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RESEARCH PROJECT:

DIDACTIC STRATEGIES TO INCREASE READING COMPREHENSION TO 7-YEAR-OLD STUDENTS AT ACADEMIA NAVAL ALTAMAR

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CERTIFICACIÓN DE ACEPTACIÓN DEL TUTOR

En mi calidad de Tutor del Proyecto de Investigación, nombrado por el Consejo Directivo de la Facultad de Educación- Carrera de Ciencias de la Educación mención inglés.

CERTIFICO

Yo, Carmen Magali Vargas Aguirre, certifico que el Proyecto de Investigación con el tema: "Didactic Strategies To Increase Reading Comprehension In 7-Year-Old Students At Academia Naval Altamar", ha sido elaborado por la señora Andrea Estefanía Cajamarca Ruiz, bajo mi tutoría y que el mismo reúne los requisitos para ser defendido ante el tribunal examinador, que se designe al efecto.

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Que el perfil del proyecto es de mi autoría, y que en su formulación he respetado las normas legales y reglamentarias pertinentes, previa la obtención del título de "Licenciado en Lengua Inglesa especialización Lingüística y Literatura", de la Facultad de Educación- Carrera de Ciencias de la Educación mención Inglés de la Universidad Laica Vicente Rocafuerte de Guayaquil.

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CONTENT

LIST OF TABLES

LIST OF FIGURES

ABSTRACT

The main purpose of this study is to determine the didactic strategies to increase the reading comprehension to 7-year-old students at Academia Naval Altamar.

The information for this research were gathered through an investigation of several didactic strategies choosing the ones for those students.

The didactic strategies were selected to help students to increase the reading comprehension skill, so they can interact in a better way using the language without any problem.

KEY WORDS

Reading comprehension

Didactic strategies

Learning

Reading strategies

INTRODUCTION

English is one of the most important languages that nowadays is practiced in the world. In order to learn the language people must accomplish its four skills: reading, speaking, listening, and writing. Reading is a process where the student infers and reads what the writer says. Reading comprehension is the ability to read a text, to process it and to comprehend what it says.

Reading is useful not only to get new vocabulary, but also to make the brain work and increase their intellectual ability. This can help to encourage the students to think and give an opinion in a more mature way. Reading comprehension helps students to develop concentration and imagination, it also expands their point of view of certain things. It makes students to analyze and to think the principle details of a text. Reading comprehension can help to have a great memory because it shows students the benefits this can bring to them and how useful it is not only in class but in life.

Low performance in the reading area in English as a second language at early age is one of the main difficulties found in some institutions and for some reasons those situations can vary according to the level of English that is been taught in the school.

Students' lack of interest to learn reading must be changed to get better at this skill as to develop better communication. On the other hand, teachers' lack of

creativity to prepare an excellent English class makes students get uncomfortable to interact in the classroom. Poor knowledge to apply a strategy where students can participate in class and low motivation teachers give to their students can create a lack of interest in students. Therefore, a class is not productive.

A better understanding of the language is one of the aims that teachers want to accomplish at the end of the lesson. Nowadays teachers can use many strategies, so they can apply them in an interactive and effortless way, so students can be engaged with the subject that could be easy for them now to apply in the classroom and outside of it.

It is important that teachers support their students through the selection of materials to satisfy their students' needs and interests. If this is not considered, students may not pay attention to the class; the cause for this can vary from either not understanding at all or finding a text difficult or boring. So, teachers need to find strategies that can be adapted according to the students' needs and to the materials the school has. It is important that the teacher knows how to get their students' attention and interest.

1. STUDY APPROACH

1.1 BACKGROUND OF THE PROBLEM AND STATEMENT OF THE PROBLEM

Reading helps to get better concentration; it is also important to learn vocabulary and interact in a spontaneous way to give opinions or to say what they think to someone else. The different didactic strategies can help student improve their reading skills.

The project is based on a problem found in a school where the English subject is taught in just five hours per week. Students learn English grammar and pronunciation of the language but when it comes to reading comprehension, it is difficult for them to process an idea and say it. When students say something, or answer a question they usually translate word by word in English without thinking when words are linked, they change their meanings.

Most researches explain that better classroom should have fifteen or twenty-five students; in Academia Naval Altamar the classrooms are adequate for thirty-eight or forty students. Therefore, it is difficult for teachers to get everybody to fulfill enough knowledge.

Reading comprehension should be taught in a good environment where students can enjoy classes and do not feel ashamed if they make mistakes. The texts that they read needs to be more about topic of their interest, so they can be more enthusiastic about their reading feel.

The reading process should be an enjoyable thing for every student therefore, they can express their thoughts. Teachers are the ones to introduce the text and are the key factor for the class and be interested in the reading activity.

Teachers needs to be constantly updated of the different and new strategies for the students, because the idea is to fulfill the specific need a student may have. The materials that a teacher brings to the class must be appealing to students, so they see their learning with a lot of interest.

Nowadays, schools try to increase the Reading comprehension not only lower level grades but in higher levels, too; this is because in recent studies researchers and teachers found students were not working on the Reading skill.

According to Klapwijk 2012; Medina 2011; Fan 2010; Antoniou & Souvignier 2007) trough years the strategies, methodologies and instructions have been updated to help and improve reading classes (Sekiso, 2012).

To prove some of the didactic strategies the author of the following project is going to work with seven years old' students where are taught for only five hours per week.

What are the most suitable didactic strategies to increase reading comprehension in 7-year old students at Academia Naval Altamar?

1.2 OBJECTIVES
1.2.1 BROAD OBJECTIVE

To analyze the most suitable didactic strategies to increase reading comprehension in 7-year old students at Academia Naval Altamar.

1.2.2 SPECIFIC OBJECTIVES

1. To describe the theoretical foundation of the research variables.

2. To characterize the most appropriate didactic strategies in order to improve reading comprehension skills.

3. To analyze how the didactic strategies should be applied in order to improve students reading comprehension.

1.3 SIGNIFICANCE

This project is done to contribute with society and to get a better strategy for teaching reading comprehension.

Through the years, there have been many changes in the educational area especially when it talks about English, so now in certain grades to learn the English language is not as important as to learn other subjects, like math, history, sciences.

To practice the language, we only have the school and if the students like they listen or watch things in this language. What the researcher wants is to implement those strategies to get a better development where they can be as natural as possible without any problem and to demonstrate that those strategies can be designed to any kind of students.

What the researcher have seen is classes with zero reading skill and it gets hard for students to read, answer questions or be viable to understand the language through reading comprehension.

A strategy that is common is when teachers read the story and while they do it, they can help themselves with images, mimes, flashcards, and gestures, this can help students to understand what is the text about; another one is doing skimming and scanning a text to get specific information to specific questions.

So those didactic strategies can be applied, so students get the skill can vary according to the class or students because no everybody can learn in the same way, so the aim is to use as many strategies to develop the reading skill and get the students to interact with others in order to express their thoughts and feelings in a most efficient way.

This work is also important to be carried out because it is going to help students to improve their general learning process in English, increase their critical thinking and the concentration to complete a task.

1.4 SCOPE AND DELIMITATIONS OF STUDY

The research is made in Academia Naval Altamar where although the hours to teach English is the minimum; teachers do their best to give the knowledge to the students, so they can be involved in their work.

Unidad Educativa Academia Naval Altamar is a private school located in the center of the city near to others recognized Guayaquil high schools. It has three levels initial, primary and secondary.
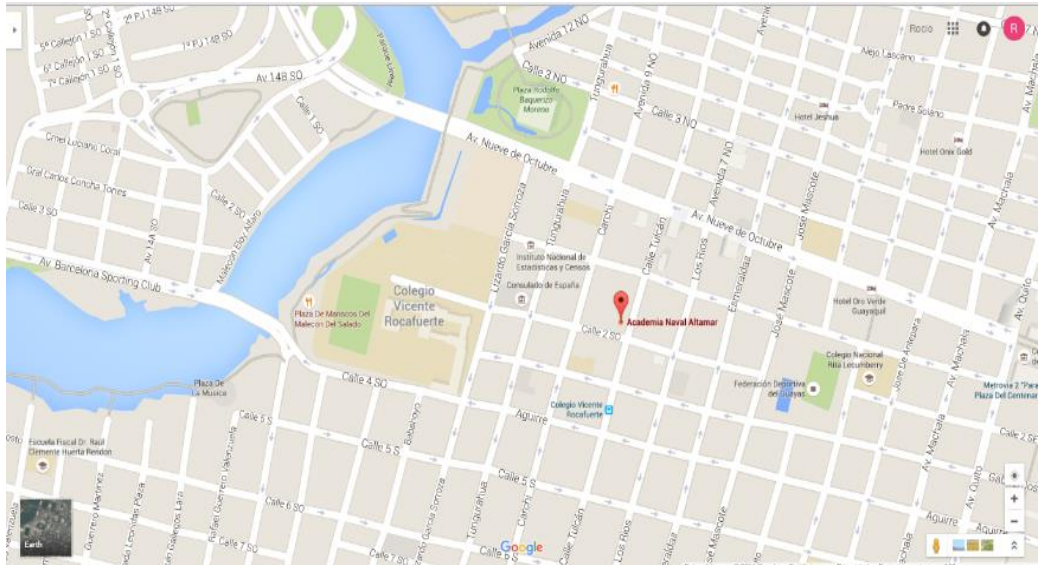
Figure 1

Source: Google Map

The school has thirteen years of service, it has approximately 1.870 students, 86 teachers and 5 tutors. Only 7 teachers are part of the English department. Since initial grade until third year of secondary, they see five hours of English class per week.

The English classes are taught in the same classroom and the materials in which the students work are the ones brought by the teacher and with the books that they use. It all depends with what the teachers want to work, because they can play videos in the classroom and work with a DVD; teachers also have flashcards or worksheets.

On the other hand, it must be clear that Academia Naval Altamar students are learning also to read in their mother language and sometimes they usually tend to confuse the meaning and pronunciation of words.

1.5 RESEARCH QUESTIONS

How will didactic strategies influence in the improvement of reading comprehension?

How will didactic strategies improve in the development of the classroom activities?

What didactic strategies will be the most adequate?

1.6 VARIABLES AND INDICATORS

VARIABLES	DEFINITION	INDICATORS
Independent Variables: Didactic Strategies	**DIDACTIC STRATEGIES:** It is the planning process that the teacher chooses to teach the techniques and activities to achieve the objective of the class.	Use of didactic strategies.
Dependent Variables: Improve reading comprehension	**IMPROVE:** To develop or enhance a technique or skill. **READING COMPREHENSION:** It is the ability to understand and comprehend what is read.	Development of critical thinking and reading comprehension

Chart 1

Elaborated by: Andrea Cajamarca

2. THEORETICAL FRAMEWORK

2.1 LITERATURE REVIEW

This project aims at the didactic strategies that can help to a certain group of students increase their Reading comprehension. It must be clear that every strategy comes from a determine theory that is apply to certain students in order to acquire an ability or skill to master a language or knowledge. Some researches that has been done by others talk about how certain strategies can help to increase one of the skill students must have to learn English.

According to Goldenberg (2010) 'Reading research is an important subject to look before the 20th in which they gave the importance it has for new English language learners'; he bases his opinion because a specific book he read 'Handbook on Reading Research'.

The first 'Handbook' was published in 1984 where there was not a chapter that contained a specific explanation in reading focused in other language or culture. On the second one published in 1991 contained two analyses about literacy and reading in the US, the third book published in 2000 have three different studies for Bernhardt's assessment of school second language Reading; Au's perspective was to improve literacy for groups that did not have the right attention for US schools and finally Garcia's part of bilingual children's Reading.

Goldenberg states that nowadays Reading researches are easy to find after years ago there was not right studies to determine the weakness or strategies to cover the needs students have.

He has a hypothesis in which he believes there is no need for students who try to learn reading to know the language (English) before to cover the needs to master a skill as long as teachers' explanations give details to certain information.

Kate Wittrock a student from Hamline University declares in her research project that she believes one of the best strategies to use for students to increase Reading comprehension is using kinesthetic strategies.

> This strategy was extremely effective in aiding students in their reading, writing, and listening and speaking skills, both in English and in Hindi. After trying conventional methods of teaching, I realized that I could incorporate other kinesthetic strategies to help 3 of my students become successful readers and writers. Kinesthetic strategies such as roleplaying, proved to be essential a supplement to the already existing curriculum (Wittrock, 2013, p.2)

For her one of the best way of learning as a foreign language is to use this strategy adding role playing to the exercises. In her experience believes that Oral development must be considered to succeed in the literacy process. The programs in which the oral development is aligned with literacy instruction are the best programs.

Howard Garner in his study of multiple intelligences says that kinesthetic is the capacity of our own body to realize activities or solve problems; in the learning

process states that the application of this model is considered as one of the models that helps to acquire the skill.

The kinesthetic model refers to the process that realize certain information when it joins the sensations and movements that execute a person with his body, with this learning model the student learns doing things; it may be slower to learn but it is more efficient because to learn students have to practice and in the repetition of movements and senses, there are more difficult to forget.

Edgar Dale states students learn in a better way when knowledge is done, for this reason it can be proved that an interactive class where students can be active and use all the senses will achieve a significant and lasting knowledge that is for the rest of their life.

According to some studies and researches in the institution an effective way of teaching children something especially vocabulary, kinesthetic is one of the most useful strategies to increase reading comprehension. Indeed, according to student`s age this way of teaching is essential for the learning process.

In Monopoli's project talks about Constructivism and Metacognitive elements to increase their critical thinking.

> In the theoretical and practical research related to reading comprehension development in first and second languages, evidence shows that reading is a perceptual as well as a cognitive process, and that both bottom-up and top-down strategies are valid approaches to describe the reading process. (Monopoli, 2003)

Monopoly (2003) expresses "From an educational point of view, teachers have the responsibility to bring research done in the field into their classrooms, and familiarize their students with appropriate reading strategies that will help them to become better readers" (p. 1).

She explained that it depends from teachers to use in the classroom any of the strategies or models to think in a proper way using their critical thinking. Nowadays is required that students need to construct their knowledge based on what they already know; the class needs to be adapted at their own reality.

Based on theories using constructivist may be one of the best option to students because it uses what they already know and is going to increase their own critical thinking and their vocabulary. As much as they have vocabulary is going to be easy to understand a reading and to think about it.

As stated:

Effective reading is essential for success in acquiring a second language. After all, reading is the basis of instruction in all aspects of language learning: using textbooks for language courses, writing, revising, developing vocabulary, acquiring grammar, editing, and using computer-assisted language learning programs (Beatrice S. Mikulecky, 2008).

Additionally, she declares that understanding Reading literacy, teaching methods and strategies are essential for an effective Reading instruction to the students.

According to Arthur (2007):

Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. Consider what it takes to read a simple story. Deep comprehension of the sentences requires the construction of referents of nouns, a discourse focus, presumptions, and plausible inferences.

As a matter of fact, according to some research Reading is the main skill and one of the most important to learn. Not only because with this you can acquire new language to have new vocabulary but also it helped to other subjects. According to the level the texts can be longer and with a real meaning behind.

Breiseth explains "Comprehension is the main goal of Reading, but it is the most difficult to master especially for English language learners (ELLs). The main problem is students do not comprehend what they read, so they are unable to work on related activities" (2016). They tend to confuse the words or try to translate every word from the text instead of inferring what the writer is trying to say.

Indeed, ELL at all kind of levels can follow a story or read sentences to comprehend what the text is about, it may be challenging for some learners to do it but it is important teachers make the best they can to transmit the information and all the right material.

In words of Brown the success in teaching children is that at certain age they acquire knowledge unconsciously. They exercise both cognitive and affective effort to learn native and second languages. The difference that children have from adults lies mainly in the contrast between spontaneous, and peripheral attention to

language forms. It is important that teachers be aware that at certain age like 6 to 12-years-old, children show difficulty acquiring second languages and the reasons can be different.

Reaching a learning process meaningful encourage to develop different kind of models and process, the cognitive model is based on a very active participation of the human being; they process information that is received by the different senses that human have, then they transform and assimilates, change and adapt to its reality.

The intention plays a significant role to assimilate information, is closely related to constructivism, because prior knowledge of certain subject can move towards other knowledge, through research, reading and other resources which makes our brain to process information and convert it into knowledge.

The atmosphere, the place, inclusive the environment are resources that can be used for the student to exercise an active, cooperative and collaborative learning process way to find a solution to the problems, the solution of appropriate problems effectively with knowledge assimilated by the different scenarios that man develops, makes this a model for achieving significant classes.

(Butler, 2010) stated: (Campozano, 2014)

Practice-oriented approaches to teaching important comprehension processes resulted in a lower growth rate of students' reading comprehension than did strategic approaches; in fact, the more routine-practice approaches observed, the lower students' growth in reading comprehension. Strategic approaches to comprehension processes, rather than mechanical ones, also correlate positively to first-graders' writing growth. (Cited by Taylor, Pearson, Peterson, & Rodriguez. 2003).

Moreover (Campozano, 2014) states that motivational reading and an appropriate approach is best for students to read for pleasure instead of worried about grades and at the same time reading comprehension skills are influenced improving vocabulary, grammar patterns, pronunciation and so on. She also believes that giving children short Ecuadorian stories will enhance the reading comprehension through schema theory activities.

"Reading comprehension results when students know which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose" (Burkard, 1998, p. 137).

It is important that teachers be aware of what is important and relevant for the learning; it is better when the reading gets the interest in students rather than feeling as an obligation because someone says it. That is the reason teachers need to go together with real life stories, especially if students already know it in their mother tongue language.

According to Anthony's model, approaches are the assumptions and beliefs about language and how language learning are specified, method is the level in which there are put in practice and the choices that are made to skills to be taught, the content, the order and how is going to be presented.

The Anthony's model attempted to describe the language as simple as possible without any interference neither considering the complex connections. Through personal experience students have the needed to translate word by word

and here is when it comes the frustration and misunderstood about what they read and what they say to express their thoughts or feelings.

That is why teachers need to explain that is not important if they do not know all the meanings for every word but understand the general idea of the text; or look for key words so they can understand later the questions or what is asked.

What the researcher of this project saw in the 7-year-old students from the institution is the lack of critical thinking most of them have and seeing from every research that have been done it is important and necessary combined all type of strategies and methods that could to their skill because no every student learn in the same way or have the ability to acquire or increase a skill in the same speed.

It must be clear that reading comprehension has a subdivided skill such as Organization, summarizing, sequencing, inference, drawing conclusions, problem-solving, finding main idea, and so on for teacher to master the skill is a process where it must have all of these activities.

Teachers need to be clear in what is the target that is going to be mastered in the lesson so there is not confusion between students or the specific skill learnt in the class. Indeed, teachers need to explain every type of strategy that is going to be applied.

Mitchell and Miles (1998) states:

There can be no 'one best method', however much research evidence supports it, which applies always and in all situations, with every type of learner. Instead teachers 'read' and 'interpret' the changing dynamics of the learning context from moment to moment, and take what seem to them be appropriate contingent actions in the light of largely implicit,

proceduralzed pedagogic method. In other words, teachers are the ones to search and modify methods or strategies to accomplish and reach the students skill; thus studying for this is easy for students.

Along the research it was found that at first there is no a specific method that can be the best for students instead teachers are the ones to decide according to their students' needs about methods that can work for them in order to acquire certain skill. This project considered some of the most essential methods to increase their Reading comprehension.

There have been many studies that applied several didactic exercises to increase reading comprehension to students at any age. According to (Adler, 2007) "Comprehension strategies are conscious plans — sets of steps that good readers use to make sense of text. Comprehension strategy of their own reading comprehension."

Comprehension strategies can vary according to what the teachers see in their students´ needs. They can find many strategies but it is necessary to adapt these strategies to the real issue especially because no all children can have the same weakness when they read.

The comprehension strategies can be cognitive or metacognitive strategies readers use to understand a text. Cognitive strategies are the ones where the mental process is involved to accomplish a task while metacognitive are the ones to make to think about how is going to be the things to complete a task.

In words of New South Wales Department of Education and Training (NSW) there are Super six comprehension strategies. Those are making connections, predicting, questioning, monitoring, visualizing and summarizing these strategies give to the reader a new way of thinking for practicing.

Making connections is a strategy where students connect prior information with the one is taught now; this could be from things learnt in other texts or things that happen to them in real life situations. Predicting, student's uses graphics or sentences to predict what the text is going to be about it. Monitoring means students know what to do when there is an interruption. Questioning talks about the wonders they could have in order to understand a reading. Visualizing how students can create or see a reading is going to end or how is going to be the next thing to have in the reading. Summarizing is the general idea they could have to give a point of view.

It is stated that the prior knowledge that students have is organized in categories or schemata. This knowledge is the one that help when it comes to understand a text. This prior knowledge is matched with the Reading to construct the text meaning.

Brown, Mark Clarke and Sandra Silberstein studied the essence of schemata theory three decades ago; they found out the way the information enter to the brain is only visually. It is from their own environment and what they see that knowledge is acquired. Readers can understand what they read because they are able to take stimulus graphically.

Along the year's researchers have been studying how people think, read and remember what they read. Here they find out that there are two types of people the one that focus on the things she/he knows which is called 'top down' mode and the one where they focus on textual information to comprehend a text called 'bottom up' mode. To sum up the readers always focus on the things that they already know or have prior knowledge.

> To Beatrice S. Mikulecky
>
> First language´ readers the knowledge they have acquired is used in order to apply the mental information while second language´ readers their prior knowledge is based on their first language and culture and how they infer meaning varies due to different language structures and cultural attitudes. In order to read in English in an effective way students second language´ readers need to start thinking in English; their training needs to be based on ESL (2008)

For Beatrice S. Mikulecky it is important that teachers take in consideration what educational researchers recommend having a successful class and what is going to be useful to acquire or increase a skill.

Beatrice S. Mikulecky states 'that due some problems students can have to master the skill there are some steps teachers may consider to be as successful as they can in a way where student will interact and read by their own.' (2008).

Educational Standards in Ecuador; they need to understand and identify simple informational, transactional, and expository texts—a single phrase at a time—picking up familiar names, words, and basic phrases and rereading as required. Extract the gist and key information items from simple informational,

transactional, and expository texts. (Educación, 2012). This means by the end of the A1 level students already extract the main information of a text.

According to Sarango E. & Criollo Monica with the help of 'Learning Edge' a webpage that explains strategies in order to increase Reading comprehension; such as Plan and monitor, determine importance, ask questions, make inferences, make connections, synthetize, and visualize; all of these to increase the reading skill. (2012).

Alder believes "Effective comprehension strategy instruction can be accomplished through cooperative learning, which involves students working together as partners or in small groups on clearly defined tasks". (2007)

This means students work as a group demonstrating even with mistakes the learning process that is happening; it helps to make them to think working with their own partners without feeling afraid of any type of mistakes and teachers need to make sure everybody is doing their work.

Patricia Babbitt states that is important for teachers to know how to use short stories in an effortless way. She thinks that following those steps facilitate reading comprehension; use illustrations, pre-teaching vocabulary, introduce the topic, input cultural background.

According to Criollo M. & Sarango E. if an educator does not encourage his/her students to develop the reading skill, they will lose their interest in this important ability. By using strategies, such as background knowledge, messages,

predictions, and by presenting pictures, reading comprehension can be developed successfully. (2012)

2.2 THEORETICAL FOUNDATIONS
2.2.1 TEACHING ENGLISH AS A FOREIGN LANGUAGE

Even though there are a lot of concepts where it explains the differences between learning as a foreign language and learning as a second language, there are some researchers that do not understand the read difference between those concepts. Foreign language talks about a language is not spoken in their home country; but there is a need for them to use it, as (Kirsch, 2008) says in his book ´´It is generally agreed that a foreign language is generally not spoken by the main population of the country the learner lives in. People might learn it for communication purposes on holiday or for job opportunities´´ (p. 33).

2.2.2 TEACHING ENGLISH AS A SECOND LANGUAGE

When it comes to teach English as a second language, it refers that another language is spoken in their country, but not is the mother tongue and it is learn in the same time that their first one. (Kirsch, 2008) states ¨By contrast, one speaks of a second language when people lean a language subsequently to their mother tongue which is generally spoken in their home¨ (p.33).

2.2.3 PRINCIPAL TEACHING METHODS IN E.F.L

Along the years, researchers have found some teaching methods that can be used in order to teach a language; those methods can be practical and functional for

students especially when teachers need to find one for certain students because no everybody learn in the same speed.

It is known that there are several approaches like Grammar-Translation method, Direct method, Communicative Language Learning, Audio – Lingual Method, Suggestopedia Method, Communicative Language Method, Task Based Learning, Communicative Approach, Silent Way, and Total Physical Response. Any one of them brings something to the reading comprehension skill but it is the teacher responsibility to use it according the needs students have.

2.2.4 PSYCHOLOGICAL LEARNING THEORIES
2.2.4.1 BEHAVIOURISM

It has been observed several written about the importance that it has a stimulus in teaching – learning process, in the child's education from home this model is applied to enhance that a child do something right parents offer a toy, to go out at the park or go to the movie theater. This same system is applied in the school where lots of teachers in order to get students that work or pay attention in class, they offer some stimulus that goes from to improve their grade or to exonerate an exam. But it should be awakened in the child awareness that not everything in life is to receive a reward in order to do things right; instead it should be awake the interest to be efficient, consistent, and effective.

Behaviorism is a process where it studies the behavior and reactions that someone has through stimulus and answers. (McLeod, 2007) says 'Behaviorism emphasize the role of environmental factors in influencing behavior, to the near

exclusion of innate of inherited factors. This amounts essentially to a focus on learning.'

B. F Skinner invented the famous operant conditioning chamber, innovated his own philosophy called Radical Behaviorism, founded his own school about experimental research phycology – the experimental analysis behavior. This operant conditioning is a way of learning in which somebody's behavior can change because of the consequences; in his work, he explained that people' attitude could change in many forms, frequency or strength. In his theory he believes to has an operant conditioning people have three steps that are: Stimulus, response and reinforcement.

2.2.4.2 CONSTRUCTIVISM

Educational process applying the constructivism model allows to reach the knowledge based on life experiences and projecting to the new things, its application allows to achieve a comprehensive development in children, because it combines the cognitive, social and affective development reaching a change in their conduct. The environment and the ability influence on the development in the activities teachers have in the classroom.

The human being applies what they learn to solve problems because with prior experiences and knowledge's that have, realizes schemas to develop in their reality; applying what Piaget, Vygotsky and Ausubel the greatest representatives of this model, the person interacts with the object of knowledge when this interaction is done with others or when it is meaningful to the person.

Constructivist theory contributors were Vygotsky Lev, Piaget Jean, and Dewey John. This method refers to students learning in an active way to learn not for the moment but to the rest of their lives.

It is a learning theory where in words of the authors people have prior knowledge that has been acquire by real life situations or by learning things before; this prior knowledge is the one that help us to construct a new knowledge. That is about Constructivist to construct, create our own knowledge based on prior experiences or real-life situations.

Applefield J., Huber R. & Moallem, M states (n.d):

> Constructivist proposes that learner conceptions of knowledge are derived from a meaning-making search in which learners engage in a process of constructing individual interpretations of their experiences. The constructions that result from the examination, questioning and analysis of tasks and experiences yields knowledge whose correspondence to external reality may have little verisimilitude (p. 6).

As Applefield J., Huber R. & Moallem, M in his project 'Constructivism is an epistemological view of knowledge acquisition emphasizing knowledge construction rather than knowledge transmission and the recording of information conveyed by others. The role of the learner is conceived as one of building and transforming knowledge' (n.d).

Dewey rejected that schools focused only for repetition or memorization instead propose a way where students use their real world, using their imagination

and collaboration; a way where they can think for themselves and express their thoughts. On the other hand, Piaget rejected that learning consisted in the assimilation of knowledge. Instead he proposed that through a dynamic process where students can adapt the reality they construct the knowledge by using their prior schema.

"When you teach a child something, you take away forever his chance of discovering it for himself." Jean Piaget. It is really important that teachers bring to the student's tools where they can develop or construct with their own capacity their knowledge.

"The principal goal of education is to create individuals who are capable of doing new things, not simply of repeating what other generations have done." Jean Piaget. It is essential that students do things by themselves, create things to use their critical thinking.

Piaget's point of view emphasizes that the process implied with this theory is the best way of learning. His purpose is to involve pedagogical action in which they create a free environment where students can display their own activities without any difficulty. For this students' needs a clearly way of motivation and stimulus.

In Piaget's study, each structure students gain abilities to incorporate in his own way of learning; the way they assimilate information can get to them on a higher level of learning through the assimilation and accommodation of concepts they get both process.

Vygotsky showed the importance of learning consist in demonstrating in child that the communication is the principal requisite in the child acquisition of knowledge. He believes that constructivism is a process in which it comes from two sides the environment and the subject.

Constructivist is not teachers giving the students their knowledge; it is students getting the knowledge by themselves in a process where they use their own prior knowledge and joining with the new one.

Haiyan Wang states 'Learners are not passive information receiver but those who actively construct information meaning. The construction cannot be replaced by others' (2014.Vol:8, No: 3). Students do not go with zero knowledge instead they have knowledge that has been acquire with anticipation. The role of the teacher is to grow this knowledge and expand what they know.

Bruner mentions that learning is a process where students construct an idea or knowledge based on actual knowledge. He emphasizes the role that teachers must students construct their knowledge for him learning must be a process of discovery where learns construct their own knowledge with the dialogue of teachers.

For him the knowledge is not only acquire or construct by activities; he believes children can learn any subject at any age and responsible of solving any problem that they could have. He was influenced by Piaget's ideas of cognitive development.

Through reading the vary point of view the researcher of the project believes one of the theories that should be put in practice in the classroom is Constructivism; according to the point of views first, students acquire and get the knowledge by themselves instead of the teacher giving all the information; they construct their own new knowledge through every situation that presents to them. It is not only acquired by physical activities but also through social events or real situations they may happen.

In Reading comprehension is a theory where teachers can work with strategies focused on the Constructivist because as students may know certain vocabulary with the specific and useful strategies could increase what they know.

The constructivist theory contains all the components to acquire certain skill in this case Reading comprehension; through this type of method students read, research, talk with peers, use their critical thinking to accomplish their comprehension. Using this method students are going to active their schemata, construct new knowledge and ask questions before and during the Reading.

2.2.4.3 COGNITIVISM

Cognitivism theory comes from Jean Piaget. He is Swiss a biologist and psychologist well known because of his theory; the one that it refers to learning and development of a child. His theory is based on the idea of child development creating a map or schemata for understanding in response of the environment.

He divided his theory in four stages for the development of the child such as Sensorimotor stage, Preoperational stage, Concrete operations, and Formal operations.

All of them meets a particular characteristic to differentiate each state. According to him when we can fit new experiences in an uncomplicated way into a previous schema he calls it Assimilation, on the other hand when a child not link previous schema or experiences he called Disequilibrium; when these type of disequilibrium is solved it means the child has connect with their previous knowledge (schema).

According Alcivar, J. and Quintero D. (2013) 'Cognitivism is the independent process of decoding meanings that leads the acquisition of long-term knowledge and the development that allow freedom thoughts, research and continuous learning in each individual' (p. 22).

In the cognitivist approach teacher has the idea that actives students can create and learn knowledge. Students have their own schema since the beginning in this schema they have their own way of thinking, problem solving, code, decode, organization and so on; this come from their own environment.

Cognitivism learning consists in changing this students' schemata through the process of learning, students change their prior schema while acquiring new knowledge that will replace the information they have before or adequate with the current information.

For reading comprehension, this theory is useful because at the age of seven they already have a schema of common things that happen in their real life; there is a previous vocabulary that is one of the principal things to do to understand a text, so they can compare the new on with the knowledge they already have. Alcivar, J. and Quintero D. (2013) states 'In the cognitive point of view the human being is considered an organism that does activities fundamentally based on the information processing method which makes it very different from the simplistic point of view reported by behaviorism.
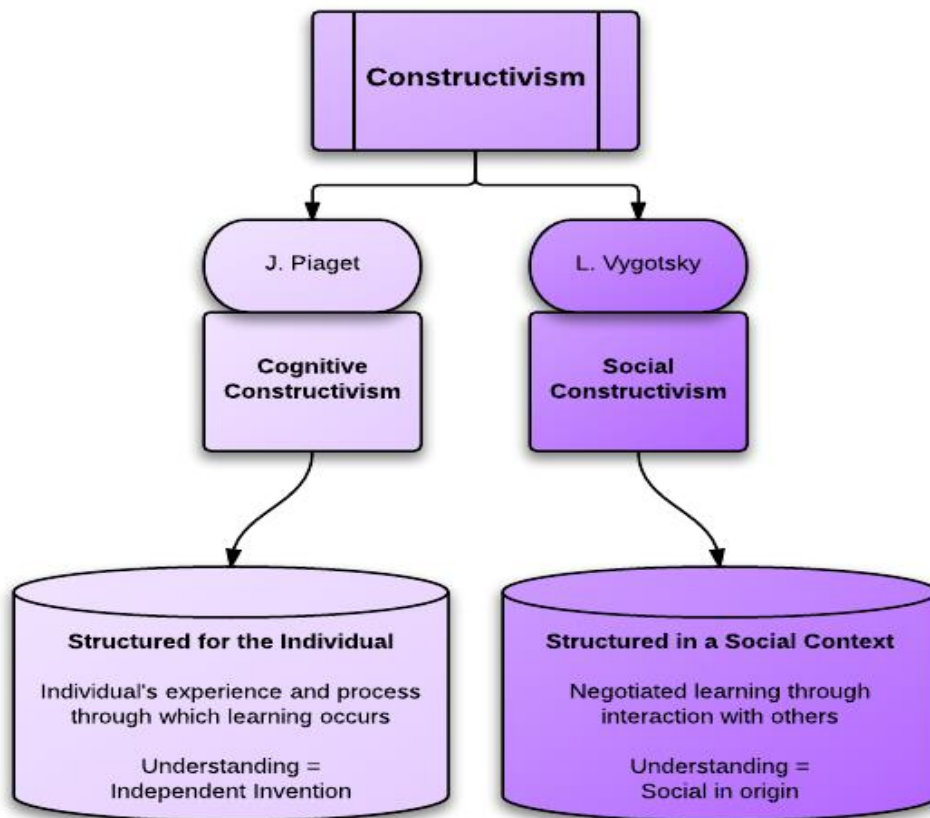

Figure 2

Source: (UAI PD PAGES, 2014)

2.2.5 DIDACTIC STRATEGIES

Vadillo and Klingler (2005), affirms that didactic strategies point to the group of developed activities considering not only students' understanding of ideas but also a mutual relationship among specific information and a particular activity, as general norm of input.

(Enikő, 2013)

> 'The strategy is such a complex system of methods, tools, organizational styles and forms aimed at achieving goals which is based on a coherent theoretical basis and which has a particular syntax and is realized in a particular learning environment (Falus, 1998, 274).'

(Torino) Established in his work ´A Didactic Strategy is the integration of several didactic methods within an Educational Action or one part of it.´

2.2.6 READING

Reading is one of the four skills that are taught when you learn English, it is the process in which the reader infers what the text is about by looking at specific words or pictures; it is the relationship between the writer and the reader.

2.2.7 READING COMPREHENSION

Reading comprehension is the act of understanding what you are reading. Meanwhile, the definition can be easy stated the act is not that simple to teach, learn or practice. Reading comprehension is an active and interactive learning process that occurs before, during and after a person reads a particular piece of writing. Reading comprehension is the most difficult skill to master because there is not

only vocabulary that students need but also to use their critical thinking to give an opinion.

In words of Danielle McNamara reading comprehension strategy is a cognitive or behavioral action that is enacted under contextual conditions, with the goal of improving some aspect of comprehension. (2007).

2.2.8 STRATEGIES FOR READING COMPREHESION

For most of second language learners reading comprehension can be a matter of developing appropriate and efficient comprehension strategies. Those strategies can be from bottom- up or top-down process according to the level of the students to understand or acquire in a matter of time a good reading comprehension.

There can be a lot of didactic strategies that can be useful if teachers comprehend in the actual way of using them; it all depends in their students need. Whenever a reading strategy is applied in class teachers need to make sure students know the purpose of the strategy and what the benefits of them are and how they can use them in order to get a good reading comprehension.

According to (Brown, Teaching by Principles An Interactive Approach to Language Pedagogy, 2007) in his book he established there are 10 that can be practically applied to the classroom techniques, those are:

> Identify the purpose of reading, Use graphemic rules and patterns to aid in bottom-up decoding, Use efficient silent reading techniques for improving fluency, Skim the text for main ideas, Scan the text for specific information, Use semantic mapping or clustering, Guess when you aren´t

certain, Analyze vocabulary, Distinguish between literal and implied meanings, Capitalize on discourse markets to process relationship.

2.2.9 READING PERFORMANCE

The reading performance that teachers can have can vary according to the classroom, students, and environment. It all depends in the strategy they are going to apply to catch students' attention; teachers need to be aware that students must recognize and know how they are going to work to get a better understanding of the reading and this is going to help them improve their skill.

In (Brown, Teaching by Principles An Interactive Approach to Language Pedagogy, 2007) he gave us a variety of classroom reading performances that can help to teachers and students; it says that there are two ways of performance such as the oral and silent reading. Those two categories are the main ones but in his book also talk about subcategories that comes from the silent reading Intensive: Linguistic and content and Extensive: Skimming, scanning, and global.

2.3 CONCEPTUAL FRAMEWORK

2.3.1 DIDACTICS METHODS

Medina (2003), defines 'Didactics as: A discipline of pedagogical nature that focuses on the teaching goals and compromise with the aim of better human beings through the understanding and permanent change of the social communicative developments, and the receiving and appropriate growth of the teaching and learning process. (p.7).

2.3.2 STRATEGIES

Mintzberg argues that strategy emerges over time as intentions collide with an accommodate and changing reality. Thus, one might start with a perspective and

conclude that it calls for a certain position, which is to be achieved by way of a carefully crafted plan, with the eventual outcome and strategy reflected in a pattern evident in decisions and actions over time. This pattern in decisions and actions defines what Mintzberg called "realized" or emergent strategy. (Nichols, n.d).

2.3.3 SCHEMA THEORY

For some researchers, this is the prior knowledge and how it represents the understanding of the world and any situation that could help to the new knowledge that is going to be introduced. This is connected directly to reading comprehension because of the cognitive process that it takes involving several steps. In words of Piaget schema is a cognitive framework that places concepts, objects, or experiences into categories or groups of associations.

2.3.4 KINESTHETIC INTELLIGENCE

Kinesthetic learners learn best through movement of their large or gross motor muscles. They take in information best while moving and doing, being involved in projects, role playing, learning while standing up and engaging in real life activities. (Council, 2015).

Kinesthetic intelligence refers to learning through movements and being active. It means this type of person needs to move to understand or comprehend something they want to learn or acquire.

3. RESEARCH METHODOLOGY

3.1. TYPE OF RESEARCH DESCRIPTION

In this project where applied surveys to obtain different types of answers in order to see and get a little bit more of information about the reading comprehension students have in this school.

Survey for teachers: In the surveys applied to the teachers from Academia Naval Altamar it was done to know the interests in the application of the different strategies and techniques that allow to achieve and develop an active integrative learning process, motivating the student the desire to learn a new language.

Survey for parents: It was applied to know parents work at home about the habits and manners their children have about Reading; this survey was accepted by the parents from 7-year-old children´ the information varied because it depended from their own education.

Survey for students: The work with children at this school in the surveys gave the information about their tastes, preferences, and interests to learn reading, writing, understanding, and comprehension process of different areas especially in the Reading comprehension that is the main area in this project.

3.2 METHODS AND TECHNIQUES

The methodology when executing any activity and if we speak specifically in the educative activity there is no standard rule to say that a specific method is the

best to execute an activity. It must be clarified that method is the way and the steps that the research is going to give to reach a goal or an objective that is set to achieve.

The work was made through observing the reality in which students develop the learning process in the Academia Naval Altamar at the age of seven-year-old the reason of this study.

The present research project was designed after observing a low percent of students who have not developed their reading skills during the whole learning process at first school years, so this affect them now that they are in a higher grade. This study aims to find better results in the reading learning process throughout a significant model (Constructivism and Cognitivism) using the kinesthetic methodology to enhance new knowledge, this one is going to be applied with students at school. Some principals and teachers are going to be prepared to help them how to read in English in a successful way.

This project is to search didactic strategies for them, so they can improve the learning reading process throw out the adequate skills. A field investigation as well as a scientific one was applied to collect all the information through the technique of observation and using the survey as an instrument. This work is based on a quantitative and qualitative paradigm because it explains the need of using teaching methods and techniques that help children to overcome the problem of poor reading comprehension performance.

3. 3. RESEARCH INSTRUMENTS

Research instruments are devices to obtain vital information to the research project, there are a lot of alternatives to choose; for example, questionnaires,

interviews, video recorders, surveys. In this project, the researcher tries to get the most valuable information through some instruments such as surveys, collection of data, questionnaires, and observation.

3.3.1 SURVEY

Survey research is one of the most important areas of measurement in applied social research. The broad area of survey research encompasses any measurement procedures that involve asking questions of respondents. (Research Methods Knowladge Base, 2006).

Survey research is one of the most important areas of measurement in applied social research. The broad area of survey research encompasses any measurement procedures that involve asking questions of respondents. A "survey" can be anything form a short paper-and-pencil feedback form to an intensive one-on-one in-depth interview. (Trochim, 2006, p.1).

Author applied three types of surveys in this project, one was addressed to the teachers, one for the parents, and the other one was for students. The first survey contain 10 items with 5 alternatives, the one that was applied to the parents contain 5 questions with 4 alternatives, while the last one applied to the students has 10 questions with 3 answers each one where the target was to obtain information about their likes and preferences for reading.

3.4 RESEARCH POPULATION AND SAMPLE

Exploring the school environment, the researcher is going to work with a grade at Academia Naval Altamar. The researcher found certain difficulties now of working on reading comprehension activities. In the grade, the research is going to work with are 30 students; this project is going to observe the English class to work with students and English teachers because they are going to provide some information.

No.	Details	No. of people	%
1	Students	30	45%
2	Teachers	7	10%
3	Parents	30	45%
	Total	67	100%

Chart 2

Source: Academia Naval Altamar
Researcher: Andrea Cajamarca

3.5 SOURCES, RESOURCES AND TIMELINE

MONTH	ACTIVITY	OBSERVATION
January	Survey for teachers	Administration of surveys for teachers.
January	Survey for parents	Parents were able to answer the questions about their children reading habits and how they try to improve their child reading skills.
April	Survey for students	Children answered questions about their reading habits and their likes.
May	Activities about reading comprehension	Children start to develop the activities with teachers´ help. Later on students started to be a little bit more independent.

Chart 3

Elaborated By: Andrea Cajamarca

37

3.6 RESULTS/FINDINGS: PRESENTATION AND ANALYSIS

3.6.1 SURVEY FOR TEACHERS

QUESTION 1	Do you think that specific didactic strategies should be applied for students to develop Reading comprehension?	
DESCRIPTION	FREQUENCY	PERCENTAGE
Strongly agree	6	86%
Agree	1	14%
Indifferent	0	0%
Disagree	0	0%
Strongly disagree	0	0%
TOTAL	7	100%

Table 1

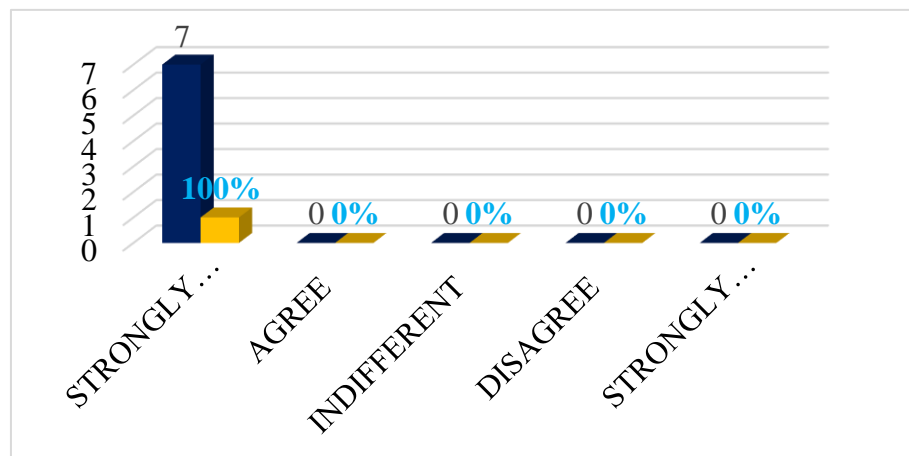Elaborated By: Andrea Cajamarca
Source: Academia Naval Altamar
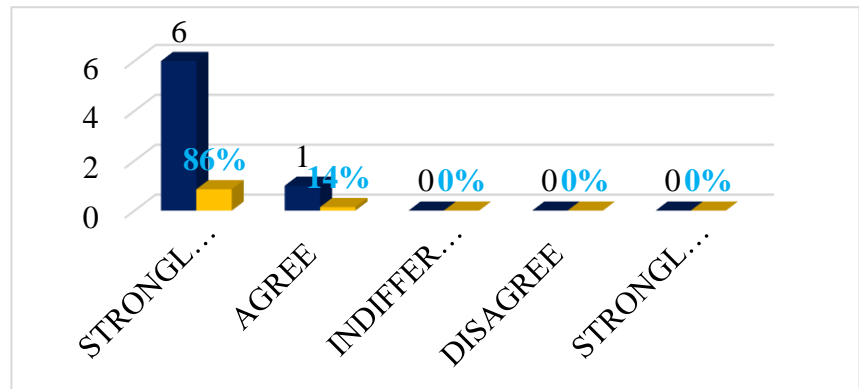
Figure 3

Elaborated By: Andrea Cajamarca
Source: Academia Naval Altamar

ANALYSIS

From the total of 100% teachers who were applied the survey, 86% strongly agree that specific didactic strategies should be applied for students to develop Reading comprehension while the 14% are only agree.

38

QUESTION 2	Is it necessary that English teachers master the English language with all its skills?	
DESCRIPTION	FREQUENCY	PERCENTAGE
Strongly agree	7	100%
Agree	0	0%
Indifferent	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	7	100%

Table 2
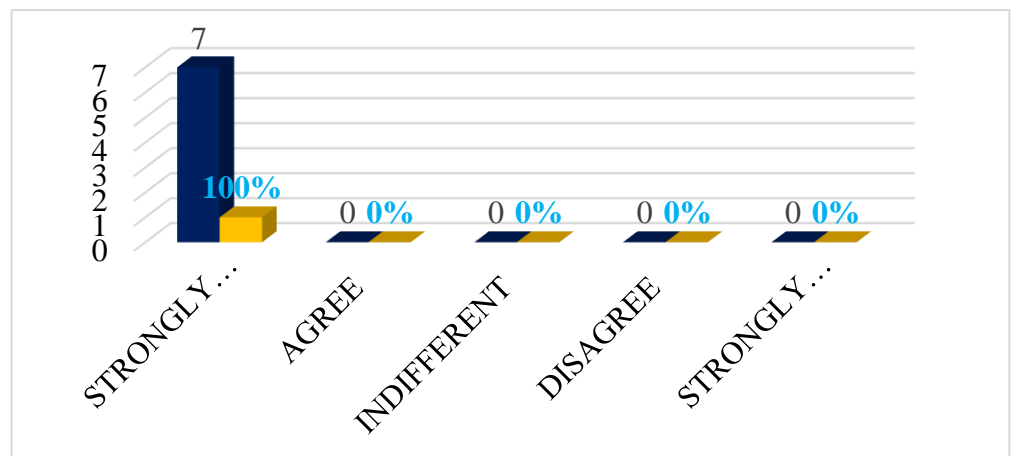
Elaborated By: Andrea Cajamarca
Source: Academia Naval Altamar

Figure 4

Elaborated By: Andrea Cajamarca
Source: Academia Naval Altamar

ANALYSIS

The 100% of teachers who were applied the survey strongly agree that it is necessary that English teachers master the English language with all its skills.

QUESTION 3	Do you agree that motivation in the educational activities contribute to the development of all language skills?	
DESCRIPTION	FREQUENCY	PERCENTAGE
Strongly agree	7	100%
Agree	0	0%
Indifferent	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	7	100%

Table 3

Elaborated: Andrea Cajamarca
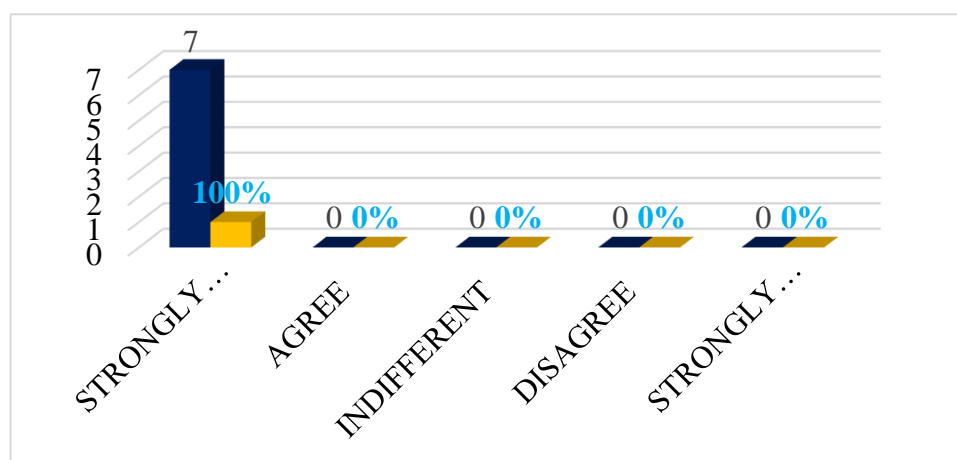Source: Academia Naval Altamar

Figure 5

Elaborated By: Andrea Cajamarca
Source: Academia Naval Altamar

ANALYSIS

From the total of teachers who were applied the survey, 100% strongly agree that motivation in the educational activities contribute to the development of all language skills.

QUESTION 4	Do you think that the reading level of students goes according to their individual learning abilities?	
DESCRIPTION	FREQUENCY	PERCENTAGE
Strongly agree	7	100%
Agree	0	0%
Indifferent	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	7	100%

Table 4

Elaborated By: Andrea Cajamarca
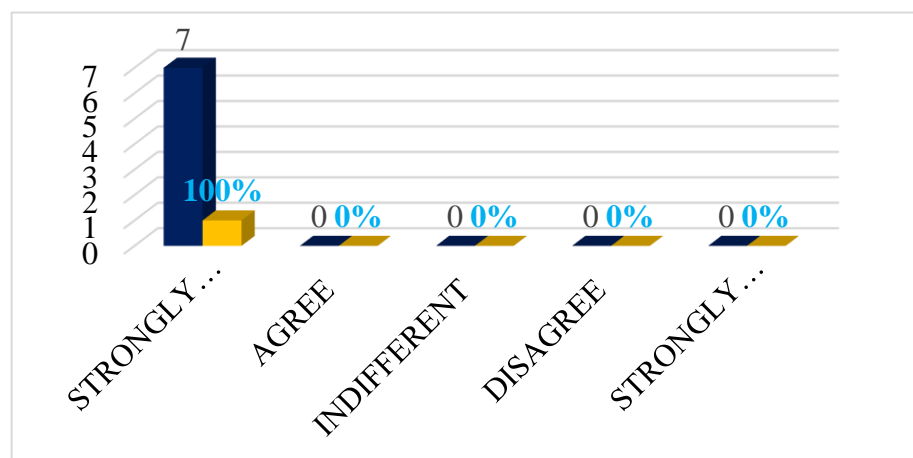Source: Academia Naval Altamar

Figure 6

Elaborated By: Andrea Cajamarca
Source: Academia Naval Altamar

ANALYSIS

From the total of teachers who were applied the survey, 100% strongly agree that the reading level of students goes according to their individual learning abilities.

QUESTION 5	Does improving reading comprehension skills help to develop critical thinking?	
DESCRIPTION	FREQUENCY	PERCENTAGE
Strongly agree	7	100%
Agree	0	0%
Indifferent	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	7	100%

Table 5

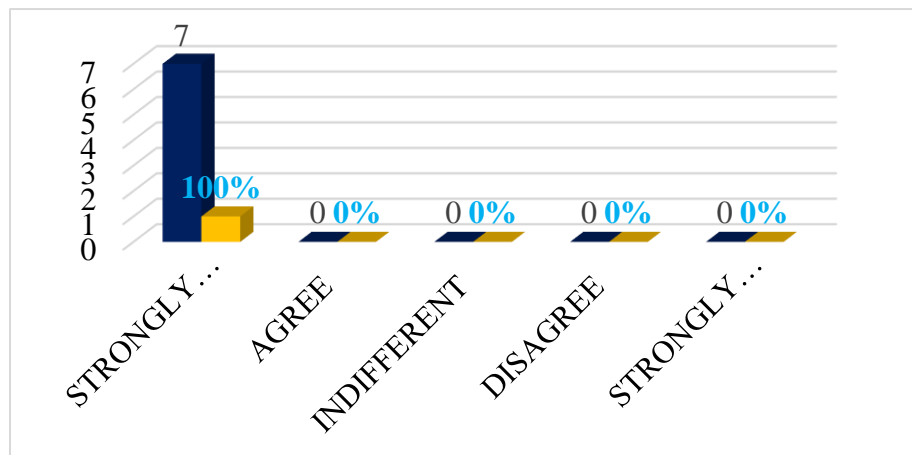Elaborated By: Andrea Cajamarca
Source: Academia Naval Altamar

Figure 7

Elaborated By: Andrea Cajamarca
Source: Academia Naval Altamar

ANALYSIS

From the total of teachers who were applied the survey, 100% strongly agree that improving reading comprehension skills help to develop critical thinking.

QUESTION 6	Is it necessary that teachers constantly update methods and techniques to get better results?	
DESCRIPTION	FREQUENCY	PERCENTAGE
Strongly agree	7	100%
Agree	0	0%
Indifferent	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	7	100%

Table 6

Elaborated By: Andrea Cajamarca
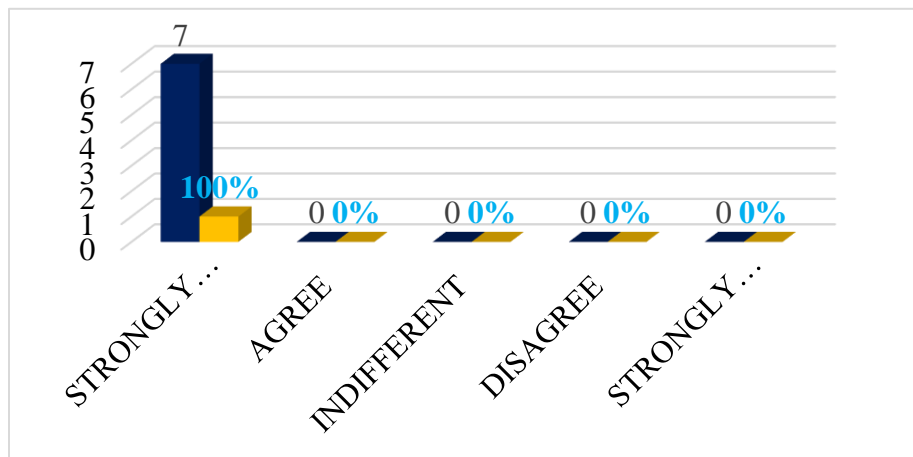Source: Academia Naval Altamar

Figure 8

Elaborated By: Andrea Cajamarca
Source: Academia Naval Altamar

ANALYSIS

From the total of teachers who were applied the survey, 100% strongly agree that teachers constantly update methods and techniques to get better results.

QUESTION 7	Does permanent reading practice contribute to English assimilation in an efficient way?	
DESCRIPTION	FREQUENCY	PERCENTAGE
Strongly agree	7	100%
Agree	0	0%
Indifferent	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	7	100%

Table 7

Elaborated By: Andrea Cajamarca
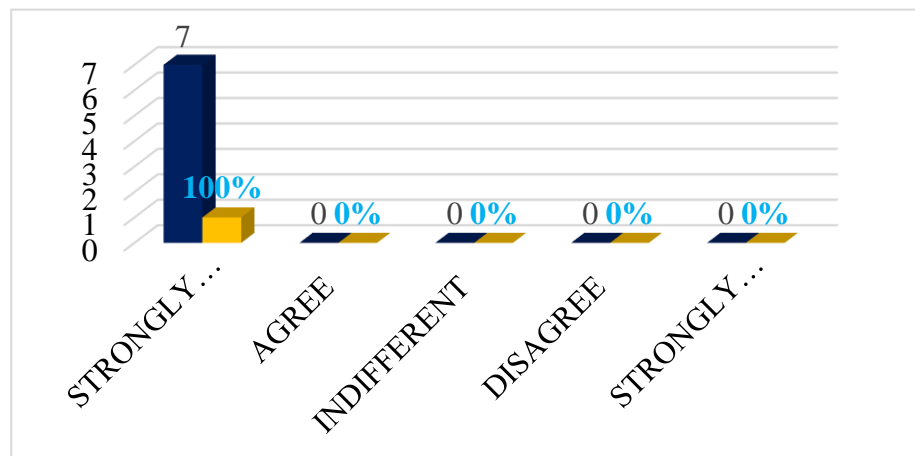Source: Academia Naval Altamar

Figure 9

Elaborated By: Andrea Cajamarca
Source: Academia Naval Altamar

ANALYSIS

From the total of teachers who were applied the survey, 100% strongly agree that permanent reading practice contribute to English assimilation in an efficient way.

QUESTION 8	Do you consider that teaching how to predict, how to question, how to summarize improve students thinking?	
DESCRIPTION	FREQUENCY	PERCENTAGE
Strongly agree	7	100%
Agree	0	0%
Indifferent	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	7	100%

Table 8

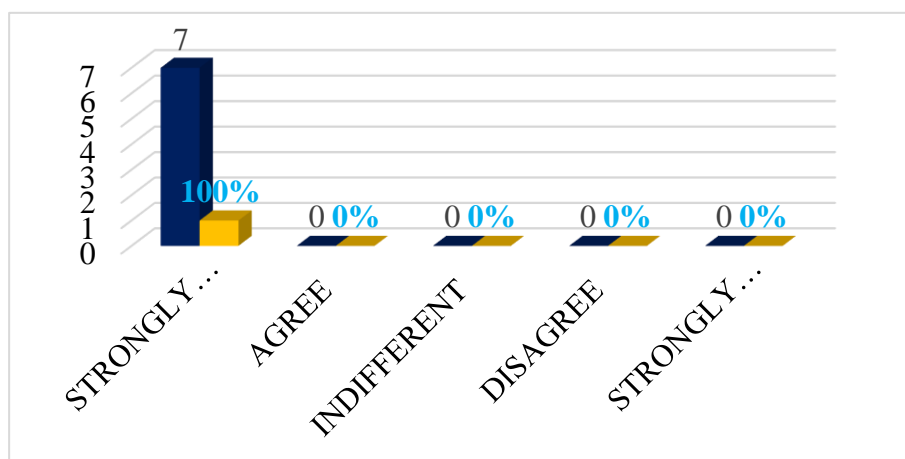Elaborated By: Andrea Cajamarca
Source: Academia Naval Altamar

Figure 10

Elaborated By: Andrea Cajamarca
Source: Academia Naval Altamar

ANALYSIS

From the total of teachers who were applied the survey, 100% strongly agree that they consider that teaching how to predict, how to question, how to summarize improve students thinking.

45

QUESTION 9	Is it relevant that teachers select specific reading strategies to assist their students' needs?	
DESCRIPTION	FREQUENCY	PERCENTAGE
Strongly agree	7	100%
Agree	0	0%
Indifferent	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	7	100%

Table 9

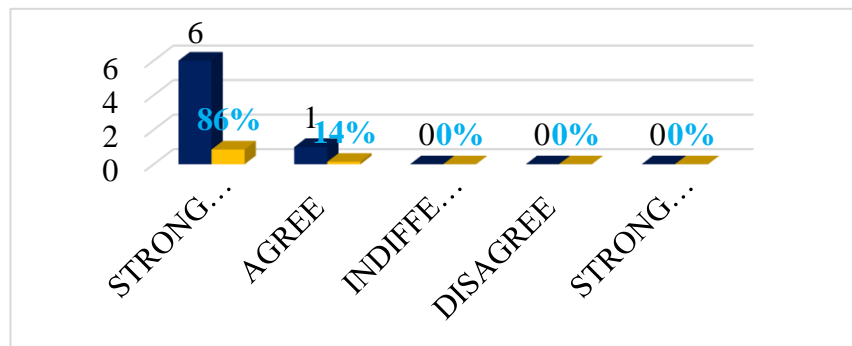Elaborated By: Andrea Cajamarca
Source: Academia Naval Altamar

Figure 11

Elaborated By: Andrea Cajamarca
Source: Academia Naval Altamar

ANALYSIS

From the total of teachers who were applied the survey, 100% strongly agree that it is relevant that teachers select specific reading strategies to assist their students' needs.

QUESTION 10	Is it important that teachers use short stories, illustrations and teach vocabulary to help students understand reading?	
DESCRIPTION	FREQUENCY	PERCENTAGE
Strongly agree	6	86%
Agree	1	14%
Indifferent	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	7	100%

Table 10

Elaborated By: Andrea Cajamarca
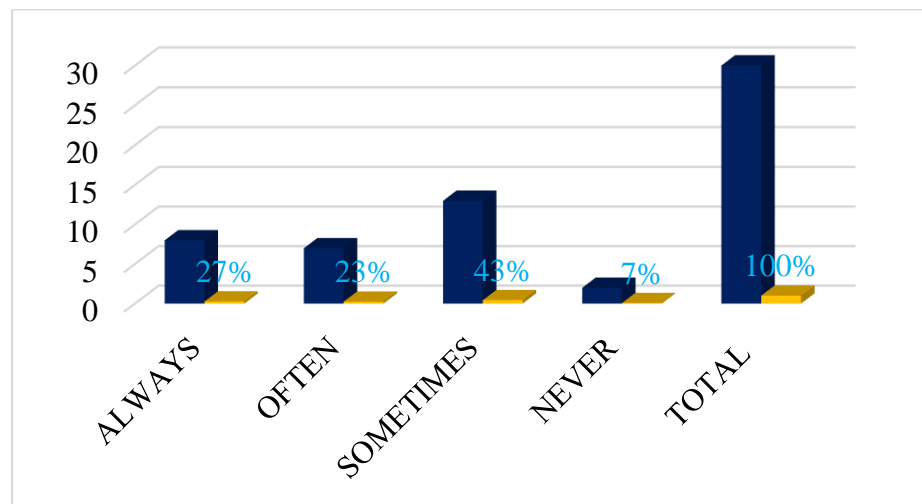Source: Academia Naval Altamar

Figure 12

Elaborated By: Andrea Cajamarca
Source: Academia Naval Altamar

ANALYSIS

From the total of 100% teachers who were applied the survey, 86% strongly agree that specific didactic strategies should be applied for students to develop Reading comprehension while the 14% are only agree.

3.7.2 SURVEY FOR PARENTS

QUESTION 1	Did you read to your child when he/she was little?	
DESCRIPTION	FREQUENCY	PERCENTAGE
Always	8	27%
Often	7	23%
Sometimes	13	43%
Never	2	7%
Total	30	100%

Table 11

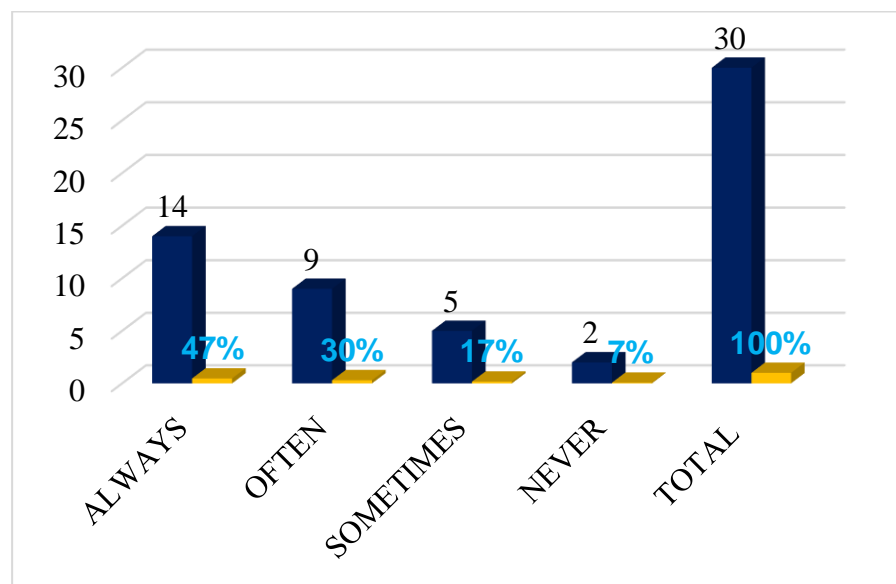Elaborated By: Andrea Cajamarca
Source: Academia Naval Altamar

Figure 13

Elaborated By: Andrea Cajamarca
Source: Academia Naval Altamar

ANALYSIS

From the total of 100% parents who completed the survey, 27% say that they always read to their children when he/she was little, 23% shows that they often did, 43% that they sometimes did, and 7% never did.

QUESTION 2	Do you buy educational books to practice reading?	
DESCRIPTION	FREQUENCY	PERCENTAGE
Always	14	47%
Often	9	30%
Sometimes	5	17%
Never	2	7%
Total	30	100%

Table 12

Elaborated By: Andrea Cajamarca
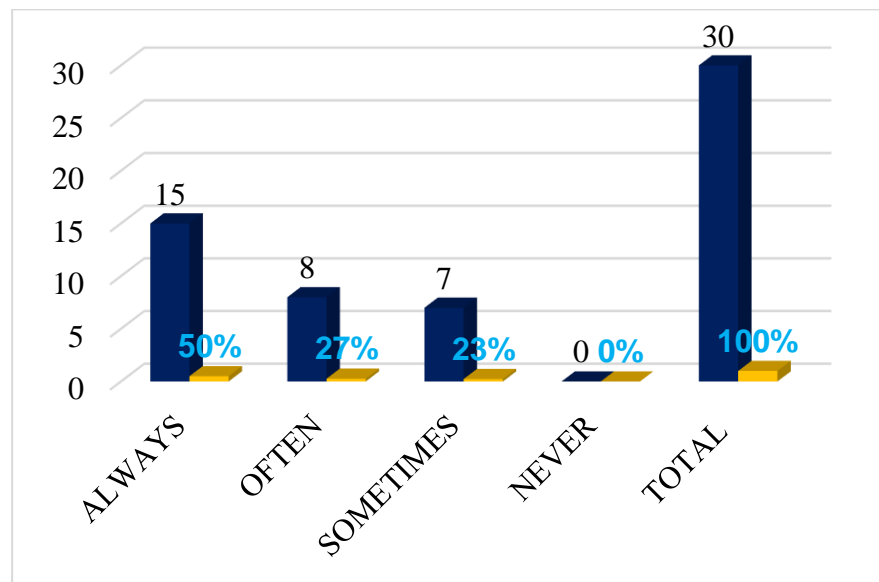Source: Academia Naval Altamar

Figure 14

Elaborated By: Andrea Cajamarca
Source: Academia Naval Altamar

ANALYSIS

From the total of 100% parents who completed the survey, 47% of parents say they always buy; 30% often buy; 17% sometimes buy, and the 7% never buy educational books to practice Reading.

49

QUESTION 3	Do you motivate to your child to read?	
DESCRIPTION	FREQUENCY	PERCENTAGE
Always	15	50%
Often	8	27%
Sometimes	7	23%
Never	0	0%
Total	30	100%

Table 13

Elaborated By: Andrea Cajamarca
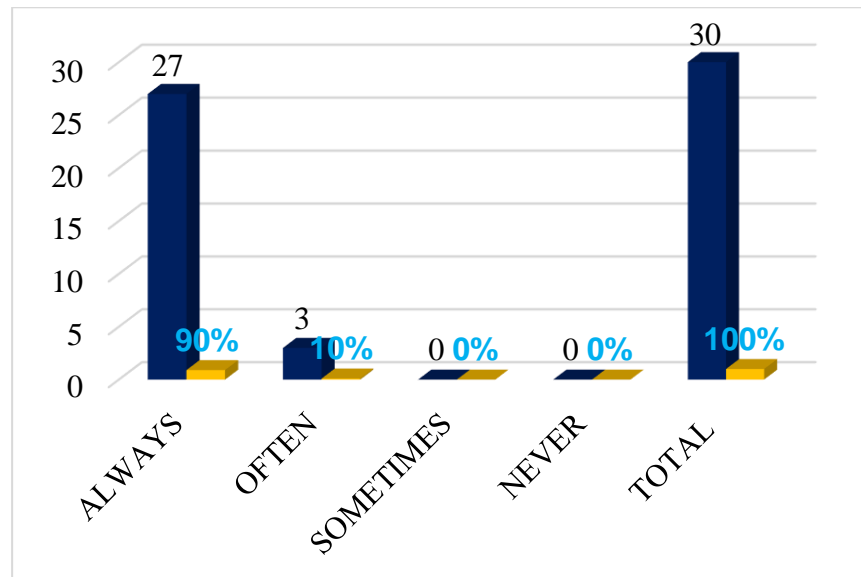Source: Academia Naval Altamar

Figure 15

Elaborated By: Andrea Cajamarca
Source: Academia Naval Altamar

ANALYSIS

From the total of 100% parents who completed the survey, 50% of parents always motivate; 27% often motivate; 23% sometimes motivate, and 0% never motivate their children to read.

QUESTION 4	How often should a child read to improve his/her comprehension?	
DESCRIPTION	FREQUENCY	PERCENTAGE
Always	27	90%
Often	3	10%
Sometimes	0	0%
Never	0	0%
Total	30	100%

Table: 14

Elaborated By: Andrea Cajamarca
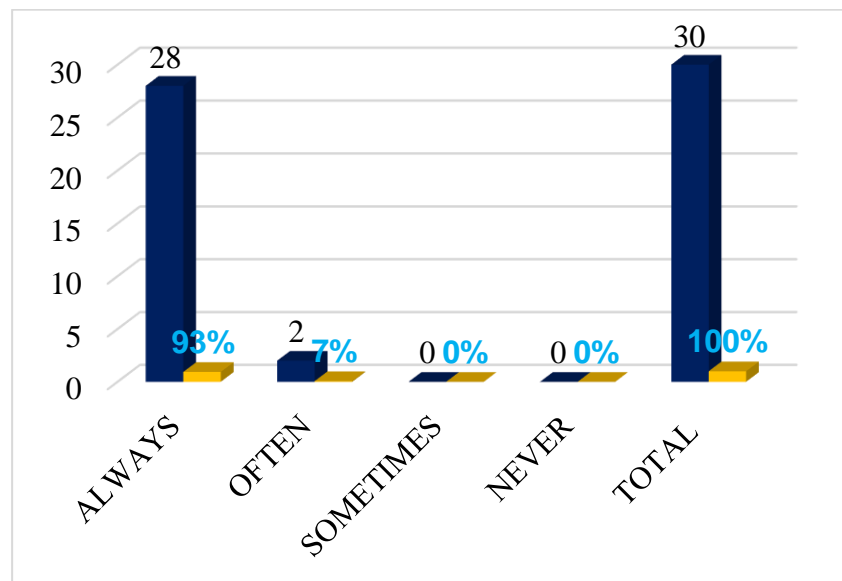Source: Academia Naval Altamar

Figure 16

Elaborated By: Andrea Cajamarca
Source: Academia Naval Altamar

ANALYSIS

From the total of 100% parents who completed the survey, 90% of parents say that children should always read to improve his/her comprehension, and 10% said that children should read to improve his/her comprehension.

QUESTION 5	Are you willing to help your child to improve his reading comprehension?	
DESCRIPTION	FREQUENCY	PERCENTAGE
Always	28	93%
Often	2	7%
Sometimes	0	0%
Never	0	0%
Total	30	100%

Table 15

Elaborated By: Andrea Cajamarca
Source: Academia Naval Altamar

Figure 17

Elaborated By: Andrea Cajamarca
Source: Academia Naval Altamar

ANALYSIS

From the total of 100% parents who completed the survey, 93% of parents that they always, and 7% often are willing to help their child to improve his/her reading comprehension.

3.7.3 SURVEY FOR STUDENTS

QUESTION 1	Do you think reading is important?	
DESCRIPTION	FREQUENCY	PERCENTAGE
Yes	25	83%
No	0	0%
A little	5	17%
Total	30	100%

Table 16

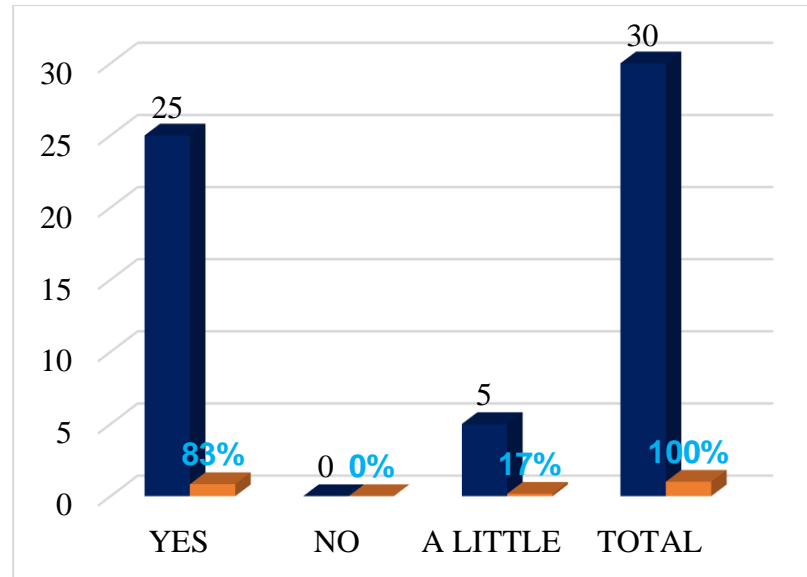Elaborated By: Andrea Cajamarca
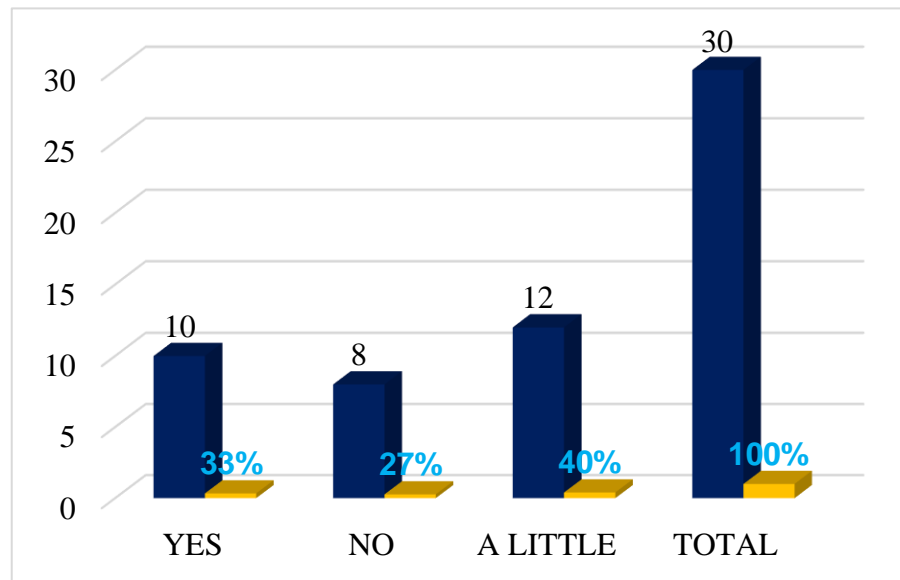Source: Academia Naval Altamar

Figure 18

Elaborated By: Andrea Cajamarca
Source: Academia Naval Altamar

ANALYSIS

From the total of 100% students who completed the survey, 83% of them think that reading is important, and 17% think reading is just a little important.

QUESTION 2	Do you like to read?	
DESCRIPTION	**FREQUENCY**	**PERCENTAGE**
Yes	10	33%
No	8	27%
A little	12	40%
Total	30	100%

Table 17

Figure 19

ANALYSIS

From the total of 100% students who completed the survey, 33% of students like to read, 27% do not like to read and 40% like to read a little.

QUESTION 3	Do you prefer that someone reads to you?	
DESCRIPTION	FREQUENCY	PERCENTAGE
Yes	11	37%
No	15	50%
A little	4	13%
Total	30	100%

Table 18

Elaborated By: Andrea Cajamarca
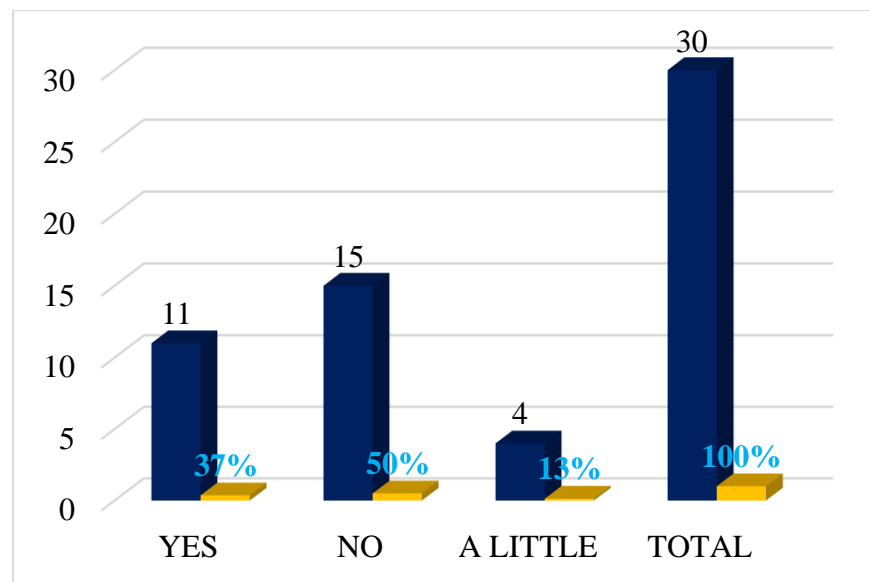Source: Academia Naval Altamar

Figure 20

Elaborated By: Andrea Cajamarca
Source: Academia Naval Altamar

ANALYSIS

From the total of 100% students who completed the survey, 37% of them prefer that someone reads to them, 50% do not like that someone reads to them and 13% like it a little.

55

QUESTION 4	Do you have in your house reading material?	
DESCRIPTION	FREQUENCY	PERCENTAGE
Yes	27	90%
No	0	0%
A little	3	10%
Total	30	100%

Table 19

Elaborated By: Andrea Cajamarca
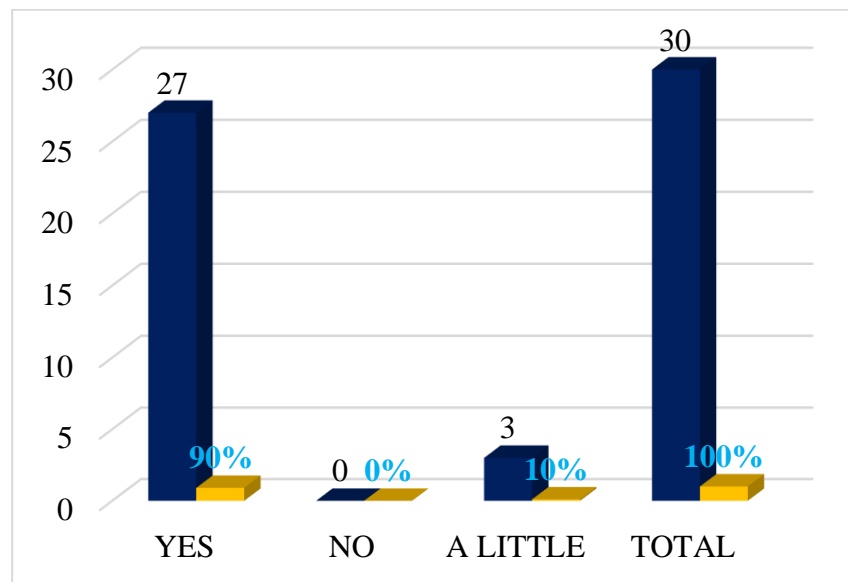Source: Academia Naval Altamar

Figure 21

Elaborated By: Andrea Cajamarca
Source: Academia Naval Altamar

ANALYSIS

From the total of 100% students who completed the survey, 90% of them have reading material, and 10% have just a little.

QUESTION 5	What do you like to read?	
DESCRIPTION	FREQUENCY	PERCENTAGE
Story tales	11	37%
Comic	15	50%
Books	4	13%
Total	30	100%

Table 20

Elaborated By: Andrea Cajamarca
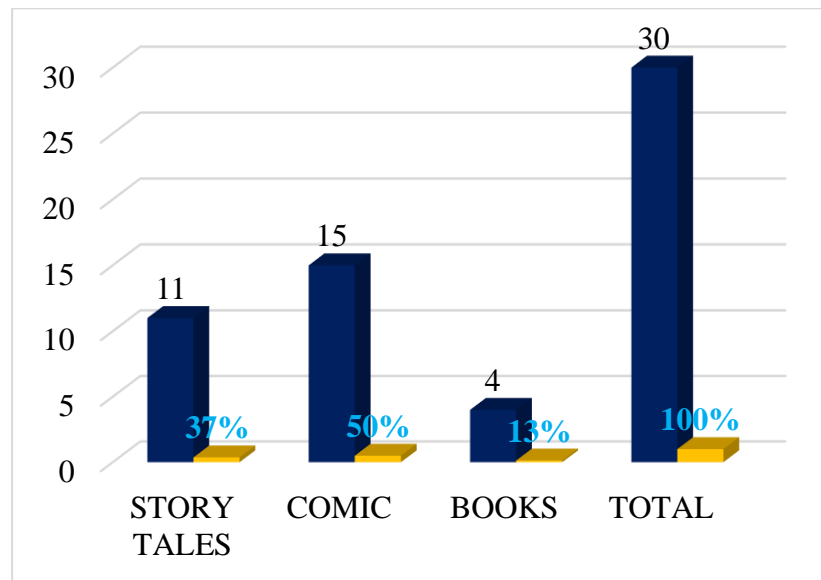Source: Academia Naval Altamar

Figure 22

Elaborated By: Andrea Cajamarca
Source: Academia Naval Altamar

ANALYSIS

From the total of 100% students who completed the survey, 37% of the students like to read story tales, 50% prefers to read comics, and 13% prefer books.

QUESTION 6	How much of what you read do you understand	
DESCRIPTION	FREQUENCY	PERCENTAGE
Every word	3	10%
Most words but not all	8	27%
The general idea	4	13%
Nothing	15	50%
Total	30	100%

Table 21

Elaborated By: Andrea Cajamarca
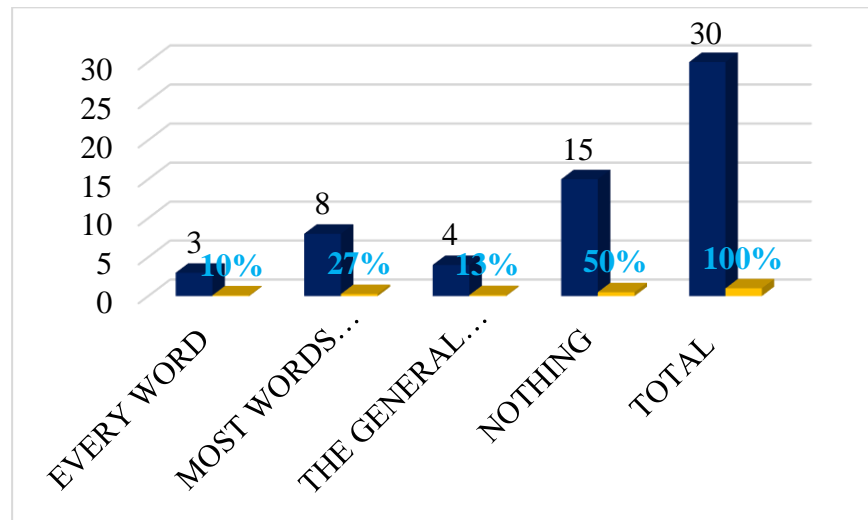Source: Academia Naval Altamar

Figure 23

Elaborated By: Andrea Cajamarca
Source: Academia Naval Altamar

ANALYSIS

From the total of 100% students who completed the survey, 10% of them understand every word, 27% understand most words but not all, 13% understand the general idea and 50% do not understand anything.

QUESTION 7	Do your parents encourage you to read?	
DESCRIPTION	FREQUENCY	PERCENTAGE
Yes	30	100%
No	0	0%
A little	0	0%
Total	30	100%

Table 22

Figure 24

ANALYSIS

From the total of 100% students who completed the survey, 100% of them say that their parents encourage them to read.

QUESTION 8	Are there any books in your school?	
DESCRIPTION	FREQUENCY	PERCENTAGE
Yes	30	100%
No	0	0%
A little	0	0%
Total	30	100%

Table 23

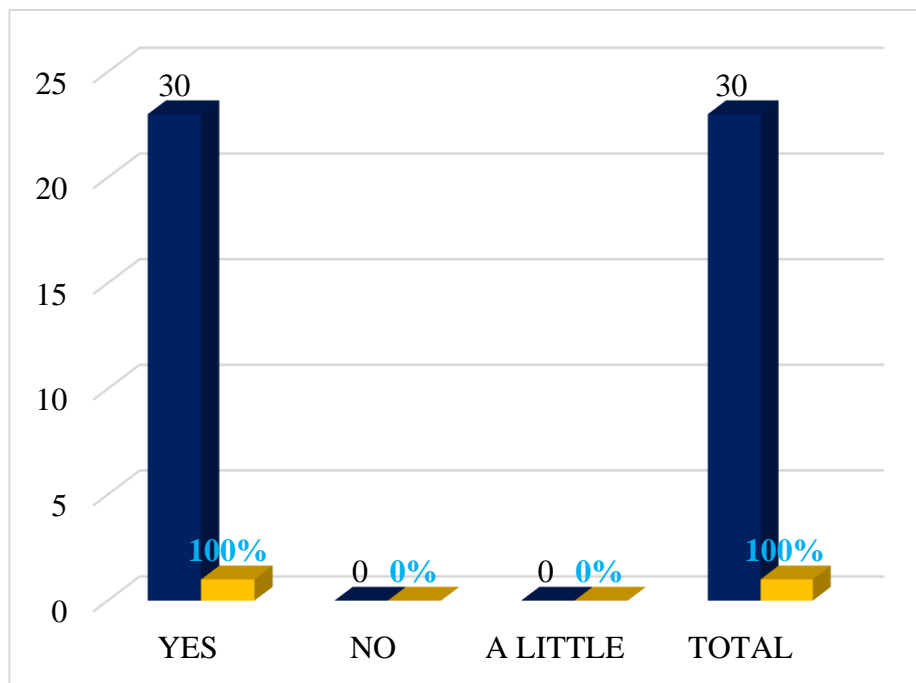Elaborated By: Andrea Cajamarca
Source: Academia Naval Altamar

Figure 25

Elaborated By: Andrea Cajamarca
Source: Academia Naval Altamar

ANALYSIS

From the total of 100% students completed the survey, 100% of students them there are books in their school.

QUESTION 9	Do you go to libraries to read as a hobby?	
DESCRIPTION	FREQUENCY	PERCENTAGE
Yes	30	100%
No	0	0%
A little	0	0%
Total	30	100%

Table 24

Elaborated By: Andrea Cajamarca
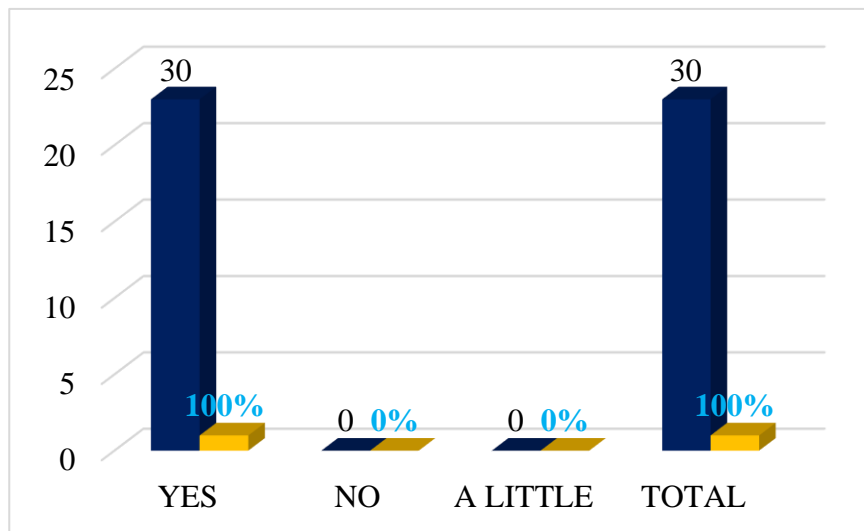Source: Academia Naval Altamar

Figure 26

Elaborated By: Andrea Cajamarca
Source: Academia Naval Altamar

ANALYSIS

From the total of 100% students who completed the survey, 100% of them say they go to libraries to read as a hobby.

QUESTION 10	Does your teacher practice reading with you?	
DESCRIPTION	FREQUENCY	PERCENTAGE
Yes	25	83%
No	0	0%
A little	5	17%
Total	30	100%

Table 25

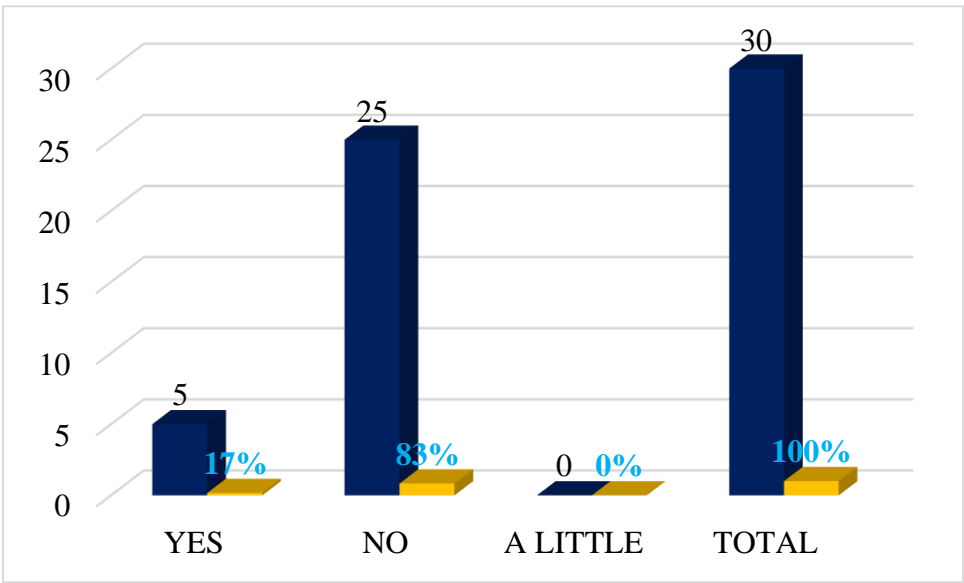Elaborated By: Andrea Cajamarca
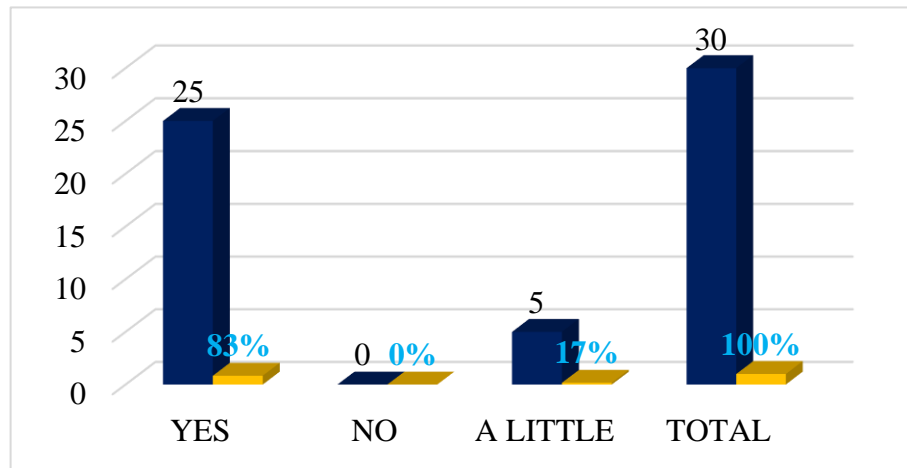Source: Academia Naval Altamar

Figure 27

Elaborated By: Andrea Cajamarca
Source: Academia Naval Altamar

ANALYSIS

From the total of 100% students who completed the survey, 83% of them say that they practice reading with their teacher, and 17% say they practice a little.

4. PROPOSED PROJECT PLAN

4.1 TITLE

TEACHER´S DIDACTIC GUIDE TO INCREASE READING COMPREHENSION IN 7-YEAR- OLD STUDENTS AT ACADEMIA NAVAL ALTAMAR

4.2 JUSTIFICATION

One of children´s problem is school phase is to develop a reading comprehension in another language, everybody is aware that children from 5 to 8 years old the learning process is easy, because they are receptive and opened to learn faster. Nowadays, a person who does not know English is at a disadvantage in this globalized world, everybody requires innovative people who speak more than one language.

Contributing to improve reading comprehension in children and to overcome their learning in Academia Naval Altamar by teachers at the English area and the managers is applying a didactic guide, that will provide satisfactory results, because the classes will be developed in a positive way, allowing children to show interest in the activities and practicing actively in all the activities that are developed. Students will recognize the sound of different words in English, enrich their vocabulary through strategies applying in their environment the knowledge of English in the classroom.

To comprehend something children and teachers must understand the English language, many pedagogues have indicated that reading is one of the most important skill, for this reason is necessary for teachers to use resources such as song, movies, and so on; because this means will be a motivation for children to increase their vocabulary.

4.3 OBJECTIVES

4.3.1. BROAD OBJECTIVE

To elaborate a teacher´s guide with didactic activities to improve reading comprehension in 7- year- old students at Academia Naval Altamar.

4.3.2. SPECIFIC OBJECTIVES

✓ To get teachers and manager involve in the development of activities to enrich children´s vocabulary in English.
✓ To raise awareness of teachers and managers in the importance of training to improve methodologies and techniques for teaching a foreign language.
✓ To develop in teachers the application of ICT resources in their classroom work.

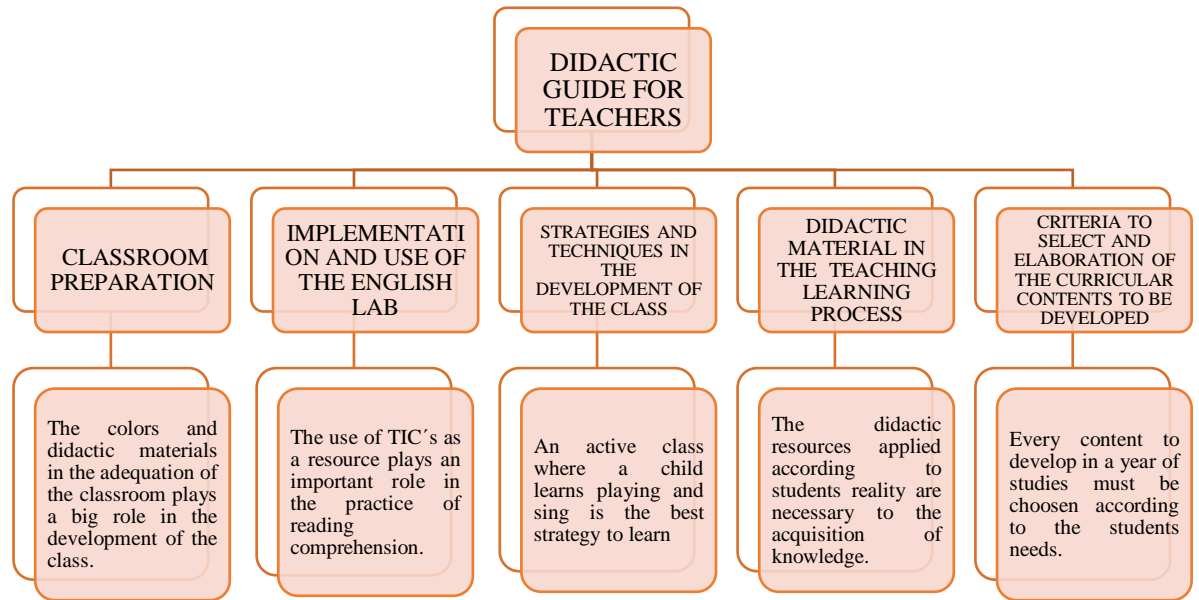**4.4 CONTENT FRAMEWORK OF THE PROPOSED PROJECT PLAN**

The didactic guide is developed to teachers, it will be useful as a resource to help children improve the learning process in reading comprehension. This guide has been structured based on activities and games that will allow children to develop skills that allow them to apply unfamiliar words to improve and enrich their vocabulary, so they can apply it to their own real-life environment.

This guide will encourage active participation by awakening in teachers an interest to develop an active and innovate teaching process, aiming an excellent job in the development of a reading comprehension.

The following contents are detailed:

o Classroom preparation

o Implementation and use of the English lab.

o Strategies and techniques in the development of the class.

o Didactic material in the learning teaching process

o Criteria to select and elaboration of the curricular contents to be developed.

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                        ┌─────────────────┐
                        │    DIDACTIC     │
                        │   GUIDE FOR     │
                        │    TEACHERS     │
                        └─────────────────┘
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CLASSROOM PREPARATION	IMPLEMENTATION AND USE OF THE ENGLISH LAB	STRATEGIES AND TECHNIQUES IN THE DEVELOPMENT OF THE CLASS	DIDACTIC MATERIAL IN THE TEACHING LEARNING PROCESS	CRITERIA TO SELECT AND ELABORATION OF THE CURRICULAR CONTENTS TO BE DEVELOPED
The colors and didactic materials in the adequation of the classroom plays a big role in the development of the class.	The use of TIC´s as a resource plays an important role in the practice of reading comprehension.	An active class where a child learns playing and sing is the best strategy to learn	The didactic resources applied according to students reality are necessary to the acquisition of knowledge.	Every content to develop in a year of studies must be choosen according to the students needs.

4.5 THE PROPOSED PROJECT PLAN

a) Classroom preparation

The classroom must have a comfort and nice environment because this will help children to concentrate in the quizzes and can be more receptive, it is necessary that teachers do everything they can to have a nice classroom; where students can have a great environment to learn and feel comfortable.

It is important that school brings the right material, and all the equipment teachers need for their classroom. Teachers must organize the classroom to have the right space to develop the activities; the classroom must have a great environment where students can feel comfortable and free.

b) Implementation and use of the English lab

Having an English lab to improve the development of the class is important, managers should be motivated to have one. To have a lab creates an efficient and effective learning environment, unlike not having one. This resource helps to enhance students' ability, allowing to reach the development of a proficient reading comprehension.

The use of the laboratory allows students to access the information faster; it is necessary to consider that nowadays children are nearer technology and communication, it is easier for them to understand the management of equipment which will allow teachers to make students improve the reading comprehension even in a new language. In addition, the use of English lab personalizes the learning process, encourage creativity, innovation and continuous training.

c) Strategies and techniques in the development of the class

It has been proven that children learn by laughing, jumping, and running in conclusion playful creates a great sensation when it comes to learn. It is important that teachers prepare their classes applying playful techniques, so children learn to sing and play; feeling free to learn observing, drawing and doing role plays. It has been proven that playful stimulates motivation, attention and concentration, which enhances skill development and acquisition of knowledge in a fun and enjoyable way. There are many playful resources, to mention a few:

- Games relating to cook increase their vocabulary
- Songs, dances, sounds, and dialogues help to pronounce and improve vocabulary.
- Playing with pictograms and flashcard, riddles, short stories help reading comprehension.

d) Didactic material in the learning teaching process

Just like experience helps to select appropriate didactic material, knowledge of grammar and vocabulary allow to use the resources in attention to the needs students have. Knowing how to listen and practice is an exercise for children to learn English, choosing resources that motivate the interest; story tales and videos are elements used to achieve this goal.
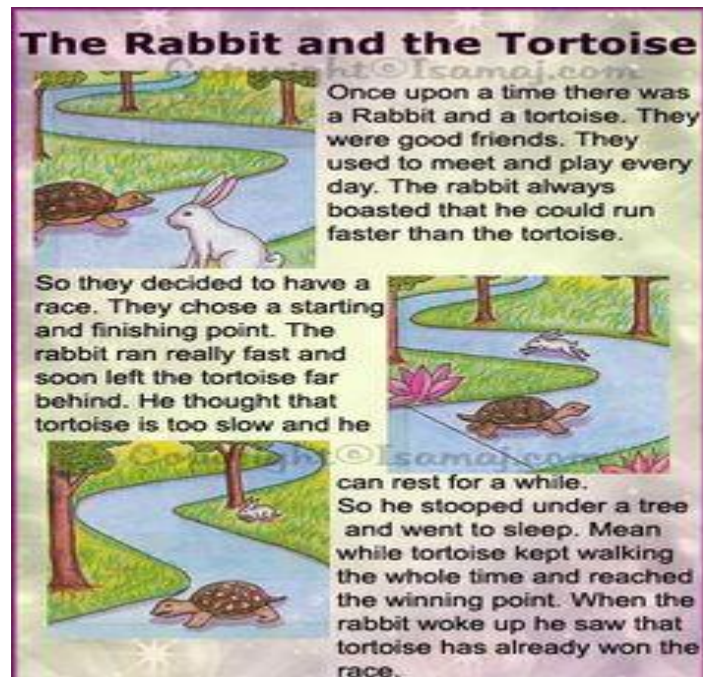
If a reading comprehension is reached, vocabulary will be also increased and children will assimilate the grammatical structure and how to make sentences. Using constantly audio-visual resources help to improve and achieve a proficient reading comprehension.

e) Criteria to select and elaboration of the curricular contents to be developed

Nowadays, the Ministry of Education has put the skill students must achieve according to the different sub-levels of education. There is freedom to choose the skills to achieve, but it is important that school and teachers choose the right ones according to what students need. It is necessary for teachers to do diagnostic quizzes to determine the level students have in order to choose the content that is going to be taught in an environment where they feel a welcoming environment. Motivating strategies are applied to increase children interests and needs, the content taught in classroom must be considered by all English teachers, because it is a new language and not all children practice outside the classroom and the content that is going to be taught can vary according students' level.

4.5.1   ACTIVITIES

STRATEGY	ACTIVITY
Working in pairs and groups on a small project.	Write a new ending for the story and talk about the values of the story.
	Preparation: Talk about the story students are going to read. **Practice:** Ask and discus with the students what are the parts of the story. **Evaluation:** Have the students think of their own alternative ending for the story and ask them to write that ending.

The Rabbit and the Tortoise

Once upon a time there was a Rabbit and a tortoise. They were good friends. They used to meet and play every day. The rabbit always boasted that he could run faster than the tortoise.

So they decided to have a race. They chose a starting and finishing point. The rabbit ran really fast and soon left the tortoise far behind. He thought that tortoise is too slow and he can rest for a while. So he stooped under a tree and went to sleep. Mean while tortoise kept walking the whole time and reached the winning point. When the rabbit woke up he saw that tortoise has already won the race.

STRATEGY	ACTIVITY
Showing the student some picture flashcards of familiar vocabulary items and asking them to say the words.	Read a short simple text (online or print) and demonstrate understanding of the gist and some basic details of the content.
	Preparation: Show flashcards about last class' vocabulary. **Practice:** Ask students to read the recipe and underline unkwon words. Write True or False according to what they read. **Evaluation:** Show students images about the récipe and ask for their names.

Cool Extra Activity 2

1 Read the recipe and write T for *True* or F for *False*.

Cookie Ice Cream Sandwiches

Preparation time: 15 minutes

Ingredients
12 cookies (6 sandwiches)
2 cups of vanilla ice cream
Miniature chocolate chips

Instructions
Put ice cream on a cookie.
Put another cookie on top.
Roll the sandwich in chocolate chips.
Put the sandwiches in the fridge.
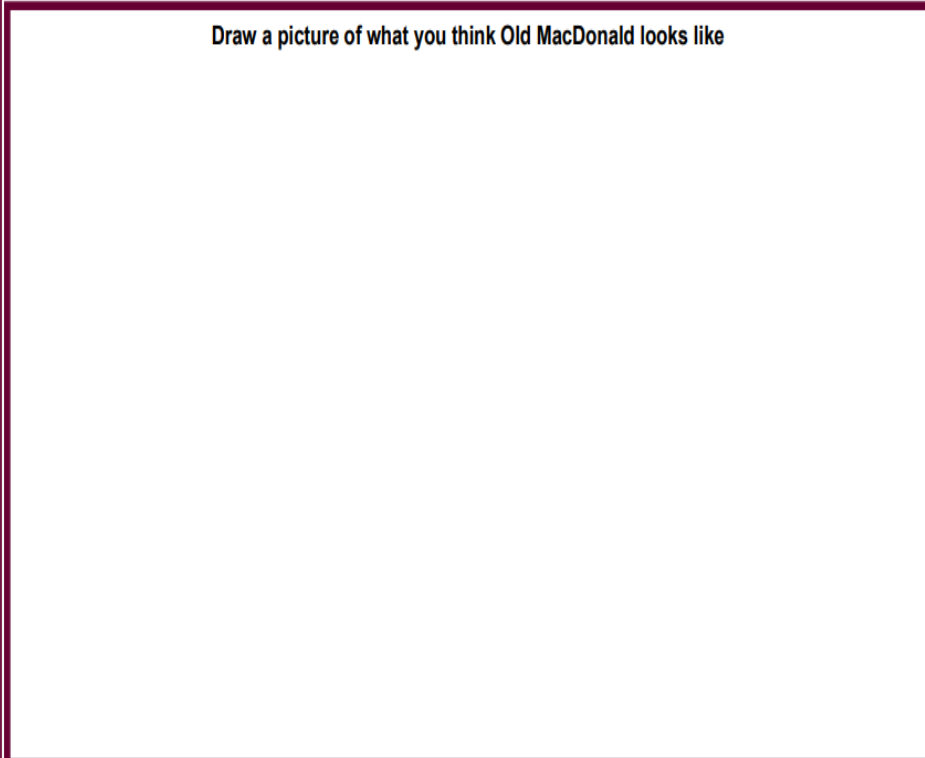
1. The preparation time is thirteen minutes. _____

2. You need twelve cookies. _____

3. You need three cups of vanilla ice cream. _____

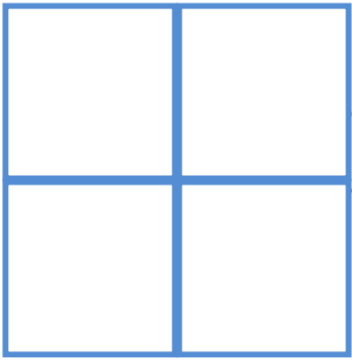**4.** The chocolate chips are in the cookies. _____

STRATEGY	ACTIVITY
Listening to very short (spoken or recorded) descriptions of scenes, and writing, coloring, or drawing items within them.	Draw a picture of the main character of the textbook.
	Preparation: Talk about some vocabulary and unknow words. **Practice:** Ask and discus with the students what are some of the things they know about the main characters. Read out loud explaining the details. **Evaluation:** Draw the main character of the story.

Draw a picture of what you think Old MacDonald looks like
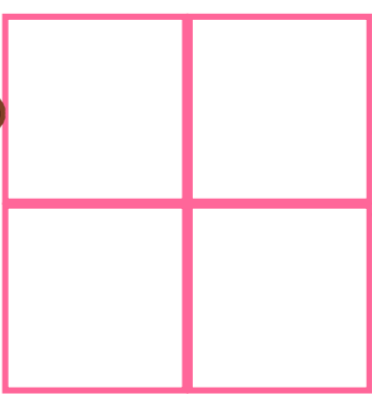
STRATEGY	ACTIVITY
Showing some pictures and infer things they are doing.	Infers what the girl and the boy are doing.
	Preparation: Show some pictures of two people. **Practice:** Ask and discus with the students what are some of the things they see in the pictures. **Evaluation:** Write some sentences and read them out loud.

After looking at this picture, I can _infer_ that...
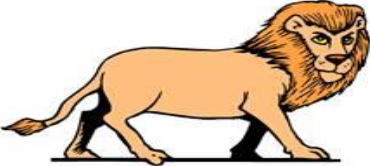

After looking at this picture, I can _infer_ that...

STRATEGY	ACTIVITY
Participating in TPR activities such as acting out the movements of a character in a story as it is read aloud.	Do role play and interact with their classmates
	Preparation: Point to the picture and ask students to predict what the text is going to be about. **Practice:** Ask the students to read the short conversation and prepares to do a role play. **Evaluation:** Ask them to look closely at the details of the short text to help them to do role play.

Skill — Reading Comprehension   Name: _____

The Lion and the Mouse

A lion was awakened from sleep by a mouse running over his face. Rising up with anger, he caught the mouse and was about to kill him. Then, the mouse interrupted saying, "If you would only spare my life, I would be sure to repay your kindness." The lion laughed and let him go.

It happened shortly after this that the lion was caught by some hunters, who bound him by strong ropes to the ground. The mouse, recognizing the lion's roar, came and gnawed the rope with his teeth, and set him free!

The mouse then told the lion, "You ridiculed the idea that I would ever be able to help you. You didn't expect to receive from me any repayment of your favor. Now you know that it is possible for even a mouse to help out a lion."

4.6 VALIDATION OF THE PROPOSED PROJECT PLAN

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

Validation of the proposed Project plan

"Didactic Strategies to Increase Reading Comprehension to 7-Year-Old Students
at Academia Naval Altamar"

Rating scale

Alternative	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	✓				
Social impact	✓				
Feasibility	✓				
Relevance	✓				
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

Comments

El proyecto es factible y se considera importante para futuras investigaciones que involucran las habilidades lectoras del idioma inglés.

Name:	Lourdes Granizo C.	
Occupation:	English Teacher	
Phone number	2461918	Signature

73

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

Validation of the proposed Project plan

"Didactic Strategies to Increase Reading Comprehension to 7-Year-Old Students at Academia Naval Altamar"

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Social impact	✓				
Feasibility	✓				
Relevance	✓				
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

Comments

La propuesta es muy importante porque se está considerando la mejora de la comprensión lectora basada en estrategias didácticas.

Name:	Mélida Camporude	
Occupation:	English teacher	
Phone number	0986103613	Signature

74

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

Validation of the proposed Project plan

"Didactic Strategies to Increase Reading Comprehension to 7-Year-Old Students
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Relevance	✓				
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

Comments

Maneja los recursos pedagógicos acorde al
proyecto de Investigación.
El proyecto es factible y de gran Importancia para
el aprendizaje enseñanza del Idioma extranjero

Name:	Francisco Villao	
Occupation:	English teacher	
Phone number	2618563	Signature

75

4.7 IMPACT/BENEFITS OF THE PROPOSED PROJECT PLAN
4.7.1. IMPACT

This proposal allows an active participation from students, teachers, and parent; which will enhance the motivation to learn a new language. It is going to be observed teachers impact to be creative and design resources to achieve an efficient learning outcome, managers will try to improve resources implementing a lab; this will allow teachers to develop an active and interactive class which will increase children interest about the class.

4.7.2 BENEFITS

Students are the ones to have benefits of this proposal, as well as parents because they will see their children understanding a new language. Teachers also get a benefit from this because at the same time of teaching; they learn and innovate when training and developing strategies that allow to improve the teaching process of their own students. Managers are beneficiaries too, because the quality of the education improves in a higher level what means they could have more students.

4.7.3 CONCLUSIONS

The mastery of a language, it is the aspiration of many people who aspire to travel or work abroad to get a better quality of life, but the cost of this learning demands a representative economic cost, this is the reason that many private schools have an exclusive offer about this language; even today the government has in its curriculum that this subject is taught since the basic education of school.

In the observation that was done around this project it can be determined that in Academia Naval Altamar that teach this signature in every level that has the school from Initial 2 to high school; it exists a lot of work from teachers that belongs to the area to improve and get a better pedagogical strategies to get a better work with their students, but it has an adverse factor; a lot of students do not know the minimums of this language because of diverse factors.

Another factor is the lack of resources that has the institution about this area, there is not a laboratory that allows a class where students can listen and think about the language; work with a book and then repeat in a workbook it should not be the strategy for students to learn the language, something fundamental about learning is that they listen, know, and practice a new vocabulary especially when it comes to reading comprehension.

Everybody knows that an active and dynamic class is necessary to learn new knowledge, because learning a language demands a lot of didactic strategies, this institution applies a conceptual constructivist methodology, this brings a lot of techniques where students observe, analyze and investigate motivated through a critical reading; this is an important work that the institution has. Teaching English strengthening reading, reinforcing writing through vocabulary according to their environment; this can allow that students feel motivated and anxious about learning this new language.

Improving reading comprehension in 7-years-old children in Academia Naval Altamar it is not an easy thing; because it has been found a lot of different problems that are in the institution, one of the elements that can help is that students start thinking reading comprehension is fundamental for them so this is going to allow them to learn, understand and think in English. This awareness needs to be in teachers, students, and parents; it has to be considered this is not the mother tongue language and a lot of students only hear about English in class.

Teaching demands a lot of different methods, techniques, and strategies; the application of them depends of the teachers, students, and the context in which they are located, for this reason is important that the teacher as a guide element of the learning class is prepared to apply different strategies that allow to appeal to many techniques and methods to develop active and significant classes.

RECOMMENDATIONS

Knowing that reading is the basic tool for children learning English, it is necessary that it takes in consideration some recommendations. The school and their members play a significant role for any type of decision or change to do in the school.

1. Significant classes are the ones to assimilate information because they are attached to the reality that they are living.

2. Resources play a significant role in learning English, this is the reason it is necessary to provide texts, magazines, pictograms, ad posters to realize readings because it is considered that vocabulary is the basic element for children to assimilate and associate new words with the prior knowledge.

3. School should provide resources that are necessary for students to get the skill, and if it is possible to provide an English laboratory to practice in a more personalized way for the student. Additionally, the institution should train and provide the material necessary and specific for the English area. To hire teachers that are qualify with the minimum of English level that is required and amenable by The Ministry of Education.

4. Teacher should try with reading stories that are known for students, so when they see or hear about they will connect what they already know in their prior knowledge and link with what is taught at the moment of the classroom. Besides teachers should avoid using the mother tongue, instead they should use most of English in the classroom.

5. Reading helps to structure sentences, redact, and write; it is necessary that teachers develop significant classes applying kinesthetic in classes.

6. Reality in every student plays a big role for them in the learning process they could have, because depending on this, parents could help to reinforce students' knowledge that is acquired in the classroom.

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APPENDICES

Source: Academia Naval Altamar
Elaborated by: Andrea Cajamarca

Source: Academia Naval Altamar
Elaborated by: Andrea Cajamarca

UNIVERSIDAD LAICA VICENTE ROCAFUERTE

SURVEY FOR TEACHERS

OBJECTIVE: To get information related to use of didactic strategies to increase Reading Comprehension in 7 year-old students from Academia Naval Altamar.
the requested information in the next survey will be handled confidentially, it does not require your personal data. Thank you for your cooperation.

Cross out with a X in the box that you believe is the best, analyze your answer taking in consideration the criteria.
5 Very Agree; 4 Agree, 3 Indifferent, 2 Disagree, 1 Very disagree

No.	QUESTIONS	5	4	3	2	1
1	Do you think that specific didactic strategies should be applied for students to develop Reading comprehension?					
2	Is it necessary that English teachers master the English language with all its skills?					
3	Do you agree that motivation in the educational activities contribute to the development of all language skills?					
4	Do you think that the reading level of students goes according to their individual learning abilities?					
5	Does improving reading comprehension skills help to develop critical thinking?					
6	Is it necessary that teachers constantly update methods and techniques to get better results?					
7	Does permanent reading practice contribute to English assimilation in an efficient way?					
8	Do you consider that teaching how to predict, how to question, how to summarize improve students thinking?					

9	Is it relevant that teachers select specific reading strategies to assist their students' needs?					
10	Is it important that teachers use short stories, illustrations and teach vocabulary to help students understand reading?					

UNIVERSIDAD LAICA VICENTE ROCAFUERTE

SURVEY FOR PARENTS

The requested information in the next survey will be handled confidentially, it does not require your personal data. Thank you for your cooperation.

Cross out with an X in the box that you believe is the best, analyze your answer.

4 Always; 3 Often; 2 Sometimes; 1 Never

No.	QUESTIONS	4	3	2	1
1	Did you read to your child when he/she was a little?				
2	Do you buy educational books to practice reading?				
3	Do you motivate to your child to read?				
4	How often should a child read to improve his/her comprehension?				
5	Are you willing to help your child to improve his reading comprehension?				

Thank you for completing this questionnaire.

We will treat the information you have given us with the strictest confidence.

UNIVERSIDAD LAICA VICENTE ROCAFUERTE

Cross out with a X in the box that you believe is the best, analyze your answer.

1. **Do you think reading is important?**

   ☐ Yes   ☐No   ☐A little

2. **Do you like to read?**

   ☐ Yes   ☐No   ☐A little

3. **Do you prefer that someone reads to you?**

   ☐ Yes   ☐No   ☐A little

4. **Are there any books in your school?**

   ☐ Yes   ☐No   ☐A little

5. **Do you have in your house reading material?**

   ☐ Yes   ☐No   ☐A little

6. **What do you like to read?**

   ☐ Story tales   ☐Books
   ☐ Comics   ☐Others _____

7. **How much of what you read do you understand?**

   ☐ Every word   ☐Most words but not all   ☐The general idea

8. **Do you read any special book in your school?**

   ☐ Yes   ☐No   ☐A little

9. **Do your parents encourage you to read?**
   ☐ Yes   ☐No   ☐A little

10. **Does your teacher practice with you reading?**

    ☐ Yes   ☐No   ☐A little

Thank you for completing this questionnaire.
We will treat the information you have given us with the strictest confident

Urkund Analysis Result

Analysed Document: FINAL PROJECT 4 Cajamarca.docx (D29502873)
Submitted: 2017-06-26 23:13:00
Submitted By: cvargasa@ulvr.edu.ec
Significance: 4 %

Sources included in the report:

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