students learning English as a second language, vocabulary knowledge is an indicator of academic success. Thus, vocabulary development ought to be linked to comprehension of

reading and exposure to a variety of expressions in context. (Vera & ZUÑIGA, 2022).

2.2.4 Reading Comprehension Techniques

Many writers discuss various comprehension-boosting techniques in their writings, but the techniques we'll discuss below are those that can assist students in developing their reading comprehension abilities.

Predicting

As its name suggests, it involves foretelling the content we'll encounter in a text by drawing upon information or personal insights related to the reading's topic. This enables us to foresee and analyze the information we're about to delve into (Vera & ZUÑIGA, 2022).

According to Nation (2020) predicting as reading skill technique is useful in order to make predictions, readers have to incorporate previous knowledge as well as details from the text. When readers make a prediction, they get involved in finding out whether or not the prediction is correct. This maintains their involvement in and connection with the piece of writing. This technique results in the following point explained as follows

Activating Prior Knowledge

If readers consider what they may have previously learned about a topic, fresh data from the writing will be simpler to understand. The basic concept of meaning building is connecting facts discovered in a piece of writing with current knowledge (Nation, 2020). In other words, this technique can be very useful in order to develop reading skill and vocabulary because connect previous and new knowledge.

Question Formulation

While reading, students generate questions about the key concepts in the text, employing words like "where" or "why" to articulate and expand upon their inquiries (Lino, 2019). When readers regularly come up with questions, they want to ask the characters or author, they are inclined to read upcoming text with the aim of finding answers to those questions. Additionally, the questions they generate often guide them back to sections of text they have read before, as they seek further clarification (Nation, 2020).

Guessing Unfamiliar Words

Comprehending every single word in a text written in a second language, especially during the initial reading, can be challenging for students. Hence, this strategy suggests relying on context. Instead of immediately consulting a dictionary, it is more effective to conduct a second reading to infer the likely meaning of a term. The subsequent reading helps the reader develop a clearer understanding of the unknown words (Duplan, 2014).

Skimming

This strategy is employed to extract fundamental information without extensively delving into the text. Teachers use it to establish connections between previously covered material and current studies. For instance, they might link vocabulary related to a specific topic learned prior to reading a text that addresses the same subject (Perlaza, 2019).

In other words, skimming teaches students how adapt their readings in response to a range of contexts, input kinds, and reading intents. They assist pupils in developing a collection of reading techniques as well as matching relevant tactics to each reading scenario (Morales García, 2018).

Scanning

The scanning technique involves rapidly moving the eyes across while reading in search of certain words or phrases (Fatmawan, 2023). In addition to this it is important that before starting to use this technique the teacher gives some specifications or suggestions to the students such as: keep in mind what particular information you want to find, then make a mental note of the possible clues or phrases that would support the information you are looking for, finally you quickly search the text for those clues, if you find them you read the text to get the required information.

2.2.5 Vocabulary Acquisition Techniques

Vocabulary is one of the aspects that learners require in order to succeed in a foreign language. It remains an important part of language training, and despite a long period of carelessness, it is now universally acknowledged as such (Alizadeh, 2016).

This research project will address theoretically the relationship between reading and the acquisition of vocabulary of English as a second language and emphasize the importance of techniques at the time of teaching and learning. Some of the techniques to acquire and expand vocabulary are detailed below.

Flashcards

Flashcards can be used to deliver vocabulary learning in the classroom. A collection of picture cards with a word on them is known as flashcards. The images on the cards are divided into animal, fruit, clothing, color, shape, and number categories. The subject matter of the flashcards can be changed depending on whether the pupils are beginner, intermediate, or

advanced (Aba, 2019). This technique is not only very effective for learning vocabulary but also increases motivation in students so that they can connect words to their meaning in various contexts.

Pictionary

Students make images that serve as hints to the vocabulary word, allowing everyone on the team to accurately recognize the term. In this game, thoughts or terms are generally represented (Lino, 2019). Pictionary is a keyword-guessing game in which participants use drawings or images to communicate a particular phrase or word to their colleagues, who then have to guess the correct response in a set amount of time. It is frequently played in groups, with graphic representations stimulating creativity and collaboration. The game is frequently played for fun as well as a way to interact with others (Aoues, 2020).

Crossword puzzles

An additional method to build vocabulary and keep students engaged is through the use of crossword puzzles. This involves completing empty spaces based on provided explanations and definitions. This practice significantly boosts students' reading comprehension, serving as a valuable tool for children to broaden their vocabulary and grasp the meanings of numerous words (Education, 2020).

Word games: Its importance

Although word games are typically played for fun, they can also be utilized in classrooms. For instance, kids can enjoy playing games like word puzzles, hangman, and word search. Students become proficient spellers as a

result. Crossword puzzle solving, which calls for perseverance and knowledge of a wider vocabulary, improves cognitive abilities in the long run. Word games are an excellent way for children to engage in fun word activities. They can organize their vocabulary and work on their spelling. Selectable games include Word Searches, Jumble, Crosswords, Word Chains, and more (Musayeva, 2023).

2.2.6 Reading Skill and Vocabulary

Reading is an especially useful tool in the framework of education. This device enables pupils to uncover and analyze all fresh knowledge from a text. As a result, it's considered an essential component for developing knowledge. Reading is a booster activity in EFL classrooms that encourages students to improve on their other abilities (Casquete, 2017).

Varita (2017) contends that reading comprehension is crucial for students learning English as a second language. Mastery of reading involves the ability to infer the main and secondary ideas, draw conclusions, develop personal opinions, and become more adept at achieving effective reading comprehension.

Reading comprehension is the skill of deriving meaning from spoken or written communication. It serves as the primary objective of reading instruction since readers, armed with pre-existing knowledge about a topic, can establish connections between their understanding and the content they read. The accumulation of background knowledge enhances the overall ability to comprehend and engage with the material (Boyer, 2017).

The objective of reading is comprehension, prompting educators to explore methods that enhance the vocabularies of non-native English-

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speaking students to bolster their reading comprehension. Proficiency in vocabulary serves as an indicator of academic achievement for English Language Learning students. Therefore, it is crucial to integrate vocabulary development with reading comprehension, emphasizing exposure to a diverse range of words in context. Research findings underscore the significant influence of the reader's vocabulary proficiency on their reading comprehension performance in the language (Lino, 2019).

2.2.7 Levels of Reading Comprehension

The procedure of comprehension while reading involves many components working together to produce a unique, well-organized, and cohesive image of the text's content. Three levels of comprehension—literal, inferential, and critical—need to be established in order to achieve a thorough understanding of a book (Macias & Pluas, 2023).

Literal Comprehension

As the name suggests, it eliminates room for subjective interpretation, ensuring a precise understanding of the studied text. It is guided by six fundamental principles: observation, comparison, relaxation, classification, ordering, and hierarchical classification (Espinosa, 2015).

Literal comprehension refers to the ability to grasp concepts explicitly presented in a text. This involves understanding cause-and-effect relationships, paying attention to details and sequences, and accurately following written instructions (Ghaith & El-Sanyoura, 2019).

Inferential Comprehension

Following the completion of literal comprehension, the focus shifts to inferential comprehension. While students initially grasp the author's explicit ideas and understand the information in the text, inferential comprehension delves deeper. It involves reading between the lines, discerning ideas indirectly conveyed by the text (Casquete, 2017).

The inferential level underscores the conclusions and judgments that readers derive, focusing on inferring ideas that are not explicitly stated in the text. This stage involves making deductions about various concepts presented in the reading, such as the main idea, secondary ideas, and so forth (Medina & Nagamine, 2019).

Critical Comprehension

Critical reading is a sophisticated reading process that entails the ability to interpret and assess the information beneath the text's surface. Readers not only appreciate the content for clarity and understandability but also analyze the text in comparison to others addressing the same topic (Vera & ZUÑIGA, 2022).

2.2.8 Reading Process

Proficiency in reading is a crucial factor in creating engaging learning environments and enhancing learning outcomes (Suyitno, 2017). Several studies, such as those covered in this study, speak of the importance of reading in children and youth, and the significant contribution it makes to personal and educational success. It is through reading that students can achieve their goals and acquire information necessary to complete course assignments.

It is also important to segment the process by stages for a successful reading practice, it should be emphasized that the teacher has a fundamental role since he is the provider of the didactics and techniques at each stage that leads to an excellent reading comprehension

Before Reading

This first reading process, as its name indicates, does not involve the action of reading a text completely, but rather quickly reviewing what the reading will be about. Although it may seem very simple, within the classroom teachers and students have the opportunity to put into practice many of the techniques so that, from the beginning, a correct reading comprehension is a goal achieved.

According to Scanlon, Anderson, & Sweeney (2016) some of the activities that can be applied before reading include: Previewing the text involves engaging in discussions about the title and cover illustration, Anticipating or making predictions about the content of the text and to locate with the teacher some words that can be categorized as new vocabulary.

During Reading

Gustanti & Ayu (2021) stated that in this reading stage, students are required to make educated guesses or deductions regarding the meaning of new words based on the context. It is crucial for students to refrain from translating the text word by word. This phase is recognized as the point at which students showcase what they have learned or acquired from prior readings, which is stored in their mental schemata.

After Reading

In this phase, the objective is for students to reflect on their prior knowledge before reading, what they have learned during the reading process, and the connections they have established. The teacher plays a role in stimulating student participation by employing or crafting a graphic organizer for summarizing the story. Additionally, students are encouraged to share their interpretations of the text within the classroom (Lino, 2019).

2.2.9 Contextual Framework

The students at the Nuevo Pacto Private Educational Unit, which is situated on the Narcisa de Jesús Highway in the Aquarela del Río sector of Guayas province and Guayaquil canton, are the target audience for the study that follows. It is a private school that provides high school, general basic education, and early childhood education. The baccalaureate, basic general education, and initial education are all offered by this private institution.

Additionally, there are roughly 1000 students enrolled in the morning and afternoon sessions, 50 teaching professionals working there, six of whom are excellent English teachers with a B2 proficiency in the language. They work morning and afternoon shifts as professionals with B2 certification in English.

In order to enhance reading comprehension, which is crucial when beginning a new language learning process, this study concentrates on students in the morning shift of the tenth year of general basic education.

2.2.10 Philosophical Foundation

A methodology that focuses on critical reflexivity and an autoethnographic approach is largely responsible for exploring the

philosophical foundations of health research and conceptualizing the epistemic well. (Chakravartty, 2021)

Consequently, a variety of theories were employed in this research project, including mixed, analytical, and reflective positions. The analytical approach was chosen because, in addition to being reflective in that it allowed the teachers to identify the specific issue preventing the students from comprehending a thorough reading and expanding their vocabulary in this new language, they also analyzed a number of other factors within the educational setting.

2.2.11 Pedagogical Foundation

Pedagogy is the scientific study of education. "paidogogos" (child leader) is the Greek word for "pedagogy." This pedagogy is what helps someone reach their level of perfection. This is primarily about demonstrating the ways and means of instructing and educating the child. (Bakhriddinov, 2023).

Constructivism is a philosophical view that describes how students and their teacher interact in other words, teacher brings the resources for students in order to build their own knowledge also, and constructivism assumes that learning is made possible through the dual factors of social interaction and simultaneous exposure to cognitive experiences (Morales García, 2018).

Finally, constructivism supports this research project through the implementation of didactic resources and techniques that accompanied with the guidance of the teacher, will be a complete learning experience for the student who seeks to improve his reading skills and expand the vocabulary of his level.

2.2.12 Legal Framework

This research project is aligned with the current laws of the Constitution of the Republic of Ecuador. Article 26 affirms that education is a fundamental right for individuals throughout their lives, and it represents an obligatory and inexcusable duty for the State. It is identified as a key focus of public policy and state investment, serving as a safeguard for equality, social inclusion, and a necessary requirement for a good quality of life. The right and responsibility to engage in the educational process are vested in individuals, families, and society at large.

Article 29 establishes that the State is obligated to ensure freedom of education, academic freedom in higher education, and the right of individuals to learn in their own language and cultural context. Parents or their representatives retain the freedom to choose the educational path for their children based on their principles, beliefs, and pedagogical preferences.

In accordance with the (Organic Law of Intercultural Education , 2017), articles 28 and 31 guarantee that for the enhancement of holistic learning in students, it is imperative to formulate, execute, and monitor plans and programs for educational performance. Additionally, there is a recognized need to develop strategies that effectively contribute to the continual improvement of pedagogical aspects, including the ongoing professional development of educational managers and teachers.

According to (National English Curriculum guidelines, 2014) By the end of the 10th year EGB, students will be able to: Comprehend and recognize extended and intricate transactional and expository texts, such as formal letters and biographies, that surpass the complexity of those

encountered in the 9th year of EGB (General Basic Education). These texts are expected to incorporate high-frequency vocabulary and include a portion of internationally shared vocabulary items, such as "hamburger," "restaurant," and "hospital."

2.2.13 Operationalization Of Variables

Independent variable: Didactic resources and techniques

Table 1

VARIABLE	DEFINITION	DIMENSION	INDICATORS
Independent variable:Didactic resources	Didactic materials can be applied to any field of study, sciences actually have some unique features, such as the ability to visualize abstract facts and comprehend how they are beneficial and helpful in explaining the topic (Changoluiza Cunuhay & Tustón Sandoval, 2023).	Didactic resources	Definition Importance
		Theoretical structures for categorizing strategies	Metacognitive Cognitive Social/Affective
		Learning Styles	Visual, Auditory, kinesthetic
Techniques	Reading techniques refer to the methods and strategies you can use to enhance your reading skills and become a more proficient reader. These techniques aim to improve your reading speed, enhance comprehension, and boost retention of the material you read (Nowak, 2021).	Techniques to develop reading skill and vocabulary	Definition Importance Benefits: Improve concentration, vocabulary, language skills and understanding.
		Reading comprehension techniques	Predicting, activating prior knowledge, Question formulation, guessing unfamiliar words, skimming and scanning.
		Vocabulary acquisition techniques	Word games: Flashcards, Pictionary, Crossword Puzzles

Authors: Jimenez Deborah, Mora Paola

Dependent variable: Reading Skill and vocabulary

Table 2

VARIABLE	DEFINITION	DIMENSION	INDICATORS
Dependent variable: Reading skill and vocabulary	Reading skill is the capacity to derive meaning from spoken or written communication. It stands as the primary objective of reading instruction because the greater the knowledge readers possess about a topic before reading, the more adept they become at forming connections between their existing knowledge and the material they read (Boyer, 2017).	Reading skill	Definition Importance Vocabulary connection
		Levels of Reading Comprehension	Literal, Inferential, Critical.
		Reading process	Before Reading, During Reading, After Reading.

Authors: Jimenez Deborah, Mora Paola

CHAPTER III

METHODOLOGY

3.1   Research Approaches

This study centers on an educational issue aimed at enhancing the learning process. It outlines goals, features, assessments, and analyses, with the aim of developing a successful research proposal. Consequently, it transforms into a viable and practical investigation. According to Sampieri, Collado & Pilar (2014) research is an intellectual and experimental endeavor comprising a systematic application of methods. Its primary objective is to thoroughly investigate a subject and its associated issues, with the aim of expanding or developing knowledge in that particular area.

The current research employed a combined qualitative and quantitative design, bolstered by various methods and investigative techniques. Friese & Sybing (2023) stated that this type of research is simpler and more straightforward because reliable and accurate data can be gathered through the use of sampling methods, which entail selecting a representative portion of a population. The mixed approach involves combining both quantitative and qualitative methodologies.

3.2   Types of Research

This project adopts a descriptive research approach as it aims to provide a comprehensive account of events related to two variables: the use of didactic resources and reading skills. The study intends to illustrate the relationship between these variables, exploring both the causes and effects of the identified problem. This will be achieved through a thorough examination of the contextual characteristics, situated at Unidad Educativa Particular

Nuevo Pacto. This research project is centered on both explanatory and descriptive research methodologies. It delves deeply into the elements of each variable through an extensive bibliographic search, providing a clear explanation. Additionally, the study describes the existing problems within the chosen Educational Unit. The ultimate goal is to offer potential solutions to the identified problem, presenting the research results along with a practical proposal for addressing the issue.

This project takes on an exploratory research design, aiming to identify the primary factors influencing reading skills and vocabulary acquisition among tenth-grade students. The study involves a comprehensive examination of the phenomenon by collecting and analyzing relevant information. Furthermore, it is characterized as a prospective research endeavor, as it seeks to propose solutions to the identified problem.

Correlational research explores relationships between variables, identifying causes and consequences. In this context, the independent variable represents the cause, while the dependent variable signifies the affected aspect. This research contributes to the field by shedding light on the connection between didactic resources, techniques, and their impact on reading skills and vocabulary acquisition.

3.3   Population

Adewale & Kehinde (2023) defined population as the complete set of individuals, whether that group comprises a nation or a group of people within a common characteristic. The population of this research corresponds to the students of 10th grade of general basic and the English teacher of "Nuevo Pacto" The total of population is 62 students.

3.4   Sample

The sample is, in essence, a subset of the population. Let us say that it is a subset of elements that belong to that set defined in its characteristics that we call population (Sampieri, Fernández, & Baptista, 2014). For this project we selected the sample of one of the 10th year general basic courses of the private educational unit "Nuevo Pacto" to carry out this research work we talked to the authorities of the school and English teachers to analyze the reality of the students. We focused on the 31 students who belong to the parallel "A" to know their ability in reading comprehension and vocabulary acquisition at the A2 level.

3.5   Data collection methods and techniques

Data collection is the action of selecting, calculating, and examining precise data from a large set of important sources in order to discover answers to research difficulties and questions, analyze results, and discover new possibilities (Simplilearn, 2023).Several methodological tools and techniques were used throughout the process of writing this chapter.

For data collection, the observation guide with yes/no options was used. The survey was used with 10 statements based on the variables of this research project, and the students could select an option based on their opinion, which was measured as follows (agree, totally agree, neutral, disagree, and totally disagree).

Finally, a teacher interview with eight questions was used to learn about the students' realities and the teacher's classroom methodology.

3.6   Research Instruments

They are tools that assist us in gathering the information we need for analyzing each component of an investigation. Examples include surveys, interviews, and observations.

Survey

A survey is an organized method for acquiring information or collecting sample data from a population. It is the process of gathering information from a particular set of people whose knowledge or opinions have significance to the research (Yuan, Duives, Hoogendoorn, Hoogendoorn-Lanser, & Lindeman, 2023). In this case, a survey was conducted in order to tabulate the data collected in order to demonstrate the investigation's findings.

This project's survey has been designed around the variables of reading comprehension and vocabulary acquisition through reading. It contained 10 statements to which the students responded using a Linkert scale based on their opinion.

Interview

The interviews are a form of qualitative study methodology that involves asking open-ended inquiries to interviewees and producing their opinions through well-structured and planned answers and questions (Jansson, Farahshoor, Linden, & Bogren, 2021). In this research project, an English instructor of 10th-grade parallel "A" pupils was talked to face to face using a total of eight questions. The questions focused on the strategies that the teacher typically uses in readings, in addition to determining the students' level of comprehension while reading.

Observation

Observation is a powerful research method that offers numerous benefits. First, it allows researchers to study behavior in its natural setting, providing a more accurate and comprehensive understanding of the phenomenon being studied (Khakim, Fajrin, Ghany, Jayanti, & Budianto, 2023). An observation form focused on project variables was developed to discover the factors that impede reading comprehension and vocabulary acquisition. The educator and every student were observed. The observations guide is composed of yes or no answer options, and the investigator may also include brief details, sentences, or comments that he considers necessary in the circumstances of observation.

3.7   Analysis and interpretation of results

As an aspect of the present study, an analysis and detailed explanation of the data obtained through the three research instruments used will be provided: an interview with the teacher, a survey, and student observation.

The qualitative technique will be used to determine whether the teacher and students of the 10th grade general basic of the educational unit Nuevo Pacto comprehend the significance and impact of reading comprehension in the acquisition of a second language.

3.7.1 Analysis obtained from the answers of the interview applied to 10th grade students' teacher from Nuevo Pacto School.

The main objective of this interview is to identify the reading skill problems due to the lack of application of didactic material in English language teaching.

The interview with the English teacher of the 10th grade of general basic of the educational unit "Nuevo Pacto" demonstrated that the instructor had knowledge of children's current level.

She said that the majority of her pupils possess an elementary knowledge of English and the minority has a more advanced level of English because they have been able to study in language academies and acquire language skills.

She explained to us that the greatest anxiety for her pupils while reading is committing an error or not knowing how to pronounce what they are reading correctly. She also mentioned that many of her students are embarrassed and fearful about what other people will say when they read.

She generated a significant argument and explained to us that instructors play a significant part in helping pupils develop reading skills by providing them with instruments and tips that will help them expand their knowledge of while learning the language.

The educator talked about the materials for instruction she used in class. She utilizes a desktop computer and uses a projector for presenting multiple tasks for the improvement of the class, such as audios, video clips, exercises, and the text of the book

3.7.2 Analysis obtained from the class observation applied to 10th grade students from Nuevo Pacto School.

The primary objective of the observation class is to gain information about the class's development as well as all of the techniques and resources that the teacher applies in his teaching.

At the start of the class, the teacher conducts a review activity with words or phrases learned in the previous class, she addresses the students in English only, and then she requests the book to work on. The new class requires students to identify the topic to be discussed and then provide a brief explanation to understand the class topic. It was determined that the book provides a variety of readings as well as a workshop at the end of the reading. The teacher reads paragraph by paragraph, asking questions and soliciting personal opinions, and then instructs the students to realize in the workshop.

In the end, conduct a brief summary using the digital book and providing some answers, as well as permitting students to be involved by reading each of the questions and then providing their answers and providing feedback as appropriate for the purpose of the exercise.

Emphasizing that the students are not very active, the educator supports them by helping them comprehending words and employing proper pronunciation while the reading process.

3.7.3 Analysis obtained from the survey applied to 10th-grade students from Nuevo Pacto School.

Statement 1: Reading is a good activity for relaxing

Table 3

SCALE	FREQUENCY	PERCENTAGE
Totally disagree	4	13%
Disagree	8	26%
Neutral	14	45%
Agree	4	13%
Totally agree	1	3%
TOTAL	31	100%

Source: Unidad Educativa Particular Nuevo Pacto

Authors: Jimenez D, Mora P (2024)

Graphic 1
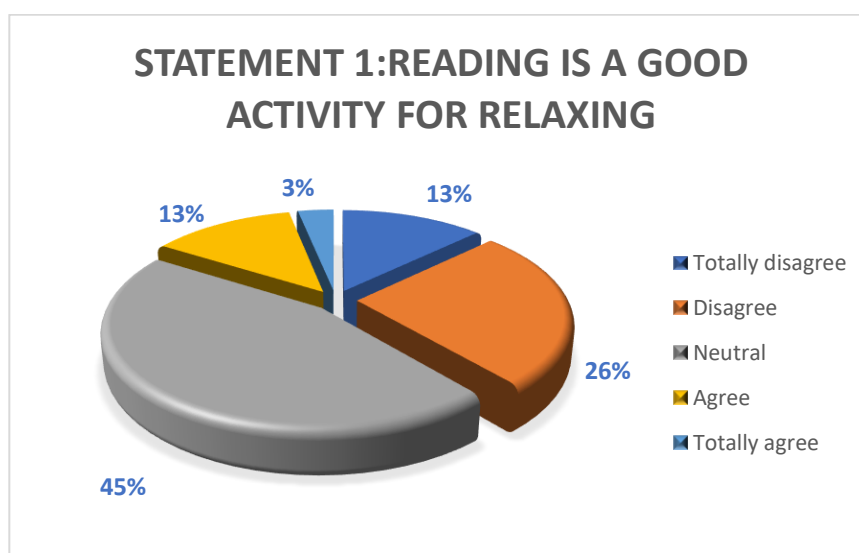
Analysis:

According to graph 1, just under half (45%) of the 10th-grade students at Nuevo Pacto Educational Unit consider reading to be a good activity for relaxation. On the other hand, 26% of students disagree. This shows that a significant percentage of students are open to the idea of reading for pleasure, which is important for good comprehensive reading.

Statement 2: I consider reading as an activity easy to do

Table 4

SCALE	FREQUENCY	PERCENTAGE
Totally disagree	9	29%
Disagree	10	32%
Neutral	8	26%
Agree	4	13%
Totally agree	0	0%
TOTAL	31	100%

Source: Unidad Educativa Particular Nuevo Pacto

Authors: Jimenez D, Mora P (2024)

Graphic 2
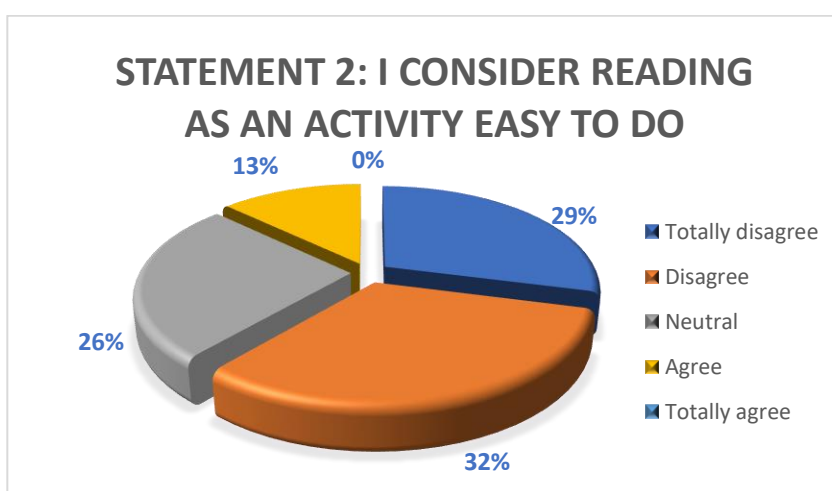
Analysis:

Graph 2 shows that 32% of students disagree, and 29% strongly disagree with considering reading as an easy activity. Although in the previous item, many of them supported the idea of enjoying reading as a relaxing activity, it's possible that when it comes to the English language, it may be more challenging for them compared to their native language. On the other hand, 26% of students maintain a neutral opinion, indicating that they may handle one text level better than another. The remaining percentage (13%) considers reading an easy activity, possibly due to their well-developed reading skills.

Statement 3: I understand what I read easily

Table 5

SCALE	FREQUENCY	PERCENTAGE
Totally disagree	9	29%
Disagree	9	29%
Neutral	8	26%
Agree	5	16%
Totally agree	0	0%
TOTAL	31	100%

Source: Unidad Educativa Particular Nuevo Pacto

Authors: Jimenez D, Mora P (2024)

Graphic 3
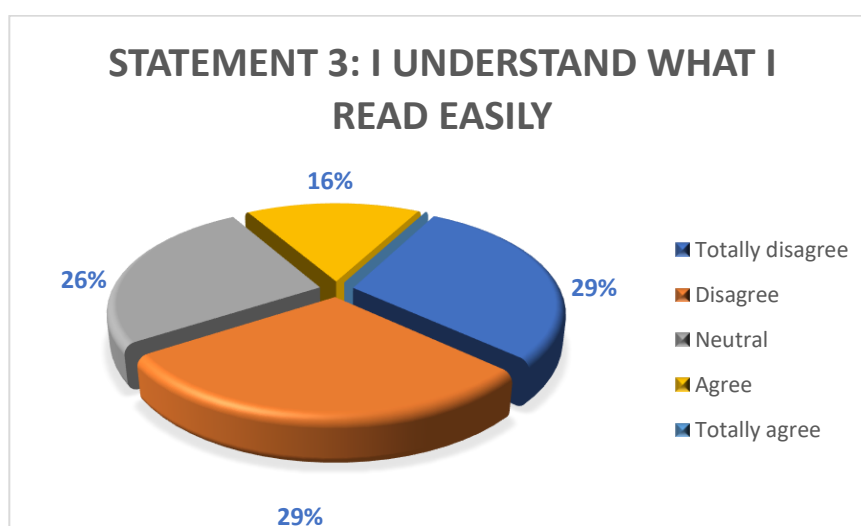
Analysis:

Graph 3 displays opinions that are not as distinct, as the same percentage (29%) of students are in complete disagreement and simply disagree with easily understanding what they read. This negative opinion comprises 58% when combined. On the other hand, 26% remain neutral, and 16% agree. These results indicate that more than half of the students have not developed a good level of reading comprehension for their required level.

Statement 4: I learn new vocabulary through the reading

Table 6

SCALE	FREQUENCY	PERCENTAGE
Totally disagree	2	6%
Disagree	3	10%
Neutral	7	23%
Agree	15	48%
Totally agree	4	13%
TOTAL	31	100%

Source: Unidad Educativa Particular Nuevo Pacto

Authors: Jimenez D, Mora P (2024)

Graphic 4
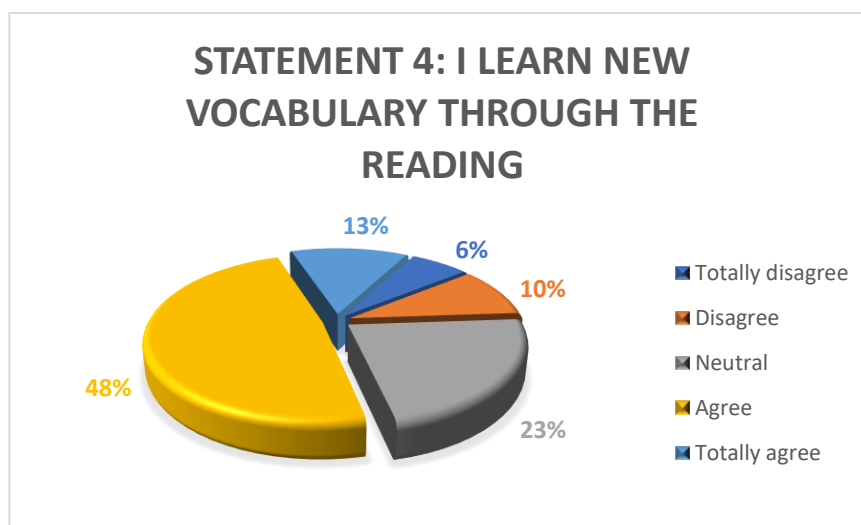
Analysis:

In this graph, 48% of students agree and affirm that they learn new vocabulary through reading, with 13% completely convinced of this. Meanwhile, 23% remain neutral, and 10% disagree. This statistic indicates that students show growth in their vocabulary as they engage in reading activities in class.

Statement 5: I apply techniques while reading

Table 7

SCALE	FREQUENCY	PERCENTAGE
Totally disagree	6	19%
Disagree	12	39%
Neutral	11	35%
Agree	1	3%
Totally agree	1	3%
TOTAL	31	100%

Source: Unidad Educativa Particular Nuevo Pacto

Authors: Jimenez D, Mora P (2024)

Graphic 5

STATEMENT 5: I APPLY TECHNIQUES WHILE READING

- Totally disagree 19%
- Disagree 39%
- Neutral 36%
- Agree 3%
- Totally agree 3%
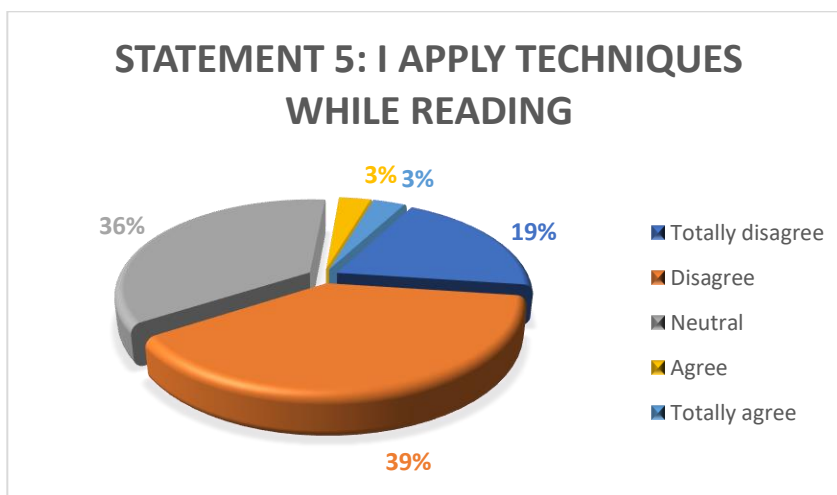
Analysis:

In this item, the goal is to discover the percentage of students applying techniques during reading. The results show that 39% disagree, while 36% have a neutral opinion. On the contrary, only 3% (completely agree) of students acknowledge using reading techniques, and another 3% agree. In total, only 6% of students claim to be using techniques to improve their reading ability, which is quite low considering it should be a fundamental factor in acquiring vocabulary and mastering the skill.

Statement 6: My teacher uses didactic resources to help me with reading comprehension.

SCALE	FREQUENCY	PERCENTAGE
Totally disagree	3	10%
Disagree	5	16%
Neutral	14	45%
Agree	8	26%
Totally agree	1	3%
TOTAL	31	100%

Source: Unidad Educativa Particular Nuevo Pacto

Authors: Jimenez D, Mora P (2024)

Graphic 6
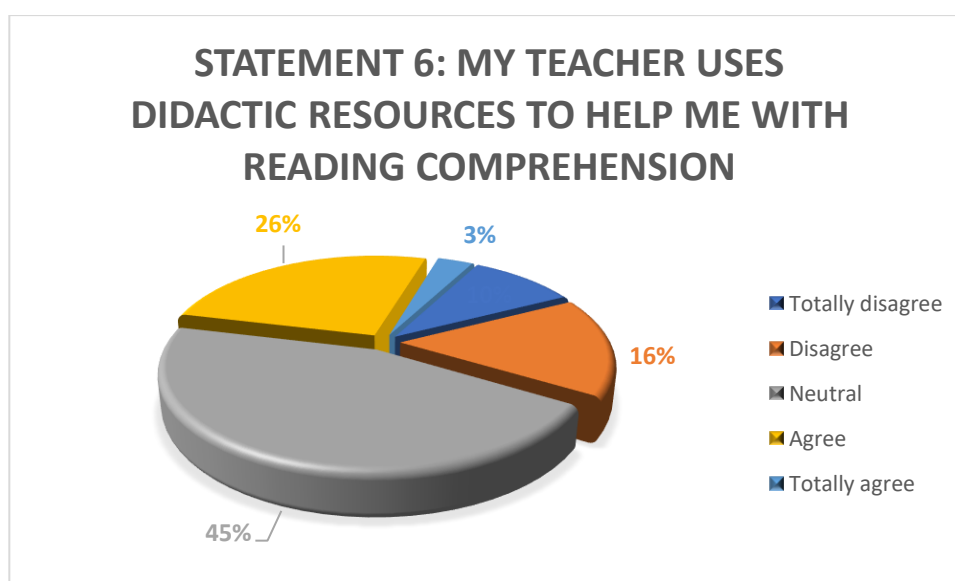
Analysis:

In graph 6, there is a percentage of 45% of students who have a neutral opinion about their teacher and the didactic resources used to enhance their reading comprehension. Meanwhile, 26% agree with the presented item. On the other hand, 16% disagree, and 10% strongly disagree. This neutral result could be interpreted as students not feeling very confident or that the respective techniques are not always applied in each class according to their English proficiency level.

Statement 7: I believe that my level of reading comprehension is appropriate

Table 9

SCALE	FREQUENCY	PERCENTAGE
Totally disagree	9	29%
Disagree	7	23%
Neutral	13	42%
Agree	2	6%
Totally agree	0	0%
TOTAL	**31**	**100%**

Source: Unidad Educativa Particular Nuevo Pacto

Authors: Jimenez D, Mora P (2024)

Graphic 7
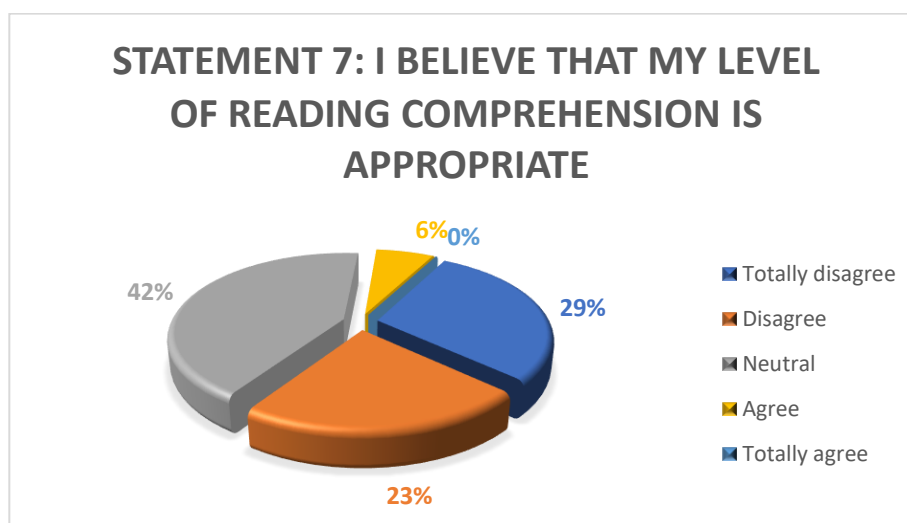
Analysis:

In graph 7, the highest percentage is 42%, indicating a neutral response about the appropriate level of reading comprehension. Meanwhile, 29% completely disagree that their level is appropriate, and 23% disagree. A minority of 6% agrees and asserts that their reading comprehension is in line with the corresponding grade level. Considering that the majority disagrees or has a neutral opinion, it suggests that there is a need for significant reinforcement. Some students may not grasp the corresponding texts, and as a result, their vocabulary level may not be increasing.

Statement 8: I use new vocabulary in other activities

Table 10

SCALE	FREQUENCY	PERCENTAGE
Totally disagree	7	23%
Disagree	6	19%
Neutral	11	35%
Agree	7	23%
Totally agree	0	0%
TOTAL	**31**	**100%**

Source: Unidad Educativa Particular Nuevo Pacto

Authors: Jimenez D, Mora P (2024)

Graphic 8

STATEMENT 8: I USE NEW VOCABULARY IN OTHER ACTIVITIES

- Totally disagree
- Disagree
- Neutral
- Agree
- Totally agree
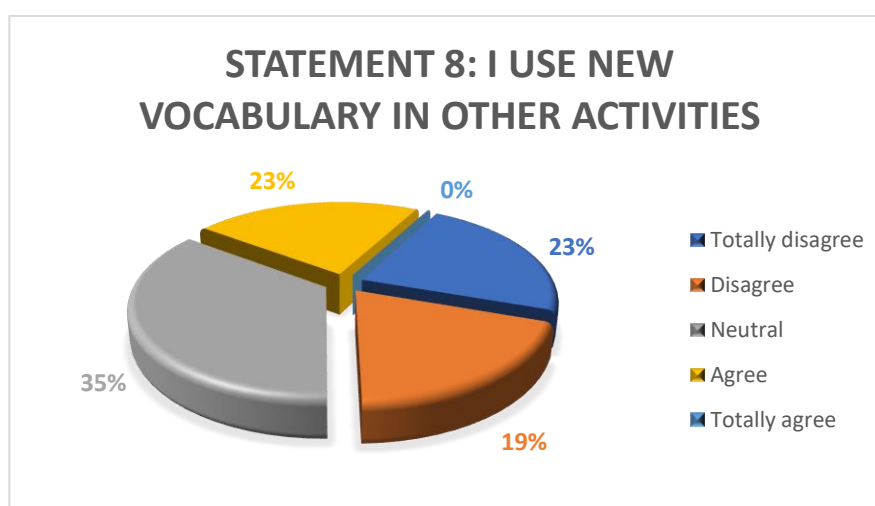
Analysis:

In graph 8, there is a neutral response of 35% regarding the use of new vocabulary in other activities. The 23% are in complete disagreement, and 19% are in disagreement. On the other hand, 23% claim to use new vocabulary. This percentage of students who have managed, along with good techniques, to internalize new vocabulary and apply it in different contexts is a positive indication of strong reading comprehension. Nevertheless, students who do not use the new vocabulary from their level may indicate a lack of attention and the application of techniques to understand the reading and consequently acquire vocabulary.

Statement 9: I think that the use of didactic resources is important for reading activities

SCALE	FREQUENCY	PERCENTAGE
Totally disagree	0	0%
Disagree	3	10%
Neutral	11	35%
Agree	12	39%
Totally agree	5	16%
TOTAL	**31**	**100%**

Source: Unidad Educativa Particular Nuevo Pacto

Authors: Jimenez D, Mora P (2024)
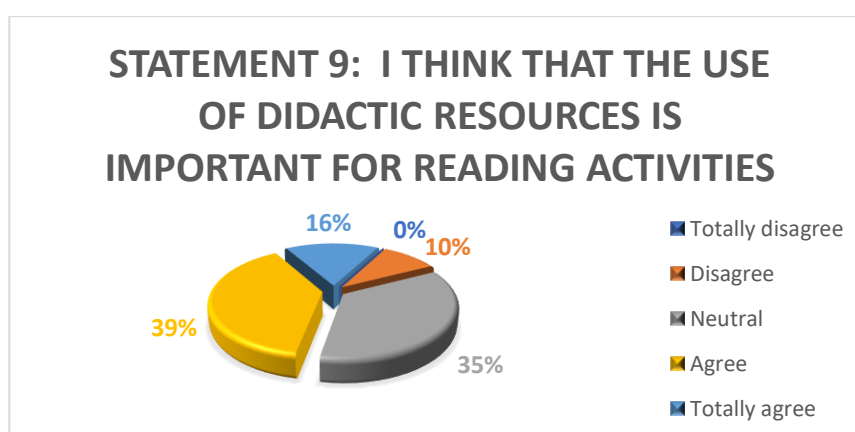
Analysis:

In graph 9, there is a majority of 39% in agreement regarding the recognition that the use of didactic resources is important for reading activities, with 16% completely agreeing. On the other hand, 35% remain neutral, and 10% disagree with the use of didactic resources in the classroom. This could be because they are unaware of them or do not know how to correctly apply them in different reading sessions. Nevertheless, the majority of students have acknowledged that using these resources is important for strengthening reading skills and enhancing their responses in various class activities.

Statement 10: I am sure that a didactic guide can help me to improve my reading skills

Table 12

SCALE	FREQUENCY	PERCENTAGE
Totally disagree	0	0%
Disagree	2	6%
Neutral	6	19%
Agree	3	10%
Totally agree	20	65%
TOTAL	**31**	**100%**

Source: Unidad Educativa Particular Nuevo Pacto

Authors: Jimenez D, Mora P (2024)

Graphic 10

STATEMENT 10: I AM SURE THAT A DIDACTIC GUIDE CAN HELP ME TO IMPROVE MY READING SKILLS
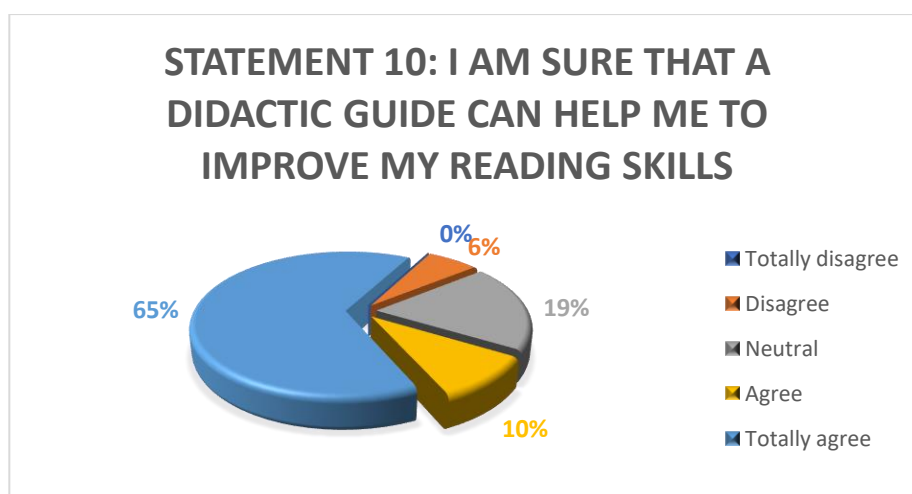
Analysis:

In graph 10, the aim is to gather students' opinions to understand how confident they are that a didactic guide could help them improve their reading skills. 65% fully agree, 19% have a neutral response, and 10% agree. This suggests that a significant majority of students believe that a didactic guide would be beneficial in enhancing their reading abilities.

3.8 Conclusions and Recommendations

Conclusions

45% of 10th-grade students at the Nuevo Pacto Private Educational Unit hold a neutral opinion about reading as a relaxing activity, while 13% agree, and 3% completely agree with this statement. It could be interpreted that some of these students enjoy reading and do not find it a tedious activity. However, 32% of students do not consider reading an easy activity, expressing disagreement. On the other hand, 48% of students agree and claim to learn new vocabulary during reading activities, but only 6% state that they use techniques to achieve these goals, making the acquisition more challenging. 26% of students agree that the teacher uses didactic resources to help them achieve better reading comprehension, with only 6% agreeing that their level of reading comprehension and vocabulary is appropriate. Finally, 65% of students completely agree and assert that a didactic guide can help them improve reading skills. These results affirm the problem addressed in this research project and demonstrate that the proposal is of total benefit to the students.

Recommendations

According to the indicated results, it is recommended that the teacher utilize didactic tools and techniques to enhance the reading ability of students. It is crucial to understand the corresponding level to master in the current course; as a result, a better response or perspective from the student regarding reading will be obtained. Additionally, through the use of techniques, students are equipped with new vocabulary, making their reading experience more enjoyable.

CHAPTER IV

PROPOSAL

4.1   Topic of the Proposal

Didactic guide for developing the reading skill and vocabulary for A2 level students

4.2   Background

Based on the results obtained through the survey administered to the 10th-grade students at the Nuevo Pacto Private Educational Unit, the interview conducted with the teacher of the mentioned course, and the observation made within the classroom, some problems related to students' reading ability and vocabulary acquisition have become noticeable.

Even though the teacher has good materials available for applying didactic resources and techniques, he also stated that not all his students have a good level, or at least the level corresponding to their grade. The lack or deficiency in the use of didactic resources diminishes the enthusiasm of the students, and, as the teacher mentioned, they become very hesitant to participate in class for fear of achieving good reading comprehension or not understanding a specific word.

It is also relevant to mention that, for some students, reading is a very challenging activity due to the lack of application of techniques that assist them in every stage of reading. This includes before and after reading a text, as well as obtaining vocabulary that significantly enhances their English proficiency and the ability to read more demanding texts, which can, in turn, provide more essential knowledge for the students.

4.3   Justification

The process of acquiring knowledge is complex, and reading is one of the most common pathways. It involves not only understanding an isolated word but reading it, comprehending it, deducing it, and interpreting it in its respective context. The result is accurate reading comprehension. As a result, and for the benefit of the students, the proposal for this research project is the design of a didactic guide containing a series of readings and activities. These aim to lead students to apply various techniques to achieve proper reading comprehension and the acquisition of new vocabulary.

The use of effective strategies, accompanied by didactic resources employed by the teacher, enables the improvement of students' reading ability. These strategies should accompany the students before, during, and after their reading activity to ensure adequate comprehension and achieve the course objectives.

The proposal of this project is crafted and equipped to be a guide for the teacher and also a tool to improve students' reading ability. Each reading has been selected, considering the level corresponding to the course. Additionally, each reading comes with a series of three activities that suggest the teacher accompany the student before, during, and after the reading. This stimulates and facilitates comprehension, turning it into a practical exercise in the complete language.

4.4   Objectives

4.4.1 General Objective

- To develop the reading skill and vocabulary of the 10th grade students form Nuevo Pacto Private Educational Unit, through a didactic guide with different types of readings and their respective techniques to apply in order to reach A2 level.

4.4.2 Specific Objectives

- To provide interesting texts of gradual difficulty to motivate 10th-grade students at the Nuevo Pacto Private Educational Unit.

- To promote the use of varied reading techniques according to the educational needs of the A2 level in the English language.

- To encourage students to acquire new vocabulary through comprehensive reading of these texts.

4.5   Methodology

Through the analysis of the interview with the 10th-grade teacher, it was possible to identify the deficit that certain students have regarding reading ability and the level of vocabulary or new words learned, which are essential for progressing from one proficiency level to another in the language.

Applying the constructivist method will allow the student to work on their own learning while successfully completing their activities in class. This type of learning method promotes active learning, where students can construct their own knowledge themselves. The teacher plays a crucial role as an observer and companion in the learning process; the teacher corrects errors and guides toward new knowledge.

Using the didactic guide proposed in this research project, the teacher can accompany the student from start to finish, with activities before, during, and after reading. Through strategies such as Skimming, Scanning, and Prediction, the student can acquire new vocabulary and, at the same time, reach the literary level of the course. Each reading is designed to capture the student's attention and engage them actively in the classroom, as directed by the teacher, either individually or in groups. Moreover, the readings cover various interesting topics to activate the student's critical thinking. Considering that most students are visual learners, the didactic guide has been creatively and colorfully designed.

4.6   Description of the Proposal

The proposal for research focuses on the development and design of a didactic guide containing readings on various topics that include festivals, letters, hobbies, activities, and routines that help students in the 10th grade of general basic education improve their reading skills using the requirements of the CEFR (Common European Framework of Reference for Languages) concept and a basic A2 level in English.

After the implementation of every activity contained in the didactic guide, all educational needs and problems discovered through the various instruments utilized during the research in the private educational unit Nuevo Pacto were taken into into consideration.

The activities are based on reading techniques and are organized by reading levels from beginner to basic level students, with sections on pre-reading, while reading and post-reading.

The didactic guide is composed of seven in total the readings, each with three activities based on pre-reading, reading, and post-reading. To improve reader comprehension, every reading contained a small glossary of between five and six new words and their meanings.

All the activities include detailed requests and indications to be utilized in each exercise, which were detailed to simplify their progress.

4.7   Feasibility

The proposal for this research project is particularly feasible because it doesn't need a significant amount of money to acquire, as it is an available for download document in PDF format that can be printed.

The proposal is flexible because it was designed with the students' level and needs in mind. This guide utilizes straightforward language that is easy to comprehend to help each student the information they are reading. It should also be noted that this proposal is dynamic and captures students' attention due to its colorful design.

This teaching guide will be delivered to the teacher both physically and digitally, allowing them to be responsible for the proper use of this material during their reading classes and thus help students develop reading skills in a dynamic and practical manner.
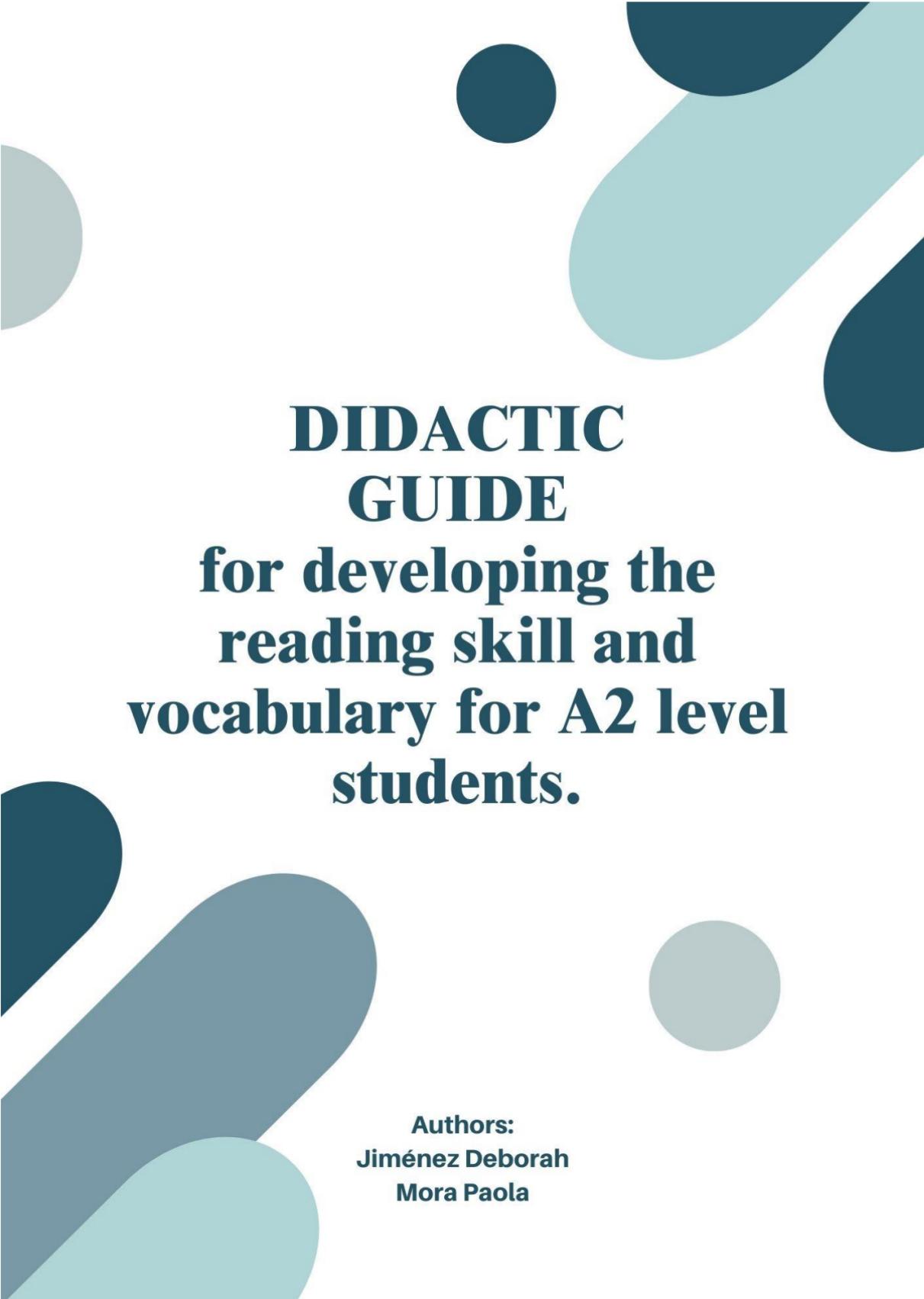
4.8   Proposal

DIDACTIC GUIDE
for developing the reading skill and vocabulary for A2 level students.

Authors:
Jiménez Deborah
Mora Paola

INTRODUCTION

This didactic guide was created with the intention of serving as a helpful and practical resource for 10th basic superior students. Its purpose is to assist them in improving their reading comprehension skills through a variety of texts that are dense with vocabulary, enabling them to start the comprehension process.

Reading is the process of mentally or aloud interpreting and deciphering the phonic value of a series of written signs through sight.

As a result, this didactic guide includes a variety of materials to help students make connections between concepts and comprehend the various texts.

Three strategies will be used to develop each reading: scanning, skimming, and prediction. Following this reading process, students will create new word recognition exercises and respond to brief questions regarding each reading.

Index

Reading#1

THE CITY WHERE I LIVE

My name is Clark, and I will tell you about my city.

I live in an apartment. In my city, there is a post office where people mail letters. On Monday, I go to work. I work at the post office. Everyone shops for food at the grocery store. They also eat at the restaurant. The restaurant serves pizza and ice cream.

My friends and I go to the park. We like to play soccer at the park. On Fridays, we go to the cinema to see a movie. Children don't go to school on the weekend. Each day, people go to the hospital when they are sick. The doctors and nurses take care of them. The police keep everyone safe.

I am happy to live in my city.

GLOSSARY

Aparment: a set of rooms for living in, especially on one floor of a building.

Shops: a place where you can buy goods or services.

Grocery: the food that you buy in a grocer's shop or supermarket.

Serves: to provide food or drink.s

Sick: feeling unwell or having an illness-

Take care: to be cautious, watchful, thorough etc.

Keep: to have or continue to have in your possession.

ACTIVITY#1

PRE-READING

The teacher will write the title of the reading on the board and the students should read it and meditate on the title.

What do you think about the title of the following reading? describe in one paragraph what the reading will be about.
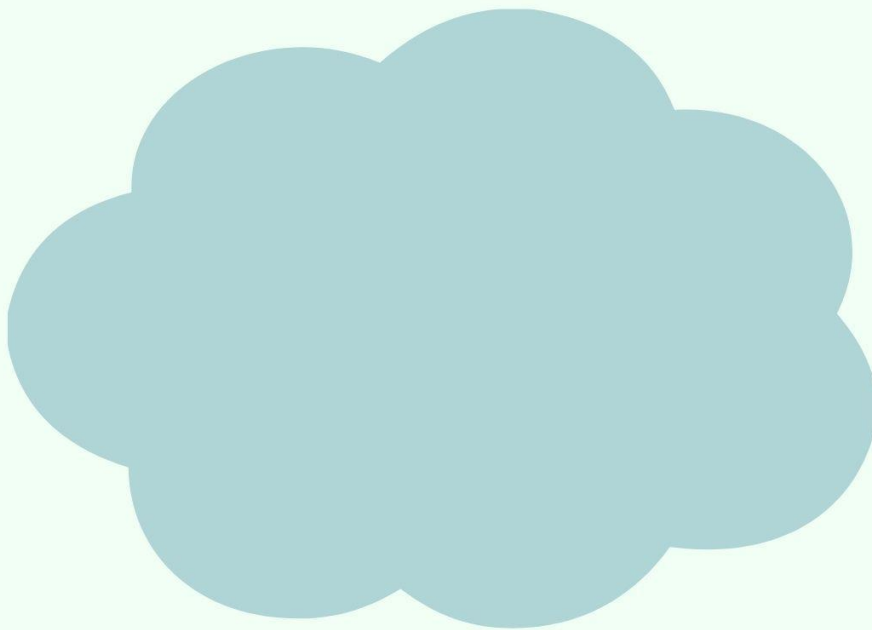
WHILE-READING

Questions:

Who is the main character in this reading?

What are the places the character visits? make a list.

POST-READING

Unscrambles the words learn in the reading.

riaropt	_____	ochsol	_____
iolpec atsitno	_____	rabriyl	_____
sopt fofcie	_____	kabn	_____
toisphla	_____	eayrbk	_____
suumem	_____	katemr	_____

Reading#2

AT SCHOOL!

Lucas goes to school every day of the week. He has many subjects to go to each school day: English, art, science, mathematics, gym, and history. His mother packs a big backpack full of books and lunch for Lucas.

His first class is English, and he likes that teacher very much. His English teacher says that he is a good pupil, which Lucas knows means that she thinks he is a good student.

His next class is art. He draws on paper with crayons and pencils and sometimes uses a ruler. Lucas likes art. It is his favorite class.

His third class is science. This class is very hard for Lucas to figure out, but he gets to work with his classmates a lot, which he likes to do. His friend, Kyle, works with Lucas in science class, and they have fun.

Then Lucas gets his break for lunch. He sits with Kyle while he eats. The principal, or the headmaster as some call him, likes to walk around and talk to students during lunch to check that they are all behaving.

The next class is mathematics, which most of the students just call math. Kyle has trouble getting a good grade in mathematics, but the teacher is very nice and helpful.

His fourth class is gym. It is just exercising.

History is his last class of the day Lucas has a hard time staying awake. Many lessons are boring, and he is very tired after doing gym.

GLOSSARY

Nice: used with adjectives to emphasize a good quality
Classmates: someone who is in the same class as you at school.
Sits: to be in a position on a seat or the ground with your back upright
Helpful: willing to help, or useful.
Subjects: an area of knowledge that is studied in school, college, or university.
Hard: not pleasant or gentle; severe.
Tired: in need of rest or sleep.

ACTIVITY#2

PRE-READING

The teacher narrates and shares stories or short experiences about his or her favorite subjects at school.
Then in pairs the students use the following questions and practice speaking.

What's your favorite subject in the school?

Which is the most difficult subject and why ?

WHILE-READING

Analize the questions then answers.

1.-Who is the main character in the reading?

2.-Which subjects does Lucas take in school?
Make a list.

3.-What is Luca's favorite class?

4.-What is Lucas's friend's name?

5.-What is the most difficult subject for kyle?

POST-READING

Develop the puzzle and identify the different subjects school.

A	A	E	Z	R	O	P	L	M	K	J	C	L	T	M	X	B	G	E
M	E	C	O	N	O	M	I	C	S	L	J	W	V	H	V	W	G	R
I	F	H	Q	J	X	C	L	L	B	I	Z	W	Q	G	M	L	I	M
L	H	N	R	F	N	U	T	P	C	T	B	A	L	E	I	D	C	V
G	M	O	K	B	S	V	U	G	C	E	I	S	X	O	K	E	B	W
Z	W	L	Q	Q	C	Q	T	X	K	R	H	A	B	G	G	N	N	K
L	C	O	Y	K	F	O	H	V	H	A	C	K	Y	R	R	G	X	T
N	E	G	X	P	C	Q	H	I	S	T	O	R	Y	A	A	L	J	D
A	D	Y	B	J	Q	O	I	O	Y	U	E	T	G	P	M	I	I	R
R	Z	D	W	V	A	R	J	J	A	R	L	M	Q	H	M	S	F	G
T	E	E	P	U	D	L	A	W	Z	E	N	F	F	Y	A	H	Z	M
A	P	S	J	B	N	O	X	E	N	A	Z	B	R	E	R	I	A	E
I	Q	I	J	B	A	H	Z	X	W	S	C	I	E	N	C	E	M	Y
I	A	G	M	M	R	E	L	I	G	I	O	N	N	T	T	P	B	I
Y	E	N	G	U	P	X	D	Z	U	F	U	N	C	E	D	O	Q	F
J	P	N	I	S	C	Y	K	M	B	A	E	L	H	T	U	V	V	E
P	H	Y	S	I	C	A	L	E	D	U	C	A	T	I	O	N	Z	G
G	J	A	Y	C	N	B	I	O	G	O	M	J	Z	M	A	T	H	S

2 - Art
3 - Physical Education
4 - Religion
5 - French
6 - English
7 - Drama
8 - Music
9 - Geography
10 - Science
11 - Maths
12 - Grammar
13 - Literature
14 - History
15 - Information Technology
16 - Technology Design

Reading#3

MY HOBBY!

My name is Luke. My favourite hobby is photography. When I have time, I take my camera and take lots of pictures. I photograph the world around me. I take photos when I'm at my grandparents'. They live in the country, near the forest and have a big garden. It's an ideal place for me. I get up in the morning and go to the garden or the forest. Sometimes I encounter some animals. I try to take a picture of them. At home, my Dad helps me to choose the best photos. I send them to magazines. I won a photo competition once. I've got a beautiful album called "wonders of the World". Dad says we are going to our grandparents' for the weekend. I can't wait! I will be able to take lots and lots of photos.

I also like fishing. When we get bored with staying indoors (at home), my father and I go fishing in the nearest river. I take my small fishing rod and throw it deep into the river while my father takes out his books and starts reading in the bright sun. It is hard to catch fish in the river because the current is very fast, and you need to have endless patience if you want to catch something. My dad always tells me that fishing teaches patience; well now I know what he means.

Sometimes when my father is busy with his work, I go out with my friends and play certain games. Not the silly games for little children, like hide-and-seek or piggy-in-the middle, but more serious things. We play pirates, who fight with each other to get the treasure or the Lord of Ring – I like to be Aragon. And of course there is nothing better than a good game of football played with your friends!

GLOSSARY

bright: intelligent and quick to learn.
endless: never finishing, or seeming never to finish.
patience: the ability to wait, or to continue doing something despite difficulties, or to suffer without complaining or becoming annoyed
middle:the central point, position, or part
country:an area of land that has its own government, army, etc

ACTIVITY#3

PRE-READING

What are your hobbies?
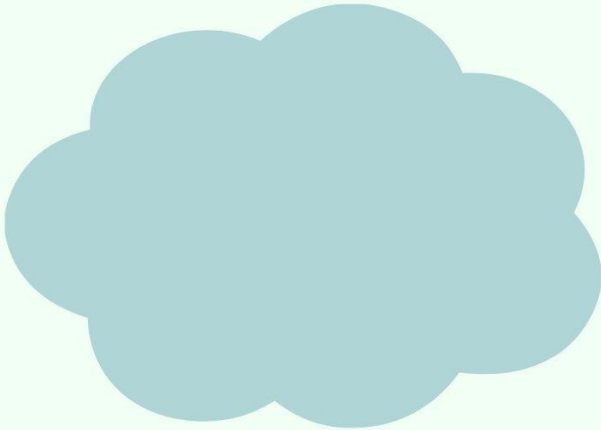
When and where to do the hobbies?
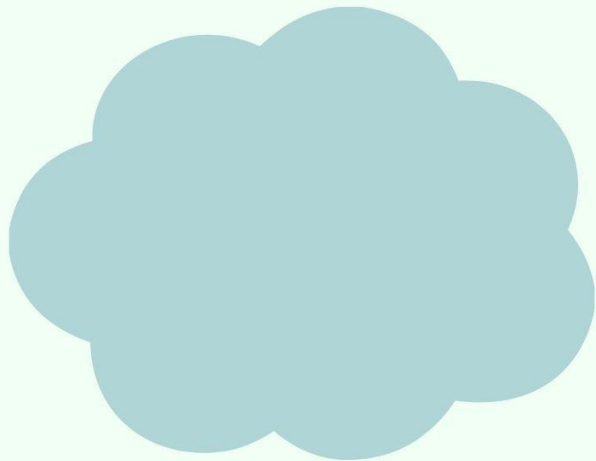
WHILE-READING

Read the sentences and write the correct words.

1.- My favourite hobby is_____.

2.-I take _____when I'm at my grandparents.

3.-My _____helps me to choose the best photos.

4.-My dad always tells me that _____ teaches patience.

5.-My father and I go _____ in the nearest river.

6.-I _____a photo competition once. I've got a beautiful album called "wonders of the World".

POST-READING

Look the pictures and using the word banks for complete the activity.

hiking / dancing / swimming / painting / reading /

writing / fishing / cooking / singing / cycling

	_____		_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____

Reading#4

MY BEST FRIEND SELENA

Hi, my name is Tina. I am thirteen years old and today I want to talk about my best friend Selena. She is my classmate and she is thirteen years old too. We attend a very big school near Scotland. We share the same desk and love the same school subjects. Our favorite lessons are Arts and Physical Education. I am very good at tennis and she is very good at volleyball. She plays volleyball at our school team. We both have a busy life. We always get up at a half past six and at seven o'clock her father takes us to school by car. They live next door to us, so after school we always do our homework, walk our dogs and play together. Our classes start at half past seven and finish at 4 p.m. Her mother is a nurse. My mother is a nurse too and they work at the same hospital. Our fathers are both engineers but they work at different companies. On Mondays, Selena has violin class and I have piano class. On Tuesdays and Thursdays she practices volleyball at the school's gym and I play tennis in our school court. Friday is my favorite day because Selena stays overnight with us. On the weekends, we usually go to the movie theater or have a picnic if the weather is good. I am the only child, I don't have a sister but she is like a sister to me.

GLOSSARY

Get up: to wake up and get out of bed, or to tell or help someone to do this

Busy: If you are busy, you are working hard, or giving your attention to a particular thing.

Overnight: suddenly and unexpectedly.

Weather: the conditions in the air above the earth such as wind, rain, or temperature, especially at a particular time over a particular area.

Near: not far away in distance.

ACTIVITY#4

PRE-READING

Think of a friend and describe him or her using a paragraph.
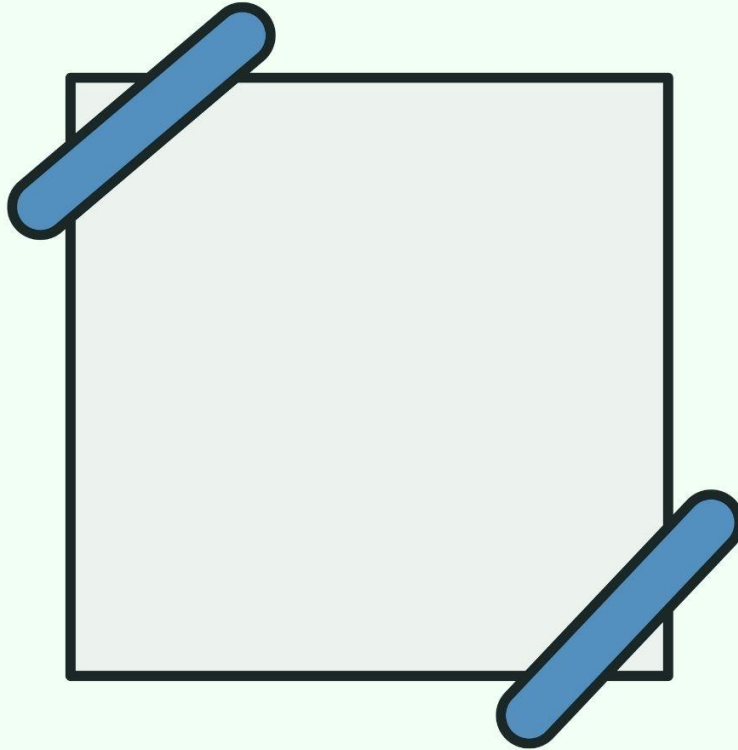
WHILE-READING

Choose the correct option.

What is the profession of selena and tina's mother?
a) teacher
b)firefighter
c)nurse
d) doctor

How old are selena and Tina?
a)ten
b)twelve
c)thirteen
d)twenty

What do you do on weekends?
a)they have a picnic and movie theather
b)they go to the cinema
c)they are playing the piano
d)they are swimming

POST-READING

Once the reading is finished, they will have to make a brief chronology of the step by step of the story.
use the sequences below.
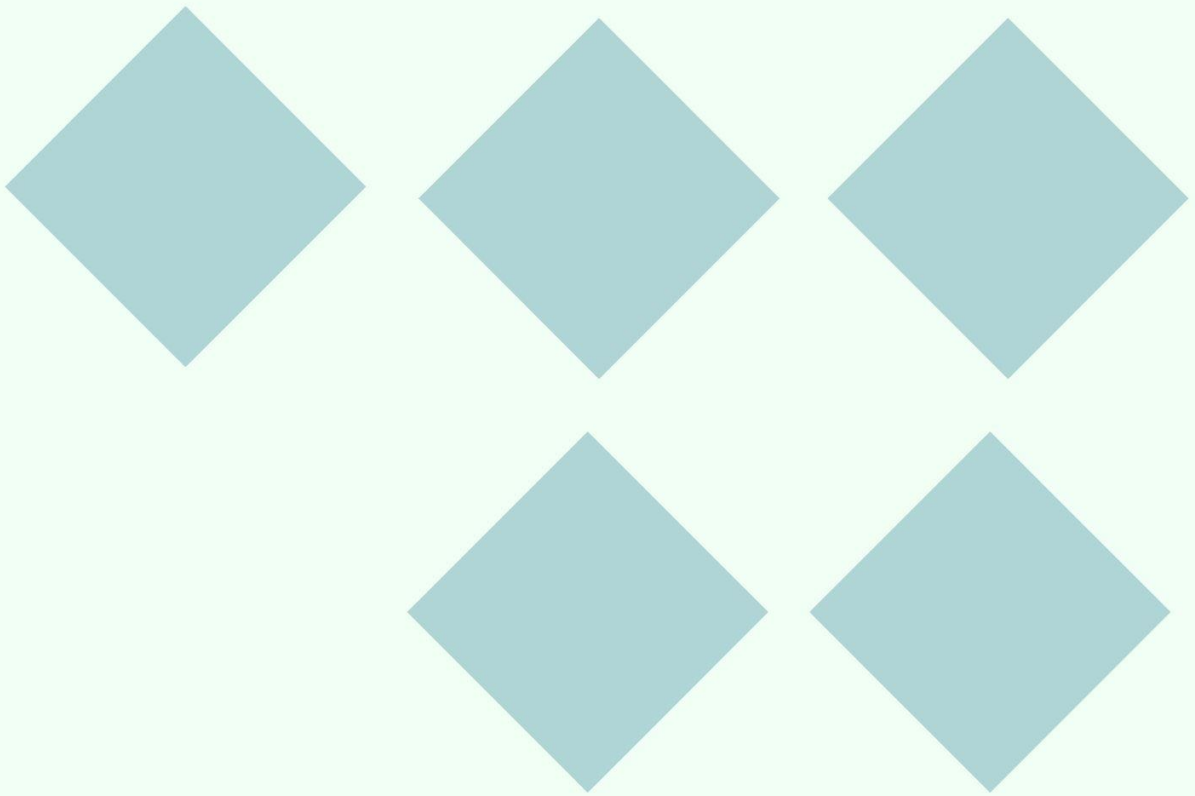
Reading#5

JOBS AND PROFESSIONS!

As has been the case for many years, jobs, or forms of employment wherein employees perform a service or duty in exchange for financial compensation, play a prominent role in society. Furthermore, all jobs—even those of seemingly little significance—are important, as they simply wouldn't exist if their specific responsibilities weren't of value to employers (companies or persons that pay others for their work), customers (individuals who pay money for a product or service), and the economy generally.

Teachers, or educational professionals tasked with helping students understand certain subjects and topics, are especially crucial today. In short, teachers help their students to become qualified for their future careers.

Doctors, or medical professionals who specialize in providing health-related assistance to patients, are some of the most respected individuals in America and the world. It's the responsibility of doctors to help those who feel less-than-stellar to determine the underlying health issue(s) and recommend an effective treatment.

There are quite a few types of specialty doctors in America (besides MD, which simply means "medical doctor"), all of whom can be referred to simply as "Doctor (Name)." Dentists (mouth/teeth doctors), dermatologists (skin doctors), and psychiatrists (mental-health doctors) are just a few examples of the many different types of doctors.

Additionally, nurses are medical professionals who help to administer doctor-ordered treatments to patients.

Police officers are law enforcement professionals whose job it is to protect citizens, solve crimes, and assure that rules and regulations are followed. Similarly, firefighters serve the public by responding to fires (and other emergency situations) and using high-tech equipment to extinguish these fires, while bringing any individuals who're in danger to safety.

Farmers maintain fields of crops (or vegetable/fruit plants) and/or collections of animals with the intention of selling these products as food.

Chefs/cooks prepare meals in professional settings, including restaurants, cafeterias, and other venues wherein food and drink are sold, for customers. Chefs are generally experienced in cooking and managing kitchens.

Waiters bring menus, beverages, meals, and ultimately, the check (or a bill of the foods and drinks purchased in a transaction) to tables in restaurants and other establishments that serve food.

Artists produce art, or works of creative significance, including music, paintings, drawings, poetry, writing, and more.

Poetry: poems in general as a form of literature
significance: importance
treatment: the way you deal with or behave towards someone or something.
careers: relating to advice about jobs and training.
quite: completely.
danger: the possibility of harm or death to someone
safety: a state in which or a place where you are safe and not in danger or at risk.

GLOSSARY

ACTIVITY#5

PRE-READING

What is the profession you would like to practice when you grow up?
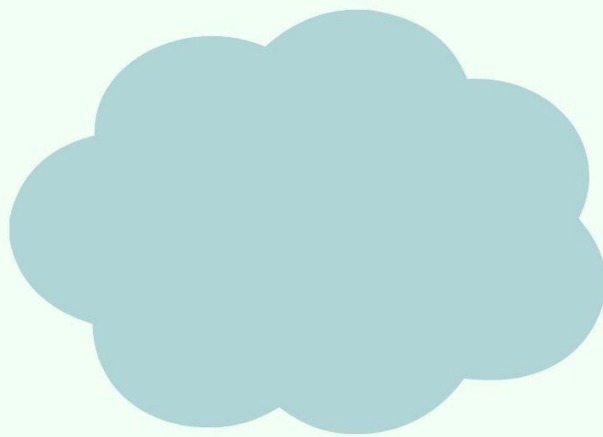
Why did you choose the profession in question one? Explain it.

WHILE-READING

Read the sentences and write the true answers.

> teacher- police officers - cooks/ chefs - doctor

_____ are law enforcement professionals whose job it is to protect citizens, solve crimes,etc.

_____prepare meals in professional settings, including restaurants, cafeterias, and other.

who specialize in providing health-related assistance to patients, are some of the most respected individuals in America and the world._____.

help their students to become qualified for their future careers._____.

POST-READING

Circle the correct option about the different profession and jobs.

1.
a) actor
b) policeman
c) waiter

6.
a) baker
b) teacher
c) actress

2.
a) artist
b) teacher
c) fireman

7.
a) policeman
b) architect
c) electrician

3.
a) baker
b) butcher
c) doctor

8.
a) construction
b) architect
c) artist

4.
a) doctor
b) teacher
c) lawyer

9.
a) waiter
b) farmer
c) teacher

5.
a) dancer
b) gardener
c) cashier

10.
a) writer
b) actor
c) filmmaker

Reading#6
LETTER TO A FRIEND!

Hi, Fred!

It's been a while since we have been in touch. How has your semester been?

I wanted to send an email update to you let you know how things have been going during my semester abroad here in Málaga, Spain. I've already been here for six weeks, and I feel like I am finally adapting to the culture. I'm also speaking the language more fluently.

I arrived during the first week of September. The weather has been very nice. Even though it's October, it's still rather sunny and warm. In fact, I went to the beach and swam in the Mediterranean Sea earlier today.

I am living with a very welcoming host family. I have my own private bedroom, but we eat breakfast, lunch, and dinner together. On Sundays, we eat a big home-cooked paella for lunch. In Spain, lunch is usually the biggest meal of the day. It's also very common for the people to take a midday nap right after a big meal. I am actually just waking up from my nap right now!

On weekdays, I take classes at the local university. There, I met several native Spanish speakers. They have been very kind and patient with me. At first, I struggled to comprehend their Spanish, but now I understand most of our conversations. They have commented that my Spanish has improved a lot since we first met. Now, I am more confident to use the language in other places like stores and restaurants.

I am so glad that I decided to spend the semester here in Spain. We have an extended weekend coming up, so a group of my friends and I are going to travel to France for four days. It's so easy and inexpensive to travel internationally in Europe. I love it!

I look forward to hearing from you soon. Like I said, don't hesitate to stay in touch more often. Perhaps you could even come to visit! What do you think?

Best wishes,

Patrick

GLOSSARY

wishes: something you say or write at the end of a letter, during a happy event, etc. to show that you hope someone is happy and has good luck.

spend: to give money as a payment for something.

struggled: to experience difficulty and make a very great effort in order to do something.

confident: being certain of your abilities or having trust in people, plans, or the future.

ACTIVITY#6

PRE-READING

What activities do you do on the weekends?
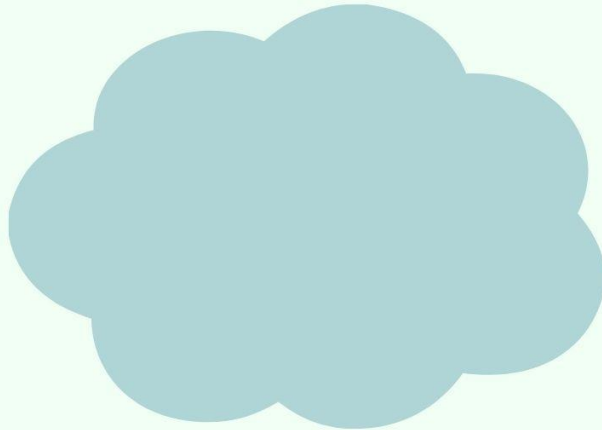
What places do you visit on
the weekends?

WHILE-READING

Choose the correct option.

Why is Patrick writing to Fred?
a)To wish Fred a happy birthday
b)To offer Fred a job in Spain
c)To update Fred about life abroad
d)To give Fred travel advice

What does Patrick do from Monday to Friday?
a)Go out with friends
b)Take college classes
c)Offer English lessons
d)Travel internationally

How long has Patrick been out of the country?
a)Six months
b)Six weeks
c)One month
d)One week

POST-READING

Imagine you are a friend of Fred's and answer the letter. Use this sample letter below.

Write a letter to **a friend**.

Date: _____

_____

Greeting

Closing

Signature

Reading#7
CHRISTMAS!

A Christian holiday signifying the birth of Jesus, Christmas is widely celebrated and enjoyed across the United States and the world. The holiday always falls on 25 December (regardless of the day of the week), and is typically accompanied by decorations, presents, and special meals.
Specifically, the legend behind Christmas (and the one that most children are told) is that Santa Claus, a bearded, hefty, jolly, and red-jacket-wearing old man who lives in the North Pole, spends the year crafting presents with his elves, or small, festive, excited Santa-assistants. All the children who behave throughout the year are admitted to the Good List, and will presumably receive their desired gifts on Christmas, while those who don't behave are placed on the Naughty List, and will presumably (although the matter is determined by parents) receive a lump of coal.
Santa Claus is said to fly around the Christmas sky in a sled powered by his magical reindeer, or cold-resistant, mythically powered, individually named animals, delivering presents to each child's house in the process. Santa is also expected to slide through chimneys to deliver these presents (homes not equipped with chimneys might "leave the front door cracked open"), and children sometimes arrange cookies or other treats on a plate for him to enjoy.
Gifts are placed underneath a Christmas tree, or a pine tree that's decorated with ornaments and/or lights and is symbolic of the holiday.
A Christmas tree's ornaments, or hanging, typically spherical decorations, in addition to the mentioned lights, may be accompanied by a star, or a representation of the Star of Jerusalem that the Three Apostles followed while bringing Baby Jesus gifts and honoring him, in the Bible.

GLOSSARY

holiday:a time when someone does not go to work or school but is free to do what they want, such as travel or relax.
underneath:directly under and usually hidden by something else
chimneys: a hollow structure that allows the smoke from a fire inside a building to escape to the air outside.
powered:ability to control people and events.
ornaments: an object that is beautiful rather than useful.

ACTIVITY#7

PRE-READING

Do you get excited in December and why?
write your answer using one paragraph.

WHILE-READING

Choose the correct option.

On what date does Christmas take place?
a)The date varies from year to year
b)20th December
c)31st December
d)25th December

Which mythical figure is said to deliver presents on Christmas?
a)The Easter Bunny
b)Saint Patrick
c)Santa Claus
d)Christmas Angel

Which mythical figure is said to deliver presents on Christmas?
a)The Easter Bunny
b)Saint Patrick
c)Santa Claus
d)Christmas Angel

How are children's present requests said to be granted or denied on Christmas?
aR)andomly
b)Through a specially designed mathematical formula
c)Nobody is quite sure
d) By reviewing their presence on either the "Good" or "Naughty" List

POST-READING

After reading this text and learning about the true origin of christmas, write in the following lines what you hope or wish for this Christmas.

	LESSON PLAN #1				
	1.- INFORMATIVE DATA				
Teacher:		Paola Mora – Deborah Jimenez			
Day of the week:		Unidad Educativa Particular Nuevo Pacto			
Grade:	10th Morning		Educational Sub Level:	EGB	**Reading #1**
SUBJECT / HOUR LOAD			**RUTAS DE APRENDIZAJE**		
Area: **English**	**Grade**	**HOURS**	**Objective:** to learn, to be entertained, or to further your knowlegde using the different text. to ensure reading skills that will enable them to enrich or expand their vocabulary in the second language.		
			Topic: The city where I live?		
	10th	**45 minutes**	**Teacher's activities** **Warm up** To ask Ss to know the means about the new words. **Explanation** To introduce the reading text and underline the new word. Read the text and understand the information.	**Student's activities** Ss read the text and using your pencil for underline the new words. Ss write the meaning in your notebook.	**Resources** -Text -Pen/ pencil -Dictionary -Notebook
Class hours: **1 hour**					

			Practice use the dictionary and search for the meaning of the new words. **Wrap up** To asking the questions about the reading for practices the comprehension in this exercise.	Ss develop the exercises pre-reading, while reading and post reading.	

LESSON PLAN #2					
1.- INFORMATIVE DATA					
Teacher:		Paola Mora – Deborah Jimenez			
Day of the week:		Unidad Educativa Particular Nuevo Pacto			
Grade:	10th Morning		Educational Sub Level:	EGB	**Reading #2**

SUBJECT / HOUR LOAD			RUTAS DE APRENDIZAJE		
Area: English	**Grade**	**HOURS**	**Objective:** to learn, to be entertained, or to further your knowlegde using the different text. to ensure reading skills that will enable them to enrich or expand their vocabulary in the second language.		
	10th	45 minutes	**Topic: At school!**		
Class hours: **1 hour**			**Teacher's activities**	**Student's activities**	**Resources**
			Warm up! To ask Ss to what your favorite subjects in the school?	Ss read the text and underline or circle the new words.	-Text -Pen/ pencil
			Explanation To introduce the text and read for comprehension the topic.	Ss use the dictionary and search the meaning words.	-Dictionary -Notebook
			Practice use games spelling be with the new words.	Ss develop the exercises pre-reading, while reading and post reading.	
			Wrap up! To asking the two questions what's your bad subject?		

LESSON PLAN #3					
	1.- INFORMATIVE DATA				
Teacher:		Paola Mora – Deborah Jimenez			
Day of the week:		Unidad Educativa Particular Nuevo Pacto			
Grade:	10th Morning		Educational Sub Level:	EGB	**Reading #3**

SUBJECT / HOUR LOAD			RUTAS DE APRENDIZAJE		
Area: English	**Grade**	**HOURS**	**Objective:** to learn, to be entertained, or to further your knowlegde using the different text. to ensure reading skills that will enable them to enrich or expand their vocabulary in the second language.		
	10th	**45 minutes**	**Topic: My hobby!**		
Class hours: **1 hour**			**Teacher's activities**	**Student's activities**	**Resources**
			Warm up To ask Ss to what your favorite hobby? When do you practice your hobbies? **Explanation** To introduce the text and explain what is a hobby? **Practice** Use the board and make a list the different hobbies. **Wrap up!**	Ss read the text and circle the new hobbies for you. Ss memorize the means about the different hobbies. Ss develop the exercises pre-reading, while reading and post reading.	-Text -Pen/ pencil -Dictionary -Notebook -Flashcards

			To make a brainstorming and mentioned the different hobbies.		

LESSON PLAN #4					
1.- INFORMATIVE DATA					
Teacher:		Paola Mora – Deborah Jimenez			
Day of the week:		Unidad Educativa Particular Nuevo Pacto			
Grade:	10th Morning		Educational Sub Level:	EGB	**Reading #4**
SUBJECT / HOUR LOAD			**RUTAS DE APRENDIZAJE**		
Area: **English**	**Grade**	**HOURS**	**Objective:** to learn, to be entertained, or to further your knowlegde using the different text. to ensure reading skills that will enable them to enrich or expand their vocabulary in the second language.		
	10th	45 minutes	**Topic: My best friend Selena**		
Class hours: **1 hour**			**Teacher's activities**	**Student's activities**	**Resources**
			Warm up To ask Ss do you have a best friend? What's her/his name? **Explanation** To introduce the topic read a text and understand the situation. **Practice** Use a dictionary and search the new word in this reading. **Wrap up.**	Ss read the text and underline the new word and comparative with the glossary. Ss identify the information about Selena.	-Text -Pen/ pencil -Dictionary -Notebook

			To Ss describe the best friends in front of the class.	Ss develop the exercises pre-reading, while reading and post reading.	

LESSON PLAN #5					
1.- INFORMATIVE DATA					
Teacher:		Paola Mora – Deborah Jimenez			
Day of the week:		Unidad Educativa Particular Nuevo Pacto			
Grade:	10th Morning		Educational Sub Level:	EGB	**Reading #5**
SUBJECT / HOUR LOAD			RUTAS DE APRENDIZAJE		
Area: English	**Grade**	**HOURS**	**Objective:** to learn, to be entertained, or to further your knowlegde using the different text. to ensure reading skills that will enable them to enrich or expand their vocabulary in the second language.		
Class hours: **1 hour**	10th	**45 minutes**	**Topic: Jobs and professions.**		
			Teacher's activities	**Student's activities**	**Resources**
			Warm up To ask Ss What is the profession you would like to practice when you grow up?	Ss read the text and underline the professions and jobs.	-Text -Pen/ pencil
			Explanation To introduce the text and read for the parragrah then understand the different profession and jobs.	Ss write the professions new in this reading.	-Dictionary -Notebook
			Practice Use a paper and write the different professions or jobs put in a box. Students give paper and practices spell the words.	Ss make a description about your favorite professions or jobs.	

			Wrap up!	Ss develop the exercises pre-	
			To asking what the jobs is most	reading, while reading and	
			difficult?	post reading.	

LESSON PLAN #6					
	1.- INFORMATIVE DATA				
Teacher:		Paola Mora – Deborah Jimenez			
Day of the week:		Unidad Educativa Particular Nuevo Pacto			
Grade:	10th Morning		Educational Sub Level:	EGB	**Reading #6**
SUBJECT / HOUR LOAD			**RUTAS DE APRENDIZAJE**		

Area: **English**	**Grade**	**HOURS**	**Objective:** to learn, to be entertained, or to further your knowlegde using the different text. to ensure reading skills that will enable them to enrich or expand their vocabulary in the second language.		
			Topic: Letter to a friend.		
	10th	**45 minutes**	**Teacher's activities**	**Student's activities**	**Resources**
Class hours: **1 hour**			**Warm up** To ask Ss what activities do you practice on weekends? **Explanation** To introduce the topic reading using the brainstorming for now the opinions. **Practice** Use makes a list about the different activities do you practices on free times.	Ss read the text and identify the new words. Ss search the meaning words. Ss say or mentioned the activities like practices or realize on weekends.	-Text -Pen/ pencil -Dictionary -Notebook

			Wrap up To asking the questions about your free times. What do your activity is your favorite?	Ss develop the exercises pre-reading, while reading and post reading.	

		LESSON PLAN #7			
	1.- INFORMATIVE DATA				
Teacher:		Paola Mora – Deborah Jimenez			
Day of the week:		Unidad Educativa Particular Nuevo Pacto			
Grade:	10th Morning		Educational Sub Level:	EGB	**Reading #7**
SUBJECT / HOUR LOAD			**RUTAS DE APRENDIZAJE**		
Area: English	**Grade**	**HOURS**	**Objective:** to learn, to be entertained, or to further your knowlegde using the different text. to ensure reading skills that will enable them to enrich or expand their vocabulary in the second language.		
	10th	45 minutes	**Topic: Christmas!**		
			Teacher's activities	**Student's activities**	**Resources**
Class hours: 1 hour			**Warm up** To ask Ss do you celebrate at Christmas? What to remember at Christmas? **Explanation** To introduce the text using the keywords for understand the topic. **Practice** Use a game about the Christmas and Ss say why do you like this date? **Wrap up!**	Ss read the text and using your pencil for underline the new words. Ss identify the event important in this reading then underline.	-Text -Pen/ pencil -Dictionary -Notebook

			To make a list and practices spell words and very faster pronunciations.	Ss develop the exercises pre-reading, while reading and post reading.	

CONCLUSIONS

The investigation project focused on diagnosing deficiencies of 10th grade students in basic general education at Nuevo Pacto private educational unit utilizing three research instruments: a student survey, an interview with the teacher, and classroom observations.

Unfortunately, the students have a very low level of reading comprehension, and according to Ecuador's national curriculum and the Common European Framework of References, they should be at level A2.1, which would allow them to understand simple and short texts.

After a thorough examination, it was decided to create and design a teaching guide containing readings and various activities that would influence each student's reading ability while also improving comprehension of the readings at the A2 level. The readings present interesting topics that catch students' attention, and clear language is used to facilitate reading comprehension.

The reading strategies are presented in three stages: pre-reading, which allows the student to concentrate; while-reading, which allows the student to identify important information from the reading; and post-reading, which allows the student to determine how much knowledge has been acquired. Each activity was created for assisting students improve their ski

RECOMMENDATIONS

The first recommendation based on the proposal of this project is to encourage the use of didactic resources and reading techniques in the classroom by the teacher, portraying reading as an interesting and truly enriching activity for knowledge.

Secondly, the English teacher is tasked not only with teaching grammar but also vocabulary, which can be acquired through reading. This avoids lengthy repetitions of the same words, a practice that only leads the student to learn an isolated word without understanding its usage in different contexts.

On the other hand, the didactic guide proposed in this project encourages the teacher to use dynamic and interactive activities, increasing the student's interest and reducing frustration when facing certain texts.

Finally, it is recommended to expand knowledge about this crucial skill when learning a second language. More knowledge on the subject would help have better-trained teachers and much more motivated students.

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DOCUMENTS

ANEXO I.- FORMATO DE EVALUACIÓN DE LA PROPUESTA DE TRABAJO DE INTEGRACIÓN CURRICULAR

FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TRABAJO DE INTEGRACIÓN CURRICULAR

Nombre de la propuesta de trabajo de Integración Curricular:	*TOPIC: The influence of didactic resources and techniques to develop the reading skill and vocabulary.* *PROPOSAL: Design a didactic guide based on resources and techniques to increase the reading skill and vocabulary for A2 level students.*		
Nombres y Apellidos del estudiante (s)	*Deborah Isabel Jiménez Riza y Paola Nicole Mora Gómez*		
Facultad	Filosofía Letras y Ciencias de la Educación	**Carrera**	Pedagogía de los Idiomas Nacionales y Extranjeros
Línea de Investigación	*Estrategias Educativas Integradoras e Inclusivas*	**Sub-línea de investigación**	*Teorías y métodos educativos en los procesos de enseñanza de Lenguas Extranjeras*
Fecha de presentación de la propuesta de trabajo de Integración Curricular	*13 de octubre del 2023*	**Fecha de evaluación de la propuesta de trabajo de Integración Curricular**	

ASPECTO A CONSIDERAR	CUMPLIMIENTO		OBSERVACIONES
	SI	NO	
Título de la propuesta de trabajo de Integración Curricular			
Línea de Investigación / Sublínea de investigación			
Planteamiento del Problema			
Justificación e importancia			
Objetivos de la Investigación			
Metodología a emplearse			
Cronograma de actividades			
Presupuesto y financiamiento			

☐	**APROBADO**
☐	**APROBADO CON OBSERVACIONES**
☐	**NO APROBADO**

_____

Firma del presidente del Consejo de Facultad o su delegado
CC: MSc. Sara Anaguano - Directora de Carrera
    MSc. Israel Bravo - Gestor de Integración Curricular (Titulación)

ANEXO II.- ACUERDO DEL PLAN DE TUTORÍA DE TRABAJO DE INTEGRACIÓN CURRICULAR

FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Guayaquil, 13 de octubre del 2023

MASTER
SARA ANAGUANO PÉREZ
DIRECTORA DE LAS CARRERAS DE LENGUAS Y LINGÜÍSTICA Y PIN

De nuestra consideración:

Nosotros, Msc. Carlos Valle Navarro, docente tutor del trabajo de Integración Curricular y el o los estudiantes(s) Deborah Jimenez Rizo y Paola Mora Gómez de la Carrera de Pedagogia de los Idiomas Nacionales y Extranjeros, comunicamos que acordamos realizar las tutorías semanales en el siguiente horario jueves 14H00-16H00, durante el periodo ordinario 2023-2024 CII.
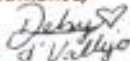
De igual manera entendemos que los compromisos asumidos en el proceso de tutoría son:

- Asistir a las tutorías individuales 2 horas a la semana, con un mínimo de porcentaje de asistencia de 70 %.
- Asistir a las tutorías grupales (3 horas a la semana), con un mínimo de porcentaje de asistencia de 70%.
- Cumplir con las actividades del proceso de Integración Curricular, conforme al Calendario Académico.

Tengo conocimiento que es requisito para la presentación a la sustentación del trabajo de Integración Curricular, haber aprobado las fases previas de tutorías y revisión.

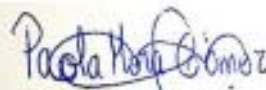Agradeciendo la atención, quedamos de Ud.

Atentamente,

_____
Firma
Deborah Isabel Jimenez Rizo
CI:0953874526

_____
Firma
Paola Nicole Mora Gómez
CI:0951828680

_____
Firma
Carlos Ernesto Valle Navarro
CI:0912219771

ANEXO III.- INFORME DE AVANCE DE LA GESTIÓN TUTORIAL

Tutor: CARLOS VALLE NAVARRO
Tipo de trabajo de Integración Curricular: Tesis
Título del trabajo: The influence of didactic resources and techniques to develop the reading skill and vocabulary
Propuesta: Design a didactic guide based on resources and techniques to increase the reading skill and vocabulary for A2 level students
Carrera: *Pedagogía de los Idiomas Nacionales y Extranjeros*

No. DE SESIÓN	FECHA TUTORÍA	ACTIVIDADES DE TUTORÍA	DURACIÓN: INICIO	FIN	OBSERVACIONES Y TAREAS ASIGNADAS
1	05/10/2023	Revisión de la propuesta	14:00	16:00	Corregir Propuesta
2	12/10/2023	Formulación del Problema	14:00	16:00	Corregir Trabajo
3	19/10/2023	Objetivos-justificación	14:00	16:00	Corregir Objetivos
4	26/10/2023	Revisión de Variables.	14:00	16:00	Corrección del Capítulo
5	09/11/2023	CAPITULO II	14:00	16:00	Corrección
6	16/11/2023	Corrección de las Fundamentaciones	14:00	16:00	Revisión
7	23/11/2023	operacionalización de variables	14:00	16:00	Corrección
8	30/11/2023	Métodos, Instrumentos y Técnicas	14:00	16:00	aprobado
9	07/12/2023	Análisis de Resultados, conclusiones y recomendaciones	14:00	16:00	corrección
10	14/12/2023	Propuesta, Justificación, objetivos, ejercicios	14:00	16:00	corrección
11	21/12/2023	conclusiones	14:00	16:00	Corrección
12	28/12/2023	Pertinencia	14:00	16:00	aprobado
13	04/01/2024	Turnitin y anexos	14:00	16:00	aprobado
14	11/01/2024	Revisión de anexos	14:00	16:00	aprobado
15	18/01/2024	Tesis Corrección Final	14:00	16:00	aprobado
16	25/01/2024	Tesis Revisión	14:00	16:00	aprobado

Firmado electrónicamente por:
CARLOS ERNESTO
VALLE NAVARRO

MSc. Carlos Valle Navarro
Docente Tutor
C.I.: 0912219771

Srta. Deborah Jiménez Rizo
Estudiante
CI. 0953874526

Firmado electrónicamente por:
ISRAEL
GUILLERMO
BRAVO BRAVO

MSc. Israel Guillermo Bravo Bravo
Gestor de Integración Curricular
C.I.: 0704999143

Srta. Paola Mora Gómez
Estudiante
CI. 0951828680

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Título del Trabajo: The influence of didactic resources and techniques to develop the reading skill and vocabulary.

Propuesta: The influence of didactic resources and techniques to develop the reading skill and vocabulary.

Autor: Deborah Isabel Jimenez Rizo

ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALF.
ESTRUCTURA ACADÉMICA Y PEDAGÓGICA	**4.5**	**4.4**
Propuesta integrada a Dominios, Misión y Visión de la Universidad de Guayaquil.	0.3	0.3
Relación de pertinencia con las líneas y sublíneas de investigación Universidad / Facultad/ Carrera	0.4	0.4
Base conceptual que cumple con las fases de comprensión, interpretación, explicación y sistematización en la resolución de un problema.	1	1
Coherencia en relación con los modelos de actuación profesional, problemática, tensiones y tendencias de la profesión, problemas a encarar, prevenir o solucionar de acuerdo al PND-BV	1	1
Evidencia el logro de capacidades cognitivas relacionadas al modelo educativo como resultados de aprendizaje que fortalecen el perfil de la profesión	1	1
Responde como propuesta innovadora de investigación al desarrollo social o tecnológico.	0.4	0.3
Responde a un proceso de investigación – acción, como parte de la propia experiencia educativa y de los aprendizajes adquiridos durante la carrera.	0.4	0.4
RIGOR CIENTÍFICO	**4.5**	**4.4**
El título identifica de forma correcta los objetivos de la investigación	1	1
El trabajo expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece, aportando significativamente a la investigación.	1	1
El objetivo general, los objetivos específicos y el marco metodológico están en correspondencia.	1	1
El análisis de la información se relaciona con datos obtenidos y permite expresar las conclusiones en correspondencia a los objetivos específicos.	0.8	0.7
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica	0.7	0.7
PERTINENCIA E IMPACTO SOCIAL	**1**	**0.9**
Pertinencia de la investigación	0.5	0.5
Innovación de la propuesta proponiendo una solución a un problema relacionado con el perfil de egreso profesional	0.5	0.4
CALIFICACIÓN TOTAL *	**10**	9.7

* El resultado será promediado con la calificación del Tutor Revisor y con la calificación de obtenida en la Sustentación oral.
** El estudiante que obtiene una calificación menor a 7/10 en la fase de tutoría de titulación, no podrá continuar las siguientes fases (revisión, sustentación).

MSc. Carlos Valle Navarro
No. C.I. 0912219771
FECHA: 30/Enero/2024

Título del Trabajo: The influence of didactic resources and techniques to develop the reading skill and vocabulary.

Propuesta: The influence of didactic resources and techniques to develop the reading skill and vocabulary.

Autor: Paola Nicole Mora Gómez

ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALF.
ESTRUCTURA ACADÉMICA Y PEDAGÓGICA	**4.5**	**4.4**
Propuesta integrada a Dominios, Misión y Visión de la Universidad de Guayaquil.	0.3	0.3
Relación de pertinencia con las líneas y sublíneas de investigación Universidad / Facultad/ Carrera	0.4	0.4
Base conceptual que cumple con las fases de comprensión, interpretación, explicación y sistematización en la resolución de un problema.	1	1
Coherencia en relación con los modelos de actuación profesional, problemática, tensiones y tendencias de la profesión, problemas a encarar, prevenir o solucionar de acuerdo al PND-BV	1	1
Evidencia el logro de capacidades cognitivas relacionadas al modelo educativo como resultados de aprendizaje que fortalecen el perfil de la profesión	1	1
Responde como propuesta innovadora de investigación al desarrollo social o tecnológico.	0.4	0.3
Responde a un proceso de investigación – acción, como parte de la propia experiencia educativa y de los aprendizajes adquiridos durante la carrera.	0.4	0.4
RIGOR CIENTÍFICO	**4.5**	**4.4**
El título identifica de forma correcta los objetivos de la investigación	1	1
El trabajo expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece, aportando significativamente a la investigación.	1	1
El objetivo general, los objetivos específicos y el marco metodológico están en correspondencia.	1	1
El análisis de la información se relaciona con datos obtenidos y permite expresar las conclusiones en correspondencia a los objetivos específicos.	0.8	0.7
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica	0.7	0.7
PERTINENCIA E IMPACTO SOCIAL	**1**	**0.9**
Pertinencia de la investigación	0.5	0.5
Innovación de la propuesta proponiendo una solución a un problema relacionado con el perfil de egreso profesional	0.5	0.4
CALIFICACIÓN TOTAL *	**10**	**9.7**

* El resultado será promediado con la calificación del Tutor Revisor y con la calificación de obtenida en la Sustentación oral.
** El estudiante que obtiene una calificación menor a 7/10 en la fase de tutoría de titulación, no podrá continuar las siguientes fases (revisión, sustentación).

———————————————————————————

MSc. Carlos Valle Navarro

No. C.I. 0912219771

FECHA: 30/Enero/2024

ANEXO V. - CERTIFICADO DEL DOCENTE-TUTOR DEL TRABAJO DE INTEGRACIÓN CURRICULAR

FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Guayaquil, 30 de enero del 2024

MASTER
SARA ANAGUANO PÉREZ
DIRECTORA DE LAS CARRERAS DE LENGUAS Y LINGÜÍSTICA Y PIN
FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad. -

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la tutoría realizada al Trabajo de Integración

Curricular *The influence of didactic resources and techniques to develop the*

reading skill and vocabulary del (los) estudiante (s) Deborah Isabel Jiménez Rizo y Paola Nicole Mora Gómez, indicando que ha (n) cumplido con todos los parámetros establecidos en la normativa vigente:

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

Adicionalmente, se adjunta el certificado de porcentaje de similitud y la valoración del trabajo de titulación con la respectiva calificación.

Dando por concluida esta tutoría de trabajo de titulación, **CERTIFICO**, para los fines pertinentes, que el (los) estudiante (s) está (n) apto (s) para continuar con el proceso de revisión final.

Atentamente,

Firmado electrónicamente por:
CARLOS ERNESTO
VALLE NAVARRO

MSc. CARLOS VALLE NAVARRO
TUTOR DE TRABAJO DE INTEGRACIÓN CURRICULAR
No CI. 0912219771
Fecha: 30 de enero 2024

ANEXO VI. - CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado _Msc_ **Carlos Ernesto Valle Navarro** tutor del trabajo de Integración Curricular certifico que el presente trabajo ha sido elaborado **por Deborah Isabel Jiménez Rizo y Paola Nicole Mora Gómez, con C.I. No. 0953874526, 0951828680**, con mi respectiva supervisión como requerimiento parcial para la obtención del título de Licenciatura en Pedagogía del Idioma Inglés.

Se informa que el trabajo de Integración Curricular: **The influence of didactic resources and techniques to develop the reading skill and vocabulary**, ha sido orientado durante todo el periodo de ejecución en el programa anti-plagio TURNITIN quedando el 8 % de coincidencia.

https://ev.turnitin.com/app/carta/es/?s=1&o=2279192919&lang=es&u=1133714025

Msc Carlos Ernesto Valle Navarro

Docente Tutor

No. CI 0912219771

Fecha: 30 Enero 2024

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ANEXO VII. – INFORME DEL DOCENTE REVISOR

Guayaquil, 16 de febrero del 2024

MASTER
SARA ANAGUANO PÉREZ
DIRECTORA DE LAS CARRERAS DE LENGUAS Y LINGÜÍSTICA Y PIN
FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad. -
De mis consideraciones:

Envío a Ud. el Informe correspondiente a la **REVISIÓN FINAL** del Trabajo de Integración Curricular. Título: The influence of didactic resources and techniques to develop the Reading skill and vocabulary y Propuesta: Design a didactic guide based on resources and techniques to increase the Reading skill and vocabulary for A2 level students de las estudiantes JIMENEZ RIZO DEBORAH ISABEL y MORA GOMEZ PAOLA NICOLE. Las gestiones realizadas me permiten indicar que el trabajo fue revisado considerando todos los parámetros establecidos en las normativas vigentes, en el cumplimento de los siguientes aspectos:

Cumplimiento de requisitos de forma:
- El título tiene un máximo de 14 palabras.
- La memoria escrita se ajusta a la estructura establecida.
- El documento se ajusta a las normas de escritura científica seleccionadas por la Facultad.
- La investigación es pertinente con la línea y sublíneas de investigación de la carrera.
- Los soportes teóricos son de máximo 5 años.
- La propuesta presentada es pertinente.

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

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

Una vez concluida esta revisión, considero que el (los) estudiante(s) está(n) apto(s) para continuar el proceso de Integración Curricular. Particular que comunicamos a usted para los fines pertinentes.

Atentamente,

Firmado electrónicamente por:
LARRY RANDOLPH
TORRES VIVAR

_____
MSc. LARRY TORRES VIVAR / DOCENTE REVISOR
No CI. 0913004347
Fecha: 16-Feb-2024

FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Título del Trabajo: The influence of didactic resources and techniques to develop the Reading skill and vocabulary.
Propuesta: Design a didactic guide based on resources and techniques to increase the Reading skill and vocabulary for A2 level students.
Autor: MORA GOMEZ PAOLA NICOLE

ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALF.	COMENTARIOS
ESTRUCTURA Y REDACCIÓN DE LA MEMORIA	3		
Formato de presentación acorde a lo solicitado	0.6	0.6	
Tabla de contenidos, índice de tablas y figuras	0.6	0.6	
Redacción y ortografía	0.6	0.6	
Correspondencia con la normativa del trabajo de titulación	0.6	0.6	
Adecuada presentación de tablas y figuras	0.6	0.6	
RIGOR CIENTÍFICO	6		
El título identifica de forma correcta los objetivos de la investigación	0.5	0.5	
La introducción expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece	0.6	0.5	
El objetivo general está expresado en términos del trabajo a investigar	0.7	0.7	
Los objetivos específicos contribuyen al cumplimiento del objetivo general	0.7	0.7	
Los antecedentes teóricos y conceptuales complementan y aportan significativamente al desarrollo de la investigación	0.7	0.6	
Los métodos y herramientas se corresponden con los objetivos de la investigación	0.7	0.7	
El análisis de la información se relaciona con datos obtenidos	0.4	0.4	
Factibilidad de la propuesta	0.4	0.4	
Las conclusiones expresan el cumplimiento de los objetivos específicos	0.4	0.3	
Las recomendaciones son pertinentes, factibles y válidas	0.4	0.3	
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica	0.5	0.5	
PERTINENCIA E IMPACTO SOCIAL	1		
Pertinencia de la investigación/ Innovación de la propuesta	0.4	0.3	
La investigación propone una solución a un problema relacionado con el perfil de egreso profesional	0.3	0.3	
Contribuye con las líneas / sublíneas de investigación de la Carrera	0.3	0.3	
CALIFICACIÓN TOTAL*	10	9.5	

* El resultado será promediado con la calificación del Tutor y con la calificación de obtenida en la Sustentación oral.
**El estudiante que obtiene una calificación menor a 7/10 en la fase de revisión, no podrá continuar a la siguiente fase (sustentación).

Firmado electrónicamente por:
LARRY RANDOLPH TORRES VIVAR

_____
MSc. LARRY TORRES VIVAR DOCENTE REVISOR
No. C.I. 0913004347

FECHA: 16-Feb-2024

ANEXO VIII.- RÚBRICA DE EVALUACIÓN DOCENTE REVISOR DEL TRABAJO DE INTEGRACIÓN CURRICULAR
FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Título del Trabajo: The influence of didactic resources and techniques to develop the Reading skill and vocabulary.
Propuesta: Design a didactic guide based on resources and techniques to increase the Reading skill and vocabulary for A2 level students.
Autor: JIMENEZ RIZO DEBORAH ISABEL

ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALF.	COMENTARIOS
ESTRUCTURA Y REDACCIÓN DE LA MEMORIA	**3**		
Formato de presentación acorde a lo solicitado	0.6	0.6	
Tabla de contenidos, índice de tablas y figuras	0.6	0.6	
Redacción y ortografía	0.6	0.6	
Correspondencia con la normativa del trabajo de titulación	0.6	0.6	
Adecuada presentación de tablas y figuras	0.6	0.6	
RIGOR CIENTÍFICO	**6**		
El título identifica de forma correcta los objetivos de la investigación	0.5	0.5	
La introducción expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece	0.6	0.5	
El objetivo general está expresado en términos del trabajo a investigar	0.7	0.7	
Los objetivos específicos contribuyen al cumplimiento del objetivo general	0.7	0.7	
Los antecedentes teóricos y conceptuales complementan y aportan significativamente al desarrollo de la investigación	0.7	0.6	
Los métodos y herramientas se corresponden con los objetivos de la investigación	0.7	0.7	
El análisis de la información se relaciona con datos obtenidos	0.4	0.4	
Factibilidad de la propuesta	0.4	0.4	
Las conclusiones expresan el cumplimiento de los objetivos específicos	0.4	0.3	
Las recomendaciones son pertinentes, factibles y válidas	0.4	0.3	
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica	0.5	0.5	
PERTINENCIA E IMPACTO SOCIAL	**1**		
Pertinencia de la investigación/ Innovación de la propuesta	0.4	0.3	
La investigación propone una solución a un problema relacionado con el perfil de egreso profesional	0.3	0.3	
Contribuye con las líneas / sublíneas de investigación de la Carrera	0.3	0.3	
CALIFICACIÓN TOTAL*	**10**	**9.5**	

* El resultado será promediado con la calificación del Tutor y con la calificación de obtenida en la Sustentación oral.
**El estudiante que obtiene una calificación menor a 7/10 en la fase de revisión, no podrá continuar a la siguiente fase (sustentación).

Firmado electrónicamente por:
LARRY RANDOLPH
TORRES VIVAR

_____
MSc. LARRY TORRES VIVAR DOCENTE REVISOR
No. C.I. 0913004347   FECHA: 16-Feb-2024

ADDITIONAL DOCUMENTS

MSc.
Carlos Ernesto Valle Navarro
DOCENTE DE LA FACULTAD DE FILOSOFÍA,
LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad. -

De mi consideración:

Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación, se le comunica que ha sido designado **Docente – Tutor Individual** de Proyectos de Investigación.

En esta designación constan los nombres de las estudiantes de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, **JIMENEZ RIZO DEBORAH ISABEL Y MORA GOMEZ PAOLA NICOLE,** con el tema y propuesta aprobado por el Consejo de Facultad:

TOPIC: THE INFLUENCE OF DIDACTIC RESOURCES AND TECHNIQUES TO DEVELOP THE READING SKILL AND VOCABULARY.

PROPOSAL: DESIGN A DIDACTIC GUIDE BASED ON RESOURCES AND TECHNIQUES TO INCREASE THE READING SKILL AND VOCABULARY FOR A2 LEVEL STUDENTS

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.

El instructivo del proceso de integración curricular de grado de la Universidad de Guayaquil, señala en su parte:

7.1.1. Desarrollo de las tutorías individuales. - Son funciones del docente- tutor de trabajo de integración curricular las siguientes:

- Realizar la tutoría a los estudiantes asignados, dos horas semanales por cada trabajo de integración curricular o las veces que considere pertinente, según la disponibilidad del docente.
- Organizar al menos 4 sesiones de tutoría individual de forma presencial.
- Supervisar sistemáticamente a los estudiantes asignados, con el objetivo de guiarlo adecuadamente durante toda la fase de tutoría del trabajo de titulación.
- Realizar el control de las tutorías desarrolladas, el que deberá ser entregado a las instancias pertinentes (Anexo III. INFORME DE AVANCE DE LA GESTIÓN TUTORIAL).

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Luego de finalizado el plazo de tutorías de trabajos de integración curricular, de acuerdo con el calendario académico, corresponde a los docentes tutores realizar el procedimiento de revisión de trabajo de titulación, con el sistema de detección de coincidencias TURNITIN e ingresar al módulo informático de titulación (SIUG) el certificado de anti-plagio, con un porcentaje de similitud máximo de 10 %, y asentar la calificación de tutoría de titulación a cada estudiante asignado. Los docentes tutores deben completar el anexo IV.- RÚBRICA DE EVALUACIÓN DEL TRABAJO DE TITULACIÓN de la Universidad de Guayaquil, el que debe entregar en físico a dirección de carrera.

Agradezco por su valiosa gestión, sin otro particular, me suscribo de usted no sin antes expresarle mi sentimiento de alta consideración y estima.

Atentamente,

SARA ANAGUANO
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MSc. SARA ANAGUANO PÉREZ
DIRECTORA
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MODALIDADES SEMESTRAL Y ANUAL
sara.anaguanop@ug.edu.ec

C.c.: MSc. Israel Bravo Bravo, Gestor de Integración Curricular, Carrera de Lenguas Anual y Semestral, periodo académico 2023-2024 y estudiantes interesados

	FUNCIONARIO RESPONSABLE	CARGO
Elaborado por:	Ing. Alexandra Delgado López	SECRETARIA I
Aprobado por:	MSc. Sara Anaguano Pérez	DIRECTORA

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MSc.
Gisella Elizabeth Blashcke Guillén
RECTORA DE LA UNIDAD EDUCATIVA PARTICULAR "NUEVO PACTO"
Ciudad.

ASUNTO: AUTORIZACIÓN PARA DESARROLLAR PROYECTO EDUCATIVO PREVIO A LA OBTENCIÓN DE SU TÍTULO DE TERCER NIVEL, COMO LICENCIADOS EN CIENCIAS DE LA EDUCACIÓN DE LA FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN DE LA UNIVERSIDAD DE GUAYAQUIL.

De mi consideración:

Las Autoridades de la Facultad de Filosofía, Letras y Ciencias de la Educación de la Universidad de Guayaquil y la suscrita Máster Sara Anaguano Pérez, en su calidad de Docente - Directora de la Carrera de Lenguas, modalidades semestral y anual y de Pedagogía de los Idiomas Nacionales y Extranjeros, del presente periodo académico 2023-2024, CICLO II, hacemos extensivo nuestro cordial y más cálido saludo Institucional.

La Universidad de Guayaquil, como Alma Mater de Educación Superior, contribuye de manera fundamental a los planes y ejecuciones de las políticas del estado, por medio de acciones que permitan establecer ofertas académicas y buscar soluciones a los diversos problemas sociales, tecnológicos y humanísticos, e integrar las variables que son parte de la formación académica y profesional con la investigación científica, lo que permite crear nuevos conocimientos para ser transferidos a la sociedad en su conjunto con responsabilidad social.

Bajo este contexto, me permito presentar a las discentes:
JIMENEZ RIZO DEBORAH ISABEL, con C.I. Nro. 0953874526
MORA GOMEZ PAOLA NICOLE, con C.I. Nro. 0951828680

Actualmente matriculadas en la Unidad de Titulación de esta Unidad Académica, para la obtención del título de Licenciadas en Pedagogía del Idioma Ingles; debiendo previamente efectuar su proyecto educativo, con el objetivo de implementar estrategias de solución que ayuden a superar las dificultades de los estudiantes en procesos de aprendizaje de mayor complejidad como la asignatura de inglés.

En virtud de lo expuesto, solicito a usted comedidamente, la respectiva autorización para que se le brinden las facilidades necesarias a las discentes mencionadas anteriormente para que puedan desarrollar su proyecto educativo; y de considerarlo aprobado, agradeceré remitir respuesta a los correos institucionales:
sara.anaguanop@ug.edu.ec
titulacion.lenguas@ug.edu.ec
alexandra.delgadol@ug.edu.ec

Segura de contar con su valioso contingente, que permitirá la aplicación de conocimientos teóricos-prácticos adquiridos por los estudiantes durante su carrera académica, anticipo mis agradecimientos, deseándole éxitos en la gestión a su cargo, y sin otro particular, me suscribo de usted, no sin antes expresar mi sentimiento de alta consideración y estima.

Atentamente,

SARA
ANAGUANO

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por SARA ANAGUANO
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AUTORIZACIÓN

Guayaquil, 1 diciembre de 2023

Msc. Sara Anaguano
Directora Carrera de Lenguas y Lingüística y Pin Modalidades Semestral y Anual

De mis consideraciones:

Yo Msc. Gisella Blaschke Guillé rectora de la Unidad Educativa Particular Nuevo Pacto con AMIE 09H01844 informamos a usted que autorizamos a las estudiantes de su facultad:

- Jiménez Rizo Deborah Isabel con C.I 0953874526
- Mora Gómez Paola Nicole con C.I. 0951828680

Para desarrollar el proyecto educativo previo a la obtención del título del tercer nivel en la institución la cual dirijo.

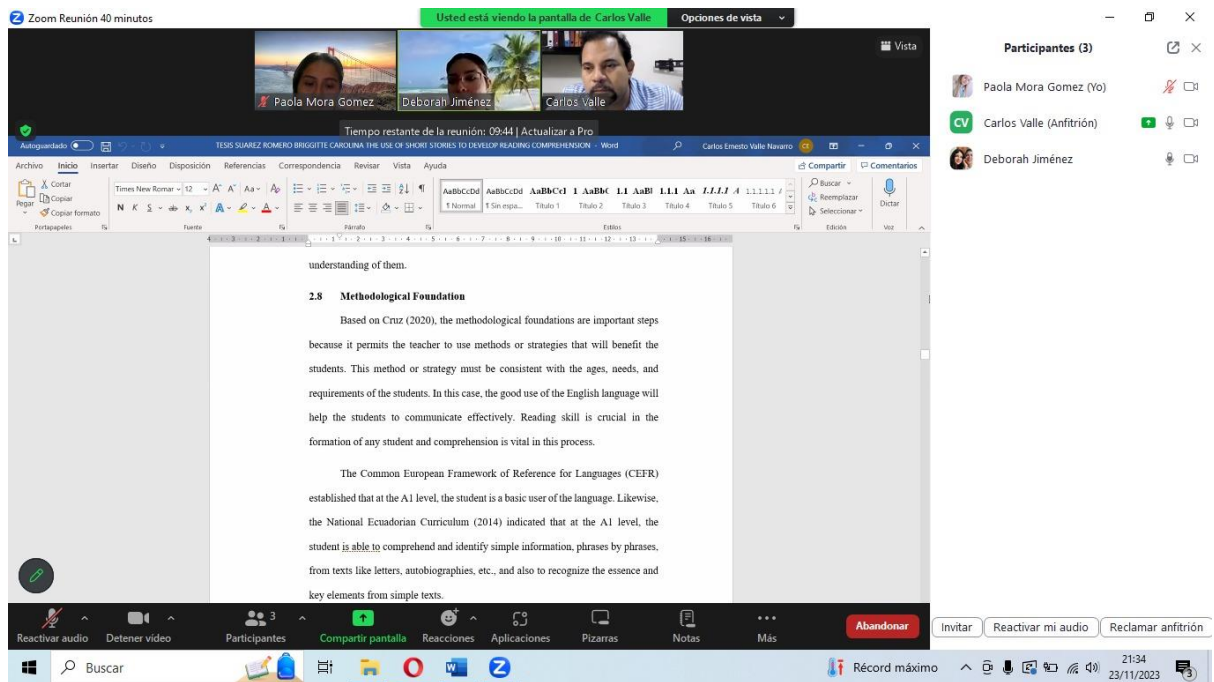Sin otro particular, me suscribo de usted.

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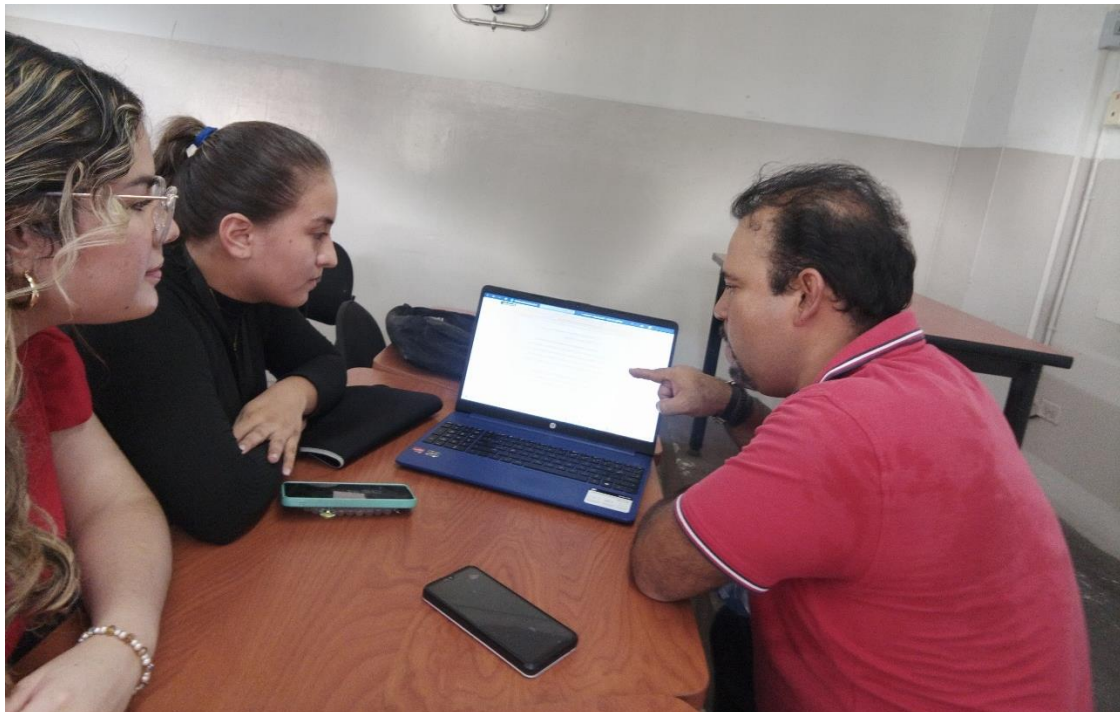
_____
Msc. Gisella Elizabeth Blaschke Guillén

Rectora

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PHOTOGRAPHIC EVIDENCES

Tutor and students working together

Researchers: Jimenez D, Mora P.
Tutor: Msc. Carlos Valle

Researchers: Jimenez D, Mora P.
Tutor: Msc. Carlos Valle

Institution

Researchers: Jimenez D, Mora P.
Educational Unit: Unidad Educativa Particular Nuevo Pacto

Educational Unit: Unidad Educativa Particular Nuevo Pacto

Administration of the data collection instruments

Researchers: Jimenez D, Mora P.
Educational Unit: Unidad Educativa Particular Nuevo Pacto

Researchers: Jimenez D, Mora P.
Educational Unit: Unidad Educativa Particular Nuevo Pacto

RESEARCH INSTRUMENTS

SURVEY FOR STUDENTS

Objective: To know through the student's opinion about didactic resources and techniques applied in english class to develop reading comprehension.

Please mark the boxes with and "X" based on your experience in your English classes, be honest, remember that this survey is anonymous

Scale of likert	1	2	3	4	5
STATEMENTS	Totally disagree	Disagree	Neutral	Agree	Totally agree
Reading is a good activity for relaxing					
I consider reading as an activity easy to do					
I understand what I read easily					
I learn new vocabulary through the reading					
I apply techniques while reading					
My teacher uses didactic resources to help me with reading comprehension.					
I believe that my level of reading comprehension is appropriate					
I use new vocabulary in other activities					
I think that the use of didactic resources is important for reading activities					
I am sure that a didactic guide can help me to improve my reading skills					

Design by: Jimenez Deborah, Mora Paola

Interview for English teacher

1. Do you know the current English level of your students?

2. Do you know the problems in reading skills among students of 10th grade?

3. Describe de environment while students are reading.

4. Do you think that working on vocabulary development help students' reading comprehension?

5. Do you think reading skill and vocabulary acquisition are important to success in learning?

6. What types of didactic resources and techniques do you employ in reading activities?

7. How do you evaluate the effectiveness of the didactic materials to improve reading skills?

8. Do you consider it necessary to create a guide with reading and vocabulary exercises that would help your students increase reading skill?

Design by: Jimenez Deborah, Mora Paola

Classroom Observation Form

Statements	yes	no	observations
Students display a positive attitude at the start of the English class.			
The teacher provides a thorough explanation of the activities planned for the class.			
The teacher conducts an activity to stimulate the students' prior knowledge before initiating the reading session.			
The teacher reinforces both the previously learned and new vocabulary before the reading session.			
The teacher solely relies on readings from the students' English textbooks.			
Students feel motivated during the activity of reading.			
The teacher clarifies words or vocabulary that may be unclear to the students.			
The reading class involves didactic material and techniques			
The teacher incorporates various types of reading materials within the class.			
The teacher uses while reading activities			
Teacher provides instructions to students to perform the tasks correctly			
Students are able to complete activities from reading comprehension material easily.			
Students answer questions about the reading.			
The teacher ensures that students have a complete understanding of the reading.			
Students actively engage in the construction of their own learning.			

Design by: Jimenez Deborah, Mora Paola