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**ESCUELA DE LENGUAS-INGLÉS**

**RESEARCH PROJECT:**

**ANALYSIS OF THE FACTORS THAT INFLUENCE THE READING  
HABIT OF 8TH GRADE STUDENTS AT LICEO NAVAL GUAYAQUIL**

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### **TUTOR**



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We are really thankful for all the things that we achieved and for those opportunities that are waiting for us. We are sure that once in life everything you want can be possible. You just need faith in God, trust in yourself and then everything you want to reach will become to you as a blessing.

## **DEDICATION**

This research project is dedicated to our family, who has showed us that we can reach our dreams if we fight for them, and our friends who have supported us those days throughout the process. We will always appreciate all they have done for us.

*“We learned for our parents, face any problems and do not give up!”*

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## **ABSTRACT**

The present article aimed at investigating the analysis of the factors that influence the reading habit of 8th grade students at Liceo naval Guayaquil". The main problem has been detected in students who did not receive English classes in elementary school, and there are no resources available in the classroom. A multi-method approach was applied, with a teacher survey administered to 15 teachers, and 80 students; in-depth, semi-structured interviews with 1 authority; field observation; and examination of relevant documents have been applied. The data gathered were put into statistical analysis and reported. On the basis of the results of this research it can be concluded that students do not speak English due to an inefficient methodology applied by the teachers due to old and traditional teaching and learning process, classes turns boring and students do not want to speak because they feel shy or embarrassed to communicate with others. The main objective is to develop students' learning process through meaningful listening exercises based on the previous knowledge students get in their mother tongue and change traditional methods into a dynamic and funny classroom by developing pedagogical techniques activities as interactive methods to reinforce speaking skill abilities in order to improve the English Language Acquisition and contribute to the quality of life and education regarding to the requirements of national program of Good Living.

**Keywords:** meaningful listening skill abilities – natural approach – oral production

## INTRODUCTION

Education brings development; youth brings hope. That is the key to progress and success in society. Ecuador's natural resources are not unlimited, and for this reason, the Ecuadorian government is trying to prepare the youth to face the challenges of tomorrow. In today's society, the educational system has gone through many challenges in order to improve and provide a better academic preparation to our students. However, the task seems to be a difficult one and, to some extent, hopeless.

Learning how to speak English by teaching reading is a result from a combination of factors, in general, students who are most at risk for reading and speaking are those who enter school with limited exposure to language and thus less prior knowledge of concepts related to phonemic sensitive, letter knowledge, print awareness, the purpose of reading, and general verbal skills, including vocabulary. Students raise in poverty with limited proficiency in English, students with limited proficiency and hearing impediments, and students from homes where the parents' reading levels are low that increase risk of reading failure.

These facts clearly show that there are various elements affecting the academic performance of the students which can continue on to many future courses if the authorities of the institution do not make the necessary changes. The research of this project will further identify the causes for the low English performance at the institution offering the proper feedbacks to help overcome present difficulties.

The structuring of the current investigative work consists of four chapters, which are specified in the following order:

Chapter I, the problem of the investigation states the factors which influence the habit of reading in eighth graders, the Scientific Fact which gives de supports form theoretical foundation, the Causes that originate the problem; Likewise, the objectives are established in general and specific. Questions of the Investigation are formulated and its justification was elaborated in order to indicate its limitations.

Chapter II, the Theoretical Framework is presented, it is the figurative sustentation of the investigative work, conformed by all the contents concerning by the two main variables; This includes background of studies, theoretical foundations, clarifying and specifying conceptual framework and definitions; thus giving a specific and exact extension of the subject treated. It takes into account journal articles uploaded on websites and paragraphs from book publications which make reference or contribution to educational research.

Chapter III, is the process of the Methodological Design, after the investigation on the theoretical frame, in this a basic scheme in agreement of the chapters I and II is developed. The Types of research, population and sample are exposed. The table of operationalization of the variables, methods, techniques and instruments are presented with the purpose of carrying out on the analysis and interpretation of the data; ending with the conclusions and recommendations.

Chapter IV, expresses a proposal that responds to the needs of the problem investigated in a clear and concise manner, having a justification of the diagnosis obtained and giving practical solution in turn. Delineates the objectives, both general and specific, recognizes the financial, legal, technical feasibility of human and political talent. Details the description of the proposal and its conclusions. It is the execution plan, the final product that is presented to the educational community.

## ***CHAPTER I***

### ***1. STUDY APPROACH***

#### ***1.1. Background of the problem***

In this study, there will be an analysis of the main factor that affect reading habit proficiency in English of the eighth grade students from a public high school. The learning institution called "Liceo Naval Guayaquil". It is located in Base Naval Norte in Pedro Menendez Gilbert Avenue.

Students find some difficulties when they learn how to read, deficits in acquiring reading comprehension strategies and applying them to the reading of text, shortfalls in developing and maintaining the motivation to learn to read, explain the class using speaking skills and limitations in effectively preparing teachers are the most common problems faced on students and teachers in daily academic process.

Reading in English in the class is critical to adolescents at 8<sup>th</sup> basic course at Liceo Naval Guayaquil, who cannot read at a comfortable level, experience significant difficulties. Mastering many types of academic content, are at substantial risk for failure in school, and are frequently unable to reach their potential in the vocational and occupational area. 17 percent to 20 percent of students have a significant reading disability. A real crisis revealed the disproportionate representation of children who are poor, racial minorities, and non-native speakers of English.

Besides that, reading comprehension skills taught were difficult for students to understand. This required a great effort from teachers in the class. Reading comprehension standards have different levels according students' ages, level aof English, and academic year. Thus, the educational policies requires students to get specific reading skills at the end of their primary studies.

Despite the fact that reading comprehension skills in this private bilingual school were a matter of importance for teachers in English subjects and students

learning the language, these had not been developed accurately in eighth graders students. During the first period of class, it was observed through different activities in class and staff meetings that the reading comprehension skills acquired by students did not reach the objectives set at the beginning of the school year.

Traditional strategies given by teachers did not provide enough tools to eighth graders to get an effective reading comprehension skill while reading a story or any piece of information. This situation brought complaints from parents because at the moment they were studying with their children at home, they did not seem to understand the task they involved reading comprehension skills covered during the assessment period.

In addition, the activities performed were not suitable enough for the students' ages causing lack of interest and ability to understand and acquire this important skill. As a result, the majority of students were not able to recognize main and secondary ideas, characters, settings, moral, facts or opinion in stories, cause and effects, or compare and contrast ideas in a text. Moreover, students memorized possible answers for the quizzes or test. It was also found that if the questions were presented in a completely different way to the exposed in class, they simply did not understand them. As a result, the acquisition of this skill had become an issue that concerned authorities, parents and therefore teachers.

## **1.2. Statement of the Problem**

### **Main Problem.**

What are the most appropriate pedagogical activities to develop reading habit in eighth graders at Liceo Naval Guayaquil ?

### **Specific Problem**

Why do students from eighth grade have problems in reading comprehension?



### **1.3. Objectives; Broad and Specific**

#### **Broad**

To analyze the factors of reading habits in eighth grade students to improve reading comprehension at Liceo Naval Guayaquil during the school year 2017-2018 towards field and bibliographical research.

#### **Specific**

Identify the causes of reading weaknesses in 8<sup>th</sup> graders through scientific literature review, statistics, surveys and interviews applied in teachers and authorities.

To evaluate the effectiveness of teaching techniques worked in students in order to develop reading comprehension through the use of diagnostic test and posttest.

Select the most relevant aspects in investigation to design and advise methodological suggestions to teachers in order to improve the reading skills in students through bibliographical resources.

### **1.4. Significance or Justification of the Study**

Based on the daily development of students in class and teachers experiences in reading comprehension in classes using textbooks with few activities along the first day of the class, it could be proved that students presented difficulties to acquire the necessary knowledge to carry on this subject. This research project was to set to discover different social, academic, and personal factors that cause the lack of suitable well- structured reading comprehension strategies provided in class to eighth graders.

This research benefits the local scientific community and agents of education in general, allowing them to approach conceptualizations about the development of reading habits and its impact on learning children. It allows us to get to know the use of pedagogical strategies in order to improve reading comprehension and as a contribution for educators to generate reflection on the teaching methodologies for their improvement. The development of this research benefits students in general. They will have more resources to overcome difficulties, especially those in reading comprehension, allowing them to expand educational opportunities and labor, including social and leisure skills. Through this research, we expect to contribute to improve the deficiency in reading comprehension in Ecuador.

There is a lack of vocabulary even if they have practiced some of these words in the previous courses. This aspect affects the other English skills (reading, writing, listening and speaking). In that way, they need to reinforce what they already know in order to be able to produce a communicative process. It is also remarkable that this project attempts to break with the traditional view of the language that catches all the competences in a separated way, ignoring that they need to be linked so that students can learn the language as a whole and not as a fragmentary process.

Furthermore, this work contributes to the reaching of the Ley Organica de Education intercultural proposed by the Educational Ministry (2011), where the ideal is to have a systematic process for preparing bilingual students or, at least, people with the ability of using the language in the right communicative contexts, as our society requires. Moreover, the researchers hope that this research could be meaningful for teachers who might be interested in implementing it or using some of its statements as a starting point for future projects or investigations aiming to reflect and improve the national education in general.

## **1.5. Scope and Delimitation of the Study**

**Name of the Institution:** Liceo Naval Guayaquil

**Director:** Msc. Luis Gonzáles Fuentes

**Location:** Base Naval Norte Av. Pedro J. Menéndez Gilbert

**Province:** Guayas, Guayaquil

**Area:** North

**Parish:** Tarqui

**Course:** 8th basic education year

**Section:** “A”, “B”

**Number of Ss:** 60 students

## **1.6. Research Questions**

1. What are the students' techniques used by students to develop reading comprehension?
2. How does the teacher interpose in reading skill development in eighth graders?
3. What are the teachers' procedures to motivate students read in the classroom?
4. What are the influence of a weak reading comprehension in the English learning development?
5. What are the main didactic strategies to develop reading strategies in high school students during the teaching and learning process?
6. What is the importance of methodological strategies in teachers through the development reading comprehension?
7. How does the lack of methodological strategies to improve student's English learning acquisition?
8. Are the insufficient level of reading comprehension been affected due to the wrong application of teachers methodology?

9. Does the use of didactic strategies in reading, influences the effectiveness in the foreign language students?
10. Does a tutorial with active reading activities will enhance the implementation of methodological strategies for reading comprehension in students?

### 1.6. Variables and indicators

<b>Conceptual Definition</b>	<b>Operational Definition</b>	<b>Dimension</b>	<b>Indicators</b>	<b>Instruments</b>
Analysis of the factors of reading habits	Consists of determining the cause of lack of interest in reading.	Language skill <ul style="list-style-type: none"> <li>• Listening</li> <li>• Reading</li> </ul>	Reading Comprehension Reading processes Pre-Reading Reading Post-Reading Strategic methodological	documentaries, record cards, research books, educational tests

<b>Conceptual Definition</b>	<b>Operational Definition</b>	<b>Dimension</b>	<b>Indicators</b>	<b>Instruments</b>
Influence the reading habit Reading is a process through which human beings give meaning and we understand ideas.	Motivation is an important point here because it will help students to give the best in every work.	Students practice inside the classroom and they use the tools to improve the learning process.	Decoding Deficiency Poor vocabulary Little prior knowledge Memory problems Lack of knowledge	Pre-test Post-test Survey

## **THEORETICAL FRAMEWORK**

### **2.1. Literature review**

This chapter presents the research background and the theoretical basis that function as central axis for getting a broad understanding of the fundamental constructs that guide this project research. According to the problem we have identified, it was necessary to research what other projects have investigated this problem. We found that there are a few people in our university who have worked on this problem because most of their investigations have been based on individual aspects, either grammar or vocabulary or just the reading process itself.

However we have found some investigations which reinforced the need of our population to work on these two aspects and taking into account the readings as the base of every lesson we will be working on. The first one, is an investigation of some students from the Universidad Pedagógica Nacional who mixed different reading materials (Storytelling, short stories) to improve the learning of vocabulary and make it more enjoyable. (Catalina, 2011), from Escuela Politécnica del Litoral develop a research called EFL speaking strategies for an Ecuadorian University hotel management and tourism. This research project focuses on designing some strategies to improve speaking skills through reading activities, and it is also based on fundamental research theory in order to find a feasible result for the project.

Another connected research was made by (Chavarriaga, 2013) at Universidad Pedagógica Nacional called Short Stories: A way to improve listening-speaking skills in second grade students at Liceo Femenino Mercedes Nariño School. This project promoted the uses of short stories to encourage speaking and listening skills inside an English class. This project was an action research divided in four stages (identifying the problem, gathering of data, analyzing the data and finally, creating a plan to follow to solve the problem) The author's objective was to describe how the use of short story

promotes English listening-speaking skills in second grade students at Liceo Femenino Mercedes Nariño School. Finally, the researcher concluded that the short story was a quite good pedagogical tool to develop listening and speaking skills implementing the audio-visual techniques to enhance student's motivation.

And finally, we used the last project to show that this is a reachable project due to the multiples investigations that have been done around the world. Reading competence has been a big problem for many students not only in Ecuador but also in many different countries. This investigation has been done by (Villao , 2003), from Universidad Laica Vicente Rocafuerte de Guayaquil, named Reading Motivational Activities for Students at Intermediate Level; focused on the students' problem when they read or lack of reading habits which give us a wide perspective of traditional teachers methods and finding tools to enhance teacher's profile.

Education is one of the most complex activities of humans being and the most important, therefore the present research project analyses the different factors that influence the reading habits of 8th grade students in a determined zone. However, there are crucial factors that can disturb their reading comprehension at the moment of develop a task.

The general approach that the project takes is to identify what are the main factors that do not allow students go forward and the desire to establish a culture of reading and their adequate understanding, and in this way achieve the achievement of meaningful learning.

## **2.2. Theoretical Foundation**

Reading is the process of meaning and understanding of some type of information or ideas stored on a medium and transmitted by some type of code, usually a language, which can be visual or tactile.

"The importance of reading goes beyond what is merely academic, since reading is a fundamental instrument for the personal and social growth of individuals. Thus, it has been proven that reading stimulates coexistence and integrated social behaviors, contributes to increase vocabulary, fosters abstract reasoning, enhances creative thinking, stimulates critical awareness, and so on. But, in addition, reading is an inexhaustible source of pleasure. From this perspective, the promotion of reading is and should be a priority of every educational system" (MEC, 2012)

Based on this, it is important to emphasize that each one is different and with different possibilities. In this way, (Solé, 2012) and the Plan of Reading, Writing and Center Research defend that reading is the process that carries out the comprehension of written language, pointing out that this process can offer different perspectives according to the agents that come into play such as: the type of intensive or extensive reading, the plurality of objectives or types of text used.

This idea seems to be close to that offered by the PISA report (2009), since it argues that historically the ability to read has been a tool to acquire and communicate information both written and printed, noting that the definitions of reading and reading competence have evolved over time in parallel with social, economic and cultural changes. In fact, the concept of learning and the concept of lifelong learning have broadened the perception of reading competence, which is no longer seen as a capacity acquired only in childhood, during the first years of schooling.

On the contrary, it is considered as a set of knowledge, skills and strategies that individuals develop throughout life in different contexts, through interaction with their peers and with the community in general. For this reason, the reading commitment is added as an essential part of reading competence: "Reading competence is understanding, using, reflecting and engaging with written texts to achieve one's goals, developing personal knowledge and potential, and participate in society" (Saulés, 2012)

### **2.2.1. Reading processes**

The reading process is divided into three parts: Pre-Reading, Reading and Post-Reading. In these three stages, the student constantly interacts with the text and context of the reading to construct its meaning.

The organization of the general results of the curriculum highlights the stages of reading. On the other hand, this organization is defined according to the planning that represents the pre-reading, the management that represents the reading, and the reinvestment and the reaction represented by the post-reading

This process can be repeated indefinitely even though it has a certain sequence in the application of its components. Thus this the student can make a return on his way to better understand the text.

### **2.2.2. Pre-Reading**

In this stage of the process the student becomes aware of the intention to read. Students are asked to take stock of their knowledge of the subject, structure, or type of text. In addition, it begins to make predictions, to make assumptions about the literary genre, the structure of the text or any other information contained in the text. It is also at this stage that you activate your prior knowledge and make the link with your experience and your personal experiences.

Pre-reading activities cover a range of possibilities, all directed at helping learners engage in a process of discovery and to feel authorized to engage with the form and content of the text. What all successful pre-reading activities have in common is that they are student-centered. The instructor has to identify the potential problems of readability inherent in a chosen reading text, and then has to help students find ways to surmount those difficulties. Rather than just provide answers or summarize the content, the instructor can help learners identify the sources of their reading difficulties.



Two pre-reading activities are very commonly used in tandem:

- **Brainstorming:** Students pool what they know about the topic of a text and share their knowledge in the native or target language. The goal is to activate the learners' horizon of expectation, and help learners identify what the text is about. Pre-reading exercises can take different forms, but ideally they are learner-centered rather than teacher-centered. For example, if the text is a film review, and only one student has seen the film, that student can tell the others about the plot or other notable features of the film.
- **Skimming:** The second pre-reading activity is skimming. In class, allot a short period of time (two minutes or so) for the learners to skim the first paragraph or page of the text, look at illustrations and subtitles, and identify the words in the text that explain the "who," "what," "where," and "when" of the text content—to identify core vocabulary words that will help them work through uncertainties.

### **2.2.3. Pre - Reading**

It is the stage where the student reads the text and implements the different strategies that will allow him to manage his comprehension according to his intention to read. Thus, it can verify the assumptions made during the pre-reading stage, organize the information presented, process this information by comparing it with its previous knowledge and come to ask new questions that will lead to other hypotheses. The student continually revises his reading process to reconstruct the meaning of the text.

#### **2.2.4. Post-Reading**

A great way to build student comprehension of a text is to provide students with pre-, during, and post-reading strategies. In order to actively engage students in their text, you will need to provide students with an array of teaching strategies, as well as remind them that reading requires them to think with their minds before, during, and after reading.

After or post-reading strategies provide students a way to summarize, reflect, and question what they have just read. They are an important component of the pre-, during, and post-reading strategy and is the core of good comprehension.

This is the stage in which the student objectifies his approach to understanding. It reflects on what has been done, how it has been done, the difficulties encountered and its acquisitions in terms of general and linguistic content. It is also at this stage that he reacts, analyzes and evaluates his new knowledge to appropriate it. This allows you to appropriate the reading process and use it in other learning situations.

Here are three post-reading teaching strategies to try in your classroom today.

#### **2.2.5. Exit Slips**

The exit slip after reading strategy is used to help students reflect what they have just learned. It helps them process concepts and express how or what they feel about the content learned. This strategy requires students to think critically (a skill that is essential in today's world).

Exit slips are great because they only take students a few minutes to do, and educators get a quick informal assessment of how well the students understood what they have just learned.

### **2.2.6. How to Use these Teaching Strategies**

1. Think about the key concept you want students to get out of the reading or lesson.
2. Right after the lesson, distribute the exit slips to students.
3. You can choose to differentiate the exit slips according to your students' needs, abilities.
4. Once students write down their responses, be sure to collect the slips.
5. Review the slips to determine how to meet the needs of all students.

#### **Examples:**

- Write one thing that you have learned today.
- Discuss one that you learned today that could be used in the real world.
- Discuss one thing that you learned today that you would like to learn more about.
- One thing that surprised me the most today was ...
- Rate your understanding of today's topic from 1-10.

### **2.2.7. Frame Routine**

Frame routine is a classroom strategy that employs using a graphic organizer to assist students in organizing topics, main ideas, and key details of what they have just read. This technique helps students summarize what they have learned from the text they have just read.

#### **How to Use the Strategy**

1. Select the topic. The topic is usually the title of what you just read.
2. Determine the main idea. Students then record the key ideas of the topic.
3. Discuss the details. Students write essential details in the appropriate boxes.

4. Develop the main or big idea of the text. Students write a brief summary of the conclusion that they have drawn.
5. Review the information on the frame. Once the information is clearly stated and organized on the frame, the teacher evaluates it and plans follow-up activities to extend students learning.

### **2.2.8. Question the Author**

Questioning the author is a strategy that requires students to pose questions and engages them actively within a text. This comprehension strategy challenges students understanding of the text and encourages students to ask questions of the author.

Question the author has many benefits, one being that it engages all students in the text. It also helps to solidify their understanding, as well as learn to critique the authors writing.

#### **How to Use the Strategy**

1. Select an interesting passage that would make for a good conversation.
2. Mark specific spots that you want to stop at during the text so students will gain a greater understanding.
3. Create specific questions for each spotting point to ask students. What is the author trying to say here? Why do you think the author used this particular phrase?
4. Present a brief passage to students along with a few questions, and model how you think through your answers to the questions.
5. Challenge students to read and answer the questions that you have prepared.

Teacher demonstration and modeling of each post-reading strategy is absolutely crucial in order for the strategy to be a success. Post-reading strategies such

as the ones mentioned above really drive home the fact that once you have completed your reading, you still have to understand what you have just read. Students need to summarize key points after reading to help them comprehend the information that was learned, longer.

### **2.2.9. The importance of Reading Comprehension in the English Language Acquisition**

Reading comprehension, although it is not a unit proper of the language subsector, is primordial and necessary for the student's development. In this opportunity we have detected that the good reading comprehension affects the performance in the development of these students, mainly for an integral development.

The reading comprehension is that which is proposed in the teaching of reading and is lost as one lives outside the linguistic environment in speech. Since reading is a verbal activity that should be followed independently throughout life, so once it is obtained it can be applied in continuous practice.

"Reading is a maximum achievement of the human being, whose process is so complex due to the intervention of thought, language and reason." (Fernández, 2012). According to this for reading comprehension to occur, different processes are required in the reader. In the first instance, it must focus on the text, then perform a sequential analysis of the words, then synthesize the information, discriminating the unnecessary or irrelevant. In addition, he states that failure in students is that not all are able to perform these processes and the main consequence is reflected in learning difficulties.

In order for the teaching of text comprehension in schools to be more appropriate and more satisfactory, the factors involved must be identified and strategies of intervention varied:

- A learned skill alone will not automatically contribute to the actual understanding activity
- Before it was thought that the meaning was in the text and that the reader had to "fish" it; today we think that the reader makes sense when using the text, his knowledge, his intentions as a reader

Reading is important for learning, mental development and speaking. It can develop the cognitive characteristics of such proportions. Reading is the best benefit at any age. There is a risk that reading will be supplanted by modern media, with the result, first of all, of deteriorating mental faculties and an increase in illiteracy compared to these other averages. Make a classic parallel, the confrontation of reading and television at the cognitive and psychological levels.

However, reading comprehension is one of the most important skills that students acquire during their learning process, since it is the foundation of future learning and is present in all subjects, and is also important in the personal and recreational growth of anyone. Reading competence will be understood as "understanding, use and reflection on written texts, in order to achieve personal goals, develop one's own knowledge and potentialities and participate in society" (Deborah, 2016). Reading comprehension is therefore a fundamental indicator when it comes to drawing educational development plans from public policies. This ability goes beyond being a knowledge that is acquired in pursuit of performance in the learning process, it is also vital to develop in the world autonomously and effectively.

#### **2.2.10. Factors that influence reading habits and fluency in EFL students**

Several research works have identified the factors that influence the achievement of reading comprehension, among which are: self-esteem, motivation, interest and activities related to reading, as well as parental education, economic and cultural resources in the home, ethnic city and previous reading knowledge (Pirjo , Antero , & Tauben, 2012)

- **Decoding Deficiency:** Building the coherence of texts and understanding the relationships between sentences requires the activation of these cognitive abilities and working memory that keeps the information contained in a sentence to relate it to the following sentence. The reader should also control their understanding and regulate the strategies implemented. The quality of understanding also depends on the reader's reasoning, as well as the planning and execution of executive functions.
- **Poor vocabulary:** One of the characteristics of skillful readers is the possession of a vast vocabulary in contrast, poor readers who identify with fewer words and have difficulties in abstract, long or infrequent words.
- **Little prior knowledge:** When reading a text, we find words or group of words whose corresponding concepts are activated in memory as long as they are previously stored in it. This activation automatically extends from that concept to those that are related or associated in the knowledge network and allows us to make inferences.
- **Memory problems:** Some authors have pointed out short-term memory is responsible for this failure. Since this memory enables the information already processed to be kept for a short period of time while processing the new information when arriving at the system is carried out and retrieving information from the long-term memory. When we read, it is necessary to retain the meaning of the words and to maintain the thematic thread in order to understand the ideas; otherwise, the process of understanding is interrupted.
- **Lack of knowledge and/or lack of mastery of comprehension strategies:** Various research shows that students who fail to understand are characterized by having a passive attitude when they read, which leads them to a routine attitude, lacking effort towards the search and construction of meaning and, therefore, to a lack of adjustment of the reading strategies to the demand of the task. That is, a strategic deficit would be one of the main causes of comprehension problems (Sánchez E. , 2014)

- **Poor understanding control (Met cognitive strategies):** The term met cognition refers to the knowledge and control of the cognitive activity itself by the subject who performs it. Therefore, it involves two aspects: on the one hand the awareness of the processes, skills and strategies required to carry out an activity and, on the other, the ability to guide, review, evaluate and control that activity, so that the subject can make corrections when detects that is following the wrong process.
- **Low self-stem (motivation):** The various factors that have been analyzed as possible causes of failure in comprehension, to which are added those of the affective-motivational field, have been presented separately although rarely operate independently; in fact there are huge confluence zones between them. Thus, for example, vocabulary is a form of prior knowledge that intervenes in the comprehension of oral and written language or meta-cognitive strategies can be considered as the other side of the coin of what is called knowledge of the demands of the task.

### **2.2.11. Reading habits as methodological teaching technique to improve English language**

Reading is something that is culturally immersed in society, when reading, you are transported to a world different from what is known, reading causes infinity of feelings and emotions. The habit of reading is not acquired overnight, rather the habit of reading is something that is gradually obtained through constant practice.

According to IPLAC (2013), from a general perspective, "habits are understood as the component actions of activities that present a high degree of automation and are performed with a relative lye low participation of consciousness." Such are the habits that students develop when working with instruments, those acquired in reading, writing, in logical-mathematical reasoning, in the practice of sport, etc.



In this same line of thought, Correa (2013) finds that "habits are acquired forms of acting that are presented automatically. The individual who acquires a habit acts without needing to realize it, hence it has been said that they are nothing other than a firmly established reflex"

Finally, it is important to point out that for the training of avid readers, in addition to practice, it is imperative that the student is aware of the results he/she is obtaining in carrying out the action of reading and studying. Pedagogical and psychological research has shown that when the student does not have outcome information in the different executions of the action, habit formation is very difficult, that is, it takes a lot of time, errors are not eliminated and automated components are incorrectly the reading activity (IPLAC, 2013)

Lopez (2013) presents some methodological strategies, together with the objectives they pursue; considering them the most appropriate to promote reading comprehension and group participation. Clinging to our subject of study, we have made an adaptation of them, so that they can be applied to stimulate the understanding of written texts. In the same way, we consulted other authors that we mentioned at the time, to enrich this theoretical information.

To stimulate reading comprehension, the technique of simultaneous dialogue can be applied by directing students to tell each other what they have understood from the assigned text. Thus, the ability to analyze and synthesize information is put into practice.

- Forum
- Sequence
- Brainstorm
- Role-play
- Learning

- The questions

### **2.2.12. Reading habits Among Students and its Effect on Academic Performance**

It is important to help students to increase intrinsic motivation and keep their attention. According to (Jensen, A. R., 2012), students will be successful, independent learners if teachers provide opportunities for multisensory learning that combines auditory, visual, and tactile elements into a learning task.

Reading comprehension involves understanding the vocabulary through organizing ideas, seeing the relationships between words and concepts, if students do not understand the meaning of a word, it will become difficult to understand the entire context. Although, vocabulary knowledge is essential in reading comprehension, it will help students in decoding, which is an important part of reading. Students will be able to understand what they read and understanding a text will become easier.

At this moment, we live in a globalized world in which boundaries and language barriers are overcome by technology using electronic devices such as computers, laptops, tablets, ipads, cell phones, media, entertainment and education. Our students have instant access to any kind of information from anywhere in the world such as at home, library, cyber, shopping center or at school with the help of the innumerable tools that foster communication, and diverse forms of interaction. This includes our students being able to interact with English speaking environments, possibly and probably through the internet, social networks, chats, games, music, videos, etc. There is a need therefore in any individual to build communicative competence in English to be able to survive the world in which frontiers are progressively disappearing.

It is very common to hear adolescents or children talking in English a few words or phrases in this language that are not typically learned at school environments, such as songs from their favorite artists or group band, names of TV programs in English, names of Hollywood movies, or even phrases they have picked up playing video games off or online.

But students are not the only ones who are exposed to second language. Many adults who have never studied English in their life have contact with this international language for many reasons. Many work environments present the need of basic knowledge or vocabulary about second language. If you go to a supermarket, you can see many English words posted around the place such “Entrance”, “No dogs”, “Exit Only”, “Fruit & Vegetables”, “Meat”, “Frozen food”, “Cosmetics”, etc.

More and more professionals nowadays have been forced to study second language given the circumstances and necessities at their workplaces. Of course, employees give the workplace someone who is good at English. Interviews are taken in English in some places. Even if we look at university education, we will notice the importance that is giving to learning English in all careers students might choose. They have to finish all the courses to complete one more step to get the diploma.

Now, people know how important is to learn this language, English. This need is widely recognized by our society. It is well known that whoever is considered bilingual in this context, will have better opportunities at hand to reach many benefits such as better work positions, scholarships, salary raise, graduate studies, travel and many others excellent aspects.

However, this need or reality is divorced from education systems. More specifically from the English learning system in many schools in which students receive book-driven classes, and their success is measured in terms of linguistic knowledge which is evident upon completion of exercises similar to the ones in their main textbook. This has made classes test-driven, which is, teachers teach to the test rather than provide students with the adequate opportunities to build communicative competences. Traditional English teaching has become the norm when we look at the way different institutions, specifically high schools, where English teachers give their lessons placing great emphasis on accuracy rather than on fluency.

This can be attributed to a number of factors. First, and mainly, is the lack of well-trained teachers provided with the adequate professional development opportunities in order to keep updated with the latest methods and techniques. Another

situation to take into account is the regularly large size classes they have to deal with. Usually teachers in high school, and more specifically those in eighth Basic, which is a grade normally crowded in all schools, have to lead the learning of at least 30 students or more. This reduces the opportunities of teachers implementing communicative or dynamic activities, since numerous groups of students develop in lack of discipline or classroom management problems because activities are not easily monitored.

Having this clear idea in mind, one thing that teachers are willing to do is the implementation of extra interesting activities or adapt the existing ones in their lesson plans in order to get engaged student communication in second language. Nowadays, teachers are also under pressure; it means they carry over time to cover the syllabus content and give positive results in assessing students, which does not promote to teaching communicatively. Teachers feel in a way forced to cover the syllabus running a race against time, students' "learning" and the system.

#### **2.2.13.c Teaching English within the Classroom Context**

The mission of an English as a foreign language teacher is to offer high quality education to students. In ELT this means to teach English based on students' needs. An ELT course objective is to develop students' proficiency in the target language. According to Longman Dictionary (Richards, J. C., & Schmidt, R. W, 2013), ELT means the teaching of the English language to people whose first language is not English. A foreign language teacher should have the following abilities and skills:

**Language.** - Many teachers of English are people whose own command of the language is quite limited. This is because these teachers try to understand students' difficulties better than native ones of the language do. Teachers should go on learning more throughout their careers. There are many ways non-native teachers can develop their own language skills: In private, in groups, with help.

**Talents.**- A teacher should be a great performers and storytellers that catch their students' attention. A teacher must posse patience, creativity, and adaptability.

“Patience is a virtue,” not everybody has this gift to have the patience to work with a large group of children, whose needs and abilities range at different levels and needs. Everyone becomes frustrated during their professions, but a really teacher must have the ability to hide those frustrations so the happiness of every student will be ensured.

Most people associate creativity directly to artists and musicians because of their natural born talent. Not all teachers can draw or sing, however their minds are creative. Teachers are given a curriculum full of skills and concepts that their students must master by years end. There, it is the responsibility of an educator to engage the children in as many exciting and fun learning experiences as their imaginations can foster.

**Specialist knowledge.**- Students get engaged with the class when teachers really know a certain topic such as history or geography, literature, science or technology and this really helps you to introduce your class, so students use a real language words with a communicative purpose.

**General knowledge of an English –speaking country.**- You can use ‘realia’ in your class such as photos, posters, books, souvenirs, newspapers, postcards, flashcard, videos, power point presentation may all be used to help breathe life into lessons, and help provide interest about the topic.

**Teaching skills.** - The teacher should know the strategies, methods, instruments, assessment and theories of learning and know how to teach the four important language skills. Writing and speaking are productive skills; they involve responding to language rather than producing the language. Writing involves communicating a message by making signs on a page. Speaking involves using speech to communicate meanings to other people. On the other hand, reading and listening are receptive skills; they involve producing language than receiving it. Reading involves making sense of written text. Listening involves making sense of the meaningful sounds of language. We do this by making use of context, language and

our knowledge of the world. All of these skills involve communication but in different ways.

**Attitude to discipline.** - Teachers must learn how to manage a classroom and that is not only learned, that is practiced frequently living in a classroom. Every day teachers learn something in management a classroom. Beneath this lies the strong belief that we learn a language, in this case English, to communicate effectively. This can be measured by achieving competences that give evidence of students' meaningful learning. The aim is to help students achieve communicative competence that includes knowing how to use language for a range of different purposes, contexts and functions, using appropriate register in communication, knowing how to produce and understand different types of texts, knowing how to maintain communication effectively applying diverse strategies.

Effective learning experiences that are meaningful and memorable to students are based on hands on, interactive activities that trigger their motivation and enhance their participation, giving students self-awareness of their learning. One current theory emphasizes that Constructivism states when "people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences." (Calet, N., Gutiérrez-Palma, N., & Defior, S, 2017).

Implementing communicative activities to enhance students' communication proves that students have to emulate the experience of real life and situations in which they have to put English into practice. This would hopefully make their learning experience more significant and remarkable. (Harmer, 2017) bilingual education expert specialized in English language teaching, in his book "How to Teach English," states that teachers must create an environment in which the student is willing to learn.

The author mentions that in order to be motivated to learn, students need to have a purpose. For example, when someone learns how to dance, that motivation is to be a good dancer, or if you decide to learn how to drive a car, it means you want to be good at driving. Similarly, we must contextualize learning English. If learning is to

get something done, that is, have a specific purpose, it will generate a desire to participate or learn.

The objective of this study goes hand in hand with the above, as it seeks to motivate the desire to participate and interact by the student through interactive activities with a specific purpose. Here, you will find different interesting games that are based on specific methodological strategies that will increase the interaction of students with a communicative approach, in order to improve the communicative competence among eighth year students.

The different games activities described in this work project have been carefully chosen and analyze them in order to comply with the communicative competence building in student's language learning, taking into account their age, interests, level and needs. Many educators often disregard this. We must not forget that in order to learn anything students need to be motivated and interested with the class to get what we want in our class. If we only teach, the classes day by day centered on the book and the exercises or just talk and talk, our lessons are going to turn monotonous, and thus, motivation will be compromised, as well as interest on the subject: English.

Harmer also comments the balance of the time in which teachers and students speak in class. The author believes that the students are the ones who must have more oral production than the teacher as they are the ones who need to practice oral communication in the language. Sadly, in a lot of English language classes we can see that teachers do most of the talking, following the traditional model of teaching, in which the teacher is the center of the class and students are passive recipients of information or knowledge. This goes against a principle that must seem as a logical one: in order to speak a language and communicate students have to practice. Teachers have to increase students' oral communication instead of teachers' talking time. However, traditional methods, large classes and teachers that lack the adequate training or professional development opportunities contribute to this old school model.

The activities presented are supported by communicative, functional methodological strategies, such as constructivism, communicative language teaching, and integration of skills. These strategies show a methodological platform and dynamic communication games as a valuable resource to foster meaningful communication among students. These models of student-student interaction intends to foster meaningful, memorable learning, as well as increase student talking time, which will eventually and gradually result in developing oral proficiency.

This study presents the rationale for implementing communicative games in the classroom based on different methodological approaches and methods, as well as a practical guide with alternative activities in order to show an option for teachers who would like to enhance communication in their eighth basic students. This is a very important age group, since they are emerging as secondary school students and this course will provide the basis for their following learning experiences.

### **2.3. Legal Framework**

#### **Constitution of the Republic Children, Children and Adolescents**

Art. 44.- The State, society and the family shall promote, as a priority, the integral development of children and adolescents, and will ensure the exercise of full of their rights; the principle of their best interests and their rights shall prevail over those of other persons. The children and adolescents will have the right to their integral development, understood as a process of growth, maturation and deployment of its Intellect and its capacities, potentialities and aspirations, in an environment family, school, social and community of affectivity and security. This environment allow for the satisfaction of their social, affective-emotional and cultural, with the support of national and local intersectoral policies.



Art. 45. - Children and adolescents shall enjoy the common rights of the being human, in addition to the specific ones of its age. The State shall recognize and will ensure life, including care and protection from conception. The children and adolescents have the right to physical and mental integrity; to their identity, name and citizenship; to integral health and nutrition; to education and culture, sport and recreation; to social security; to have a family and enjoy family and community life; to participation Social; respect for their freedom and dignity; to be consulted on matters that affect them; to be educated as a priority in their language and cultural contexts specific to their peoples and nationalities; and to receive information about their parents or absent relatives, unless it was detrimental to their well-being. The State shall guarantee its freedom of expression and association, the free operation of student councils and other associative forms.

### **ORGANIC LAW OF INTERCULTURAL EDUCATION, 2011**

Art. 2 literal f.- It establishes the obligation of education from the level of education from the initial education level up to the baccalaureate level or its equivalent.

Art. 17 literal a. - To receive formal or informal education throughout their lives, to complement their skills and abilities. To exercise citizenship and the right to Good Living. Therefore, as the quotation on the articles of the law shows, all the people have the right to education, which intellectual abilities that allow him to work in the world of work

### **NATIONAL PLAN FOR GOOD LIVING**

Objective 1, art. 1.13. - Promote in the education system formal education and in continuing education programs, transmission of content on the fight against corruption, the permanent practice of values and the crimes and penalties that constitute acts of corruption.

Education should be encouraged and transmitted through educational values. In order to meet the objective, it is necessary for teachers to use the resources necessary to attend to the moral development of learners. The teachers we must help to form people who are capable of directing their own life, based on values such as freedom, justice, solidarity, tolerance, respect, to act autonomously and to insert themselves positively in the society.

**Objective 2.** “Promoting equality, cohesion, inclusion and equity social and territorial diversity ", confronts the problems of poverty and inequality from a multidimensional perspective and the enormous wealth that in Ecuador represents the diversity in its varied expressions to achieve the equality in it.”

Equal recognition of the rights of all individuals implies the consolidation of equality policies that prevent exclusion and promote social and political coexistence. The challenge is to move towards full equality in diversity, without exclusion, to achieve a dignified life, with access to health, education, social protection, specialized care and special protection.

#### **2.4. Conceptual framework**

**ATTITUDE:** is defined as a learned predisposition to respond in a consistent way to a social object. (Eiser, 2012)

**LEARNING:** "Learning is a process of construction: internal, active, individual and interactive with the social and natural environment. To learn, students use logical structures that depend on variables such as previous acquired learning and socio-cultural, geographical, linguistic and economic-productive context.”

**TEACHING:** From teaching to comprehension, teaching implies thinking about a process through which the teaching professional tries to favor in the students the construction of the knowledge, implementing innovative resources and teaching strategies tending not only to favor the work with cognitive abilities and cognitive goals, but also to consolidate the intrinsic motivation of their students." (Schneider, 2013)

**FACTORS INFLUENCING THE HABIT OF STUDY:** They are the independent variables of the student's own attitude towards reading, of the educational institution planning and execution of a reading plan and the action of the parents/family motivation towards reading that exert to a greater or lesser extent the degree of influence on student's reading habits.

**HABIT:** "It is understood by habits the component actions of the activities that present a high degree of automation and is realized with a relatively low participation of the conscience". (GONZÁLEZ, 2012)

**READING HABIT:** "It is an acquired ability that predisposes the subject to reading, but we must take into account that both in the acquisition and development of the habit, there are factors or agents that favor or hinder their progression are called intervening factors, because it is to some extent related to the manifestation of the reading habit." (Sánchez L. , 2012)

### **3. RESEARCH METHODOLOGY**

#### **3.1 Type of research description**

This investigation will provide quantitative and qualitative terms due to the interpretations and analyzes the data got from empiric and theoretical sources. Therefore, the investigation is of mixed character.

This investigation is objective because it covers both variables; there are other ways to display the objectives depending on the criteria the investigation analyzes them. Such objectives are either of quality or quantitative types. They make the investigation a historical aspect referring to the background, if there is any other background involved, or the previous conclusions that are taken into consideration at other projects and other previous events. It keeps a record of previous investigations on the main topic and gives a complete feedback on the results of other investigations too if any are available to compare.

The investigation is precise because it defines the description of all the methods that are involved and the way the system estimated the measurements of the performance and the learning process in every activity that is done by students whether by pair work (cooperative learning) so students could improve their speaking abilities through the use of listening materials that are also related to the EFL strategies assigned.

This investigation is also verifiable because of the intense process of the investigation in listening activities to improve oral production, allowing students to have the opportunity to present, practice and produce in a learning environment in and out of the classroom.

Concise explanations- The investigation is straight to the matter and gives clear instructions and directions to every exercise addressed, permitting students to fully

understand the subject at hand in order to complete the task and the information could be part of the gist.

The investigation is based on data displays with the exact objectives and purposes that need to be reached in order for the students could be assessed with an overall performance meaningful enough to draw the accurate results and the proper interpretation of the task.

Reasoned and logical- this aspect completely concretes the meaning of the situation that is being investigated as part of the project. It makes the investigation a whole outlook in resolving the tasks or the exercises that students must perform.

### **3.2 Methods and Techniques**

This investigation is based on scientific methods that will back up the research on other previous facts that have already been proven on similar characteristics.

**Analysis – Synthesis:** this method allows, in one way, to specifically demonstrate the educational phenomenon (teaching-learning about useful listening activities for developing oral communicative skills,) and, in a different way, understand its constitutive parts (focus, methods, and strategies in a teaching process). In addition, the analytical explanation of the investigation allows to synthesize and organize the strategies that will bring out the development of grammar games to foster cognitive and affective abilities in English.

**Deductive:** This is part of a particular case study that is investigated in a high school, so it could receive all its general knowledge. It keeps a synthetic-analytic process, concepts, definitions, laws or rules, of which particular consequences or conclusions based on general statements are extracted and demonstrated.

The deductive method follows the following steps:

- Application
- Understanding
- Demonstration

**Historic-logic:** This allows the inquiry about the historic background of the investigation topic. What have been some of the causes, reasons to the present problem; how long has this problem been presented in the English education? What other indicators can also contribute to such historic timeline and what have been the best solutions to solve the problems in communicative skill production.

**Systematic-structural-functional:** This brings forth the design of a manual with grammar game activities focused on cognitive development and affective abilities. Every activity bases on exercises that consist of engaging students to relate listening activities and exercises to their everyday life or activities in which development takes place in speaking skill development.

### **3.3. Research Instruments**

The interviews gave the investigation the right advantage to distinguish the right questions to be asked to the teacher and to the Director of the school. The right setting for the interview to take place was also a premium need so the right and adequate mood could be set for the interviewee and bring out the most truthful answers from the source that was part of the interview.

This interviews took a strong hold in decision making for the objectives of this investigation, giving the researchers and the process the right amount of questions to be asked in order for the right suggestion and conclusions could be brought about the independent and dependent variables. The interview is a tool that can give data with concise and effective results.

The surveys that were conducted with the students completed their objective in giving the adequate data for the investigation about the struggles and the best possibilities to face the problems found in students from the School. Students answered to the best of their knowledge all the questions from the survey. Even though there was some difficulty for some of the students answering or understanding the questions, the students still managed to give their best answers as the questions were understood by them.

The results of the surveys gave the investigation the right amount of data to see what the best approach to deal with the problem was, and what type of methods could be used on the teaching practice with the students and the techniques that would work best while addressing the cognitive and affective abilities issue in class.

The empirical report gave the right information when it dealt with the rapport among students and teacher. The manner the instructions were given and the amount of effort students put into dealing with the task at hand was also addressed. How effective pair work was with some students and how effective group work was with others gave the data needed to reach the proper conclusions. The way the English period class and the planning were conducted was sufficient enough to cover all the aims and objectives of the class.

The observation about the type of teachers' material was also evaluated and the response of the students also gave the investigation a clear view of how the class was differently conducted with the students.

### **3.4 Research Population and Samples**

#### **Population**

It is determined as a complete set of elements (persons or objects) that possess some common characteristic defined by the sampling criteria established by the researcher. The population for this study consists of 1 director, 5 teachers and 60

students from 8th basic education year sections “A & B” at Liceo Naval Guayaquil High school.

## Samples

Sample is the selected elements (people or objects) chosen for participation in a study; people are referred to as subjects or participants. Simple random sampling allows us to use statistical methods to analyze sample results. It is also useful to define a confidence interval around a sample mean. The sample was totally taken from population for this study and it consists of 1 director, 5 teachers and 80 students from 8th basic education year sections “A, B & C” at Liceo Naval Guayaquil High school.

**Chart 1. Sample**

No.	Class Classification (Group)	Number of Participants
1	School principal	1
2	Teachers	10
3	8 <sup>th</sup> Grade A	25
4	8 <sup>th</sup> Grade B	25
5	8 <sup>th</sup> Grade c	30
	Total:	91

Source: Liceo Naval Guayaquil  
By: Xavier Ramírez Rivera – Gina Junco Cevallos

All of them were observed and interviewed during the English Classes in order to investigate and determine the student speaking performance through the use of a variety reading activities applied by the teachers.



### 3.5. Research instruments

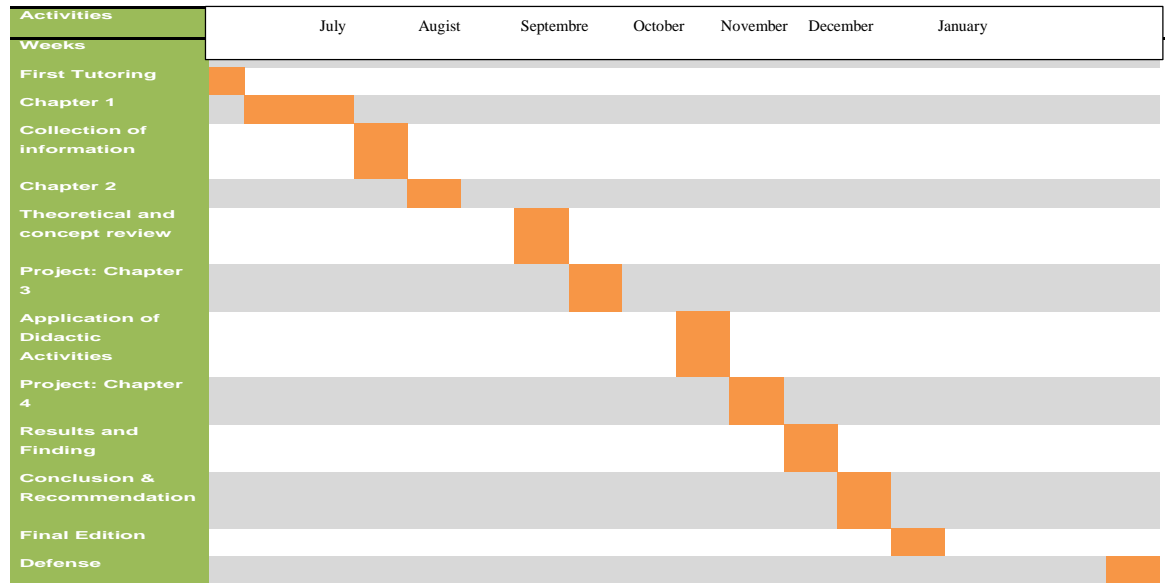
The research instruments that were used in this project are:

- ✚ Students, parents, and teachers' surveys
- ✚ Class observations.
- ✚ Interviews.
- ✚ Bibliographical sources

Through students' surveys we will know the necessities of each student specifically to know how the use of technology will enhance the speaking skill during English classes. We will collect information in which it will help us to get results of our research. The survey applied for teachers, had as a main goal to know how they feel during their English classes through the use of technological resources, the positives and cons, and the use of the reading skill during the classes.

Class observation was taken into consideration, to check the class environment and how the classroom management is, and to perceive the use of a set of methodological resources and the engagement of students in the English learning process by the habit of reading. The principal objective of an interview is to find required data regarded the institution about the failures of some teachers to use traditional methodologies in their classes and offer a set of didactic strategies in order to encourage students to participate actively in class.

### 3.7.. Sources, resources, and timeline



Source: Liceo Naval Guayaquil  
 By: Xavier Ramírez Rivera – Gina Junco Cevallos

### 3.8. Budgets

CATEGORY	ACTIVITY	TOTAL
<b>1. Movilization Expenseses</b>		
Bus	Commuting to school	20
Taxi		20
<b>Equipment</b>		
Laptop	To develop the research project	600
Printer	To print the research project, surveys, class observations, and interviews.	300
<b>Materials and Supplies</b>		
Paper	for copies, research project, worksheets, etc	50
Marker	To use in class	10
books	For bibliographical references	50
<b>TOTAL</b>		<b>1,050</b>

### **3.9. Data Analysis method**

The information obtained from students, principals, and teachers 'surveys and the analysis sample taken by the population can be shown in the following spreadsheets, tables, and graph. The surveys' process was done in Microsoft Office 2010, using Excel and Word at the same time for the elaboration of statistical tables and graphs. The useful instruments during the research project were the surveys for students and teachers. Each survey is made of 10 questions. They contained a simple and easy content to facilitate their understanding. It was necessary to explain the questions from the surveys in order to get reliable information.

The range applied in the survey were strongly agree and strongly disagree using agree, indifferent, and disagree as sub ranges. This is the best way to measure attitudes of acceptance or rejection. After collecting the information, it is analyzed and organized to get mathematical results. Using this information is easy to obtain conclusions that support the proposal. Processing and data analysis was made through computer tools, using spreadsheets, formulas, graphs and charts in Microsoft Excel.

The investigation procedure is the following:

- ❖ Physical data collection.
- ❖ Transfer of information in Excel tables
- ❖ Data tab
- ❖ Representation of Data Graphics
- ❖ Quantitative and qualitative interpreting information
- ❖ Analysis of results
- ❖ Formulating conclusions and recommendation

### 3.10.Results/Findings: Presentation and Analysis

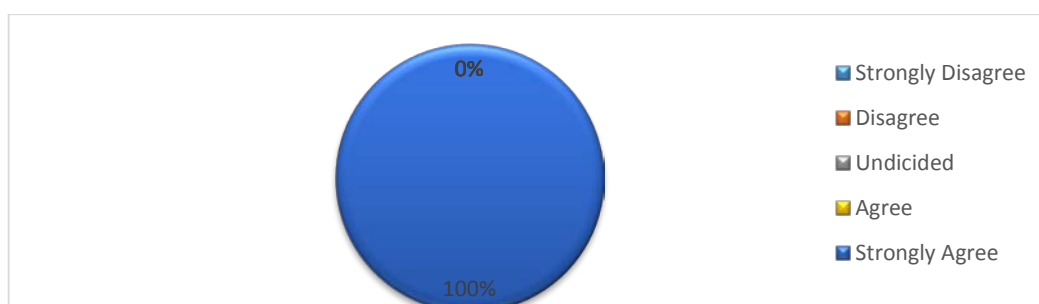
#### 3.10.1. Survey for students

**Table 1. methodological strategies**

1. The use of a methodological strategies help students develop the skills they need to read more?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 1	Strongly Disagree	0	0%
	Disagree	0	0%
	Undecided	0	0%
	Agree	0	0%
	Strongly Agree	5	100%
	<b>Total</b>		<b>5</b>

Source: Liceo Naval Guayaquil  
By: Xavier Ramírez Rivera – Gina Junco Cevallos

**Graph 1. Methodological strategies**



Source: Liceo Naval Guayaquil  
By: Xavier Ramírez Rivera – Gina Junco Cevallos

#### Analysis

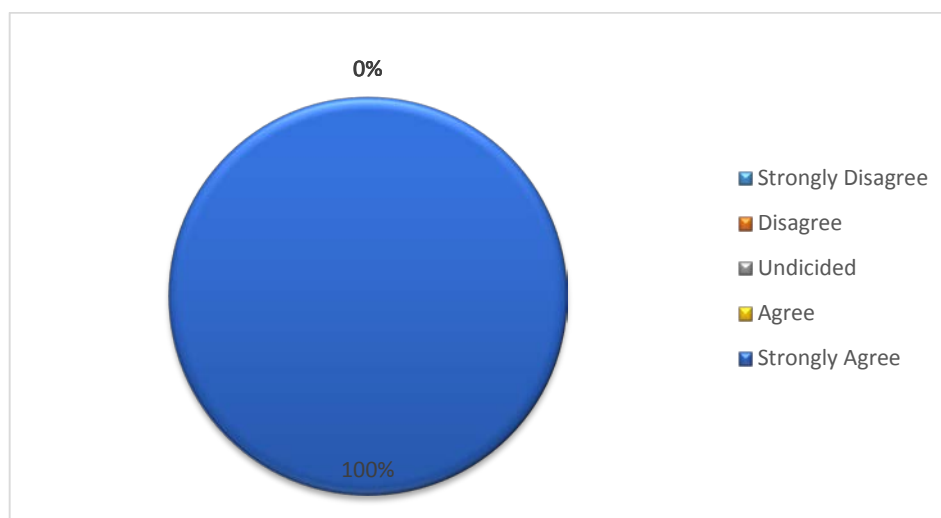
This chart shows 100% of teachers who agree in promoting active classes towards fun methodological strategies in order to be able to teach in modern students.

**Table 2.** Innovative methods in English Language Teaching

2. Teachers must be updated to use active and innovative methods in English Language Teaching (ELT)			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 2	Strongly Disagree	0	0%
	Disagree	0	0%
	Undecided	0	0%
	Agree	0	0%
	Strongly Agree	5	100%
	<b>Total</b>		<b>5</b>

Source: Liceo Naval Guayaquil  
By: Xavier Ramírez Rivera – Gina Junco Cevallos

**Graph 2.** Innovative methods in English Language Teaching



Source: Liceo Naval Guayaquil  
By: Xavier Ramírez Rivera – Gina Junco Cevallos

### Analysis

This chart shows the 100 % of teachers who are strongly agree that teachers must be well prepared to diffuse the knowledge in students, for that reason it is relevant to have some training courses and be updated in the actual society.

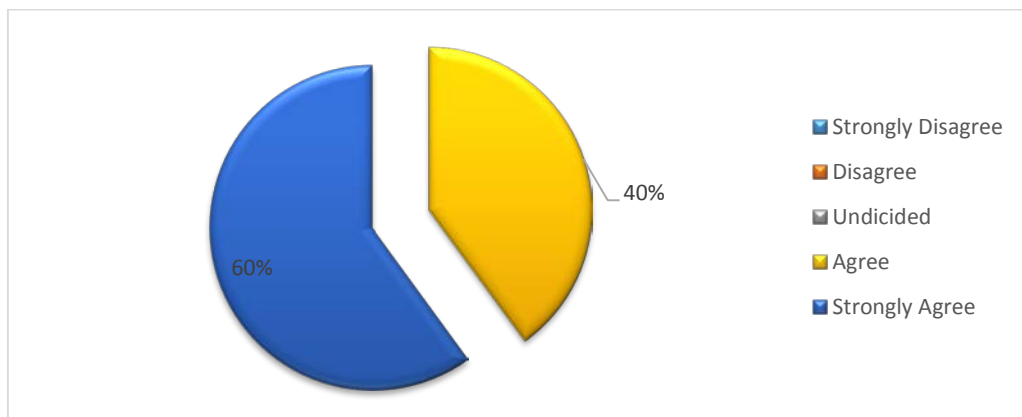
**Table 3. Fun reading techniques to improve English language acquisition**

<b>3. Teachers must apply fun reading techniques to improve students' English language acquisition?</b>			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 3	Strongly Disagree	0	0%
	Disagree	0	0%
	Undecided	0	0%
	Agree	2	40%
	Strongly Agree	3	60%
	<b>Total</b>		<b>5</b>

Source: Liceo Naval Guayaquil

By: Xavier Ramírez Rivera – Gina Junco Cevallos

**Graph 3. Fun reading techniques to improve English language acquisition**



Source: Liceo Naval Guayaquil

By: Xavier Ramírez Rivera – Gina Junco Cevallos

### Analysis

Teaching students to learn promotes the independent learning style in the students. 60 percent of surveyed teachers explains the importance of using innovative didactic strategies in order to teach students to speak without difficulties, other teachers with a 40% concluded with the same opinion.

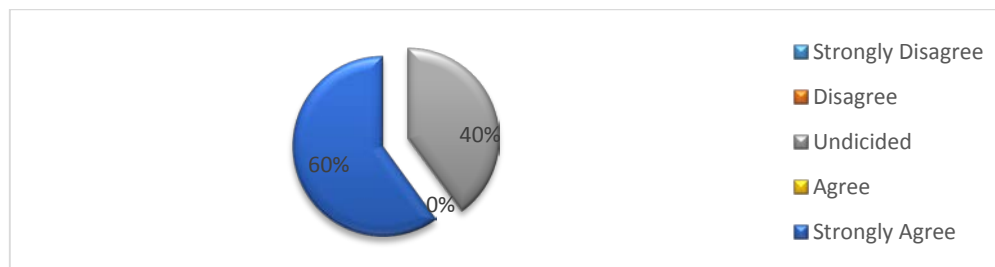
**Table 4. The use of virtual pedagogical resources to develop the habit of reading**

<b>4. Students learn reading easily from internet, using email, Facebook, You tube and other social networking websites.</b>			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 4	Strongly Disagree	0	0%
	Disagree	0	0%
	Undecided	2	40%
	Agree	0	0%
	Strongly Agree	3	60%
	<b>Total</b>		<b>5</b>

Source: Liceo Naval Guayaquil

By: Xavier Ramírez Rivera – Gina Junco Cevallos

**Graph 4. The use of virtual pedagogical resources to develop the habit of reading**



Source: Liceo Naval Guayaquil

By: Xavier Ramírez Rivera – Gina Junco Cevallos

### Analysis

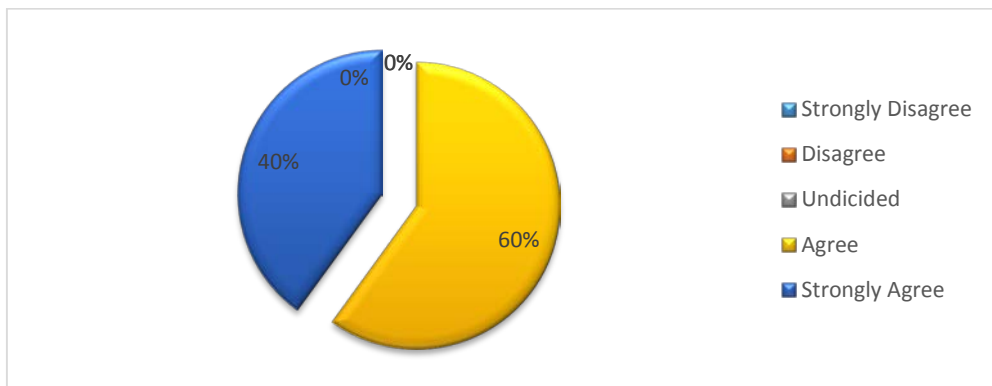
Some teachers (40%), are undecided due to the lack of knowledge or interest in technology, but the 60 percent strongly agree because of the new tendency. Students are influenced by the technology and internet and therefore, teachers must know all the virtual resources to provide students some modern activities to encourage students speak and make the class fun and interesting.

**Table 5. Training courses for English teachers**

<b>5. Teachers must be well prepared to teach 21<sup>st</sup> century student where the knowledge is on internet.</b>			
<b>CODE</b>	<b>CATEGORIES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Item 5	Strongly Disagree	0	0%
	Disagree	0	0%
	Undecided	0	0%
	Agree	3	60%
	Strongly Agree	2	40%
	<b>Total</b>		<b>5</b>

Source: Liceo Naval Guayaquil  
 By: Xavier Ramírez Rivera – Gina Junco Cevallos

**Graph 5. Training courses for English teachers**



Source: Liceo Naval Guayaquil  
 By: Xavier Ramírez Rivera – Gina Junco Cevallos

**Analysis**

The total of one hundred percent of surveyed teachers think the importance of preparing teachers in order to be updated and be able to create a fun teaching atmosphere in the classroom. the 60% agree with it and the 40% were in totally agree with it.

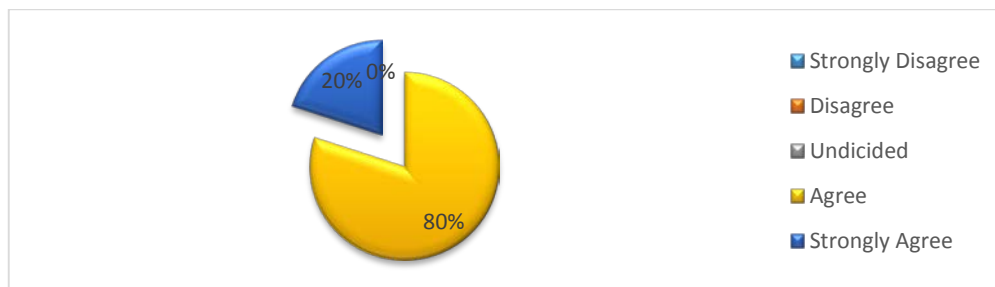


**Table 6. Reading activities to improve English language learning development**

<b>6. Implementing the proposed activities by using a reading exercise will improve English language development in students?</b>			
<b>CODE</b>	<b>CATEGORIES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Item 6	Strongly Disagree	0	0%
	Disagree	0	0%
	Undecided	0	0%
	Agree	4	80%
	Strongly Agree	1	20%
	<b>Total</b>		<b>5</b>

Source: Liceo Naval Guayaquil  
 By: Xavier Ramírez Rivera – Gina Junco Cevallos

**Graph 6. Reading activities to improve English language learning development**



Source: Liceo Naval Guayaquil  
 By: Xavier Ramírez Rivera – Gina Junco Cevallos

**Analysis**

This chart shows the total of 100% of teachers who agree with the implementation of some reading activities to improve the English language. These activities must be according to student’s interest, so that it encourages them to speak and participate in class and make the class interesting.

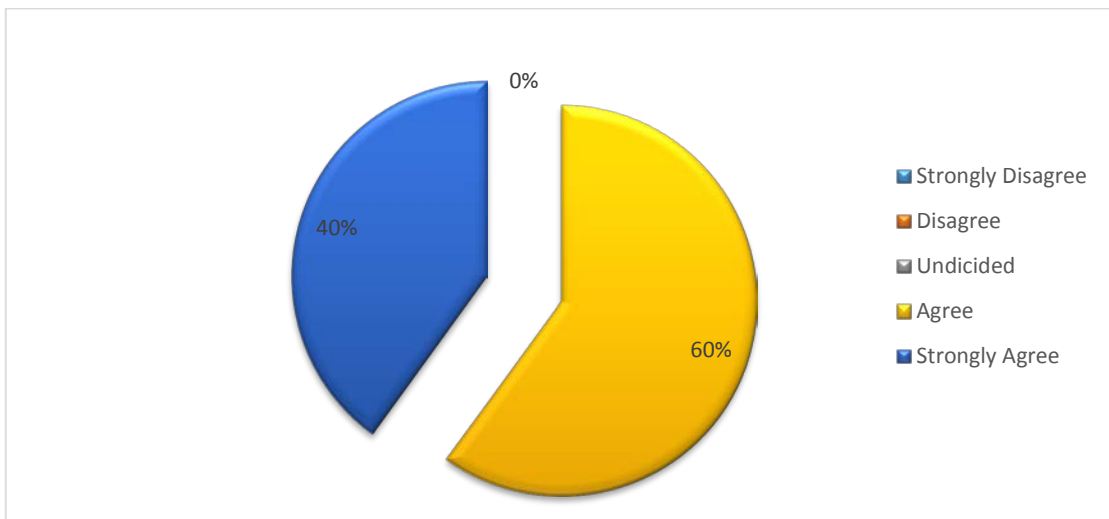
**Table 7. Teaching and learning process to cultivate the love for reading**

<b>7. The use of good fun techniques such as games, theater, videos and roles plays encourage students to have the love for reading?</b>			
<b>CODE</b>	<b>CATEGORIES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Item 7	Strongly Disagree	0	0%
	Disagree	0	0%
	Undecided	0	0%
	Agree	3	60%
	Strongly Agree	2	40%
	<b>Total</b>		<b>5</b>

Source: Liceo Naval Guayaquil

By: Xavier Ramírez Rivera – Gina Junco Cevallos

**Graph 7. Teaching and learning process to cultivate the love for reading**



Source: Liceo Naval Guayaquil

By: Xavier Ramírez Rivera – Gina Junco Cevallos

**Analysis**

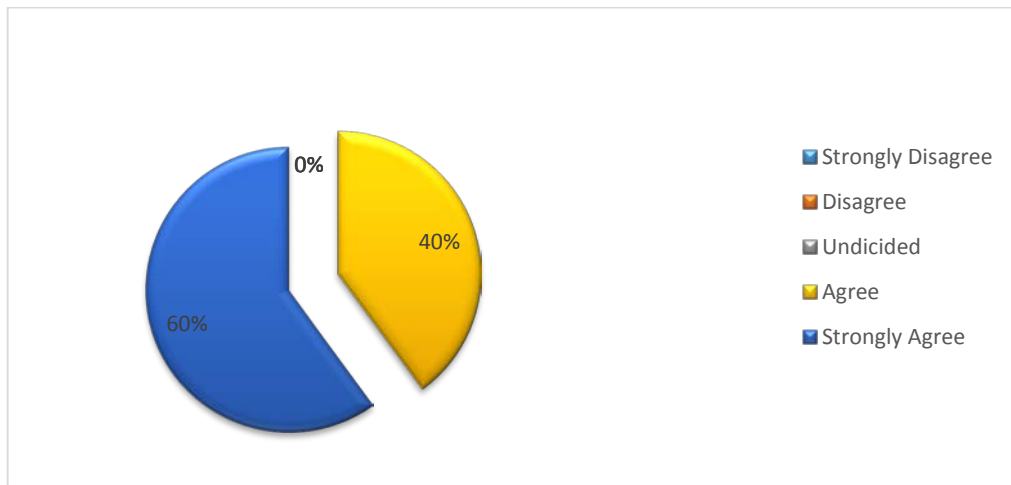
This chart shows teachers think reading strategies by using funny activities encourages the creativity and motivate students at the moment to work in groups, the 60% agree with the question and the 40% strongly agree with it.

**Table 8. Motivational Reading Strategies**

<b>8. It is important to develop motivational reading strategies with playful approach to develop verbal language ability in students.</b>			
<b>CODE</b>	<b>CATEGORIES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Item 8	Strongly Disagree	0	0%
	Disagree	0	0%
	Undecided	0	0%
	Agree	2	40%
	Strongly Agree	3	60%
	<b>Total</b>		<b>5</b>

Source: Liceo Naval Guayaquil  
 By: Xavier Ramírez Rivera – Gina Junco Cevallos

**Graph 8. Motivational Reading Strategies**



Source: Liceo Naval Guayaquil  
 By: Xavier Ramírez Rivera – Gina Junco Cevallos

**Analysis**

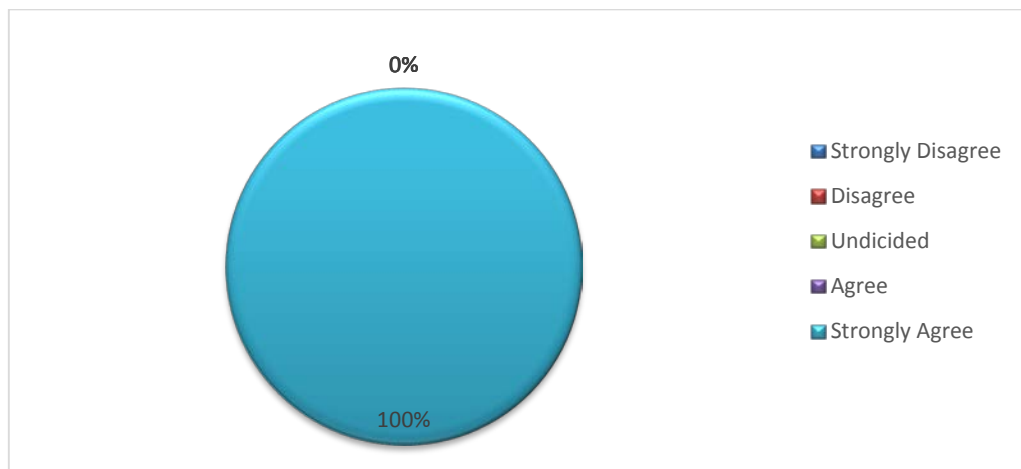
This chart shows if teachers at Liceo Naval Guayaquil high school think that a good resource would be a useful tool for the development of the English language learning in the institution, the 60% strongly agree with it and a 40% agree with the statement.

**Table 9. Developing speaking skills through reading activities**

<b>9. Developing speaking skills through reading activities is fundamental in relation to the acquisition of English Language.</b>			
<b>CODE</b>	<b>CATEGORIES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Item 9	Strongly Disagree	0	0%
	Disagree	0	0%
	Undecided	0	0%
	Agree	0	0%
	Strongly Agree	5	100%
	<b>Total</b>		<b>5</b>

Source: Liceo Naval Guayaquil  
By: Xavier Ramírez Rivera – Gina Junco Cevallos

**Graph 9. Developing speaking skills through reading activities**



Source: Liceo Naval Guayaquil  
By: Xavier Ramírez Rivera – Gina Junco Cevallos

**Analysis**

There is a total of 100% of acceptance that reading activities must improve speaking language and it is necessary to be adapted in the curricular design and lesson plan.

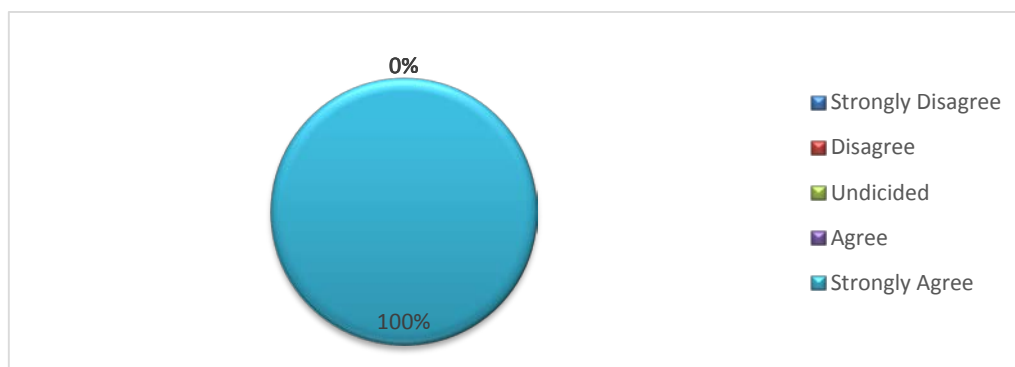
**Table 10. Reading activities to improve communicative skills**

<b>10. Practicing reading in class using interest activities encourage students to improve their communicative skills?</b>			
<b>CODE</b>	<b>CATEGORIES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Item 10	Strongly Disagree	0	0%
	Disagree	0	0%
	Undecided	0	0%
	Agree	0	0%
	Strongly Agree	5	100%
	<b>Total</b>		<b>5</b>

Source: Liceo Naval Guayaquil

By: Xavier Ramírez Rivera – Gina Junco Cevallos

**Graph 10. Reading activities to improve communicative skills**



Source: Liceo Naval Guayaquil

By: Xavier Ramírez Rivera – Gina Junco Cevallos

**Analysis**

100% of teachers strongly agree in improving communicative skills by practicing reading in the classroom. This chart shows the total of acceptance about the habit of reading in the class and teachers must be prepared to teach virtual classes in order to develop communicative purpose.

### 3.10.2. Students surveys

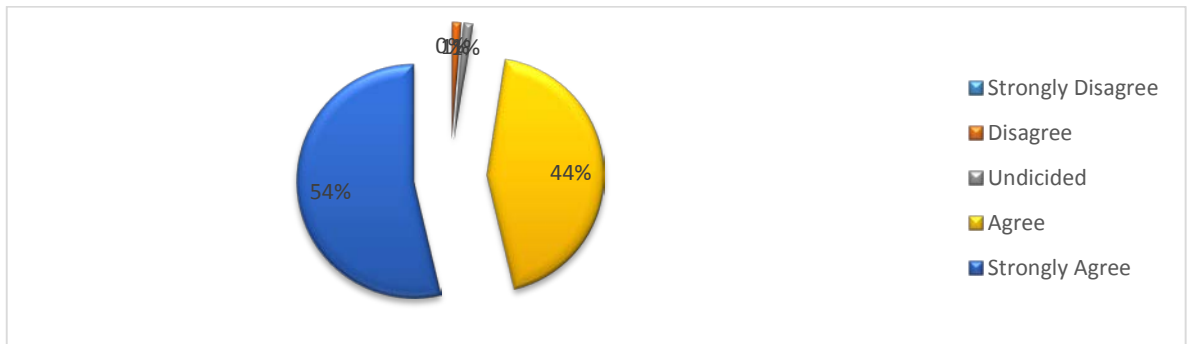
**Table 11.** Online reading exercises to increase the English language acquisition.

1. Doing reading activities on internet is more interesting than practicing on books in class			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 1	Strongly Disagree	0	0%
	Disagree	1	1%
	Undecided	1	1%
	Agree	35	44%
	Strongly Agree	43	54%
	<b>Total</b>		<b>80</b>

Source: Liceo Naval Guayaquil

By: Xavier Ramírez Rivera – Gina Junco Cevallos

**Graph 11.** Online reading exercises to increase the English language acquisition.



Source: Liceo Naval Guayaquil

By: Xavier Ramírez Rivera – Gina Junco Cevallos

### Analysis

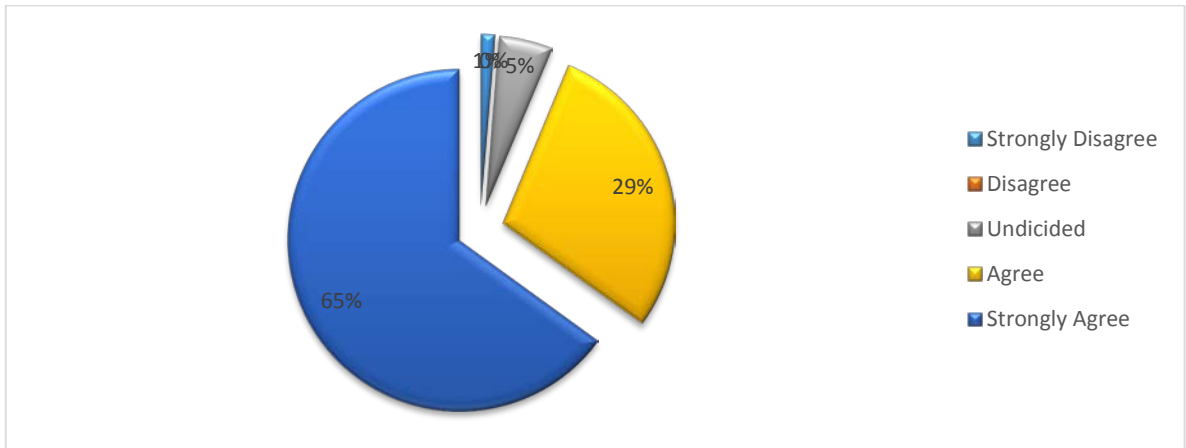
Students consider practicing English using online exercises as funny and interesting tool. This chart shows if students think that they consider themselves ready to use online English pages to increase vocabulary skill, in this case only 2% of the students did not care about the question and the 58% were totally agree and ready to work with it.

**Table 12. Reading for improving vocabulary skills**

2. Do you think the habit of reading may improve and develop vocabulary skills in class?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 2	Strongly Disagree	1	1%
	Disagree	0	0%
	Undecided	4	5%
	Agree	23	29%
	Strongly Agree	52	65%
	<b>Total</b>		<b>80</b>

Source: Liceo Naval Guayaquil  
 By: Xavier Ramírez Rivera – Gina Junco Cevallos

**Graph 12. Reading for improving vocabulary skills**



Source: Liceo Naval Guayaquil  
 By: Xavier Ramírez Rivera – Gina Junco Cevallos

**Analysis**

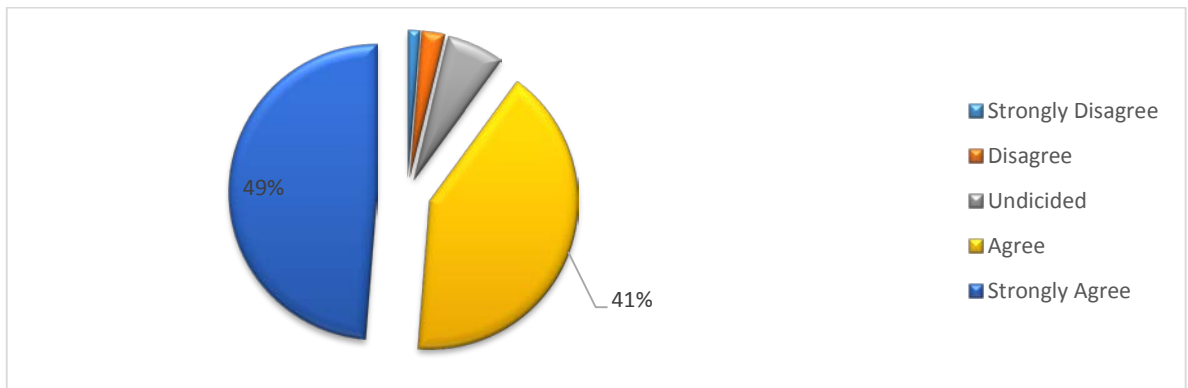
Students at Lice Naval Guayaquil high school think that reading may develop the vocabulary acquisition and it is necessary to reinforce inside the classroom, in this case only 1% of the students did not care about the question, the 65% totally agree and 29% agree to work with the new didactic strategy.

**Table 13. Virtual platform to practice reading skill**

3. The use of pedagogical platforms such as google classroom, Edmodo, and Moodle are necessary to improve English Language.			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 3	Strongly Disagree	1	1%
	Disagree	2	3%
	Undecided	5	6%
	Agree	33	41%
	Strongly Agree	39	49%
	<b>Total</b>		<b>80</b>

Source: Liceo Naval Guayaquil  
By: Xavier Ramírez Rivera – Gina Junco Cevallos

**Graph 13. Virtual platform to practice reading skill**



Source: Liceo Naval Guayaquil  
By: Xavier Ramírez Rivera – Gina Junco Cevallos

### Analysis

This chart shows the importance of using some virtual tools to reinforce English language acquisition, in this case only 1% of the students did not care about the question, 49% strongly agree and 41% agree with this question.

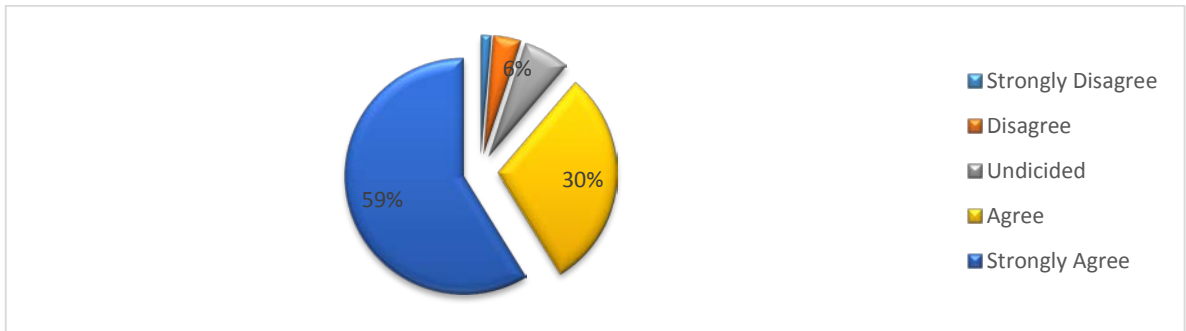


**Table 14. Motivational techniques to develop reading skill ability**

<b>8. It is important teachers develop motivational strategies such as games or playful approach to develop reading skill ability?</b>			
<b>CODE</b>	<b>CATEGORIES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Item 4	Strongly Disagree	1	1%
	Disagree	3	4%
	Undecided	5	6%
	Agree	24	30%
	Strongly Agree	47	59%
	<b>Total</b>		<b>80</b>

Source: Liceo Naval Guayaquil  
By: Xavier Ramírez Rivera – Gina Junco Cevallos

**Graph 14. Motivational techniques to develop reading skill ability**



By: Xavier Ramírez Rivera – Gina Junco Cevallos

**Analysis**

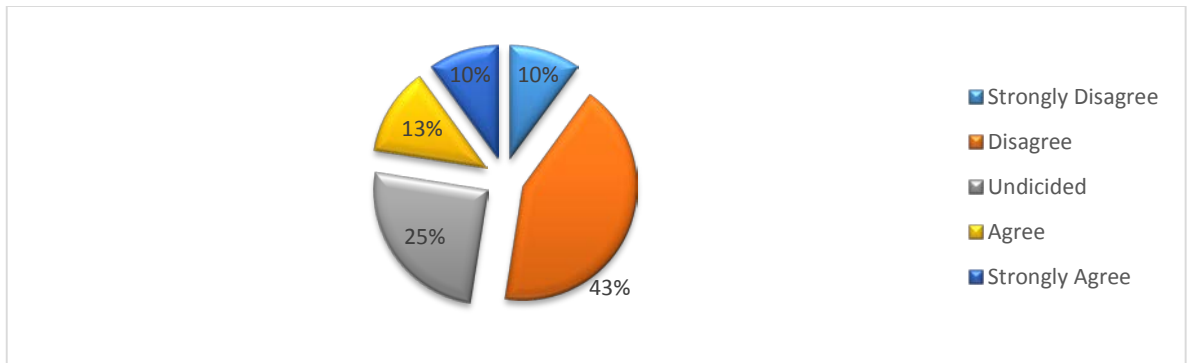
Students show the interest of learning new things and expect the teacher to apply in them some motivational resources in order to make the class more interesting and fun. The 59% of surveyed students totally agree and affirm that it facilitates the way of learning, in 30% agree, but there is a 4% who does not care about the question.

**Table 15. Pedagogical resources in EFL learners**

5. When working in the classroom, do you practice writing skill using teacher's resources such as flashcards, maps, book, and vocabulary, etc?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 5	Strongly Disagree	8	10%
	Disagree	34	43%
	Undecided	20	25%
	Agree	10	13%
	Strongly Agree	8	10%
	<b>Total</b>		<b>80</b>

Source: Liceo Naval Guayaquil  
By: Xavier Ramírez Rivera – Gina Junco Cevallos

**Graph 15. Pedagogical resources in EFL learners**



Source: Liceo Naval Guayaquil  
By: Xavier Ramírez Rivera – Gina Junco Cevallos

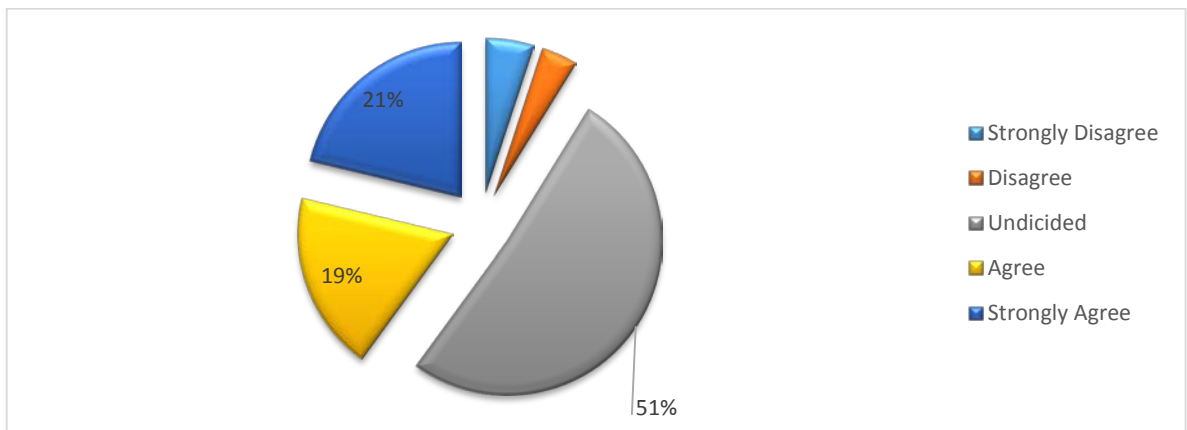
This chart shows if students at La Dolorosa High School if they think it is possible to have personalized education through the use of ICTS, in this case the 4% of the students did not care about the question and the 48% were totally agree and ready to work with it.

**Table 16. Fun Reading activities to encourage students the habit of reading**

6. . The use of fun reading activities such as games, theater, videos and role plays encourage students to have the love for reading?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 6	Strongly Disagree	4	5%
	Disagree	3	4%
	Undecided	41	51%
	Agree	15	19%
	Strongly Agree	17	21%
	<b>Total</b>		<b>80</b>

Source: Liceo Naval Guayaquil  
By: Xavier Ramírez Rivera – Gina Junco Cevallos

**Graph 16. Fun Reading activities to encourage students the habit of reading**



Source: Liceo Naval Guayaquil  
By: Xavier Ramírez Rivera – Gina Junco Cevallos

### Analysis

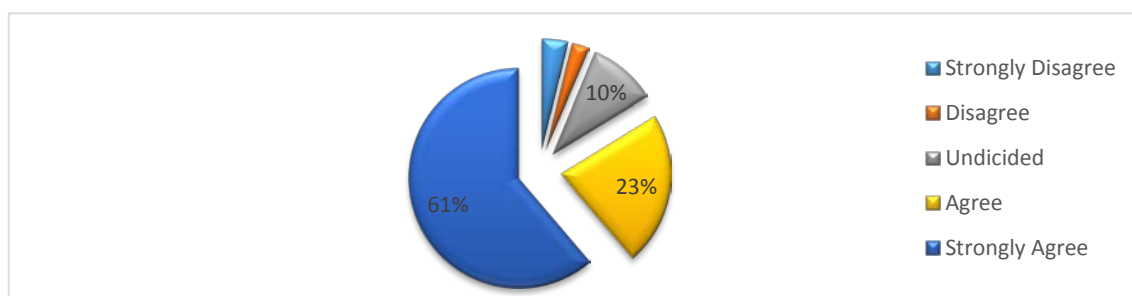
This chart shows the level of compliance in receiving asset of reading techniques in order to develop the habit of reading; in this case the 5% of the students did not care about the question and the 40% were totally agree. Students expect their English teachers to diffuse the knowledge using meaningful teaching process where students can apply their experience and reinforce their communicative skill performance.

**Table 17. Online technology as an optional tool to develop reading and writing skill development**

<b>7. Integrating technology into the classroom is definitely a great way for reading and writing skill development.</b>			
<b>CODE</b>	<b>CATEGORIES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Item 7	Strongly Disagree	3	4%
	Disagree	2	3%
	Undecided	8	10%
	Agree	18	23%
	Strongly Agree	49	61%
	<b>Total</b>		<b>80</b>

Source: Liceo Naval Guayaquil  
By: Xavier Ramírez Rivera – Gina Junco Cevallos

**Graph 17. Online technology as an optional tool to develop reading and writing skill development**



By: Xavier Ramírez Rivera – Gina Junco Cevallos

### **Analysis**

According to this question, the 84% of students surveyed were totally agree in renovating teaching learning procedures in teachers due to the traditional methods which are still seen in class, and as a result Reading becomes boring and disinterest for students.

## **Conclusion and Recommendation**

### **Conclusion**

- \* Teachers applied a few methodological strategies in the process of learning; for that reason, students had a lack of motivation to read, and they tended to be shy during the class.
- \* Teachers showed disinterest and used a traditional pedagogy due to lack of technological resources.
- \* Teachers and the educational community had a lack of training on technological on new technologies as result a deficit in the students' proficiency.
- \* Students increased their knowledge and their participation in the class by applying the observation guide.
- \* The students showed interest in using new devices to learn English. Students' desire is to communicate better in English. Useful activities are necessary to get a good students' proficiency through the Smart board due to its effectiveness in the English Language Acquisition.

## **Recommendations**

Based on the finding and conclusions of the study the following recommendations are put forward.

- \* It is necessary to implement more interactive reading activities inside the classrooms in order to improve the educational system. Smart classroom helps to increase the learning abilities.
- \* Teachers must assist workshops about the proper use of smart board and how to enhance speaking skill applying useful activities in that way, they will give a successful class developing the students' skills.
- \* Teachers must change their methodological strategies in students' learning process, becoming a mechanical class in an innovative class. Students feel motivated, and they can learn in a better way.
- \* The technology is important in the process of learning because there are a variety of web sites in which teachers can attach on the smart board, and they will create a dynamic class especially for kids because they get distracted easily. Websites bring benefits in the process of acquiring English as a foreign language.
- \* It is necessary that teachers elaborate a funny class where students feel secure and they can speak freely. Learners develop an individual instruction.
- \* Although students generally work together in small groups, there are times when all class exchange ideas are valuable. Experimentation, summarizing, comparing, observation and interpreting often involves the whole class. Teachers can use both small group and whole class approaches to teaching in a better way.

## **CHAPTER 4**

### **PROPOSED PROJECT PLAN**

#### **4.1. Title**

Fun Reading comprehension activities to develop English language acquisition.

#### **4.2. Justification**

It is necessary to point out some of the conclusions that have been made from the research. Firstly, it has been proven throughout this research that Reading comprehension improves some skills and especially Speaking ability in their academic proficiency and in these three main aspects: academic language, content and strategic competence. This project includes theoretical research about the benefits and also experimental research as a resource to prove the theoretical findings in 8<sup>th</sup> basic year students at Liceo Naval Guayaquil High School. Secondly, through a survey, it has been proven that students do not have a repertoire of strategies that can be used to support their own learning process. The lack of knowledge about effectiveness Reading for developing communicative skills has also been discovered through classroom observations and teachers questionnaires.

There is a need in teachers to have in hand a set of pedagogical resource in order to reinforce Speaking skills. Teachers are always innovating their instruction and resources. Teachers' instructions include a small set of activities that are repetitive which can cause monotony and likewise demotivation of students. The creation of a guide for the use of the different types of strategies can help teachers with their innovative process. Teachers then could help improve their instruction by providing

new and interesting learning strategies which might not have been learned or applied by students before.

Moreover, students need to have independency while studying. If teachers do not know the appropriate tools to help students, they will not be able to successfully accomplish their goal of being independent learners.

### **4.3. Objectives (Broad and Specific)**

#### **Broad**

To design a set of interactive activities in order to reinforce Speaking skills by using online exercises.

#### **Specific**

To identify a suitable set aligned with the English subject.

To develop a guide for the application of strategies using interactive online Reading activities

To provide students some didactic strategies in order to be oriented through a significant learning process by using a guidance with directions and online Reading activities.

To facilitate teachers from the English area and the coordinator a copy of the guide for the application of Reading strategies in order to be adapted in classroom programs and lesson plans.



#### **4.4. Content Framework of the Proposal Project Plan**

English language has become the universal language around the world and one of the greatest importance in the academic, labor, business and technology field. English language teaching is focused as a foreign language in Ecuador, and it is only learned inside the classroom. Thus, teachers should seek innovative teaching skills in order to teach English as a significant learning process. After investigating, the needs arise at Liceo Naval Guayaquil High School due to the lack of strategies, teachers apply in students to improve speaking skill abilities and it presents a low level in student's academic report in English subject. It has been seen the necessity to find innovative and interactive strategies to improve English speaking language skill in eighth graders.

Therefore, under such demand, it has sought some strategies according to the students' needs and related to listening and speaking abilities. However, a training teacher workshop before the implementation of any strategy is necessary and due to this requirement the researchers of this project have been designed a guide to provide teachers tools to make their class significantly and can transfer their knowledge techniques, so that this can be applied in their classroom and their daily life. Furthermore, this guide must be appreciated as a valuable resource to implement the cooperative learning approach. It will increase the four skill abilities in students and also the quality of methodological strategies in teachers.

A didactic guide with full fun reading activities will provide techniques to reinforce communicative skill abilities through the use of cooperative learning techniques. That is understanding conversations, sort ideas, discuss, summarize, conceptualizing, argue, solve problems and propose new alternatives.

#### **4.5. The proposed Project Plan**

The proposal is designed with a playful approach that will allow teachers to apply recreational activities in order to improve speaking language skills in eighth graders. The role of educators, family and all the school community is very essential to what we want to achieve as speaking comprehensive development. This proposal states funny games to stimulate oral fluency and particularly achieve an integration with the other people around them.

The guide features five possible reading activities including games, songs, and role-play exercises where the goal, skill level, value, time, resources and performance are found in each activity procedure. The resources used to increase student's knowledge are easy to do. Teachers will be facilitators who give the tools to motivate them to be creative in each part of language acquisition and developing speaking skill ability.

This proposal has some scientific aspects because it researches the problem to find a better way to make English classes funny and interesting. It has a social impact due to the necessity to integrate in the social and educational environment through speaking English. Reading is a multifaceted process that develops only with practice. There are certain aspects of reading, such as fluency and word recognition, which can be learned in a few years. These basics must be mastered but at the same time reading comprehension should be emphasized in the process.

**At the bank**

Mr. Peter Williamson is at the bank. Here is his interview with Mr. Robson, the bank manager.



**Bank Manager (BM):** Good morning Mr. Williamson.

**Client (C):** Good morning.

**BM:** Please sit down.

**C:** Thank you.

**BM:** Now, one or two questions.

**C:** Yes, of course.

**BM:** How old are you, Mr. Williamson?

**C:** Thirty-eight.

**BM:** And you are Australian, aren't you?

**C:** Yes, that's right. **BM:**

Are you married? **C:**

Yes, I am.

**BM:** What's your wife's name?

**C:** Clara.

**BM:** And your wife's age, Mr Williamson?

**C:** Pardon?

**BM:** How old is Mrs. Williamson?

**C:** Oh, she's thirty-five.

**BM:** Thirty-five. I see. And is she Australian, too?

**C:** No, she is British? **BM:** And what's her job? **C:** She is a nurse.

**BM:** A nurse, yes. Have you got any children?

**C:** Yes, three. Two boys and a girl.

**BM:** Two girls and a boy.

**C:** No, two boys and a girl.

**BM:** Oh, yes. I'm sorry. And what are their names?

**C:** Nick, Sandra and Richard.

**BM:** And their ages?

**C:** Ten, eight and four.

**BM:** I see. Now one more question, Mr.

Williamson. What's your job?

**C:** I'm a university teacher.

**BM:** A university teacher. Right. Thank you. You want £80,000 to ...



**A. Are the following statements TRUE or FALSE? (3 points)**

1. Mr Williamson has got two boys and a girl. (.....)
2. Clara is a teacher. (.....)
3. Mr Williamson is Australian. (.....)

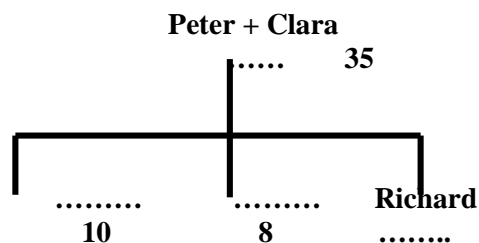
**B. Answer the following questions from the text: (3 points)**

1. Where is Mr Williamson now?  
.....  
.....
2. Is Mrs Williamson at the bank?  
.....  
.....

**3. What does Mr Williamson do?**

.....  
...  
.....  
...

**C. Complete the following family tree from the text. (4 points)**



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## ACTIVITY 2

*Hello. My name is Lupita Gonzalez. I work in a large company in Monterrey, Mexico. We make bottles and cans for soft drinks. I am a secretary. I answer the telephone and take messages. I also use a fax machine and a computer. My first language is Spanish but sometimes I speak English. Many of our clients are from the United States. My supervisor is Mr. Torres. He is an engineer. I start work at 8:00. I usually drive to work. I have lunch from 1:00 to*

### Lupita's Day



*2:00. I finish work at 5:30. I go home and help my mother prepare dinner. We have dinner at 9:00. After dinner I usually watch television a while. I usually go to bed at 11:00.*



**A. Are the following statements TRUE or FALSE? (4 points)**

1. Lupita works in a small company.  
(.....)
2. Lupita is an engineer.  
(.....)
3. Mr Torres is Lupita's supervisor.  
(.....)
4. Lupita doesn't watch television.  
(.....)

2. Who lives with Lupita?

.....  
.....

3. What time does she leave her office?

.....  
.....

4. What does Mr Torres do?

.....  
.....

**B. Answer the following questions from the text: (4 points)**

1. How does Lupita go to work?  
.....  
.....

**C. Complete the sentences from the text? (2 points)**

1. Before she goes to bed, Lupita .....

.....  
.....

2. Lupita speaks Spanish, but she .....

.....  
.....

<https://es.scribd.com/document/372558113/Reading>

**TEST 3**

*Dear mom and dad,*

*Well I want to tell you about my first week of classes at the University. I get up at 6:00 every morning. That is really early for me. I don't like to get up early you know. I usually eat breakfast in the school cafeteria. The food here is pretty good. I have German class every morning at 7:30. After German class I have Business and Economics on Monday, Wednesday, and Friday at 10:00. I have a lot of homework in that class but I really like it. I also have English Composition on Monday, Wednesday, and Friday. On Tuesdays and Thursdays I have United States History.*

*The campus here is really big. After some problems during the first days, I now know where all the buildings and classrooms are. My dormitory is close so I walk to all my classes.*



*My roommate's name is Eric. He is from Los Angeles. We are good friends now. He is quiet and doesn't make a lot of noise.*

*Sometimes Eric and I have dinner together. We don't see each other much because our school programmes are really different.*

*During the evening I study. Sometimes I study in the library and sometimes in the dormitory. I usually go to bed around eleven.*

*Mom, I sure miss your cooking. Could you send me some of your homemade chocolate cookies? Well, I have to go. Take care.*

*Love, Jerry*

**A. Are the following statements TRUE or FALSE? (2 points)**

1. Jerry lives with his parents. (.....)
2. Eric is American. (.....)

**B. Complete the sentences from the text? (2 points)**

1. Jerry wants his mother to .....
2. Jerry goes to ..... to prepare for his lessons.

**C. Answer the following questions from the text: (3 points)**

1. Where does Jerry have breakfast?  
.....  
.....

**2. Do Jerry and his roommate see each other much?**

.....  
.....

**3. Is Jerry's room far from the classrooms? Explain**

.....  
.....

**D. Complete the table: (3 points, 1/2 pt each)**

Subjects \ Days	German	Business & Economics	English Composition	US History
Monday	√			
Tuesday			√	√
Wednes	√	√		
Thursda	√			
Friday		√		

# Strategies to help struggling readers:

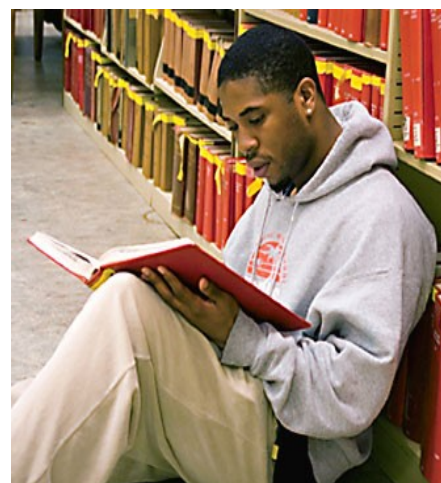
1. Connect reading to prior knowledge
2. Use graphic organizers
3. Do close readings
4. Encourage critical thinking



## 1. Connect Reading to Prior Knowledge

Pre-reading activities:

- KWL chart
- Give one, get one
- Mind-mapping
- Pre-reading quiz



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# KWL Chart

<b>K</b>	<b>W</b>	<b>L</b>
What I know	What I want to know	What I've learned

How many of you used a KWL before? Raise han



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# Give One, Get One



Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

## Give One - Get One

Topic: **San Francisco**

has cable cars.	San Francisco is located in the state of California .	It is a peninsula

# Pre-reading quiz



Before reading		Chinese New Year	After reading	
Agree	Dis-agree		Agree	Dis-agree
		1. It is unlucky to cut your hair before Chinese new year.		
		2. You should clean your house before Chinese new year.		
		3. The panda bear is one of the animals in the Chinese zodiac.		
		4. Chinese people wear white during new year's celebrations.		
		5. "Lucky money" is given to young people in red envelopes during Chinese new year.		



# 2. Use Graphic Organizers

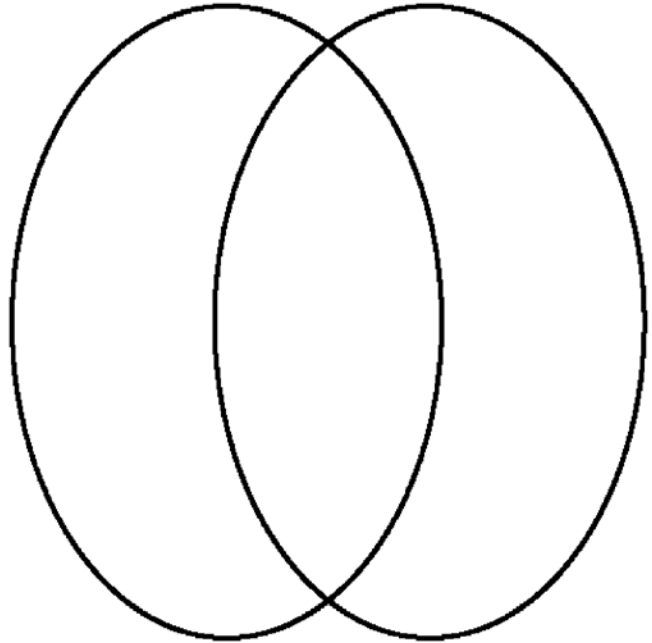
Venn  
2-column  
4-column  
Storyboard  
Vocabulary

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Venn Diagram

Directions: Analyze two categories that overlap. Similarities go in the middle shared section. Differences are listed in the outer areas.

1<sup>st</sup> Topic: \_\_\_\_\_ 2<sup>nd</sup> Topic: \_\_\_\_\_



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**Children should be paid to attend school.**

Yes	No
<b>Conclusion:</b>	

# Chapter: \_\_\_\_\_

Main ideas	Key vocabulary	Important quotation	Comments/questions

## Storyboard

 *Storyboard* 

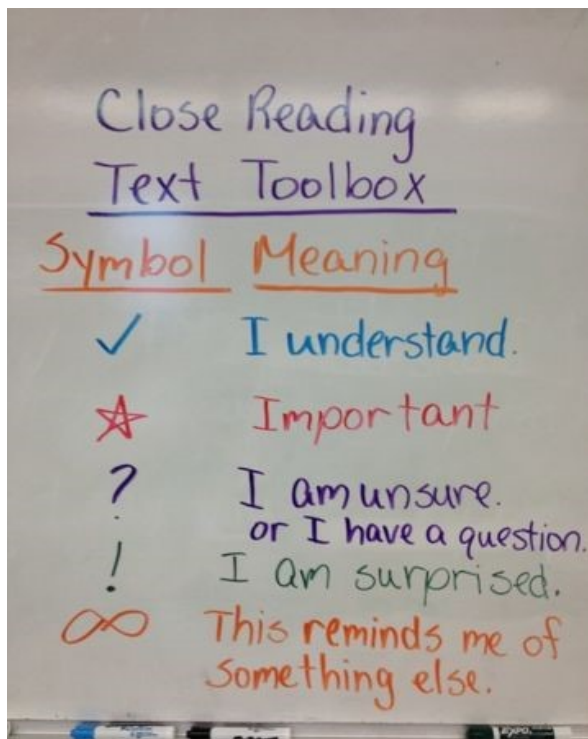
Name(s): \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_


## CLOSE READING

- Engaging with the text 3 times
- Think Aloud
- Reader's Bookmark Annotation



## FIRST READ



- Students read with pencil in hand
- Circle vocabulary words
- Underline or star important points
- Use symbols to mark reading

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## SECOND READ



- Teacher reads text out loud to model fluent reading
- Students follow along with their finger or pencil
- Discuss first impressions and notes

## Third Read

- Teacher models Think Aloud and annotation
- Students do Think Aloud and annotation in pairs



<https://es.scribd.com/document/372558113/Reading>

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## APPENDIXES



Explanation of online activities to improve their Reading skills.



Giving instructions about the activities to perform.

