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**TECNOLOGÍAS**

**CARRERA DE IDIOMAS**

**THESIS TITLE:**

“THE USE OF STORIES TO TEACH THE READING SKILL IN STUDENTS OF OCTAVO AÑO DE EDUCACIÓN GENERAL BÁSICA “A” AT UNIDAD EDUCATIVA “JOSÉ MARÍA ROMÁN” IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2014- 2015”.

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## CERTIFICACIÓN

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Certifico que el presente trabajo de investigación previo a la obtención del Título de: Licenciatura en Ciencias de la Educación, Profesor(a) de Idioma Inglés; con el título **“THE USE OF STORIES TO TEACH THE READING SKILL IN STUDENTS OF OCTAVO AÑO DE EDUCACIÓN GENERAL BÁSICA “A” AT UNIDAD EDUCATIVA “JOSÉ MARÍA ROMÁN” IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2014- 2015”.**, ha sido elaborado por: Walter Aníbal Lema Gualli, el mismo que ha sido revisado y analizado en un 100% con el asesoramiento permanente de mi persona en calidad de Tutora, por lo que se encuentra apto para su presentación y defensa respectiva.

Es todo cuanto puedo informar en honor a la verdad.

Atentamente,



Ms. Magdalena Ullauri

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Los miembros del Tribunal examinador revisan y aprueban el informe de investigación con el título: Trabajo de tesis de Licenciatura en Ciencias de la Educación, Profesor(a) de Idioma Ingles, con el siguiente tema: “THE USE OF STORIES TO TEACH THE READING SKILL IN STUDENTS OF OCTAVO AÑO DE EDUCACIÓN GENERAL BÁSICA “A” AT UNIDAD EDUCATIVA “JOSÉ MARÍA ROMÁN” IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2014- 2015”

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El presente trabajo investigativo, previo a la obtención del Título de: Licenciatura en Ciencias de la Educación, Profesor(a) de Idioma Inglés, es original y basado en el proceso establecido por la Facultad de Ciencias de la Educación, Humanas y Tecnologías. Los criterios en el informe de investigación sobre el tema: **“THE USE OF STORIES TO TEACH THE READING SKILL IN STUDENTS OF OCTAVO AÑO DE EDUCACIÓN GENERAL BÁSICA “A” AT UNIDAD EDUCATIVA “JOSÉ MARÍA ROMÁN” IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2014-2015”**, como también los contenidos, ideas, análisis y conclusiones, son de exclusiva responsabilidad del autor y los derechos del mismo le corresponden a la Universidad nacional de Chimborazo.



Walter Aníbal Lema Gualli

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## **DEDICATORY**

This thesis work is dedicated to God and my mother, Elvía, who has been a constant source of support and encouragement during the challenges in the life. I am truly thankful for having you in my life. This work is also dedicated to my children, Walter, Bridgit and all my family, who have always helped me unconditionally and whose good examples have taught me to work hard for the things that I aspire to achieve.

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TABLE N. 4 49  
**1. - Skimming Strategy:** Underline the sentences that express the main idea in the story according the context.

TABLE N. 5 50  
**2. - Scanning strategy:** Write true or false in the statement according the information in the story by a context.

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**3. - Building Vocabulary Strategy:** Underline the following words and locate the right word the meaning from the context of the story.

## GRAPHICS PRE - POST OBSERVATION INDEX

### PRE

GRAPHIC N 1 46

**1. - Skimming Strategies:** Underline the sentences that express the main idea in the story according the context.

GRAPHIC N 2 47

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## SUMMARY

In the present investigation deals with the topic, "AT UNIDAD EDUCATIVA "JOSÉ MARÍA ROMÁN" IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2014- 2015". It also helps in developing the Reading skill, improving the quality of education. The purpose of this research was to apply the story to support the process in the developing of the skill Reading, which introduced innovative changes in the strategies and resources used to teach the subject of study waiting for the results of this research allowing the use of this new tool to support the learning process and to improve the development in the Reading skill. In the *Chapter I* it is explained with explicitly and detail the location of the institution and its features. In *Chapter II* they are references that allows theoretically to understand the two variables involved in this investigation, which are the story, the importance, the features the story as the methodological strategy, parts of the story, reading skill, the reading process and the methodological strategies in the teaching of reading skills "skimming, scanning and building the vocabulary emphasizing in the types of studies and the researches that are forming the basis for the research, also the methodological strategies worked with a population of 40 students as an objects of study that helped to solve the problem in *Chapter III*. The observation guide made in students was made to 22 women and 18 men, with individual tables and their respective statistic graphics for a better understanding and comprehension of each question, realized and cleared with a comment and interpretation, with their conclusions and recommendations.

  
Dra. Myriam Trujillo B. Mgs.



## INTRODUCTION

The ability to read and to extract a meaning from texts is a fundamental skill necessary for most forms of personal learning, intellectual growth, and educational attainment. (Education U. N., 2010)

The students of octavo año de Educación General Básica “A” use different supports for the teaching the reading skill with stories, videos and flash cards all the teachers that have experiences in to teach English, they arrive to the conclusion of the most students have difficult in develop the reading skill in the English Language.

In the actuality are fundamental aspects the new process of the learning to develop capacities, knowledge, skill, in search of the selection, interpretation and organization of the new information it will contribute in the reflection and comprehension of certain concepts.

Due to the issues of time in some expositions in the class go to the intuition from the students by the use of stories it can be done a didactic exposition didactic in a graphic an symbolic way with the goal to develop the reading skill in the students.

In a specific time the use of the stories could permit to explain the situations about a topic so the student could get the information goal from the teacher with it the students could develop the reading skill.

# CHAPTER I

## 1. REFERENTIAL FRAMEWORK

### PROBLEM STATEMENT

The Unidad Educativa “José María Román” in the city of Riobamba, Chimborazo Province it is located on the street Brasil and Nueva York. During the present academic year 2014-2015, the students population is 1148, with 58 teachers in different areas, just two of them are English teachers with their tasks with two morning and afternoon schedules. They have 27 classrooms and two sports fields, a computer laboratory and internet.

It is disclosed that the investigator realized his practices during all the academic year in the school with 40 students from eighth year of basic general education in the institution, that is why I had experienced and I had evidenced that the problem that the students have is the less ability in the reading skill caused by the teaching of the majority of classes in Spanish, knowing that it is in English class, and the teacher does not use a proper methodology during the teaching and learning process of English Language and also in the reading skill of the students.

Also the book that is used from the Ministry of Education called “Our World through English” is divided in two parts with different activities and grammar exercises, all activities developed by the teacher are oriented to the student in Spanish language, besides the text is used in a mechanical way with a repetitive work and rote hindering the student not be fluent in the vocabulary form hindering reading comprehension.

As a consequence there are students without interest that are passive, indolent, receptionist with low participation in school. Furthermore there is little use of teaching strategies, suitable material and lacks of the creativity in activities, the low use of technology hurting the process of reading skill. Also it is showed that students had disinterest in the classroom in the process of reading skill during the

observation of classroom activities on the behavior of students they are regularly were distracted, aggressive, disobedient do not like working, feeling sleepy, lazy and tired. They talk among themselves and they bother with the classmate.

Apathy in the process of reading skill it is viewed, nonconformity when the students are working on the text or when they are attending to the teacher, manifesting: tiredness boredom, disinterest in participating in class, showing great concern for improving the reading skill.



## **1.1. FORMULATION OF THE PROBLEM**

In what way the use of story improves the development of the reading skill in students of octavo año de Educación General Básica “A” at Unidad Educativa “José María Román” in the city of Riobamba, Chimborazo Province, during the academic year 2014- 2015?.

## **1.2. OBJECTIVES**

### **1.2.1. General Objective:**

To apply reading strategies with the use of story (the voyage of the animal’s orchestra) to improve the reading skill in the students of octavo año de Education General Básica "A" at Unidad Educativa “José María Román" in the city of Riobamba , Chimborazo province, during the academic year 2014- 2015.

### **1.2.2. Specific Objectives**

- To apply skimming as a reading strategy.
- To apply scanning as a reading strategy.
- To apply building vocabulary as a reading strategy.

## **JUSTIFICATION AND IMPORTANCE OF THE PROBLEM**

In this work of investigation it is going to resolve the difficulty in reading with the students of octavo año de Educación General Básica “A” at Unidad Educativa "José María Román" in the City of Riobamba, Chimborazo province.

In the research, it is strengthen the ability of reading through methodological strategies that help students to generate interest and liking for reading which means that they adapt to major changes to improve skill development Reading.

On the other hand it offers a new alternative to the process of reading in the English language, where students will see different activities that will be developed to stimulate the Reading skill, just as it will allow teachers to guide more frequently using the stories.

It is of interest to the author due to the lack of initiatives to make innovative and motivating strategies for Reading skill. This topic is innovative utility that lends itself to achieve reading proficiency

Research is feasible for the facilities provided by the Director of that school; students also have space and technological resources such as televisions, video recorders, computers and network connection.

It is original because the instruments that were applied in this research, were done by the author

The direct beneficiaries of this institution are 40 students of octavo año, who will be on the innovative changes that will be achieved in the process of reading proficiency and achieve significant changes.

## **CHAPTER II**

### **2. THEORETICAL FRAMEWORK**

#### **2.1. BACKGROUND**

On researching in the libraries of the National University of Chimborazo, Faculty of Education, Humanities and Technology, School of Languages, a topic referred to the Reading skill has been found, "Vallejo Narcisa, Guanga Devora. Elaboracion de un Modelo Guia para el Desarrollo del Reading Beginner Level . Riobamba , 2012.

There is not any work according to the use of stories to teach the reading skill in students of octavo año de Educación General Básica "A" at Unidad Educativa "José María Román" in the city of Riobamba, Chimborazo province.

#### **2.2. SUPPORTING STATEMENT**

One goal of the Ecuadorian Education is that there are substantial changes in the teaching-learning process to improve the quality of Education, then with the help of educational stories in the English language, is as otherwise guide to learning Reading skill.

This research is based on the Theory of Cognitivism as Vygotsky. Because we talk about how important the individual's interaction with the socio-cultural environment.

According to Vygotsky

"The distance between the level of development, determined by the ability to independently solve a problem, and the level of potential development as determined through problem solving under adult guidance or in collaboration with a more capable companion" (Vygotsky, 1994)

In addition, there are mediators in this process, so humans develop their skills real context and the context of imitation, since this is in keeping school age of the individual to differentiate between these contexts. Importantly, adult support in their cognitive development to create its own identity through participation and interaction of the social environment

The evolutionary process of transformation that allows the student to continue developing skills and abilities through the acquisition of experiences and learning to adapt to the environment, processes involving discrimination, attention, memory, imitation, conceptualization and problem solving.

Knowledge of reality or transmitted or communicated. The student builds their own learning is individual or social level.

With this statement it follows that reality is constructed for does not exist outside the human mind. Considered desirable to have a model of curriculum based , unified for all compulsory education from kindergarten to high school, in the normal and special arrangements to respond to the basic principles and take the same curricular structure at these levels . Of course, it is accepted that the pair should be flexible enough to adapt to each situation.

This model assumes that learning occurs from the experience, but unlike behaviorism, conceived not as a simple airport transfer in reality, but as a representation of the reality. The emphasis is therefore on how such representations of the world are acquired, stored and retrieved from memory or cognitive structure.

It is enhanced and the role of memory, but not in the traditional sense that away from understanding but with a constructivist value. There is no denying the existence of other forms of learning less, but if their relevance, attributing human learning constructive processes of assimilation and accommodation.

Cognitivism leaves the passive mechanical orientation of behaviorism and conceives the subject as active processor of information through registration and

organization of this information to reach its reorganization and restructuring, in the cognitive apparatus of the learner. Clarifying that this restructuring is not reduced to a mere assimilation, but a dynamic construction of knowledge.

That is, the processes by which knowledge changes. In terms of Piaget, accommodation structures knowledge to new information.

## **2.3. THEORETICAL FOUNDATION**

### **2.3.1. Scientific Theory**

### **2.3.2. The Story**

A short story is a piece of prose fiction which can be read at a single sitting.

The author suggests “The Story can be used as an effective means to increase and promote reading comprehension skills through active engagement, story as a pedagogical strategy can strengthen reading comprehension by helping students develop of a sense of story.” The students supported with resources adequate improvement the reading skill. (Pennycuff, 2008)

A story is a narrative, a story or an account of events, real or fictional, short, oral or written narrative. It may account for real, fictional or fantastic events but always on the basis of an act of fiction. Usually contain few characters involved in one action and some say a surprise ending is a prerequisite for this kind. Its purpose is to raise a powerful emotional reaction. Although it can be written in verse, usually occurs in prose. It is done through the intervention of a narrator and preponderance of the narrative about the monologue, dialogue or description. The story is a tool to help strengthen the better way in the reading skill, the students will be motivated, they encouraged and they put a lot of interest in reading.

Some materials mentioned for the author such as textbook are needed to enhance and understand reading skills, such as word analysis, structural analysis, dictionary use, and learning the meaning of words from the context”. Also he suggests that short stories could be beneficial since literature has the quality of being universal and short stories will allow the teacher to deal with students’

problem. This instrument will help to develop the reading skill (Nasibeh Koha, 2013).

There is a list the following advantages for pedagogical advantages of short stories over other literary texts:

Short stories makes the students' reading task easier because it is simple and short give learners a better view of other people and other cultures .

Requires more attention and analysis helps students to be more creative and raise the critical thinking skills.

To raise cultural awareness.

To reduce students' anxiety and helps them feel more relax.

Is good for multicultural contexts because of its universal language.

It offers a fictional and interesting world.

Knowing that the stories are narratives of something that can happen in daily life or created by fantasies helping the environment where man develops, these serving as a basis to help students as teaching resource designed to improve reading.

### **The Story as a Methodological Strategy**

Really, the story is something that helps in the reading skill, because the students are interested in the narrative, and at the beginning they pay attention to the reading in the classroom with their teachers.

The story maps are visual representations of the elements that make up a narrative. The purpose of a story map is to help students focus on the important elements of narratives-theme, characters, settings, problems, plot events, and resolution-and on the relationship among those elements. Maps of the story or narration have a well-structured basis to orient the student to achieve the skill ability (Rockets,2014).

### **2.3.3. Parts of the Story**

It is necessary to understand the components of a narrative to set up the field to write a successful story, according to "How to write a story," the method step by step of (Lee Ruddy) explains to understand and teach the basic techniques of writing a story. The cohesion of the introduction, body and conclusion make the difference between writing a memorable story that will be remembered and shared with others and a story that is easily forgotten. A good written story has three parts: introduction, body and conclusion.

#### **Introduction**

The introduction provides something that changes or affects and motivates the main character in history to overcome a problem. The introduction to a well-written story comprises the predicament of the character and the decision to solve the problem. These elements of the introduction to the history enable further development which will deepen details about the risks, descriptions of time and space, character defects and the implied question.

This is the first part of the story; in this part of the form of written composition that is used is the description. Some typical words or phrases are disclosed:

**When.** It happens age and time history.

**Where.** The story takes place.

**Who** they are the protagonists and how are people in history.

#### **Stories can begin as follows:**

Once upon a time ...

In a faraway place ...

A long time ago...

## Body

The body of the story is about how the main character moves towards solving the problem. The suspense increases as the character tries to resolve the situation as it faces additional adversities. This action includes more difficulties and encounters with rivals, enemies or opponents as the character continues in his quest to win. At this point in history, an unforeseen incident can get worse the dilemma and unexpected surprise the reader.

It is the most important part of the story, the juiciest and meaningful, and also the longest. The written composition is the conversation (dialogue). Why the characters talk to each other, although the narrative is also used. Here it differs in two parts:

A problem appears or something special happens

**Action/events;** different situations and facts to solve the problem.

**TABLE 1 TYPES OF STORIES**

<b>AUTHOR</b>	<b>RECEIVER</b>	<b>TOPIC</b>	<b>PEOPLE</b>
<b>FANTASTIC TALES</b>		<b>FAIRY TALES</b>	
POPULAR TALES,		PRINCESS TALES	
LITERARY TALES		TRIP TALES	
LOVE TALES		SPY AND POLICE TALES	
ADULT TALES		ANIMAL TALES	
COMPLAINT TALES		HISTORICAL PEOPLE TALES	
SUSPENSE TALES		GHOST STORIES AND MONSTERS	
CHILDREN TALES		TERROR TALES,	

**Source:** English Through short Stories

**Made by:** language Arts Professional Development for Teachers Learning



## **2.4. READING SKILL**

O,Bottino mention that Reading is one of the most important activities in your lives as students. Without reading you would not be able to acquire knowledge that is fundamental to your intellectual growth. Through the reading you will become an expert in your fields. Being a tool Reading helps develop personally and professional individuals, a person who has not habits to reading cannot face in this competitive world.

Reading the guessing is a constant process, and what one Brings to the texts is more important than often what one finds in it. This is why, from the very beginning the students used should be taught to understand what they know to unknown elements, whether these are mere words or thoughts. This is best achieved through a global approach to the text (Grellet, Develop Reading Skills, 2006, p. 7).

According the authors to acquire the reading skill is a complex cognitive process of decoding symbols for the intention of deriving meaning (reading comprehension) and /or constructing it. It is the mastery of basic cognitive processes to the point where they are automatic so that attention is freed for the analysis of meaning. Other type of reading is not speech based writing systems, such as music notation or pictograms; the common link is the interpretation of symbols to the extract the meaning from the visual notation. To get a good ability to acquire a good reading ability, should have processes to help understanding and decoding the message of text to the reader, there must be processes to help comprehension and decoding text message (Vallejo Narcisa 2012).

Reading can be divided into two main subheadings i.e. Reading for pleasure and Reading for a specific purpose.

Reading skills are specific abilities which enable a reader

To read the written form as meaningful language.

To read anything written with independence, comprehension and fluency, and

To mentally interact with the message.

### 2.4.1. What are Reading skills?

It's the ability to identify relevant information.

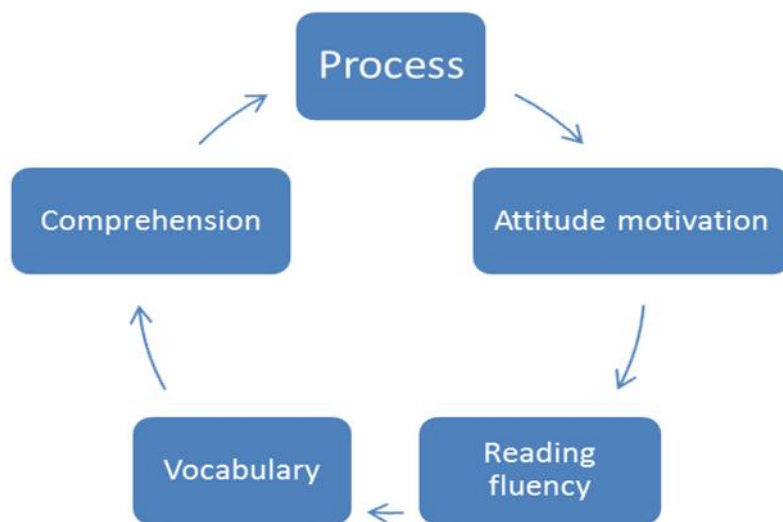
Reading skills do readers to turn writing into meaning and achieve the goals of independence, comprehension, and fluency. Reading skills will enable you to:

- Make meaning out of written language.
- Interact and engage with the language.
- Comprehend and analyze the language.

### 2.4.2. The Reading Process

Reading is one strand of literacy. The reading process is complex and multidimensional. Effective teachers have an understanding of complexity and are reliable to use a range of teaching that approach produces confident and independent reader. Recent work completed by the NCCA (Assessment, 2012) identifies a number of component that need to be considered in the teaching of reading toward recognizing its complicity.

**GRAPHIC N° 1 COMPONENT OF READIN**



**Reference:** Reading Process  
**Made by:** (Education U. N., 2010)

## **Attitude & Motivation**

The motivation is important in the academic process, and must be as a medium that requires the student to acquire a positive attitude during the development of the class, which gives opportunity to interactively explore new knowledge. Level of motivation and engagement have been found to predict achievement. "The consequences of reading motivational that attitudes are more positive attitudes children with are more motivated to read. A substantial body of work also exists on reading interest, as defined either a characteristic of the person or of the text. Interest Relates to text reading comprehension and other important outcomes (Wigfield, 1999, p. 1).

## **Reading fluency**

Fluent in reading is reading words which are recognized automatically. With automatic word recognition, reading becomes faster, smoother, and more expressive, and students can begin to read silently, which is roughly twice as fast as oral reading. Usually beginning readers but do not read fluently; often reading is a word -by -word struggle. There are generally two approaches to improving fluency. The direct approach Involves With repeated modeling and practice reading under time pressure. The indirect approach involves encouraging children to read voluntarily in their free time. The author states to have better concentration reading should perform silent reading which will help us to improve understanding and reading skills.

One landmark study of SSR Showed that reading gains from Sustained Silent Reading (SSR) depend on setting up discussion groups and other peer interactions around texts. In other words, students need to Talk with one another about the books they are reading to motivate a significant Increase in reading. With regular opportunities to discuss books, students learn about good books and read more because they want to read what their peers are reading. Usually they experience peer pressure to read in order to be able to have something to say to their friends. In this way, reading becomes part of the culture of the classroom. (Manning, 1984, p. 1).

## **Vocabulary**

It is all the words used in a language learning as a whole vocabulary in one of the first steps of learning a second language; however learning never finishes vocabulary acquisition, the acquisition of new vocabulary is a continuous process. Many methods help acquire it. A vocabulary usually grows and values with age but it depends also on the level of the learning education. The vocabulary serves as a useful and essential tool for communication and acquiring knowledge.

When we pick up an English dictionary, we imagine that we hold in our hands a representative collection of the words that exist in English Language, the vocabulary of an educated speaker of the language. All the words are, as it were, in one bag: all of a type: They are just as printed in an alphabetical list between the covers of a single book. That enriches the vocabulary is the better way to develop the second language in worldwide (Amvela, 2000, p. 94).

## **Comprehension**

According to the author the comprehension refers to the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text. Where the students have the capacity to understand the message or to decode the text (McNamara, 2006, pág. xi).

### **2.4.3. Reading and Reading comprehension**

The question –type and question functions are constantly related since a given exercise uses a certain type of question, with a certain function, to develop a particular reading skill according (Grellet, *Developing Reading Skill*, 2006,).

**For understand the better way the teachers must following some steps.**

Understanding conceptual meaning.

Understanding the communicative value (function) of sentences and utterances.

Understanding relations within the sentences.

Understanding relation between the parts of a text through lexical cohesion devices.

Understanding cohesion between parts of a text through grammatical cohesion devices.

Interpreting text by going outside it.

Recognizing indicators in discourse.

Identifying the main point or important information in a piece of discourse.

Distinguishing the main idea from supporting details.

Extracting salient point to summarize (the text, an ideas etc.).

Selective extraction of relevant points from a text.

Basic references skills.

Skimming.

Scanning to locate specifically required information.

Transcoding in formation to diagrammatic display.

In order to develop these skills, several types of exercise can be used. These question types can have two different functions.

### **To clarify the organization of passage**

#### **The questions can be about:**

The function of the passage

The general organization (argumentative)

The rhetorical organization (contrast, comparison)

The cohesive devices (link \_ words)

The intrasentential relations (derivation, morphology, hyponymy).

### **To clarify the contents of the passage**

#### **The question can be about:**

Plain fact (direct references)

Implied fact (inference)

Deduced meaning (supposition)

Evaluation.

#### **2.4.4. What is Reading Comprehension?**

The understanding a written text means extracting the required information from it as efficiently the possible. For example, we apply different reading strategies when looking at a notice board to see if there is an advertisement for a particular type of flat and when carefully reading an article of special interesting in a scientific journal (Grellet, págs. 3, 4).

Yet locating the relevant advertisement on the board and understanding the new information contained in the article demonstrated that the reading purpose in each case has been successfully fulfilled. In the first case, a competent reader will quickly reject the irrelevant information and find what he is looking for. In the second case, it is not enough to understand the gist of the text; more detailed comprehension is necessary.

It is therefore essential to take the following elements into consideration.

#### **What do we read?**

##### **Here are the main texts-types one usually comes across:**

Novels, short stories, tales: other literary text and passage (e.g. essays, diaries, anecdotes)

Plays.

Newspapers and magazine.

Letters, postcards, telegrams, notes.

Puzzles, problems, rules for games.

Comic strips, cartoons and caricatures, legends (of maps, picture) and so on.

#### **Why do we read?**

##### **There are two main reasons for reading:**

Reading for pleasure.

Reading for information (in order to find out something or in order to do something with the information you get).

## **How we read?**

### **The main ways of reading are as follows:**

Skimming: quickly running one's eyes over a text to get the gist of it.

Scanning quickly going through a text to find a particular piece of information.

Extensive reading: reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding.

Intensive reading: reading short texts, to extract specific information. This is more an accuracy activity involving reading for detail.

### **2.4.5. Theories of Reading and comprehension**

Understand theories about how children learn can help educators plan classroom instruction. Piaget and Vygotsky provide two perspectives about children's development and learning.

#### **Piaget:**

Children move through specific stages from birth through adolescence (Piaget J. 1957),

The sensorimotor period (birth -2 years). Children explore the world around them through "motor actions" rather than through thought. In this stage the child learns that an object is permanent, even if it is hidden and temporarily cannot be seen.

Pre operational (through 2 to 7 years). Languages develop and children take part in play. Intelligence becomes more apparent. Piaget explains that a child at an age may perceive the quantity of a liquid to be more when it is poured into a taller, thinner glass.

Concrete operation (7- years). During this stage children understand classification, defined as the inclusion of classes under each other. Piaget uses the example of identifying a sparrow as a type of bird, then an animal and finally a "living being". Children of this age also use seriation- putting items in order according to their traits, like length- by systematically comparing two at a time.

Propositional or formal operation 11-12 years to 14 -15 years). Children reach the pin of logic thinking like that of an adult and are able to hypothesize. (Piaget, 1957).

### **The cognitive aspect of sensory-motor Reactions**

If one compares the phases of the construction of reality with those of the construction of the sensory-motor schemes which characterize the functioning of reflexes, habits, or intelligence itself, one observes the existence of a law of development which is of some importance because it will also govern all the later intellectual development of the child (Jean Piaget- Inhelder B. 1969).

Transformed Rousseau's stages of development and the notion of child-centered education into the leading theory of cognitive development of the 20<sup>th</sup> century piaget's theory become the foundation for constructivist movement in education. Piaget did not believe that children learned directly from lessons taught by their teachers; he believe that children learned most effectively when provided with a stimulating environment that offered appropriated opportunities for problems solving (Jean Piaget 1896 -1980 pag 11,1974 a-1975b).

The system of permanent objects and their displacements is, moreover, in dissociable from a causal structuration, for the property of an object is to be the source, the seat. Or the result of various actions whose connections constitute the category of causality

The cognitive schemes which are initially centered upon the child's own action become the means by which the child constructs an objective and decentered universe; similarly, and at the same sensory- motor levels, affectivity proceeds from a lack of differentiation between the self and the physical and human environment toward the construction of a group of exchanges or emotional investments which attach the differentiated self to (Jean Piaget 1896 -1980).



#### **2.4.6. How to read effectively?**

Everyone reads with some kind of purpose in mind: generally speaking, the purpose is either to enjoy oneself or to obtain information of some kind. Effective reading means being able to read accurately and efficiently, and to understand as much of the passage as you need in order to achieve your purpose. It may also be necessary to reproduce the content of the passage in some way or other, such as discussing its main ideas or writing a summary. Not everyone can read effectively even in their own language. Sometimes comprehension failure happens and the reader is unable to achieve his-her purpose. This comprehension failure may be a simple matter of not knowing the meaning of a word; but it is just as likely to be a deficiency in one or more of a number of specific reading skills. The exercises in the book are grouped under heading which refer to the following specific skill.

#### **2.4.7. Reading for pleasure**

Reading for pleasure means that you choose what you want to read. For example you choose to read a magazine or a book by your favorite author in your free time. This does not however mean that you are not learning from this type of reading. Reading in any form informs you about society and culture and the world in general, whether it is through fiction (creative writing) or nonfiction (fact).

#### **2.4.8. Methodological Strategies in the Teaching of Reading Skills**

##### **Skimming**

Skimming and scanning are two techniques that can help readers quickly gain information from a book, magazine, news or website without having to read every word. When used well, both skimming and scanning can save readers time and allow them to study more efficiently, skimming requires a greater degree of reading and word recognition skills as it involves a more thorough understanding of the text. Scanning to find a particular piece of information can be achieved successfully by relatively poor readers and is therefore a very satisfying achievement for those daunted by texts in a foreign language. As the students become more confident of their reading ability in the mother tongue and in English, they will learn how to approach texts with different reading skills

depending on the purpose of the text and the purpose they have for reading it. The more students are encouraged to approach a text by first using skimming or scanning techniques, the sooner they begin to realize that they do not have to read and understand every word of a text (Arundel, community collage Reading and Study Skill, 2012)

### **Skimming the text using first and last paragraph:**

The text is organized clearly with an introduction and conclusion.

Introduction gives you an idea of what the text is going to be about.

The conclusion shows that this is what it has been about.

As Reading is interactive process, we have to work at constructing the meaning of the text from the marks on the paper.

We need to be active all the time when we are reading.

The text is organized through the use of headings and subheadings.

Get a good idea of the overall content of a text by reading the headings and sub-headings first.

Will find it easier to read in detail.

### **Scanning**

It is used to find specific information in a reading. Glancing through a text to find or specific piece of information or to decide if the text is relevant to your needs.

What is specific information?

Dates

Places

Names

Page numbers

Keywords

This technique is used to assess the value and relevance of the reading. The scanning is rapidly running your eyes over the text in order to locate specific details there are three steps to scanning include:

- Read the question and search for keywords or ideas associated with the question.
- Your eyes on them move quickly over the page flitting around the text, back and forth, up and down.

- Less Reading and more searching, the brain hunts for specific information, a word, a phrase, a name or a number (Kanar, 2010, pág. 165).

### When to Skim and Scan?

**TABLE 2 PURPOSES THE SKIMMING AND SCANNING**

<b>Skim for these purposes</b>	<b>Scan for these purposes</b>
<ul style="list-style-type: none"> <li>• To get a general idea of what a book or a chapter cover.</li> <li>• To preview the day's big stories without having to read the entire newspaper.</li> <li>• To determine what a midterm exam will cover by glancing through previous test.</li> <li>• To read through a chapter introduction to find the author's purpose.</li> <li>• To preview several articles to find one that contains the information you need.</li> </ul>	<ul style="list-style-type: none"> <li>• To find the answer to a question.</li> <li>• To find a specific fact such as a name or a date.</li> <li>• To find a piece of information listed on a chart or other graphic.</li> <li>• To find a specific topic in a index, table of contents, or references book.</li> <li>• To find a piece information that you previously read on a website.</li> </ul>

**Source:** Reading Skill  
**Made by:** Unggul D. Jatmika

## **Building vocabulary**

It seems almost impossible to overstate the power of words; they literally have changed and will continue to change the course of world history. Perhaps the greatest tools we can give students for succeeding, not only in their education but more generally in life, is a large, rich vocabulary and the skills for using those words. Our ability to function in today's complex social and economic worlds is mightily affected by our language skills and word knowledge. In addition to the vital importance of vocabulary for success in life, a large vocabulary is more specifically predictive and reflective of high levels of reading achievement. The Report of the National Reading Pane, for example, concluded, "The importance of vocabulary knowledge has long been recognized in the development of reading skills. As early as 1924, researchers noted that growth in reading power relies on continuous growth in word knowledge. (Yatvin, 2000)

In everyday conversation we speak of vocabulary in the singular; we speak of a person's vocabulary. This is actually an oversimplification. The American Heritage Dictionary defines vocabulary as "the sum of words used by, understood by, or at the command of a particular person or group." In this paper we are concerned with extending the sum of words that are used by and understood by students. However, it seems important to point out that in almost all cases there are some differences in the number of words that an individual understands and uses. Even the terms "uses" and "understands" need clarification. For example, the major way in which we "use" vocabulary is when we speak and write; the term expressive vocabulary is used to refer to both since these are the vocabularies we use to express ourselves. We "understand" vocabulary when we listen to speech and when we read; the term receptive vocabulary is used to refer to listening and reading vocabularies. Finally, to round out the terminology, meaning or oral vocabulary refers to the combination of listening and speaking vocabularies, and literate vocabulary refers to the combination of our reading and writing vocabularies. Are our listening, speaking, reading and writing vocabularies all the same? Are they equally large? Is our meaning vocabulary larger or smaller than?

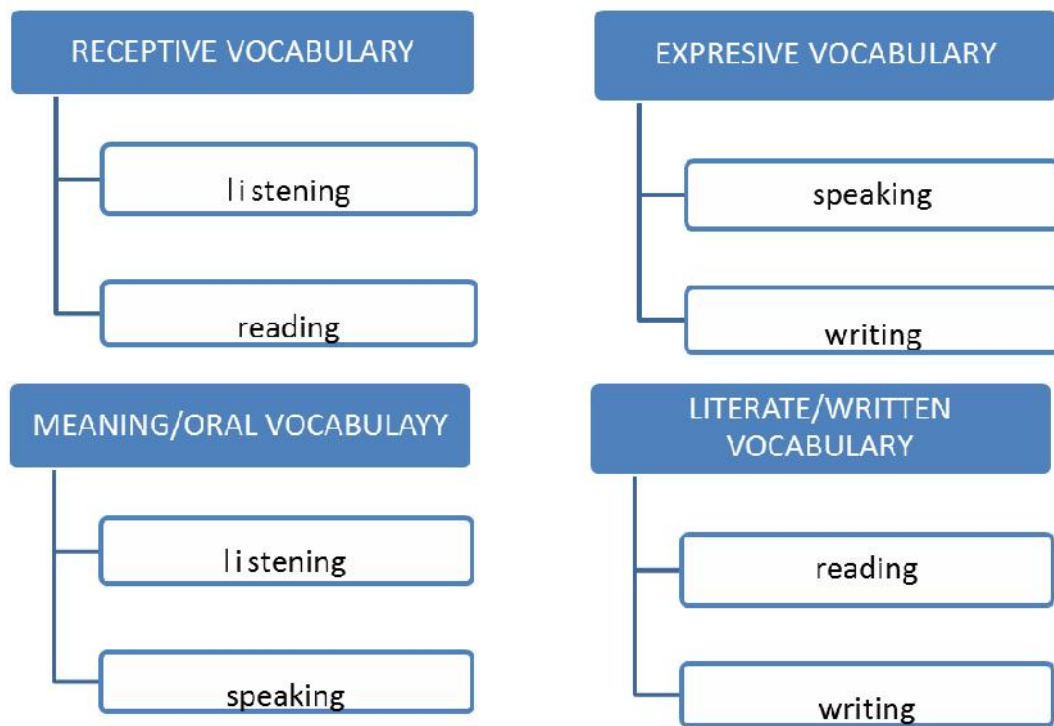
Young children naturally learn to communicate through listening and speaking. In order to make the transition to communicating through reading and writing, they need a large meaning vocabulary and effective decoding skills. There is an abundance of research evidence to show that an effective decoding strategy allows students not only to identify printed words accurately but to do so rapidly and automatically. Given the focus of this paper, we will not attempt to review the rather complex topic of developing fluency. However, we do feel it is important to briefly address one aspect of decoding that is crucial for beginning readers: high-frequency vocabulary. (Teaching and Developing Vocabulary:, 2004)

### **A Comprehensive Approach to Teaching and Developing Vocabulary**

The amount of vocabulary that children need to acquire each year is staggering in scope, estimated to be about 3,000 words a year. Therefore, a comprehensive approach consisting of the following components needs to be in place. Use “instructional” read-aloud events. Provide direct instruction in the meanings of clusters of words and individual words. Systematically teach students the meaning of prefixes, suffixes, and root words. Link spelling instruction to reading and vocabulary instruction. Teach the effective, efficient, realistic use of dictionaries, thesauruses, and other reference works. Teach, model, and encourage the application of a word-learning strategy. Encourage wide reading. Create a keen awareness of and a deep interest in language and words.

(TEMPLETON, Teaching and Developing Vocabulary:, 2004)

## GRAPHIC N° 2 COMPONENT OF THE VOCABULATY



**Reference:** Teaching and Developing Vocabulary Key to Long-Term Reading Success.  
**Made by:** John J. Pikulski and Shane Templeton

### Evaluation

Evaluation is perhaps the most complex and least understood of the terms. Inherent in the idea of evaluation is "value." When we evaluate, what we are doing is engaging in some process that is designed to provide information that will help us make a judgment about a given situation. Generally, any evaluation process requires information about the situation in question. A situation is an umbrella term that takes into account such ideas as objectives, goals, standards, procedures, and so on. When we evaluate, we are saying that the process will yield information regarding the worthiness, appropriateness, goodness, validity, legality, etc., of something for which a reliable measurement or assessment has been made. Procedures used to determine whether the subject (i.e. student) meets preset criteria, such as qualifying for special education services. This uses assessment (remember that an assessment may be a test) to make a determination of qualification in accordance with a predetermined criteria.

**TABLE 3 ACTIVE READER AND PASSIVE READER**

Active reader	Passive reader
<p>Tailor their reading strategies to suit each assignment.</p> <p>Analyze the purpose of a reading assignment.</p> <p>Adjust their reading speed to suit their purpose.</p> <p>Question ideas assignment.</p> <p>Skim the headings or introduction and conclusion to find out what an assignment is about before beginning to read.</p> <p>Make sure they understand what they are reading as they go along.</p> <p>Read with pencil in hand, highlighting, jotting notes and making key vocabulary.</p> <p>Develop personalized strategies that are particularly effective</p>	<p>Read all assignments the same way.</p> <p>Read an assignment because it was assignment.</p> <p>Read everything at the same speed.</p> <p>Accept whatever is in print as true.</p> <p>Check the length of an assignment and then begin reading.</p> <p>Read until the assignment is completed.</p> <p>Simple read.</p> <p>Follow routine. Standard method.</p> <p>Students do not have reading habit</p>

**Resource:** Active Reading Skills

**Made by:** Kathleen McWhorter

**Use pre-Reading activities to prepare students for reading**

The activities you use during pre-reading may serve as preparation in several ways.

**During pre-reading you may:**

Assess students' background knowledge of the topic and linguistic content of the text.

Give students the background knowledge necessary for comprehension of the text, or activate the existing knowledge that the students possess.

Clarify any cultural information which may be necessary to comprehend the passage.

Make students aware of the type of text they will be reading and the purpose(s) for reading

Provide opportunities for group or collaborative work and for class discussion activities.

**Sample pre-reading activities:**

Using the title, subtitles, and divisions within the text to predict content and organization or sequence of information.

Looking at pictures, maps, diagrams, or graphs and their captions.

Talking about the author's background, writing style, and usual topics.

Skimming to find the theme or main idea and eliciting related prior knowledge.

Reviewing vocabulary or grammatical structures.

Reading over the comprehension questions to focus attention on finding that information while reading.

Constructing semantic webs (a graphic arrangement of concepts or words showing how they are related).

Doing guided practice with guessing meaning from context or checking comprehension while reading.

Pre-reading activities are most important at lower levels of language proficiency and at earlier stages of reading instruction. As students become more proficient at using reading strategies, you will be able to reduce the amount of guided pre-



reading and allow students to do these activities themselves. According (The National Capital Language Resource Center, 2003-2004).

### **Match while-reading activities to the purpose for reading**

In while-reading activities, students check their comprehension as they read. The purpose for reading determines the appropriate type and level of comprehension.

When reading for specific information, students need to ask themselves, have I obtained the information I was looking for?

When reading for pleasure, students need to ask themselves. Do I understand the story line/sequence of ideas well enough to enjoy reading this?

When reading for thorough understanding (intensive reading), students need to ask themselves do I understand each main idea and how the author supports it? Does what I'm reading agree with my predictions, and, if not, how does it differ? To check comprehension in this situation, students may.

Stop at the end of each section to review and check their predictions, restate the main idea and summarize the section.

Use the comprehension questions as guides to the text, stopping to answer them as they read.

### **2.4.9. What are the types of reading skills?**

Scanning

Skimming

Comprehension

Critical reading

Vocabulary or word attack skill.

The skimming and scanning are two very different strategies for speed reading. They are each used for different purposes, and they are not meant to be used all the time. They are at the fast end of the speed reading range, while studying is at the slow and skimming: is used when the readers are seeking more of a general

impression of what the text is about. The reader could skim a whole text if they wanted to, but they would probably not skim a whole telephone directory to find your number (Marks , 2013).

### **What are the main aspects?**

The title or name of the book.

The sub-title names of chapters.

The introduction.

First line of each paragraph.

Pictures.

Conclusion.

Supporting stamen

### **2.4.10. Classroom Activities to Develop English Reading Skill.**

The reading is receptive skill that permits the comprehension the text, pictograms to help develop the better way to students.

#### **Activities**

##### **Scaffold**

Scaffolding is providing a support for students as they learn new skills or information. For scaffolding vocabulary, you can:

To use a graphic organizer to explain concepts and related words. [Example coming soon]

To use the six ESL steps above to help students understand and use the word immediately.

To post new vocabulary on a word wall, and review the words daily. Swap out old words as necessary.

To label drawings and pictures to help students make the connection between oral and written English. Point to these visuals to clarify meaning when using these words (Colorado,2007).

## **Techniques for Acquiring Reading Skill**

### **Missing sentences**

Take out important sentences from a text. Ask the students to find their place in the text (3-5 sentences per page). Distribute the text from where you've abstracted the sentences to students in one page. Then print the sentences on separate pieces of paper. When the time is up, provide the original version of the text to the students for insight.

### **Questions**

Before you start reading something like an article, a story, a chapter or a whole book, prepare for your reading by noting down questions you want the material to answer. While you're reading, note down questions which the author raises.

### **Underlining and highlighting**

Pick out what you think are the most important parts of what you are reading. Do this with your own copy of texts or on photocopies, not with borrowed books.

If you are a visual learner, you'll find it helpful to use different colors to highlight different aspects of what you're reading.

There are 4 reading skill to help you become a competent reader:

#### **Work attack skill 1**

Word by word approach of text and the ability to translate graphical...punctuation marks and spacing) representation into graspable language.

#### **To identify words in same groups**

Bread, noodles, rice would belong in

Rifle, tanks, blood would belong in

#### **To identify the purpose of punctuation marks**

Comma would mean a continuous elaboration

Period would mean the end of the sentence

**To identify the space and categorization**

Paragraphs would mean different main ideas.

Bolded, italicized, underlined, would mean something great importance.

**To identify usage of capital and small letters.**

Capitals would mean proper nouns.

Small would mean improper nouns

**Comprehension skill**

Able to understand the context of the text to aid reading

**Comprehension skill 1**

**Using context to predict connecting words**

The weather is hot, so he opens

He is playing football, so he kicks

**Using related words to predict connecting words.**

Men and W \_\_\_\_\_

Spoon and f \_\_\_\_\_

**Fluency skill**

The ability to see a larger picture and phrases as whole to aid reading

**Fluency skill 1**

**Using phrases to predict connecting words.**

At the d \_\_\_\_\_

The book that I r \_\_\_\_\_

**Recognizing frequent words in text.**

Usage of pronouns like I, me, you

**Critical reading skill**

The ability to analyze and evaluate the text and reproduce it in your own words without missing the intended message.

**Critical reading skill 1**

**Identifying the cause and predicting the effect**

If you drop the vase, it will \_\_\_\_\_

If you don't study, you will \_\_\_\_\_

**Identifying the process and predicting the steps.**

First, turn right, then \_\_\_\_\_

Remove the packaging and \_\_\_\_\_

## **Critical reading skill 2**

### **Identifying comparison and predicting the description**

As big as a an \_\_\_\_\_.

Internet has its pro and \_\_\_\_.

### **Identifying generalization and predicting the description.**

All of us are from \_\_\_\_\_

Fruits that grow in Cameron are \_\_\_\_.

### **Useful skill for reading**

**Scanning:** To locate specifically required information.

Purposeful and fast

When you look for a telephone number or a name in an index, your eyes move quickly over the words until you find the particular information you are looking for. You ignore everything except the specific information you want.

**Surveying:** Whatever you need to read, it is useful to have a quick look at it all first to get an idea of the layout of the text and what is included.

Skim through the text to see what is included and how it is organized.

Survey through the content and subtitle.

### **Using the title**

**Reading is an interactive process it is two way.**

To work at constructing the meaning from the marks on the paper.

Title, subtitles section heading can help we to formulate questions to keep us interacting.

Before we start reading to try to actively remember what we know, and do not know, about the subject and then formulate questions based on the information we have.

## 2.5. CONCEPTUAL THEORY

### **Definitions of basic terms**

**Strategy:** is a way chosen by the teacher based on students' need and level to develop to develop reading comprehension.

**Reading:** Reading is one of the most important activities in your lives as students. Without reading you would not be able to acquire knowledge that is fundamental to your intellectual growth. Through reading you become expert in your fields.

**Skills:** Abilities that a person has to function or to solve problems autonomously when the situation requires it:

**Comprehension:** is the result after the interaction between the reader and the text. The reader grasps the meaning of a lecture.

**Vocabulary:** Vocabulary is presented in lexical groups and practiced through exercises and tasks linked to the grammatical or communicative focus of the class. The illustrations in Postcards have been carefully chosen to help you teach new vocabulary.

**Story:** A narrative, a story or an account of events, whether real or fictional situation.

**Teaching technique:** The instrument or tool where the application of methods, procedures, and resources are viable.

**Capacity:** System oriented abilities to fulfill a function.

**Cognition:** The students ability for judging, knowing, learning, perceiving recognizing, remembering, thinking, and understanding when they are in front of the text and lead them toward an awareness the student (cognitive, affective, and social).

## **2.6. HYPHOTESIS SYSTEM**

The use of story will help to improve the reading skill in students of octavo año de Educación General Básica "A" at "Unidad Educativa" José Maria Román" in Riobamba city, Chimborazo Province, during academic year 2014-2015.

## **2.7. VARIABLES**

### **2.7.1. Independent Variables.**

Use of the stories.

### **2.7.2. Dependent Variables.**

Reading skill.

### **2.7.3. Specific Hypothesis I**

The application of the skimming strategy through (*the voyage of the animal's orchestra*) story develop the reading skill.

### **2.7.4. Specific Hypothesis II**

The use of scanning through (*the voyage of the animal's orchestra*) story develop the reading skill.

### **2.7.5. Specific Hypothesis III**

The practice of the Building Vocabulary through the (*the voyage of the animal's orchestra*) story develop the reading skill.



## 2.8. OPERATIONALIZATION OF VARIABLES.

VARIABLE	CONCEPT	CATEGORY	INDICATORS	TECHNIQUES AND INSTRUMENTS
<p><b>INDEPENDENT VARIABLE</b></p> <p><b>Stories</b></p>	<p>The story is understood as a narrative of facts in the past that may be real or fictitious, but it can be used as a means of linking the ability of the compression reading.</p>	<p>Appeal</p>	<p>Attention</p> <p>comprehension</p>	<p><b>Technique</b></p> <ul style="list-style-type: none"> <li>• Observation</li> </ul> <p><b>Instrument</b></p> <ul style="list-style-type: none"> <li>• Observation guides</li> <li>Note</li> </ul>

VARIABLE	CONCEPT	CATEGORY	INDICATORS	TECHNIQUES AND INSTRUMENTS
<p data-bbox="300 419 501 485"><b>DEPENDENT VARIABLE</b></p> <p data-bbox="300 676 483 710"><b>Reading skill</b></p>	<p data-bbox="568 381 925 746">The reading is one of the most complex activities, because it requires a process for their development, with ability and strategy for reading comprehension.</p>	<p data-bbox="940 437 1084 470"><b>Skimming</b></p> <p data-bbox="940 715 1070 748"><b>Scanning</b></p>	<p data-bbox="1249 416 1391 450">Main idea</p> <p data-bbox="1249 715 1453 748">Detail of ideas</p>	<p data-bbox="1585 381 1733 414"><b>Technique</b></p> <ul data-bbox="1630 496 1839 529" style="list-style-type: none"> <li data-bbox="1630 496 1839 529">• Observation</li> </ul> <p data-bbox="1585 608 1742 641"><b>Instrument</b></p> <ul data-bbox="1630 663 1839 804" style="list-style-type: none"> <li data-bbox="1630 663 1839 804">• Observation guides Note</li> </ul>

### 2.8.1. Specific Hypothesis I

#### Implementing

VARIABLES	CONCEPT	CATEGORY	INDICATORS	TECHNIQUES AND INSTRUMENTS
<b>Skimming</b> strategy	skimming requires a greater degree of reading and word recognition skills as it involves a more thorough understanding of the text in general information	Ideas  Text  Content	Message Activities  Motivated Reading Stories  Informative information	Technique: Observation   Instrument: Observation guides
Reading skill	It's the ability to identify relevant information.	Process  Meaning Construction  Interaction  Written language	Active methodologies Schemes Ability  Vocabulary Experiences Story  Dialogues  Text Context Content	Technique: Observation   Instrument: Observation guides

**2.8.2. Specific Hypothesis II**

<b>VARIABLES</b>	<b>CONCEPT</b>	<b>CATEGORY</b>	<b>INDICATORS</b>	<b>TECHNIQUES AND INSTRUMENTS</b>
<b>Scanning strategy</b>	It is used to find specific information in a reading. Glancing through a text to find or specific piece of information or to decide if the text is relevant to your needs.	Technique  Reading material  Specific information	Activities Task Books  Magazine Newspaper Analysis  Synthesis Reflection	Technique: Observation  Instrument: Observation guides
<b>Reading skill</b>	It's the ability to identify relevant information	Process  Meaning Construction  Interaction  Written language	Active methodologies Schemes Ability  Vocabulary Experiences Story  Dialogues  Text Context Content	Technique: Observation  Instrument: Observation guides

**2.8.3. Specific Hypothesis III**

<b>VARIABLES</b>	<b>CONCEPT</b>	<b>CATEGORY</b>	<b>INDICATORS</b>	<b>TECHNIQUES AND INSTRUMENTS</b>
<b>Building Vocabulary</b> strategy	Is a large vocabulary is more specifically predictive and reflective of high levels of reading achievement	Knowledge  Vocabulary  Meaning	Experience  Known Word Unknown Word  Context Ideas Illustrative sentences	Technique: Observation  Instrument: Observation guides
Reading skill	It's the ability to identify relevant information	Process  Meaning Construction  Interaction  Written language	Active methodologies Schemes Ability  Vocabulary Experiences Story  Dialogues  Text Context Content	Technique: Observation  Instrument: Observation guides

## CHAPTER III

### 3. METHODOLOGICAL FRAME

#### 3.1.1. RESEARCH METHODS

**Scientific method:** In this research the scientific method was useful because it is important to narrow the definitions related to the contents, which made references to each one the variables, since information is taken from some expert and scientists who, conducted their research processes previously and those were presented with clear and defined approaches to develop the theme proposed, that means, that this research is a real contribution to the development of reading skill.

**Deductive Method:** To the research processes it has considered the following steps: application comparison and demonstration, which contributed to start from a comprehensive analysis of the facts and phenomena presented according to the research observation guide applied to the students with the purpose of support the problem with activities focused on improving reading skill.

**Analytic and Synthetic Method:** This Method has been so important in the research process since it had been used to review existing information documented by several teachers and researches, then, after a critical synthesize that to support the proposed problem.

#### 3.1.2. TYPE OF THE INVESTIGATION.

##### **Quantitative Research.**

**Explorative Research:** This type of research was used due that is allowed to discover facts associated to the investigation problem, in order to support in an explicit mood the contents related to the independent variable such as the application of Reading skill and the dependent variable the development of reading skill.

**Descriptive Research:** It was used with the purpose of describing in an explicit and concise manner the facts and phenomena present in the investigation according to the results obtained from the observation guide applied to the students.

### **3.1.3. DESIGN OF THE INVESTIGATION**

**Field:** It is a field investigation because the information was obtained at the “Unidad Educativa José María Román “with the students and the teacher of octavo año de Educación General Básica. “A” Chimborazo province, in order to analyze and improve the application of the reading skill strategies.

Choose a very short story

Apply strategies in class

Get data

During eight months in order to obtain relevant information from the research applied to students of octavo año de Educación General Básica class “A” at “Unidad Educativa José María Román”, the following procedure was performed:

The four months at beginning were useful to evaluate the level of the reading skill, it was prepared the instruments for data collection (observation guide), to obtain four main aspects of the reading skill: sounds, comprehension, punctuation and intonation. Next, the data collected were tabulated to know the percentage of difficulties in reading skill. The results obtained of the observation guide allowed knowing deficiency in reading skill. With the results, the students used the dictionary to search the unknown words to improve the reading skill and get new vocabulary using different activities in the classroom.

In the second part, the next four months, it was used a short story (the voyage animal’s orchestra) two hours each Friday in different activities (label the pictures, repeat the vocabulary in oral way, using the flash cards). The strategies were applied the skimming, scanning and building vocabulary for improving the reading skill.

In the last month, it was used the observation guide again to get the effect of the reading activities (labels the pictures, repeat the vocabulary in oral way, using the flash card) in the reading skill, then the data collect were tabulated to know the percentage of improvement in reading. Next, it was elaborated the statistical tables and graphics, with analysis each one of them, in the pre observation and post observation. Also it was analyzed the hypothesis with positive results.

**Bibliographical:** Depending on the time of occurrence of the facts and data records of the information is retrospective, because and analysis of specialized biography was achieved, special methodologies related to the application of reading strategies to develop reading skill among students of octavo año de Educación General Básica.



## POPULATION AND SAMPLE

**Population.** - For the research process it was taken into consideration as population the students from octavo año de Educación General Básica which is determined below in the table:

**TABLE 4 POPULATIONS OF THE STUDENTS**

<b>N°</b>	<b>STUDENTS</b>
<b>BOYS</b>	18
<b>GIRLS</b>	22
<b>TOTAL</b>	40

**References:** Observation Guide  
**Made by:** Walter Lema

### 3.1.4. Sample

Due to the population is smaller it was not necessary to applied a sample formula so; it worked with the whole universe.

### 3.1.5. TECHNIQUE AND INSTRUMENT DATA COLLECTION

#### 3.1.6. Technique

**Observation:** This technique was applied directly to the students at eighth grade of general basic education in Unidad Educativa “José María Román” in order to identify the point of difficulties faced in implementing reading strategy relate to development of reading skill.

### **3.1.7. Instrument**

**Observation guide:** It was conducted by items established for the students focused on the independent and dependent variable, specific parameters which allowed identifying the level of difficulty related to the application of reading strategies to develop reading skill.

#### **Techniques of Procedure for The Analysis**

**It is necessary to have the information procedure to recall:**

Critical revision of information.

Data tabulated according to proposal variables.

Statistical study of data to present results.

Analysis and interpretation of results.

Interpretation of results with the support of the theoretical frame.

Hypothesis proves.

## CHAPTER IV

### 4. ANALYSIS AND INTERPRETATION DATA

#### 4.1. PRE OBSERVATION

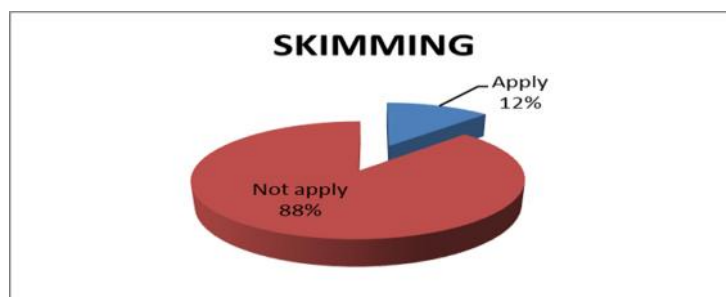
1. - **Skimming Strategies:** Underline the sentences that express the main idea in the story according to the context.

TABLE N. 1

SKIMMING	FREQUENCY	PERCENTAGE
Apply	5	12.5 %
Not apply	35	87.5 %
Total	40	100 %

**References:** Observation Guide  
**Made by:** Walter Lema

GRAPHIC N 1



**Reference:** Table N° 1  
**Made by:** Walter Lema

#### Analysis and Interpretation

After diagnosing the students' situations through the reading the story (**the voyage of the animal's orchestra**). The 87.5% of students do not apply the **SKIMMING** as a reading strategy; revealing that they do not know how to identify the main thought of the text. While the 12.5 % do apply it with the different activities in the classroom.

2. - **Scanning Strategy:** Write true or false in the statement according to the information in the story, according to the context.

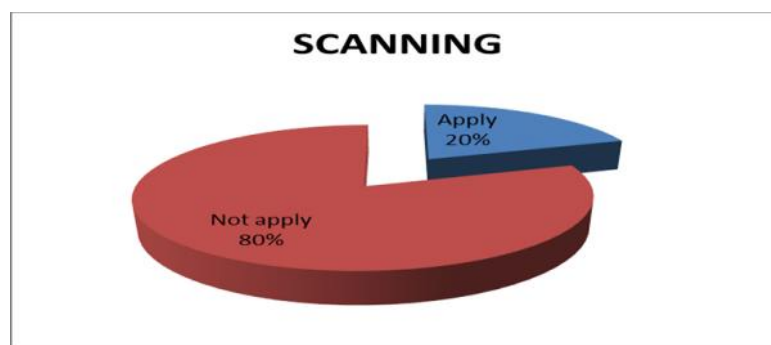
**TABLE N. 2**

<b>SCANNING</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Apply	8	20%
Not apply	32	80%
Total	40	100 %

**References:** Observation Guide

**Made by:** Walter Lema

**GRAPHIC N 2**



**Reference:** Table N°2

**Made by:** Walter Lema.

### **Analysis and Interpretation**

After diagnosing the students' situations through the reading the story (**the voyage of the animal's orchestra**). The 80% of students do not apply the **SCANNING** as a reading strategy; revealing that they do not know how to identify the main thought of the text. While the 20 % do apply it with the different activities in the classroom.

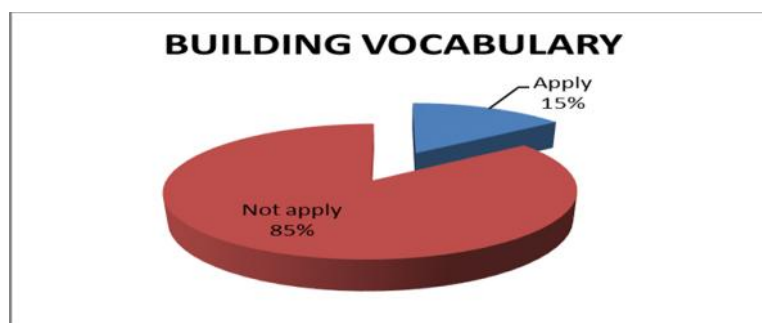
**3. - Building Vocabulary:** Underline the following words and locate the right word to the meaning from the context of the story.

**TABLE N. 3**

<b>BUILDING VOCABULARY</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Apply	6	15%
Not apply	34	85%
Total	40	100 %

**References:** Observation Guide  
**Made by:** Walter Lema

**GRAPHIC N 3**



**Reference:** Table N° 3  
**Made by:** Walter Lema

### **Analysis and Interpretation**

After diagnosing the students' situations through the reading the story (the voyage of the animal's orchestra)". The 85% of students do not apply the **BULDING VOCABULARY** as a reading strategy; that is to say, they cannot realize the meaning of unknown words using the context in a text, while the 15% do apply it, with the different activities in the classroom.

## 4.2. Post Observation

1. - **Skimming Strategy:** Underline the sentences that express the main idea in the story according to the context.

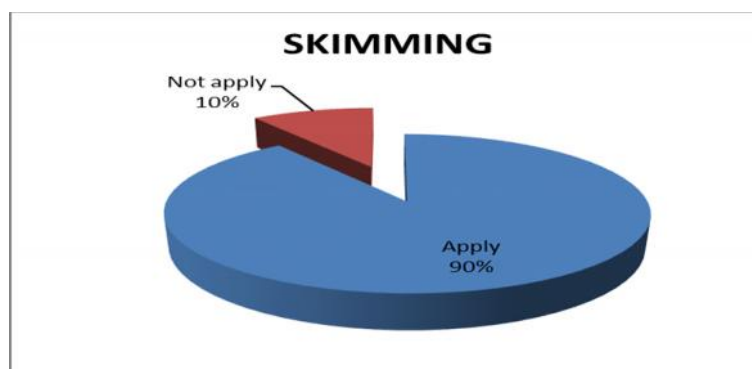
**TABLE N. 4**

<b>SKIMMING</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Apply	36	90 %
Not apply	4	10%
Total	40	100 %

**References:** Observation Guide

**Made by:** Walter Lema

**GRAPHIC N 4**



**Reference:** Table N° 4

**Made by:** Walter Lema

## Analysis and Interpretation

The 90% of the students apply the **SKIMMING** as a reading strategy; next have applied some activities before, while and after reading according to the context. On the other hand, the 10% do not apply this strategy correctly. Then, the use of reading strategies helped the students to develop the reading skill.

2. –**Scanning strategy:** Write true or false in the statement according to the information in the story by a context.

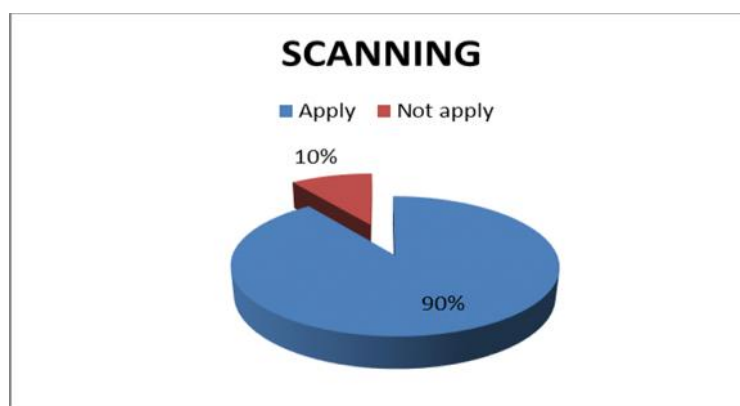
**TABLE N. 5**

<b>SCANNIING</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Apply	36	90%
Not apply	4	10%
Total	40	100 %

**References:** Observation Guide

**Made by:** Walter Lema

**GRAPHIC N 5**



**Reference:** Table N° 5

**Made by:** Walter Lema

**Analysis and interpretation.**

The 90% of the students apply the **SCANNING** as reading strategy; next have applied some activities before, while and after reading by context on the other hand the 10% do not apply this strategy correctly. Then, the use of reading strategies helped the students to develop the reading skill.

**3. – Building Vocabulary Strategy:** Underline the following words and locate the right word to the meaning from the context of the story.

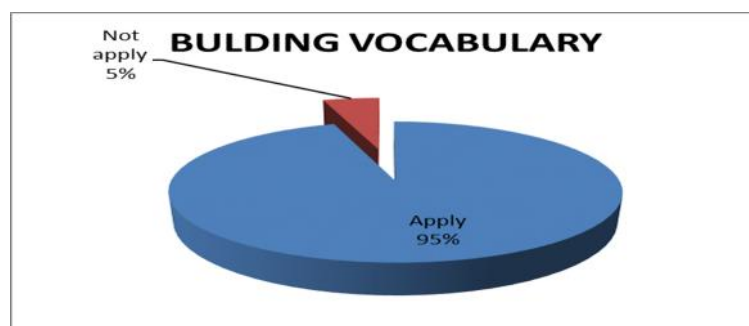
**TABLE N. 6**

<b>BUILDING VOCABULARY</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Apply	38	95%
Not apply	2	5%
Total	40	100 %

**References:** Observation Guide

**Made by:** Walter Lema

**GRAPHIC N 6**



**Reference:** Table N° 6

**Made by:** Walter Lema

### **Analysis and interpretation**

The 95% of the students apply the **BUILDING VOCABULARY** as reading strategy; next have applied some activities before, while and after reading by a context on the other hand the 5% do not apply this strategy correctly. Then, the use of reading strategies helped the students to develop the reading skill.



### 4.3. Hypothesis Testing.

#### Specific Hypothesis I

1. - **Skimming Strategies:** Underline the sentences that express the main idea in the story according to the context

#### Before

Table N 1

SKIMMING	FREQUENCY	PERCENTAGE
Apply	5	12.5 %
Not apply	35	87.5 %
Total	40	100 %

References: Observation Guide

Made by: Walter Lema

#### After

Table N 1

SKIMMING	FREQUENCY	PERCENTAGE
Apply	36	90 %
Not apply	4	10%
Total	40	100 %

References: Observation Guide

Made by: Walter Lema

### Conclusion

It can be seen in the diagnostic chart of the **skimming** that the students did not applied the strategy before in a 87.5%, but after giving the new strategy of **skimming** 90% of the students could applied the new strategy, it was proved positively the hypothesis.

## Specific Hypothesis II

**2. Scanning Strategy:** Write true or false in the statement according to the information in the story, according to the context.

### BEFORE

**Table N 2**

SCANNIING	FREQUENCY	PERCENTAGE
Apply	8	20%
Not apply	32	80%
Total	40	100 %

**References:** Observation Guide  
**Made by:** Walter Lema

### After

**Table N 2**

SCANNIING	FREQUENCY	PERCENTAGE
Apply	36	90%
Not apply	4	10%
Total	40	100 %

**References:** Observation Guide  
**Made by:** Walter Lema

## Conclusion

It can be seen in the diagnostic chart of the **scanning** that the students did not applied the strategy before in a 80%, but after giving the new strategy of **scanning** 90% of the students could applied the new strategy, it was proved positively the hypothesis.

### Specific Hypothesis III

**3. - Building Vocabulary:** Underline the following words and locate the right word to the meaning from the context of the story.

**Before**  
**Table N 3**

<b>BUILDING VOCABULARY</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Apply	6	15%
Not apply	34	85%
Total	40	100 %

**References:** Observation Guide  
**Made by:** Walter Lema

**After**  
**Table N 3**

<b>BUILDING VOCABULARY</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Apply	38	95%
Not apply	2	5%
Total	40	100 %

**References:** Observation Guide  
**Made by:** Walter Lema

### Conclusion

It can be seen in the diagnostic chart of the **building vocabulary** that the students did not applied the strategy before in a 85%, but after giving the new strategy of **skimming** 95% of the students could applied the new strategy, it was proved positively the hypothesis.

#### 4.4. General Hypothesis Testing

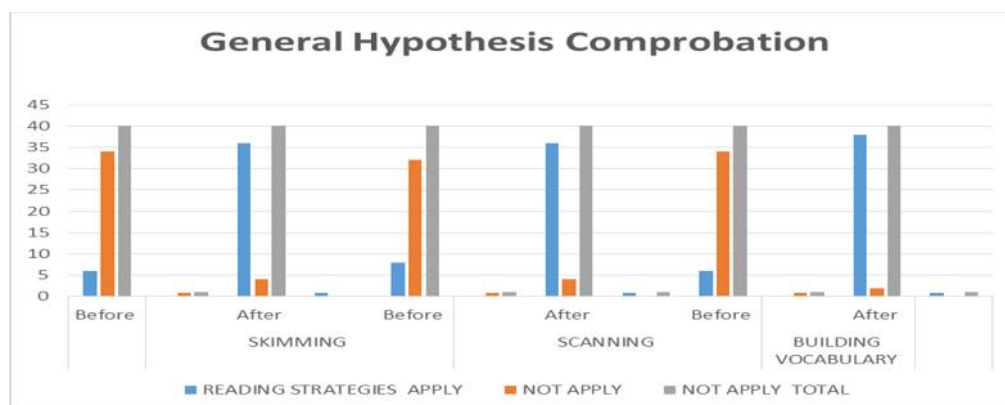
**Table N 3**

READING STRATEGIES	TIME	APPLY	NOT APPLY	TOTAL
SKIMMING	Before	6	34	40
		15 %	85 %	100 %
	After	36	4	40
SCANNING	Before	8	32	40
		20%	80%	100%
	After	36	4	40
		90%	10%	100%
BUILDING VOCABULARY	Before	6	34	40
		15%	85%	100%
	After	38	2	40
		95%	5%	100%

Reference: Observation Guide

Made by: Walter Lema

#### GRAPHIC



Reference: Table N° 4

Made by: Walter Lema

#### Conclusion

In the previous situation with the students of octavo año de Educación General Básica “A” at UNIDAD EDUCATIVA “JOSÉ MARÍA ROMÁN” in the City of Riobamba, most of them did not know the SKIMMING, SCANNING and BUILDING VOCABULARY strategies, So applying those strategies could be proved with good result the Hypothesis with support the Voyage Animals Orchestra story to development of reading skill.

## CHAPTER V

### 5. Conclusions and recommendations.

#### 5.1. Conclusions.

The investigation was possible to see and to contextualize the limitations and difficulties of students from eighth grade to apply a strategic guide to evaluate directly the reading skill in the process of Education clearly could see the student does not have an effective reading skill. So after using strategies during the process of reading skill, students were able to overcome this enormous difficulty.

The use of the Skimming as strategy helped to the students to identify the general idea in the text accompanied with different resources and various development activities that helped to distinguish the main idea.

The application of the strategy scanning strengthened as the activities undertaken with students and completion of sentences, choose the correct options and highlight specific ideas.

The findings suggest that they have achieved higher scores in the post-test than the pre-test. This suggests that the students have improved their practice of building vocabulary strategy was not taught isolated due to skim or scan a text students need to understand the unknown words meaning. Therefore, the context was the clue element to understand it, what means that students used the words before and after the unknown word, as a wall as they guessed the meaning they could comprehend the entire text in the story.

## **5.2. Recommendations**

It is fundamental that teacher help students become competitive readers who are able to use higher level thinking skill inside and outside the classroom. Mostly this research specially involves eighth grade students the following recommendations can be applied to any grade level.

Students should be encouraged to justify their answers to their habits of Reading.

Teachers should apply a variety of Reading strategies, since they are the scaffold to students' learning by providing guidance.

Students should be provided with age appropriate reading strategies to help them organize their information.

Teachers should use different Reading strategies as tools to help students to develop their Reading comprehension, which enhance their progress. It does not mean they have to apply just skimming, scanning or building vocabulary strategies.

The activities must be developed into three steps: before, while and after Reading a text, in order to inspire students 'imagination and contrast their thoughts with those expressed in the text. This steps help to predict, to analyze and to express the message through a properly the Reading comprehension skill.

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## ANNEX 1

### PRE-OBSERVATION GUIDE

The observation guide is applied in order to know if. The students employ reading strategies to understand an English text; through the story “the voyage of the animal’s orchestra”

N° Order	STUDENTS	SKIMMING		SCANNING		BUILDING VOCABULARY	
		UNDERSTAND THE SENTENCES THAT EXPRESS THE MAIN IDEA OF THE STORY		WRITE TRUE OR FALSE IN THE STATEMENTS ACCORDING THE INFORMATION ABOUT THE STORY		UNDERLINE THE FOLLOWING WORDS AND LOCATE THE RIGHT WORD THE MEANING FROM THE CONTEXT OF THE STORY.	
		APPLY	NOT APPLY	APPLY	NOT APPLY	APPLY	NOT APPLY
1	ALDAZ AUCANCELA MIRKA DANIELA		X		X		X
2	ARCE ZAMBRANO SANDY THALIA		X		X	X	
3	ASQUI LLISUPA OMAR IVAN		X		X		X
4	CEFLA CRUZ ERICA ANAHI		X		X		X
5	CHALAN JUMBO UVMARÍA ALEJANDRA		X		X		X
6	CUADROS ORDÓNEZ RICARDO ANTONIO		X		X	X	
7	ESCUADERO COBA LISBETH ARACELY	X			X		X
8	GUAMÁN YAGOS AMANDA MISHHELL		X		X		X
9	JAYA COLOMA ANTHONY GILBERTH		X		X		X
10	JUANK JUNGAL DENILSON STEEVEN		X		X		X
11	LLERENA ROBALINO ERIC JOEL	X			X		X
12	MACAS MACAS JESSICA PAOLA		X		X		X
13	MELENA MACAS NAYELY MONSERRARH		X		X		X
14	MOQUINCHE VALLADARES JEAN CARLOS		X		X		X
15	PADILLA GUAPULEMA GICELA GENNISIS		X	X			X
16	QUINZO BUÑAY ERIKA GABRIELA		X	X			X
17	REMACHE SILVA FERNANDA GUADALUPE		X	X			
18	SALAS ABARCA GINNA AYELEN		X		X		X

19	SANCHEZ MALAN NORMA ELIZABETH		X		X		X
20	TIERRA VARGAS BRAYAN ALEXANDER		X		X		X
21	TOAZA GUAMUNSHI JHEFERSON PUAL		X	X			X
22	VASQUEZ SABANDO SOLANGE MISHHELL		X	X			X
23	ARMIJOS GUAYLLA VANESSA AIGAIL		X		X		X
24	AUCANCELA REMACHE ESTEFANNY YOLANDA		X	X			X
25	BASTIDAS AYALA JAIME VISENTE		X		X		X
26	CAUJA VILEMA WALTER STIVEN		X	X			X
27	CHAMBA MEDINA ANDREA ESTEFANIA		X		X	X	
28	CHAQUINGA CHAVEZ PABLO MARCELO		X		X		X
29	QUZCO SAIGUA JOSE LUIS	X			X		X
30	DIAS LOPEZ GISSEL YAJAIRA	X			X		X
31	LLONGO PACALLA TATIANA MARIBEL	X			X	X	
32	LLONGO SAYGUA PATRICIA ISABEL		X		X		X
33	LOPEZ ROSERO KARLA SECIBEL		X		X		X
34	MARTINEZ GARCES PAMELA MABEL		X		X	X	
35	MENDEZ TIBANQUISA BRIGIT TATIANA		X		X		X
36	MORALES VALDIBIESO JOSE ANDRES		X		X		X
37	TENELEMA MARTINEZ JENNIFER NICOLE		X	X			X
38	TENELEMA DUCHE ALAN JEREMY		X		X	X	
39	PINEDA SANCHEZ ANGE MICAELA		X		X		X
40	VILLASIS ZAMBRANO LESLY ANAYELY		X		X		X

## ANNEX 2

### POST-OBSERVATION GUIDE

The observation guide is applied in order to know if. The students employ reading strategies to understand an English text; through the story “the voyage of the animal’s orchestra”

N° Order	STUDENTS	SKIMMING		SCANNING		BUILDING VOCABULARY	
		UNDERSTAND THE SENTENCES THAT EXPRESS THE MAIN IDEA OF THE STORY		WRITE TRUE OR FALSE IN THE STATEMENTS ACCORDING THE INFORMATION ABOUT THE STORY		UNDERLINE THE FOLLOWING WORDS AND LOCATE THE RIGHT WORD THE MEANING FROM THE CONTEXT OF THE STORY.	
		APPLY	NOT APPLY	APPLY	NOT APPLY	APPLY	NOT APPLY
1	ALDAZ AUCANCELA MIRKA DANIELA	X			X	X	
2	ARCE ZAMBRANO SANDY THALIA	X		X		X	
3	ASQUI LLISUPA OMAR IVAN	X		X		X	
4	CEFLA CRUZ ERICA ANAHI	X		X		X	
5	CHALAN JUMBO UVMARÍA ALEJANDRA	X		X		X	
6	CUADROS ORDÓNEZ RICARDO ANTONIO		X	X		X	
7	ESCUDERO COBA LISBETH ARACELY	X			X	X	
8	GUAMÁN YAGOS AMANDA MISHELL		X	X		X	
9	JAYA COLOMA ANTHONY GILBERTH	X		X		X	
10	JUANK JUNGAL DENILSON STEEVEN	X		X			X
11	LLERENA ROBALINO ERIC JOEL		X	X		X	
12	MACAS MACAS JESSICA PAOLA	X		X		X	
13	MELENA MACAS NAYELY MONSERRARH	X		X		X	
14	MOQUINCHE VALLADARES JEAN CARLOS	X		X		X	
15	PADILLA GUAPULEMA GICELA GENNISIS	X		X		X	
16	QUINZO BUÑAY ERIKA GABRIELA	X		X		X	
17	REMACHE SILVA FERNANDA GUADALUPE		X	X		X	
18	SALAS ABARCA GINNA AYELEN	X			X	X	

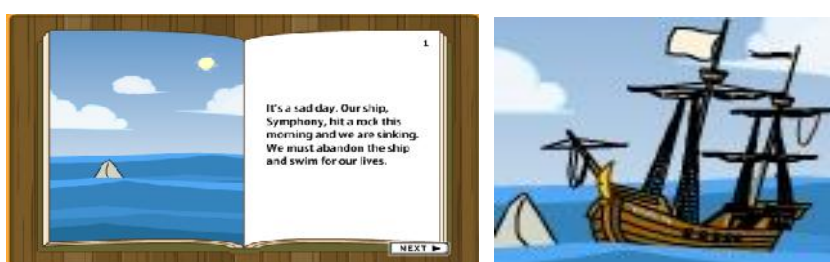
19	SANCHEZ MALAN NORMA ELIZABETH	X		X		X	
20	TIERRA VARGAS BRAYAN ALEXANDER	X		X		X	
21	TOAZA GUAMUNSHI JHEFERSON PUAL	X		X		X	
22	VASQUEZ SABANDO SOLANGE MISHHELL	X		X		X	
23	ARMIJOS GUAYLLA VANESSA AIGAIL	X		X		X	
24	AUCANCELA REMACHE ESTEFANNY YOLANDA	X		X		X	
25	BASTIDAS AYALA JAIME VISENTE	X		X		X	
26	CAUJA VILEMA WALTER STIVEN	X		X			X
27	CHAMBA MEDINA ANDREA ESTEFANIA	X			X	X	
28	CHAQUINGA CHAVEZ PABLO MARCELO	X		X		X	
29	QUZCO SAIGUA JOSE LUIS	X		X		X	
30	DIAS LOPEZ GISSEL YAJAIRA	X		X		X	
31	LLONGO PACALLA TATIANA MARIBEL	X		X		X	
32	LLONGO SAYGUA PATRICIA ISABEL	X		X		X	
33	LOPEZ ROSERO KARLA SECIBEL	X		X		X	
34	MARTINEZ GARCES PAMELA MABEL	X		X		X	
35	MENDEZ TIBANQUISA BRIGIT TATIANA	X		X		X	
36	MORALES VALDIBIESO JOSE ANDRES	X		X		X	
37	TENELEMA MARTINEZ JENNIFER NICOLE	X		X		X	
38	TENELEMA DUCHE ALAN JEREMY	X		X		X	
39	PINEDA SANCHEZ ANGE MICAELA	X		X		X	
40	VILLASIS ZAMBRANO LESLY ANAYELY	X		X		X	

## ANNEX 3

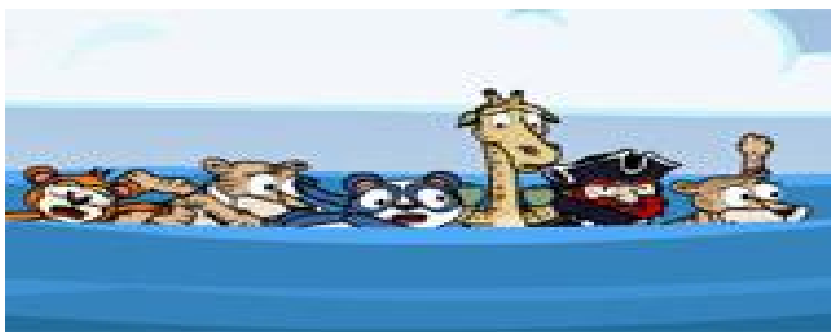
**Read the story.**

### **The story**

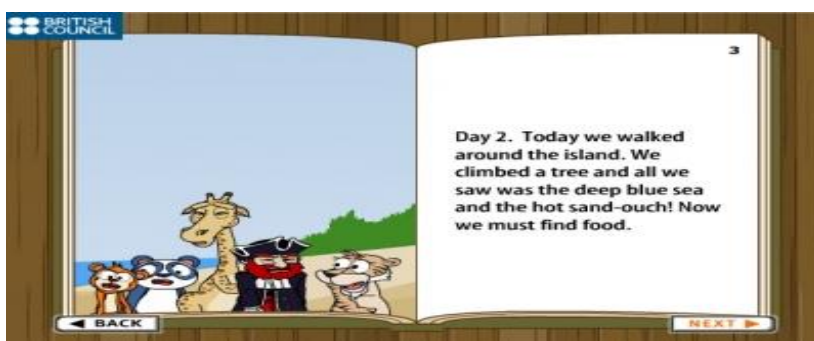
It's a sad day. Our ship, Symphony, hit a rock this morning and we are sinking. We must abandon the ship and swim for our lives.



Day 1. We're alive! We swam all day and night until we reached land. Who knows what's on this island? First we must sleep and rest.



Day 2. Today we walked around the island. We climbed a tree and all we saw was the deep blue sea and the hot sand-ouch! Now we must find food.



Day 3. Today we went swimming and fishing. There were sea-urchins in the sea-ouch! Now we must find fresh water. Who knows how we can carry it?



Day 4. Today we climbed a volcano. At the top there was a pool of fresh rain water. It was delicious! Now we must explore more of the island.



Day 5. Today we walked across the island. There were banana trees and coconut trees-ouch! Now we must make a shelter. Who knows how we can make one?

Day 6. Today we made a shelter out of bamboo and palm leaves. We have fish, fruit, milk, water and shelter. Now we must have some music!



Day 7. Today the band practiced on the beach. There was a ship on the horizon but it didn't see us. Who knows how we can stop the next ship?

Day 364. This morning the band was playing on the beach (the music was a bit loud) when a ship sailed by! I blew my seashell and the ship stopped!



It's a miracle! The ship heard the band and came to rescue us. We are finally leaving the desert island. We're going home! Hip hip hurray! Hip hip hurray!

## ANNEX 4

### ACTIVITIES

**Activity 1:** read the story quickly. (The voyage of the animal's orchestra)  
Underline the sentences that express the main idea of the story according to the context.

- a. The ship that he was in it sank in the ocean with the people inside
- b. They tried to swim to save their lives
- c. They could arrive to the island

**Activity 2:** Read the story again.

Write true or false in the statement according to the information in the story, according to the context.

- a. The people in the ship were save ( )
- b. After swimming they found food ( )
- c. After climbing the volcano the found sweet water ( )
- d. The band practiced on the beach. ( )

**Activity 3:** Underline the following words and locate the right word to the meaning from the context of the story.

- a. Abandon \_\_\_\_\_
- b. Shelter \_\_\_\_\_
- c. Horizon \_\_\_\_\_
- d. Sea \_\_\_\_\_
- e. Fresh \_\_\_\_\_



## ANNEX 5



In this class I am working with the students and using the story (the voyage of the animal's orchestra)

Developing the reading skill with the story (the voyage of the animal's orchestra)





**Practice the Reading Skill**