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RESEARCH PROJECT:

DIDACTIC STRATEGIES TO IMPROVE THE READING SKILLS IN 8TH GRADE STUDENTS AT "ESCUELA DE EDUCACION BASICA PARTICULAR UNIVERSIDAD CATÓLICA FROM "UNIVERSIDAD CATÓLICA SANTIAGO DE GUAYAQUIL "

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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, Msc**. JANETH MORA** , certifico que el Proyecto de Investigación con el tema: Didactic Strategies to improve the Reading Skills in 8th Grade Students at "Escuela de Educacion Basica particular Universidad Católica from "Universidad Católica Santiago de Guayaquil ", ha sido elaborado por la señorita **MÓNICA RAQUEL MORALES GARCÍA** , bajo mi tutoría y que el mismo reúne los requisitos para ser defendido ante el tribunal examinador, que se designe al efecto.

TUTOR

_____
Msc. JANETH MORA

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DEDICATION

This research project is dedicated to God and my family for supporting me in this process.

Mónica Raquel Morales García

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I would like to express my gratitude to my tutor in order to guide me to give the best of me in this research project. Also, my friends and colleagues for motivating me each day with motivational words and values.

Mónica Raquel Morales García

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ABSTRACT

Educative institutions are facing serious problems since there is lack of techniques and strategies to help students improve their reading skills. This research project aims at improving the reading skill through didactic strategies; the purpose is to transform the English proficiency of the eighth-grade students of Escuela de "Educacion Basica Particular Universidad Católica" High School, which seeks to solve the process of learning of student's learning . The methodology used in this research is of mixed character, which means that data will be collected and analyzed qualitatively and quantitatively with theoretical methods and empirical techniques, such as survey, interview and observation guide. This research is applied as it seeks to solve the problem, explaining that its purpose is to ensure the education. It is also purposeful because a proposal is designed to improve student's ability in the reading process. The main objective of this research is to propose a way to help students with low academic performance, increase their ability through a booklet with didactic activities, for this reason; the proposal is to design a booklet with didactic strategies to improve reading skills in the English language.

Keywords: Didactic strategies, Reading skill, English proficiency.

Introduction

English is the second language most spoken in the world, therefore is a foreign language used in schools, high schools, colleges and thanks to new learning methods that foster students an important role in educationsystem.

For a student learning the Spanish language can be easy, but to learn a new foreign language can be a complicated experience if they do not have a good preparation.

People know that to speak a foreign language is very important, because this is a language that can be used in any place, job or institution, within or out of the country. For this reason, it is necessary to encourage this language in the education system. This project can be summarized in the next chapters:

Chapter 1: The problem describes the causes, the general and specific objectives, delimitation of the problem, and question of the investigation and finally, evaluation of the problem of this research project.

Chapter 2: the theoretical framework is defined through a sort of foundations such as: pedagogical, and legal foundations that support this research project.

Chapter 3: the methodology of this research is based on the methods and instruments that were applied in this investigation and the appropriate data analysis.

Chapter 4: the proposal consists a didactic booklet for the application of the vocabulary links.

1. THE RESEARCH PROBLEM

1.1. Background of the Problem

The curriculum of Educación General Básica highlights the relevance of reading skill and which aspects it has to be developed , such as, to find information, understand points of view, and comprehend main ideas, in this way these purposes are crucial also, using didactic strategies for promoting the correct process of reading.

However, in "Escuela Particular Universidad Católica" was found an issue where students of 8th grade have an insufficiency in reading skills, so this situation was discovered thanks to a test taken in the first semester, since those students do not participate in reading activities properly such as questions about the reading, sum up a text or give main ideas these activities represent a challenge for students of 8th grade, for this reason teacher consider to take a test for analyzing the reading abilities in students demonstrating the insufficiency in reading skills.

English subject is essential in that institution since the mission in the English area is to train students in the learning process in order to be proficient in the four skills, so the subject is taught five hours per week including the use of the English lab for complementing the knowledge.

In spite of, the hours and the use of technological resources, students do not comprehend main ideas or express it, even reading activities are difficult to do for them. A factor maybe the number of students per classroom since that, the correct number is 15 – 20 students and it is a considerable challenge for teachers to prepare students in developing reading skills.

In this process of teaching, the teacher has to implement didactic strategies for developing a good learning, the use of these strategies foster the mental activity reaching high levels of concentration important in reading. Students need more strategies to incentive them for being good readers.

Given these points, readings skills represent the complexity of our communication system to read a text correctly and using proper strategies in order to catch the student's interest so, as a teacher might help students to promote critical thinking to enhance reading skill of 8th grade of "Escuela Particular Universidad Católica".

1.2 Statement of the Problem

What are the didactic strategies to improve reading skills in students of 8th grade at "Escuela Particular Universidad Católica"?

1.3 Systematization of the problem

- What is the real level of reading skills in students of 8th grade?

- What are the didactic strategies used by the teacher?

- Which are the didactic strategies used by students?

- How does the development of the low level of reading affect in English reading activities?

1.4. Broad Objectives

To identify the appropriate didactic strategies in order to foster reading skills in students of 8th grade at "Escuela Particular Universidad Catolica".

1.5 Specific Objectives

o To analyze the correct didactic strategies for students of 8th grade.

o To identify the factors for being a good reader.

o To evaluate students in order to identify their reading proficiency.

o To elaborate a booklet with different didactic activities for improving reading skills.

1.6. Justification of the Study

This research project represents a tool for future teachers in how to foster students to improve reading skills with didactic strategies, as is best known the use of strategies play an important role when planning an activity in the classroom, since that for a student could develop and acquire a true competence within of the process of teaching needs strategies that reinforce the knowledge and facilitate the acquisition of awareness.

Moreover, if a teacher uses more didactic strategies for helping learners in reading skills, they can adquire more vocabulary and feel motivated to read, so giving

the opportunity to them it can discover new places, learning custom and knowing legends through the imagination. So, the didactic strategies can activate the prior knowledge that is essential in reading activities, providing clues for students to comprehend texts or expressing their ideas and improving their process of learning.

In addition, the direct beneficiaries will be all the members of the educational community such as: students, teachers, parents and authorities of the institution. In other words, students are the first beneficiaries in this project where they will improve reading skills thanks to the didactic strategies, in this way students can help other students in the same situation according their experiences.

On the other hand, teachers can notice the results of implementing the didactic strategies suggested in the booklet even a change in student`s attitude with an active participation in class demonstrating the veracity of this research project. As teachers it can share information about this problem, since that there are several students with the same situation and with the correct advice it is possible to foster students in reading skills at time.

Moreover, parents recognize the students` effort for enhancing their problem in reading skills in this way, parents realize the importance to learn English since some people consider this language as a subject without any importance, but this language is one of the most spoken in the world and essential to communication in our current time.

In this way, the Ecuadorian government promotes an initiative to teach English

from 2nd to 10th grade of general education and 1st to 3rd BGU, where one goal is to interact and communicate each other so, these points are the importance of this language and probably parents recommend the school to others for the dedication of English teachers, giving the success to the institution.

Finally, the authorities of the institution feel proud of their students for reaching their goals accomplishing the directive about the learning of English as a second language since that, as non- native speakers represents a challenge to master the language in this way, reading skills increase the student's motivation to read thanks to the application of didactic strategies and satisfied for the staff of English teachers and their labor.

1.7. Scope and Delimitations of the Study

This study will focus on the improvement of reading skills in students of 8th grade of "Escuela Particular Universidad Católica" using didactic strategies for helping them. The researcher searches a bibliographical information about the two variables such as reading skills and didactic strategies as their definitions, types, and strategies, but this research implement techniques as interview and survey in order to compile specific information for analyzing the results. The participants are 35 students that belongs to 8th grade.

1.8. Research Questions

- How will a booklet with didactic strategies help students of 8th grade improve their reading skills?

- What are the proper didactic strategies for students of 8th grade of "Escuela Particular Universidad Católica"?

1.9. Identification of Variables

Independ Variable: Didactic strategies.

Depend Variable: Reading skills.

1.10. Operationalization of Variables

1.10.1 Independ Variable: Didactic strategies.

Table 1.- Independent variable, Didactic strategies.

Variable	Conceptual definition	dimensions	Indicators	Instruments
Didactic strategies	**Language Learning strategies:** are characterized as any means learners use to transform the external input into internal and personal resources.	**Theoretical systems for classifying strategies**	Metacognitive Cognitive Social/Affective	Quantitative
		Learning styles	Visual Auditory kinesthetic	
		Classroom Management	Teacher concerns Motivating students Managing constraints Managing the teacher`s role.	Qualitative

Source: Morales Garcia , Mónica,2018

1.10.2 Depend Variable: Reading skills
Table 2.- Depend Variable, Reading skills

Variable	Conceptual definition	dimensions	Indicators	Instruments
Reading skills	**Reading:** the ability to read and gain meaning from written language.	**Methods of reading** **Process of reading** **Strategies of reading Skills**	Extensive reading. Intensive reading. Bottom up Top down Scanning Skimming Predicting Line Maker Skip and go on Read to your students Retelling Language experiences Reading to others Reading is fun Responsive reading Previewing a text Sumarizing	Survey Class Observation

Source: Morales García,Mónica,2018

2. RESEARCH THEORETICAL FOUNDATIONS

2.1 Literature Review

The use of didactic strategies was born in the cognitive paradigm. As it is well-known, this paradigm deals with the study of knowledge, where teaching consists, basically, of developing students' learning skills, instead of only transmitting information or knowledge. The learner must learn the knowledge to apply them in the multiple and complex situations using didactic strategies in order to achieve them.

Also, didactic strategies have been seen as a discipline since that require techniques, procedures and even methods to enrich the teaching process in students, so the use of didactic strategies are useful in all fields specially education even more in the acquisition of a language, for this reason this research project focus on didactic strategies to fostering students to develop their abilities in reading skill.

The adquisition of English language requires effort and dedication for accomplishing the main goals, it means, to be proficiency in the four skills of the language in this case, reading skills being a key aspect of learning but turns out to be that everybody can read however the challenge is comprehend the information, becoming a problem in students whose are not able to express their opinion about any reading.

Reading skill represents a current issue in the educational field and according to Goldenberg (2010) 'Reading research does not go out of fashion in this 21st century since every year reveals new assumptions in reading achievement.   (Goldenberg,

2010)'; he bases his opinion because of a specific book he read 'Handbook on Reading Research', where he states the process of reading according to students' cultures and diverse languages however, the necessity increases in relation to bilingual learners so, a multicultural perspective was applied for connecting those aspects in order to improve them.

Several authors have investigated about didactic strategies and reading skills with different variations. Navarro and Piñeiro (2012), for instance, declare in their project named Didactic strategies for teaching English as a foreign language in secondary schools in Costa Rica that the importance of didactic strategies for learning English and choosing the correct strategies can make a difference in the process of learning, taking into account the students' preferences.

Moreover, 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. Moreover, the authors suggest the use of didactic strategies in groups since that, students can share ideas and express them normally, for the relationship to each other becoming a success in the implementation of strategies.

Madariaga and Martinez (2010) states in their research that the teaching of reading comprehension and metacomprehension strategies of the Murcia University where the results support the hypothesis that a significant improvement of reading comprehension in both languages is achieved through the program, and the effect of

some attitudinal variables is minimised. The evaluation carried out by the participants showed that their motivation and the program's implementation were satisfactory.

Also, Cesiko (2012) of the North-West University, South Africa expresses in his research with the topic Effects of strategies instruction on the reading comprehension and strategy awareness in grade 11. The aim of this study was to examine the reading strategies used by Grade 11 English Second Language (ESL) learners and the possible effects of reading instruction on their reading comprehension and strategy awareness. In this way a quasi-experimental pre-test and post-test control group design was used. The participants included a total of 60 Grade 11 learners from a high school. The results of this study indicate that learners who received reading strategy instruction scored both statistically and practically significantly higher marks on the reading comprehension test than those in the control group and explicit instruction in the use of reading strategies was essential to bring about the increased use of reading strategies of learners in the experimental group. The study has implications for learners, teachers, university students and lecturers.

In addition, Laica Vicente Rocafuerte de Guayaquil University has theses derived from this research project below.

Estrella (2017) in his research project titled Didactic Strategies in English Pronunciation in Second Bachillerato where the researcher is going to demonstrate the application didactic strategies in young learners, so the benefits represent a big impact in the acquisition of English language and how can improve pronunciation and enhance

the student`s oral expression. In other words, didactic strategies can improve all the skills, in order to help students to engage in learning bringing those new ways to explore vocabulary, grammar, and strategies promoting autonomous learners and readers and having a good pronunciation they can feel confidence to speak.

Saavedra and Pavón (2017) students of Laica University exposed the topic the use of hands-on activities in the development of English reading skills through interactive guidance explain that teachers feel confused in reading activities since they do not know or choose proper exercises to students, but the use of hands promotes a change in student's knowledge.

In addition, the researchers had to applied surveys for teachers, students and parents in order to find the problem so, the use of empirical resources as a questionnaire and pre-test were applied to students in order to check the students' comprehension, but the main goal is to provide to the teacher strategies for fostering students' creativity also, the result was a success since students can develop the main aspects in reading skills.

2.2 Theoretical foundation

This thesis is based on two variables: reading skills and didactic strategies so, it takes into account assumptions, approaches and points of view of different authors, relation with two variables.

2.2.1 Independ Variable: Didactic strategies

Developing and acquiring a real competence within of the process of learning it has to apply didactic strategies, so if it analyses this variable it can mention that Medina (2003, p.7), defines didactics as:

> A discipline of pedagogical nature that focuses on the teaching goals and compromise with the aim of better human begins through the understanding and permanent change of the social communicative developments, and the receiving and appropriate growth of the teaching and learning process.

According to Szőke-Milinte (2013), a 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 syntax and is realized in a particular learning environment.

In other words, didactic strategies are groups of tools or techniques that help teachers to create environments which students can recognize their prior knowledge, go in depth and create new knowledge in order to transmit them. Moreover, didactic strategies should be seen as: on purpose organization of the teaching and learning process structure to achieve goals.

According to Nevia (2012) expresses the organization of teaching as a method and she proposes some steps of active teaching: a) simulation methods: games involving simulation of imaginary situations and role play; b) discussion methods: discussion, case study, brainstorming and c) problem-based teaching so, if there is a systematization of strategies for teachers, it will solve many issues in reading skills.

To sum up, the implementation of didactic strategies allows to students to learn properly also, it is important to mention that each strategy has to be in concordance with the level, for this reason, this research project tries to facilitate some strategies to the teacher in order to improve reading skills, according to the English level of students and course for fostering the learning process.

2.2.2 Theoretical systems for classifying strategies

The term 'metacognition' was coined by American developmental psychologist John Flavell (1979), who defined it as knowledge about cognition and control of cognition.

Metacognitive strategies are employed by students to help them coordinate the learning process by centering, arranging, planning and evaluating their learning, such as Papaleontiou-Louca (2003) defines metacognition as: "all processes about cognition, such as sensing something about one's own thinking, thinking about one's thinking and responding to one's own thinking by monitoring and regulating it." (p.12).

Moreover, metacognitive strategies help build something more than an inclination towards cooperation, namely self-esteem and self-confidence given by the ability to choose and evaluate one's learning strategies, besides the value of the respective strategies and the autonomy and independence in learning that comes along with them. (Boghian 2016)

Language learning strategies designate the conscious and semi-conscious thoughts and behaviours that learners use with the explicit goal of improving their

knowledge and understanding of a target language. In this way, this research project applies metacognition strategies applied in the proposal, with questions of reasoning where students have to reflect about their process of thinking. Thus, Metacognition is involved in every mental process of learning offering a way to regulate our knowledge or new information.

2.2.2.1. Planning strategy

It refers when teacher has to apply the correct strategies for learning activity and put attention in these aspects such as time restrictions, goals and ground rules that are connected to the learning activity should be made explicit and internalized by the learners. (Du – Toit, 2009)

2.2.2.2 Generating questions

Learners should pose questions for themselves before and during the reading of learning material and pause regularly to determine whether they understand the concept; if they can link it with prior knowledge. (Du – Toit, 2009)

2.2.2.3 Evaluating the way of thinking and acting

Metacognition can be enhanced if teachers guide learners to evaluate the learning activity according to at least two sets of criteria (Costa, 2011). Initially, evaluative criteria could be jointly developed with the learners to support them in assessing their own thinking.

Moreover, Millis (2016) expresses the teacher's aptitude to guide students in their knowledge levels with more activities of metacognition that teacher can apply in

the process of leaning such as: activities prior to a lesson, activities during a lesson, activities after a lesson, and complex activities for reinforcing metacognition.

In activities prior to lesson defines the following items: focused listing, directed paraphrasing and applications cards. For focused listing activity helps students to know how much information can recall about concepts or terms, so direct paraphrasing refers the level of critical thinking in students and finally, applications cards enhance schemata process thanks to the use of cards fostering the student's knowledge before to do an activity. (Millis, 2016)

In this way, in activities during a lesson refers two activities: complete a sentence starter and compare or contrast, in the first activity consists in giving an incomplete sentence then students are asked to provide a proper answer in order to create and accurate sentence promoting a brainstorming moreover, compare or contrast activities is giving information about two events and students have to find the similarities between them.

Those activities of metacognition support the learning process helping students to improve a skill also, the use of strategies such as the use of prior knowledge promotes an adequate context of interpretation making easier acquiring new information in addition, metacognitive strategies could be used for improving reading skills since that, provide the necessary tools to activate schemata process.

2.2.3 Cognitive

On the other hand, the cognitive strategies are separate learning activities and they are basically activities that are used by learners in order to understand the linguistic input and get knowledge. So cognitive strategies go beyond the processes that are naturally required for carrying out a task as when a student reads a paragraph he engaged in decoding processes it refers to moving eyes from left to right. (Pressley, Harris, & Marks, 2011).

Therefore, decoding is not a cognitive strategy, because it is naturally required, or obligatory, for reading. However, if before student began to read a text he scanners the headings and asked himself questions about the text and if, the learner regularly paused and asked himself if he understood what he was reading, then he would be using cognitive strategies.

2.2.4 Social Affective

It means, learning by interacting with others, such as working with fellow students or asking the teacher's help. As to the socio/affective strategies, it can be stated that they are related with social-mediating activity and transacting with others cooperation and question for clarification are the main social /affective strategies.

Affective strategies, such as identifying one's mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self-talk, have been shown to be significantly related to L2 proficiency in research by (Magno, 2010).

2.2.5 Learning styles

Learning styles refers in how students acquire knowledge below some authors claims about this as Brown (2000) defines learning styles as the manner in which individuals perceive and process information in learning situations, moreover Kolb defines 'Learning Style' as:

a result of hereditary equipment, past experience, and the demands of the present environment combining to produce individual orientations that give differential emphasis to the four basic learning modes postulated in experiential learning theory. (Kolb, 1984)

Those authors explain the complex process of learning since that involves environment, prior knowledge and strategies, so learning styles accomplish an important role for students, every student uses the best ways to learn some of them are visual, auditory and kinesthetic, following their concepts.

2.2.5.1 Visual

According to Abbas (2012) expresses, that visual learner refers in the use of images in order to acquire awareness and visual learners prefer to sit in front of the classroom since that, they have a better perspective of the teacher and their environment.

In other words, visual learners depend of the instructor's body language to learn so, it can mention that while reading they usually create a mental picture of what is in the text and as a teacher it has to provide educational tools as flashcards, diagrams and

charts for helping students with this kind of learning.

2.2.5.2 Auditory

These students have developed the sense of listen in other words they recognize tone and timbre of the voice; intonation and they are very sensitive to the speech quality.

The auditory learners have an advantage in reading skills so, these individuals gain knowledge from reading out loud in the classroom and may not have a full understanding of information that is written (Abbas, 2012)

2.2.5.3 Kinesthetic

Kinesthetic learners need to move while processing new information, also hands-on activities to process learning rather than listening or reading, it means they learn by doing as Abbas (2012) "these learners favour interaction with the physical world" (p. 106).

2.2.6 Classroom Management

2.2.6.1 Teacher concerns

Language teachers are familiar with the intended outcomes of communicative language teaching, namely, for students to use the new language in speech or readings. The following concepts are grouped into three broad categories: motivation, constraints, and the teacher's role.

Some teachers are concerned about students' motivation:

Students in school are learning English because they have to do. It makes motivation difficult for the teacher moreover; students do not want to use English in class when they can say the same thing faster in their own language.

For others, constraints are things that teachers believe are stopping them from managing an ideal learning atmosphere. Finally, it is related to the new roles for teachers in language classrooms where the teacher teaches in a traditional way and now the government has decided to introduce communicative language teaching. These are some situations that occur in the educational field where the teacher has to solve in favor of students.

2.2.6.2 Motivating students

Teachers encourage language use through both intrinsic and extrinsic motivation. Some students have strong intrinsic motivation; they know the benefits of learning a particular language. Others need to be reminded of where success could lead. (Richards and Renandya, 2002).

In other words, as a teacher it has to find the correct ways to motivate learners for example the following ideas have worked in small and large classes English classes for motivating students:

- Role-play, with one student taking the role of a foreigner
- Pen friends, by mail or E-mail
- Group presentations of topics students have researched

- Interclass debates

- Speech competitions

- Concerts with plays and singing

2.2.6.3 Managing constraints

There are very few contexts in which students learn English only for the purposes of listening and reading, without any need to interact with others in speech or writing. (Richards and Renandya, 2002). When it comes to giving students opportunities to talk, constraints such as large, multilevel classes with fixed furniture, traditions of learning.

2.2.6.4 Managing the teacher`s role

The final aspect of classroom management is the role of the teacher. Teachers sometimes fear losing their central classroom role as practiced in the traditional classroom, where students asked questions that teachers could answer. (Richards and Renandya, 2002).

The teacher has to manage a number of situations, predictable as well as unpredictable. Let us consider two aspects of classroom management: one being the way time is managed, and the other the managing of students' questions. These two are selected because the former is an example of something, which can be planned, whereas the latter involves more spontaneous management skills.

2.2.7 Depend Variable: Reading skill

2.2.7.1 Definition

According to Sohila (2014), "Reading is a complex cognitive ability that is considered one of the basic language skills which can help students in learning foreign language; however, it used more by most of EFL learners who always need to read various printed materials such as: Books, stories, articles, poems and so on" (p.4).So, reading skill faces a hard reality nowadays since that students do not have the necessary strategies for solving the problem.

Moreover, it is necessary the comprehension for understanding texts and give main ideas so, according to Seyed et al (2010), the word comprehension refers to "the ability to go beyond the words, to understand the ideas conveyed in the entire text" (p.380), furthermore, Snow (2002) refers to "the simultaneous ability used by a reader to construct and extract meaning through interaction and involvement with written materials" (p. 11).

These authors expose their point of view in relation to reading skills and reading comprehension and how the use of those skills permits that students are able to be proficient readers but, the it requires a process that begins in school with the learning of vocabulary, grammatical structures and strategies, without those elements the process of reading it is not completed properly. For that reason, it is recommended implement reading games for improve this skill.

2.2.8 Methods of reading

2.2.8.1 Extensive reading

Bamford et al (2004) defined "Extensive reading is a language teaching procedure where learners are supposed to read large quantities of materials or long texts for global understanding, the principal goal being obtaining pleasure from the text" (p. 4). In other words, reading for enjoyment in order to relax our brain giving brightness to our tthoughts.

According to Liana's Extensive Reading Journals (2011), it is "reading as much as possible, for your own pleasure, at a difficulty level at which you can read smoothly and quickly without looking up words or translating to English as you go". So, we can say that extensive reading is connected to student choice and pleasure in reading in order to reach enjoyment.

2.2.8.2 Intensive reading

Sohila (2014) expresses her point of view about intensive reading.

It refers to a high degree of comprehension and retention over a long period of time, in other words, it is reading in depth or carefully to comprehend a given text for example; studying it line by line, using the dictionary, comparing, analyzing, translating, and retaining every expression that it contains. (p.17)

2.2.9 Process of reading

2.2.9.1 Bottom up

A different approach is the bottom up method. Bottom up focuses on direct instruction of phonics, such as identifying features of letters, like curves and straight lines, to recognize them. From there students will begin combining letters to read and write words. They then become familiar with spelling patterns and learn to read sentences, paragraphs and longer texts.

The bottom up model uses phonics as its core, believing readers first process and understand sounds in speech and move on to understand letters, then words, then longer sentences. Eventually, they build comprehension skills as they grow as readers. (Treiman, 2001)

2.2.9.2 Top down

The top down reading model is based on the philosophy that the brain and reader are at the center of understanding and succeeding. This method argues that readers bring an understanding to the print, not print to the reader. In other words, the experiences a reader has help him or her to read, decode, and make sense of text.

Top-down models ask readers to construct meaning from text; this knowledge is made from the whole text to the part words. This model does not focus on phonics and decoding, but instead, allows children opportunities to read 'real' books and make

sense of them. Finally, the top-down method utilizes making sense of grammar and text clues to figure out unknown words.

In other words, Dobbs (2011) explains, the focus in a top down model is not on phonics instruction but rather on getting students to read complete sentences, paragraphs, and books. This model relies on children mastering skills through experience. The whole language approach, where learners are taught to identify entire words rather than combinations of sounds, is an example of a top down model.

2.2.10 Strategies of reading Skills

2.2.10.1 Scanning

According to Grellet (1981) cited by Sohila (2014), "scanning is a reading technique that requires reader to search for specific information without reading the whole text, through looking at its title, table of content and so on" (p,58). It is a strategy used when looking for specific information by reading something quickly such as search for key words or ideas. In most cases, you know what you are looking for, so you are concentrating based on finding a particular answer.

2.2.10.2 Skimming

According to Grellet (1999) cited by Sohila (2014) "a general idea about the content of printed materials through reading the text quickly i.e. in this strategy, readers will look for something quite specific or get general ideas before putting effort into close reading" (p.25).

In other words, skimming fosters students to know how they can adjust their readings in relation with a variety of situations, types of input, and reading purposes. They help students develop a set of reading strategies and match appropriate strategies to each reading situation.

In addition, modeling the strategies such as: talking through the processes of previewing, predicting, skimming, and paraphrasing. This shows students how the strategies work and how much they can know about a text before they begin to read word by word.

2.2.10.3 Predicting

Magiliano (2011) stated, "Prediction strategy involves thinking about what might be coming next in the text. It is applied by effective reader that mean, they used pictures, headings and text as well as personal experience to make predictions before they begin to read"(p: 35-53).

Therefore, predicting involves thinking ahead while reading and anticipating information and events in the text. Jessica also viewed that "it is used in reading task, it helps learners to think what will happen based upon the text, the author, and background knowledge in other words it makes students elicit their interest, activate their prior knowledge, or pre-teach vocabulary or concepts that may be difficult" (Jessica, G, 2000 cited in The Ohio University Education, 2014).

In this sense, predicting requires learners to use the text to decide what will happen next. Readers confirm or deny predictions with support from the text (Test Wise Word Assiciation, 2006).

2.2.10.4 Line Maker

In this strategy, students have a hard time focus on lines of text and easily get distracted for example a penci, ruler or index card will ast as a guide to stay focus. (Zurek, 2006)

2.2.10.5 Skip and go on

When students come to an unknown word, encourage to them to continue reading to obtain meaning from context. (Zurek, 2006). In this way, reading is meaning construction. Knowing how to say a word is less important that knowing what the sentence says in a particular context.

2.2.10.6 Retelling

Retelling consists that the reader has completed a text or a piece of it, then the student has to retell what he just read. (Zurek, 2006) This strategy will give a good indication whether the student is understanding what he is reading even though he might have miscues.

2.2.10.7 Reading to others

Having your reader read a younger group of students or into a tape recorder can help them achieve the fluency needed to develop good comprehension. (Zurek, 2006).

This fit reading for a purpose to read prperly so, it can be understood by the listening audience.

2.2.10.8 Previewing a text

Previewing a text using pictures, graphs or chapter questions and chart is an excellent strategy to familiarize with the text. If the content is something he is familiar with the student can begin by making connections. (Zurek, 2006)

2.2.10.9 Summarizing

It is the last strategy that can be used by readers, it requires the readers to organize or restate the information or the main ideas of a given text by his/her own style after their comprehension or in other words, taking a lot of information and creating a condensed version that covers only the main points. Oxford (2006) defines "summarizing as a short description of the main ideas or points of something without any details" (p: 717). Similarly, Reading Rockets Organization (2014) puts: "Summarizing teaches students how to discern the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way. Teaching students to summarize improves their cognitive ability about what is read."

2.3 Pedagogical Framework

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

This learning theory is applied nowadays in the educational field moreover, the role of the teacher is adapted to the learner's needs ang give the opportunity to construct their awareness, but the teacher has to consider a peer interaction, since that the social and cultural context execute an important aspect in the process of learning.(Hein, 2015)

In addition, the learner's role is to interact and connect with their environment, it means with teacher, with parents, with partners and with educational resources. So, fostering an active connection brings to the learner more tools in order to construct meaning, be creative and work cooperatively, the principal goal is to share knowledge in order to reinforce their own knowledge.

Finally, the constructivism supports this research project through the implementation of didactic strategies, where the benefits will be students of Escuela Particular de Educacion Básica Universidad Católica, helping them to develop proper strategies for improving reading skills moreover, the use of peer activities fostering their knowledge.

2.4 Legal Framework

Within the law considers some aspects about education rights moreover, the ministry of education poses the National Curriculum Guidelines that, embraces the development of creative and critical thinking skills, as well as attitudes such as ethical conduct, through the values of academic honesty and integrity. (2016)

Also, National Curriculum Guidelines (2016) expresses the profile of students in relation with reading so, the principal goal of the reading curricular is "to develop learners who are willing and able to interact autonomously with written texts in order to do a variety of tasks, such as extract information, learn about the world around them, and communicate" (p.20).

Reading has four sub-threads are considered: Literacy-rich Environment, Reading Comprehension, Use of Resources and Study Skills, and Cross-curricular Content, these sub-threads are focused in developing reading skills, in which students have sufficient range of vocabulary, language and critical thinking in order to analyze and comprehend text.

In addition, the National Plan of Good Living states in its objective 4 to promote habits and spaces of literacy after school, with emphasis on children and adolescents, as a mechanism for cultural transmission and generation of knowledge in homes, public spaces and community reading networks. In other words, the government supports the education and fosters its development and exchange of awareness.

3. RESEARCH METHODOLOGY

3.1 Type of research description

The modality of this chapter defines how it will guide this research project so, qualitative and quantitative research have been selected for analyzing this chapter in this case, qualitative research refers to experiences such us the interview that tool was taken to the English teacher for collecting specific information.

Moreover, quantitative research was applied in this research project with the use of student survey since that, the student survey could obtain exact information for compiling the input bringing credibility to this thesis. In addition, descriptive because it brings to the researcher a better perspective in relation with reading skill so, describe the type of research question, design, and data analysis that it was described for this project.

According to the same objective, it is explanatory character because it exposes the reasons for an insufficient in reading skill. In addition, it is purposeful, considering that it elaborates a booklet with stories providing methodological strategies that will improve the issues in reading skill at Escuela de Educación Básica Universidad Católica.

3.2 Methods, Techniques and research instruments

3.2.1 Research instruments

The use of instruments is crucial for developing a research project moreover, the compilation of information was made by two instruments the interview and survey. Also, this method can be used through personal interviews for increasing the amount of information.

The researcher used this tool as a good way in order to obtain specific information about the problem, it was taken to English teacher, it contains 10 questions related to the two variables reading skills and didactic strategies such as what kind of strategies use in the class for promoting reading skills.

Another instrument is the survey research is also defined as a method of descriptive research used for collecting primary data based on verbal or written communication with a representative sample of individuals or respondents from the target population.

In other words, the survey is one most tools used in a project since that, brings to personal and social facts but this tool was taken to students of 8th grade of Escuela de Educación Básica Universidad Católica, it consists in 12 questions about the process of reading and the use of didactic strategies during the English class.

3.3 Research population and sample

At Escuela de Educación Básica Universidad Católica was revealed a difficulty in reading skills where the students of 8th grade represent 40 students in that class becoming the population and the sample.

Table 3.- Difficulty In Reading Skills

DETAILS	No. OF PEOPLE	PERCENTAGE
STUDENTS	40	90%
TEACHERS	4	10%
TOTAL	44	100 %

Source: Escuela de Educación Básica Particular Universidad Católica
Elaborated by: Monica Morales

3.4 Sources, Resources and Timeline.

Table 4. - Resources and Timeline

MONTH	ACTIVITY	OBSERVATION
November	Observation class	
December	Students survey	
January	Interview to the teacher	

Elaborated by: Monica Morales

**3.5 Processing, presentation and analysis of results**

3.5.1 Survey Students

Table 5
1.- Do you considerer that reading is a good activity for relaxing?

Category	Frequency	Percentage
Strongly agree	15	37,5
Agree	5	13
Not agree	2	5
Disagree	10	25
Strongly disagree	8	20
Total	40	100

Source: Escuela de Educación Básica Particular Universidad Católica
Elaborated by: Monica Morales
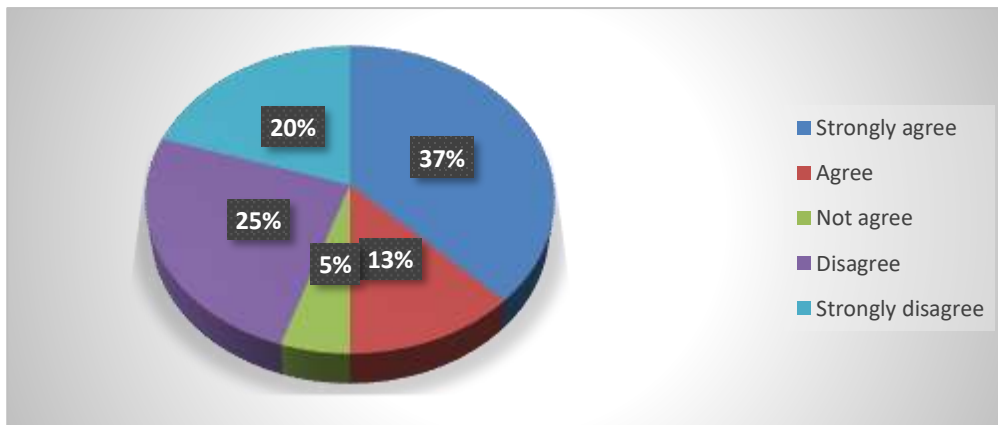
Graphic 1
Source: Escuela de Educación Básica Particular Universidad Católica
Elaborated by: Monica Morales

ANALYSIS:

In this graph, the 37.5% of students consider that reading is a good activity for relaxing; for these reason students are able to acquire a new language and the success of this research is clear since the students want to improve this skill.
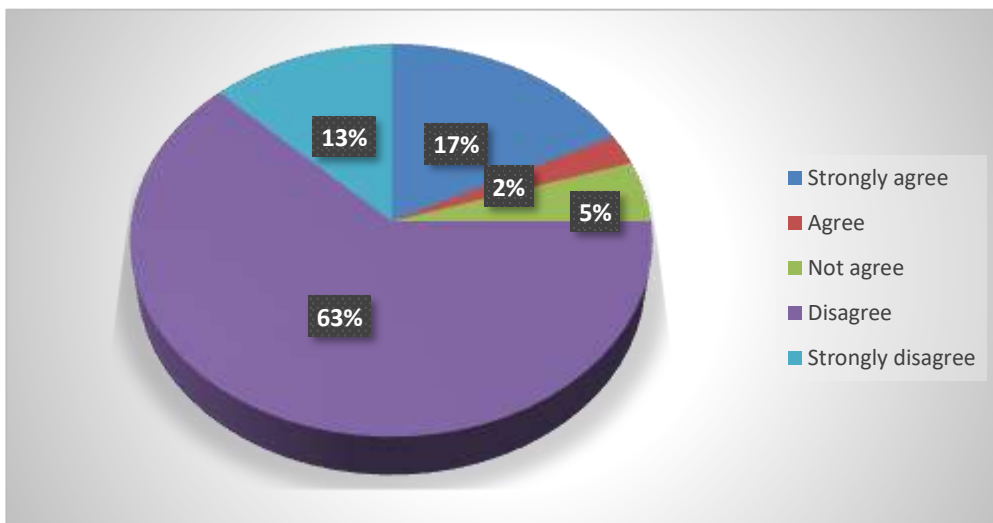
Table 6

2.- Do you think that it is important to read one book per month?

Category	Frequency	Percentage
Strongly agree	7	18
Agree	1	3
Not agree	2	5
Disagree	25	63
Strongly disagree	5	13
Total	40	100

Source: Escuela de Educación Básica Particular Universidad Católica
Elaborated by: Monica Morales

Graphic 2
Source: Escuela de Educación Básica Particular Universidad Católica
Elaborated by: Monica Morales

ANALYSIS:

According to the graph, 63% of students disagree with the statement however; this percentage demonstrates that students do not feel motivated so, the elaboration of the booklet will increase their interest applying innovative strategies to change the student's perspective.

Table 7

3.- Do you think that using didactic strategies are important in a class?

Category	Frequency	Percentage
Strongly agree	30	75
Agree	1	3
Not agree	3	8
Disagree	4	10
Strongly disagree	2	5
Total	40	100

Source: Escuela de Educación Básica Particular Universidad Católica
Elaborated by: Monica Morales
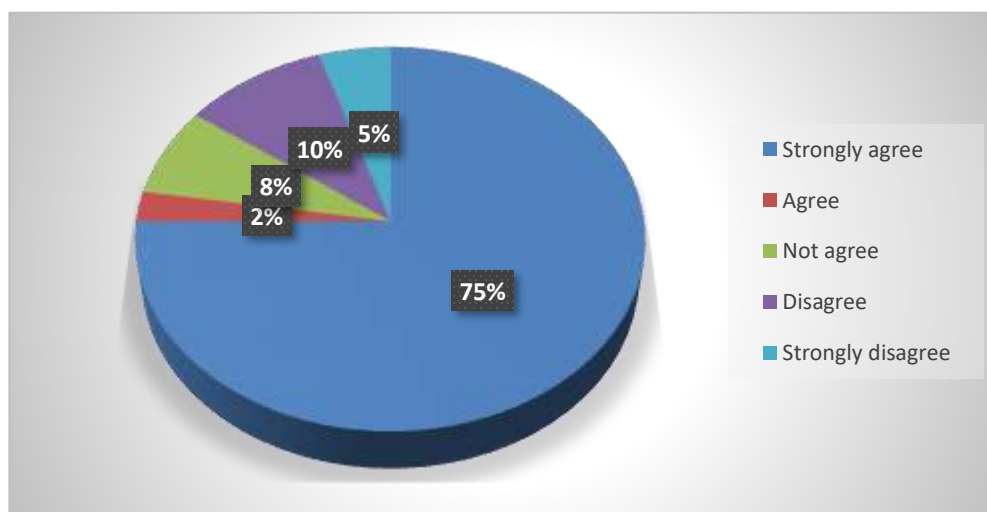
Graphic 3
Source: Escuela de Educación Básica Particular Universidad Católica
Elaborated by: Monica Morales

ANALYSIS:

From the survey results, most of the students 75% strongly agree that using didactic strategies are important in a class. This means that students notice the importance of didactic strategies promoting the acceptance of this research by teacher and students.

Table 8

4.- Do you consider didactic strategies as a way to improve reading skills?

Category	Frequency	Percentage
Strongly agree	6	15
Agree	19	48
Not agree	3	8
Disagree	5	13
Strongly disagree	7	18
Total	40	100

Source: Escuela de Educación Básica Particular Universidad Católica
Elaborated by: Monica Morales
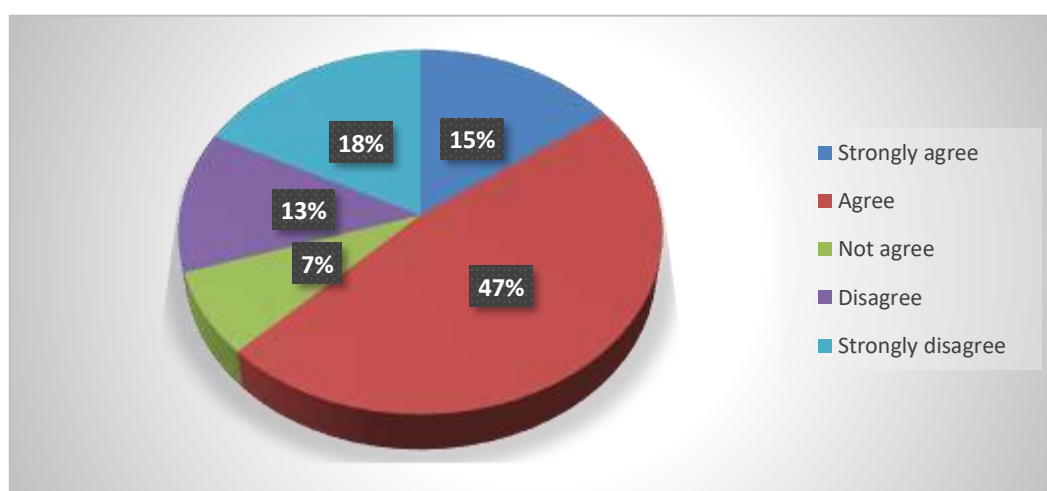
Graphic 4
Source: Escuela de Educación Básica Particular Universidad Católica
Elaborated by: Monica Morales

ANALYSIS:

In this graph, the students agree with the statement with 48% demonstrating

that the use of strategies it can be the solution for improving reading skills facilitating

the creative strategies suggested in this thesis for complementing an English class.

Table 9

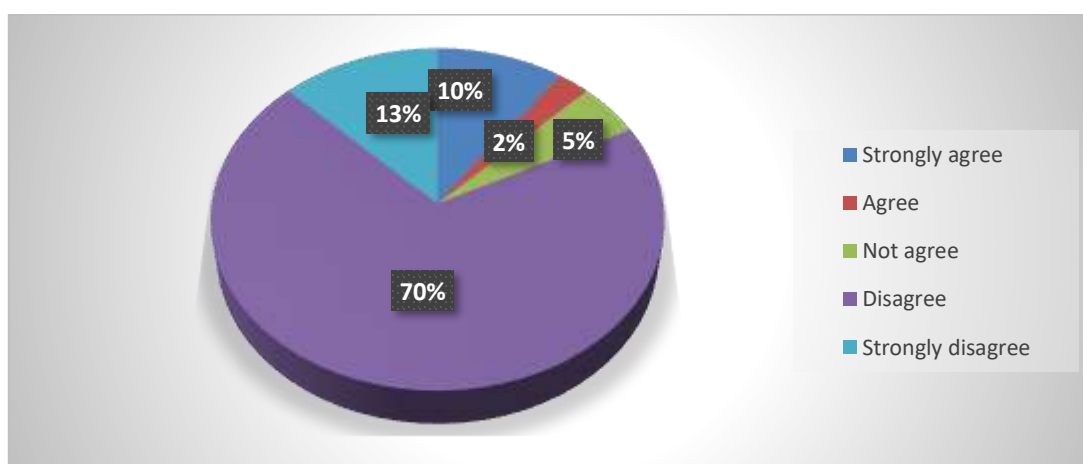**5.- Do you think when you participate in reading activities your teacher gives you advice how to read better?**

Category	Frequency	Percentage
Strongly agree	4	10
Agree	1	3
Not agree	2	5
Disagree	28	70
Strongly disagree	5	13
Total	40	100

Source: Escuela de Educación Básica Particular Universidad Católica
Elaborated by: Monica Morales

Graphic 5
Source: Escuela de Educación Básica Particular Universidad Católica
Elaborated by: Monica Morales

ANALYSIS:

The researcher of this research proposes activities that are more didactic where students face another perspective in relation to the learning and they will improve reading skills, fostering a correct reading process and developing their critical thinking using the methodological recommendations given in the chapter four.

Table 10
6.- It is relevant that teacher gives you clues for identifying the text properly?

Category	Frequency	Percentage
Strongly agree	19	48
Agree	5	13
Not agree	2	5
Disagree	6	15
Strongly disagree	8	20
Total	40	100

Source: Escuela de Educación Básica Particular Universidad Católica
Elaborated by: Monica Morales
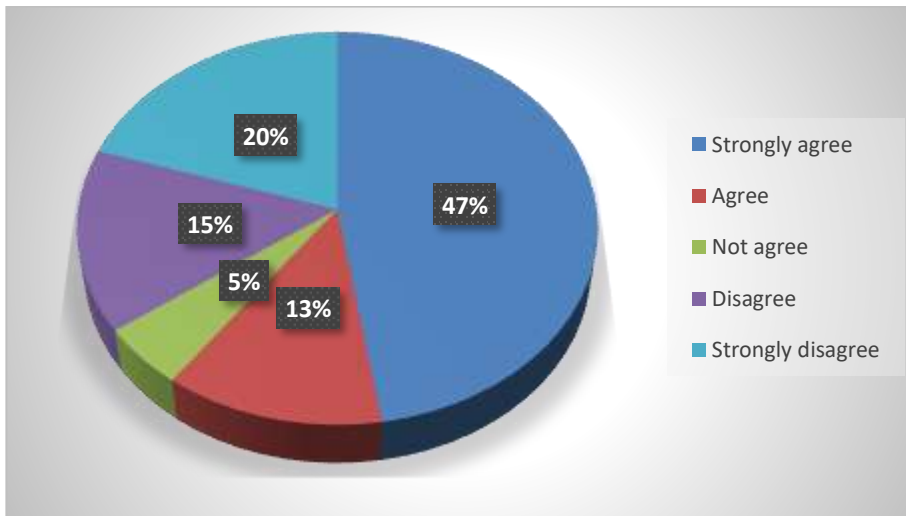
Graphic 6
Source: Escuela de Educación Básica Particular Universidad Católica
Elaborated by: Monica Morales

ANALYSIS:

According to the survey, students strongly agree with 48% so, the teacher gives

clues for identifying the main ideas demonstrating that implementing more didactic

strategies can improve the reading process but 5% of students not agree with the

statement.

Table 11

7.- Do you consider easier for you understand main ideas?

Category	Frequency	Percentage
Strongly agree	4	10
Agree	5	13
Not agree	2	5
Disagree	9	23
Strongly disagree	20	50
Total	40	100

Source: Escuela de Educatión Básica Particular Universidad Católica
Elaborated by: Monica Morales
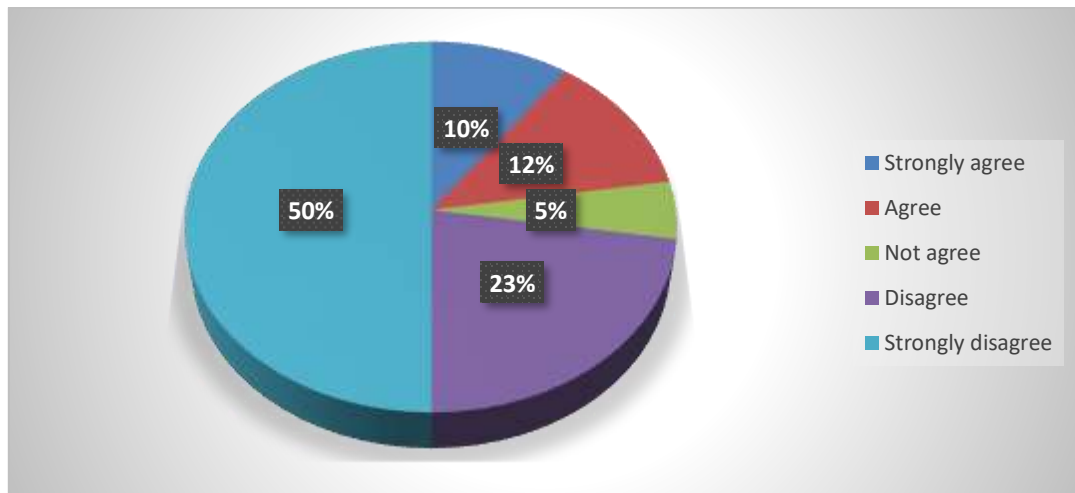
Graphic 7
Source: Escuela de Educatión Básica Particular Universidad Católica
Elaborated by: Monica Morales

ANALYSIS:

In the graph, for students strongly disagree with 50% it means that most of students it's really hard to develop this skill since that, reading skill manage several aspects such as concentration, critical thinking and with the creation of a didactic booklet students will enhance it.

Table 12

8.- Do you think during a reading, you identify new vocabulary and grammar patterns?

Category	Frequency	Percentage
Strongly agree	8	20
Agree	26	65
Not agree	3	8
Disagree	1	3
Strongly disagree	2	5
Total	40	100

Source: Escuela de Educación Básica Particular Universidad Católica
Elaborated by: Monica Morales
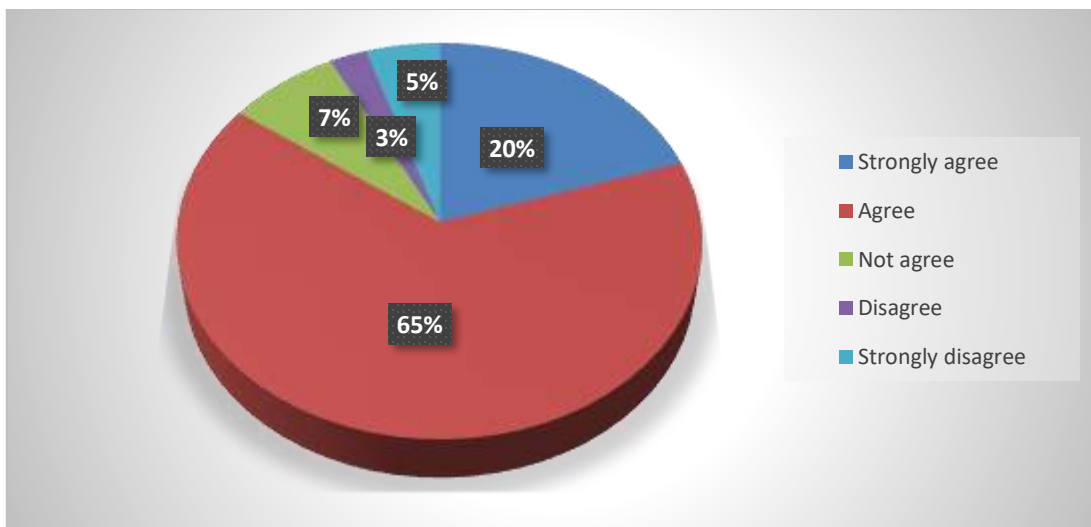
Graphic 8
Source: Escuela de Educación Básica Particular Universidad Católica
Elaborated by: Monica Morales

ANALYSIS:

According to the survey, students agree with 65% that they can identify new vocabulary and grammar patterns in this way that information is crucial since students have develop some aspects in the process of learning also, 3% of students have to reinforce this aspect.

Table 13
9.- Do you consider after reading your teacher teach you any strategy for putting your ideas in order?

Category	Frequency	Percentage
Strongly agree	9	23
Agree	6	15
Not agree	3	8
Disagree	18	45
Strongly disagree	4	10
Total	40	100

Source: Escuela de Educación Básica Particular Universidad Católica
Elaborated by: Monica Morales
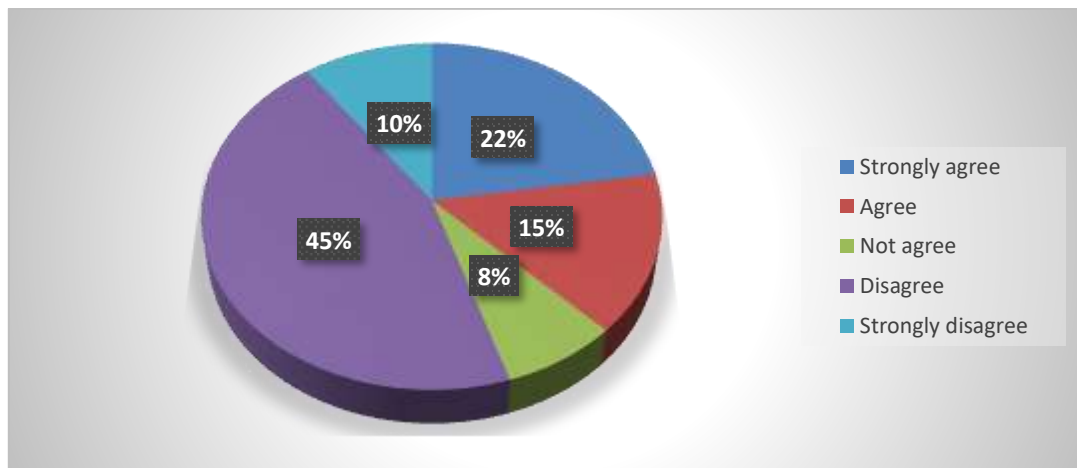
Graphic 9
Source: Escuela de Educación Básica Particular Universidad Católica
Elaborated by: Monica Morales

ANALYSIS:

In this graph, teacher does not apply ideas or clues for helping students to put their ideas in order where most of students disagree with 45% without any tool represents a challenge for students improve their abilities.

Table 14

10.- Do you think that your teacher promotes readings at home?

Category	Frequency	Percentage
Strongly agree	16	40
Agree	8	20
Not agree	5	13
Disagree	2	5
Strongly disagree	9	23
Total	40	100

Source: Escuela de Educación Básica Particular Universidad Católica
Elaborated by: Monica Morales
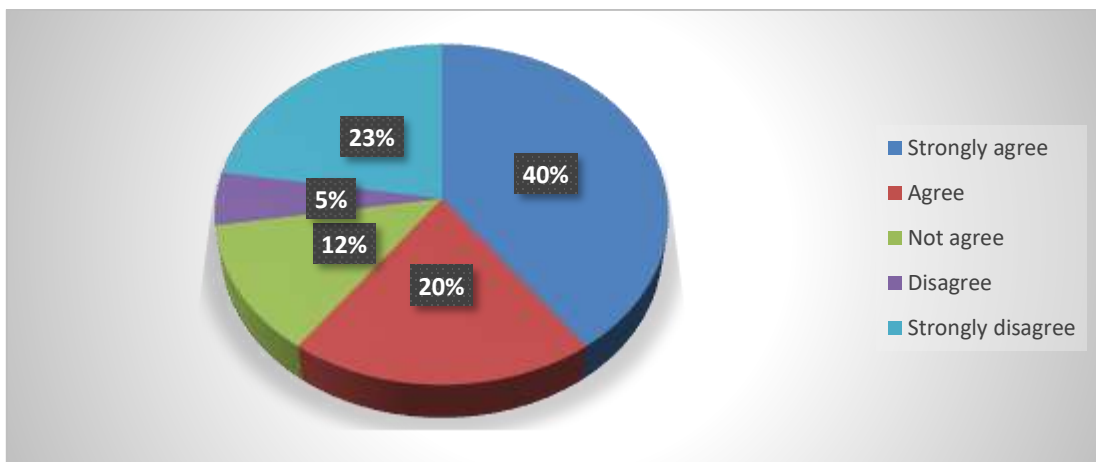
Graphic 10
Source: Escuela de Educación Básica Particular Universidad Católica
Elaborated by: Monica Morales

ANALYSIS:

In the graph, it observes that encouraging students at home is a pleasure activity for relaxing where the 40% of students practice this activity promoting the thinking development, in this way this proposal tries to take advantage with this aspect for enhancing reading skills not only in school so, at home too.

Table 15

11.- Do you think that during a reading, you apply didactic strategies?

Category	Frequency	Percentage
Strongly agree	15	38
Agree	5	13
Not agree	10	25
Disagree	4	10
Strongly disagree	6	15
Total	40	100

Source: Escuela de Educación Básica Particular Universidad Católica
Elaborated by: Monica Morales
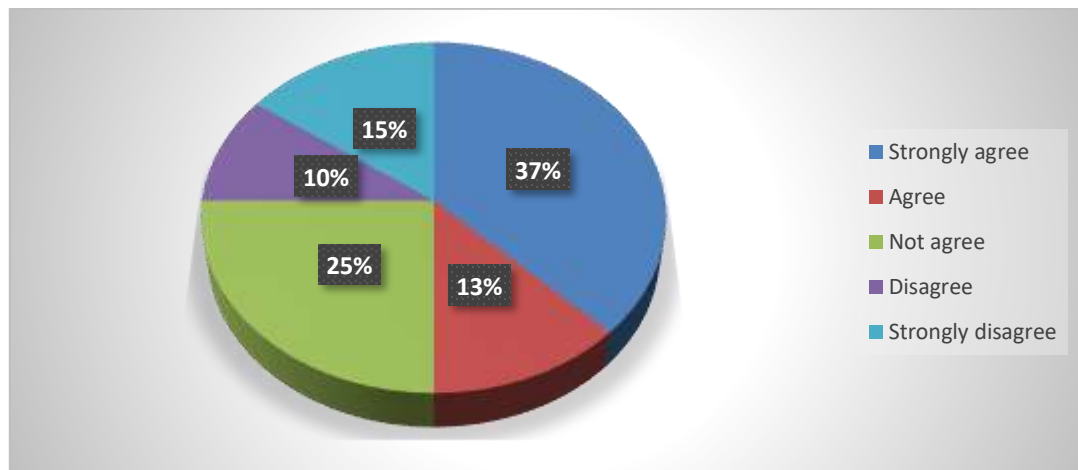
Graphic 11
Source: Escuela de Educación Básica Particular Universidad Católica
Elaborated by: Monica Morales

ANALYSIS:

According to the survey, it is a benefit that several students are able to apply strategies during a reading facilitating the process of reading and making that the proposal will be a success since students gain more opportunities applying strategies while reading.

Table 16

12.- Do you consider that low didactic strategies provoke poor reading habits?

Category	Frequency	Percentage
Strongly agree	29	73
Agree	1	3
Not agree	0	0
Disagree	2	5
Strongly disagree	8	20
Total	40	100

Source: Escuela de Educación Básica Particular Universidad Católica
Elaborated by: Monica Morales
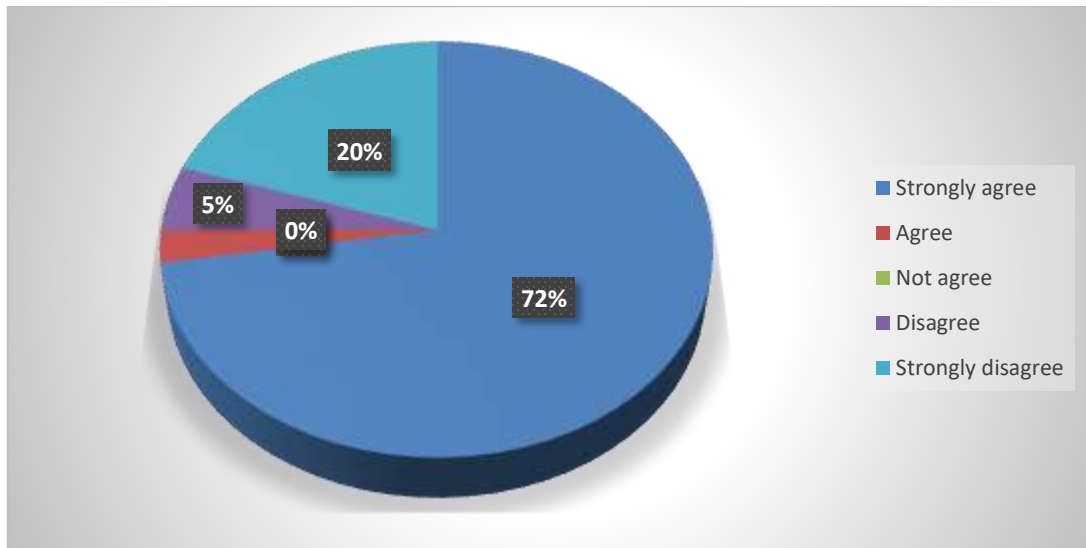
Graphic 12
Source: Escuela de Educación Básica Particular Universidad Católica
Elaborated by: Monica Morales

ANALYSIS:

In this graph, students strongly agree with 73% that using low didactic strategies provokes poor reading habits also; this research tries to be promoting extensive readings as a recommendation for teachers since that, students' needs to be in touch with the language.

3.5.2 Interview to the Teacher

The interview was applied to the English teacher in order to go in depth the issue so, the teacher expresses her importance in the acquisition of new language moreover, the student's deficiency in reading skills that increase year by year because of student's motivation and the low reading culture in our country.

Also, she states that the use of wide classrooms benefits the student's participation and decorate the classroom with American culture foster the richness of learning process, but the reality differs, the classroom does not bring a proper condition for developing reading activities, it might one of causes for the insufficiency in reading skills.

Spite of those situations, the English teacher emphasizes that the institution has technical resources as an English laboratory where students can watch videos however, she reinforces listening skills and speaking with students, so, reading activities are in the classroom.

In addition, teacher does not bring too much information when the researcher asked about how manage the reading process during the activities, but she expounds that the application of roleplays is common in her class since, students like performing plays. In this instance, teacher has to be updated in more didactic strategies for improving reading skills.

3.6 Preliminary conclusion.

According to the instruments taken in this research project such as the survey for students and the interview to the teacher moreover, it can clarify the features of the problem that involves two variables as reading skills and didactic strategies both aspects depends each other achieving a equilibrium between them.

Moreover, the results demonstrate that there is a problem in reading skills where students have difficulties in this area also, a lack of motivation, understanding of main ideas and expresses sum up of the text; it is known that the process of reading involves metacognition and cognition strategies for acquiring awareness.

In addition, it reflects a reality about the use of didactic strategies and with a proper implementation it can enhance reading skills moreover, in this way students are conscious that apply strategies can develop critical thinking achieving clarification in order to express their ideas also, it can notice the importance of motivated students for reading at home.

4. Proposed Project Plan

4.1 Title

DIDACTIC BOOKLET FOR HELPING TEACHERS TO IMPROVE THEIR

STUDENTS' READING SKILLS USING DIDACTIC STRATEGIES

4.2 Justification

The acquisition of English language represents a challenge during the school years since that students have to develop the four skills, but not all the students are able to develop them so, in the classrooms the teacher has to foster students to improve the four skills, moreover one of the most complicated skills for students is reading skills.

However, reading skills implies several aspects such as cognitive and strategical features for this reason, the researcher has to helps students at Escuela de Educacion Básica Particular Universidad Católica to improve this skills through the creation of didactic booklet with strategies that teacher can apply in class promoting autonomous readers.

4.3 Objectives

4.3.1 Broad Objective

To foster reading skills to students at Escuela de Educacion Básica Particular Universidad Católica through the creation of didactic booklet with different reading activities and strategies that teacher can apply in class.

4.3.2 Specific Objectives

o To develop proper strategies for reading helping students in their development.

o To enhance reading habits through extensive reading.

o To provide the teacher more methodological strategies for improving reading skills.

4.4 Content Framework of the proposed project plan

The didactic booklet is developed to teachers; it will be convenient resource to improve the reading process through activities and didactic strategies. This booklet contains readings with different activities according to the reading and methodological strategies for the teacher so, encouraging students an active participation in class and prior knowledge. The topics below:

o Unit 1
o **Mary's Mystery family**

o Unit 2
o **The Ice Hotel**

o Unit 3
o **A Bug's Sleep**

o Unit 4
o **Tiger's Tale**

o Unit 5
o **The Wright Way to Fly**

o Unit 6
o **The Importance of Water**

4.5 The proposed project plan

This proposal consists in a booklet with interesting readings that it will encourage students to read moreover, it brings methodological strategies that the teacher can implement for each reading fostering prior knowledge, vocabulary, grammar patterns and thinking development in this way achieving the goal for improving reading skills.

Units	Topic	Methodological strategies
Unit 1	**Mary's Mystery family**	1.- The first activity you can use flashcards for performing the activity, it is recommended to: (1) Stick the flashcards on the whiteboard and students identify the family member. (2) Label to the pictures. (3) Show them a flashcard and ask them to brainstorm ideas. These are some recommendations that you can follow and chose the best option for introducing the tale, besides, you can find at the end of the booklet a group of flashcards that you can use them. 2.- The second activity we recommended: (1) Read aloud. (2) Make groups for reading the story. 3.- The third activity, it is suggested a role play about the Mary's Mystery family. We recommend: (1) Make groups of 5 for performing the play. (2) Create masks of the characters.

Unit 2	**The Ice Hotel**	1.- The first activity it is suggested a game 'Extreme Situations' the point of this activity is to make difficult questions involving choosing a course of action in extreme situations. Usually these situations will involve feelings, prejudices, ethics, etc. 2.- The second activity, the reading. It is recommended to: (1) Apply the activity 'reader response' where pick the most important word/line/image/object/event in the tale and explain why you chose it. (2) Create a diorama of a particularly important scene. (3) Create a dramatic monologue where you create a monologue for a character while they are out of the reading. Where are they? Why? What are they thinking? 3.- The third activity is a huge crossword where students has to find some words related to the reading.
Unit 3	**A Bug's Sleep**	1.- The first activity, it is suggested a square where the students have to cross with x only verbs: (1) Play 'crazy story' This is an activity that will make your students speak in class and be creative. Ask students to write a word on a piece of paper and tell them not to show anyone. This word should be a verb. The teacher starts telling a story, then stops and chooses a student. That student will continue the story and must use his/her word. This student then chooses the next student to continue the story. The last student must end the story. After the story is over, the students then try to guess what words each student has written on his/her

		paper. The student who guesses the most words wins the game. 2.- The second activity, it is recommended a game where students have to read the story and find the main ideas then write down in a chart in order to make a mind map. 3.- The third activity, it is suggested that a student has to tell another scientific discovering in the animal world.

Unit 4	**Tiger's Tale**	1.- The first activity, it is suggested:
		    (1) Work in pairs the story.
		    (2) Make a poster and explain it.
		
		2.- The second activity, it is recommended:
		    (1) Telling the story by flashcards.
		    (2) Using puppets for counting the story, if it is necessary.

Unit 5	**The Wright Way to Fly**	1.- The first activity, it is suggested:
		    (1) Ask to 2 – 3 students what do think about the reading's tittle?
		    (2) Meditate with you students the answers.
		
		2.- The second activity, it is recommended:
		    (1) Read loud.
		    (2) Work in pairs the reading.
		
		3.- The third activity, it is suggested:
		    (1) Working in pairs and create a new object and explain it in from of the class.
		    (2) Working in a team for solving the activities about the story.

Unit 6	**The Importance of Water**	1.- The first activity, it is suggested:
		
		    (1) To watch to students a video about the water cycle.
		
		    (2) To guess the reading's tittle according to the video.
		
		2.- The second activity, it is recommended:
		
		    (1) To find the word WATER in the text so the student has to read one time and find them.
		
		    (2) Teacher has to expresses specific ideas about the text.
		
		3.-The third activity, it is proposed
		
		    (1) To make a brochure about the water, where it explains: Importance, process, benefits, and ways to recycle.
		
		    (2) To read another interesting article about the water and share with their classmates.

4.6 Validation of the proposed project plan

4.7 Impact/Benefits of the proposed project plan

The elaboration of the didactic booklet has been created for benefiting English teachers at Escuela de Educacion Básica Particular Universidad Católica for improving reading skill. So, it seeks the implementation of innovative strategies for helping students enhance reading skills.

Also, the benefits of this proposal are the students since that they will receive didactic tools in order to foster their insuffiency in reading. The results could be

observed in student's performance thanks to the use of strategies. Furthermore, student's sense of independent learning, in other words autonomous.

In addition to teachers and students, of the institution would establish a new trend for implement this method in Ecuador since the method is relatively new and widely known. The English area could serve as a model for other area to apply new didactic strategies in order to change the traditional learning.

Conclusions

This research project is conducted to the relationship between didactic strategies and reading skills. Thanks to the use of techniques as survey and interview was possible to find the problem who really have problems when they can't express main ideas of any text or they can't understand the whole text, those situations.

Moreover, those situations promote a low performance and less participation in class but the elaboration of didactic booklet with strategies will enhance student's attention and participation. It is well known that the motivation by games, charts, role plays and challenge between students evolve good competitiveness fostering excellent results in the learning field.

Recommendations

❖ It is suggested the constant use of readings during an English class in order to improve reading skills.

❖ It is recommended the application of didactic strategies before, during and after reading for fostering a correct reading process.

❖ It is suggested to the teacher to apply extensive reading at home since that the learner is able to be autonomous reader.

❖ It is recommended to apply the didact booklet for fomenting readings skills and evaluates students for checking the progress.

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APPENDICES

APPENDIX A
APPLICATION OF THE INVESTIGATION INSTRUMENTS

SURVEY TO THE STUDENTS

Objetive: To identify the problem of Reading skills in students of 8th grade..

QUESTIIONS	TOTALLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	TOTALLY AGREE
1.- Do you considerer that reading is a good activity for relaxing?					
2.-Do you think that it is important to read one book per month?					
3.- Do you think that using didactic strategies are important in a class?					
4.- Do you consider didactic strategies as a way to improve reading skills?					
5.- Do you think when you participate in reading activities your teacher gives you advice how to read better?					
6.- It is relevant that teacher gives you clues for identifying the text properly?					
7.- Do you consider easier for you understand main ideas?					
8.- Do you think during a reading, you identify new vocabulary and grammar patterns?					
9.- Do you consider after reading your teacher teach you any strategy for putting your ideas in order?					
10.- Do you think that your teacher promotes readings at home?					
11.- Do you think that during a reading, you apply didactic strategies?					
12.- Do you consider that low didactic strategies provoke poor reading habits?					

Classroom Observation Form

OBSERVATION SHEET

Datos Informativos
Institución: Escuela Particular de Educacion Basica "Univdersidad Catolica"
Ubicación: Sauces V
Sostenimiento: Particular
Régimen laboral: Costa
Sección: Matutina
Tipo: Mixto
Asignatura: Lengua Extranjera   **Año Básico:** 8vo E.G.B.

Aspectos	EXCELENT	VERY GOOD	GOOD	REGULAR
TEACHER				
The teacher has a good relation with students.				
The teacher provides a good environment for teaching.				
The teacher uses pre-reading activities.				
The teacher uses while-reading activities.				
The teacher applies post-reading activities.				
The teacher applies didactic strategies.				
STUDENT				
Students participate in class.				
Students feel motivated during the activity of reading.				
Students can express their ideas about the text.				
Students can sum up the text.				

APPENDIX C
INTERVIEW TO THE TEACHER

1- Do you think reading is an important skill that students have to improve?

2. - Do you know the problems in reading skills among students of 8th grade?

3. – Describe the environment while students are reading?

4. - What are the technical resources that use in your English class?

5. - What are the strategies used in class for reading activities?

6. - Do you perform the three processes of reading?

7. – What kind of didactic strategies do you apply in your reading activities?

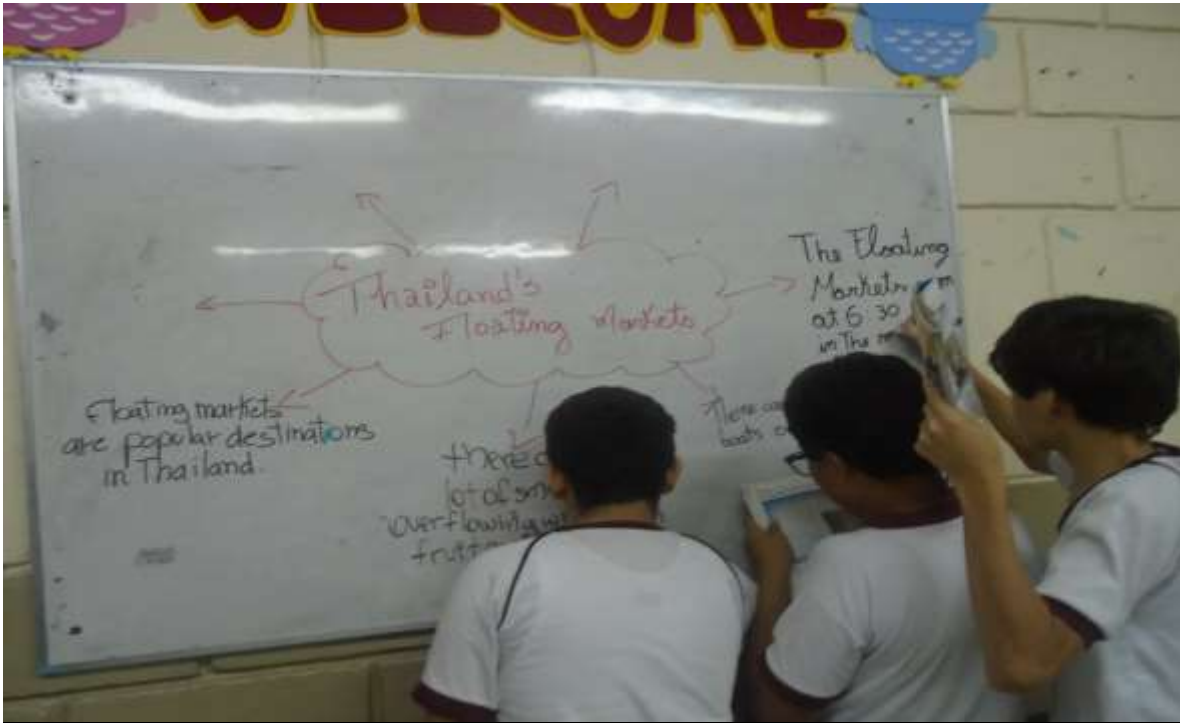8. - Do you think that implement a didactic booklet can improve reading skills?

Photo 1. Students making a chart.

Photo 2. Students during the observation class.

Photo 3. Students performing a brainstorming accoding to the reading.

Photo 4. Students reading outside of the classroom.

URKUND

Urkund Analysis Result

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Validation of the proposed Project plan

DIDACTIC STRATEGIES TO IMPROVE THE READING SKILLS IN 8TH GRADE STUDENTS AT "ESCUELA DE EDUCACION BASICA PARTICULAR UNIVERSIDAD CATÓLICA " FROM "UNIVERSIDAD CATÓLICA SANTIAGO DE GUAYAQUIL"

Rating scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Sequence of the study (Introduction, objectives, activities)	✓				
Scientific aspect	✓				
Social impact	✓				
Feasibility	✓				
Relevance	✓				
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

Comments

Lo propuesta es un tema muy interesante, pienso que permite fortalecer la enseñanza - aprendizaje en el aula.

Name:	FRANCISCO MORÁN PEÑA	
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UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

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Scientific aspect	✓				
Social impact	✓				·
Feasibility	✓				
Relevance	✓				
Originality	✓			✓	
Language	✓				
Comprehension	✓		✓		
Creativity	✓				

Comments
La actividad aplicada a los estudiantes fue excelente
ideal para los estudiantes de este nivel, siendo
innovadora, creativa y motivadora

Name:	Jenny Coronel	
Occupation:	Coordinadora Académica	
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Validation of the proposed Project plan

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Relevance	✓				
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

Comments

La propuesta es interesante porque permite
desarrollar en los estudiantes destrezas en
el area de inglés que ayudarán en el desarrollo
de la lengua.

Name:	Deda Yesica Slothin, Mg	
Occupation:	Directora Escuela	
Phone number	0999480217	Signature

REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TESIS

TÍTULO Y SUBTÍTULO: **DIDACTIC STRATEGIES TO IMPROVE THE READING SKILLS IN 8TH GRADE STUDENTS AT "ESCUELA DE EDUCACION BASICA PARTICULAR UNIVERSIDAD CATÓLICA "FROM "UNIVERSIDAD CATÓLICA SANTIAGO DE GUAYAQUIL"**

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	REVISORES:

INSTITUCIÓN**: UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL**	FACULTAD: **CIENCIAS DE LA EDUCACIÓN**

CARRERA: **INGLÉS**

FECHA DE PUBLICACIÓN: 2018	No. DE PÁGS: 108

TÍTULO OBTENIDO: **LICENCIADA EN LENGUA INGLESA MENCIÓN EN ENSEÑANZA Y ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL**

ÁREAS TEMÁTICAS: HUMANISTICA

PALABRAS CLAVE:
DIDACTIC STRATEGIES – READING SKILLS

RESUMEN: This research project is conducted to the relationship between didactic strategies and reading skills. Thanks to the use of techniques as survey and interview was possible to find the problem who really have problems when they can't express main ideas of any text or they can't understand the whole text, those situations. Moreover, those situations promote a low performance and less participation in class but the elaboration of didactic booklet with strategies will enhance student's attention and participation. It is well known that the motivation by games, charts, role plays and challenge between students evolve good competitiveness fostering excellent results in the learning field.

No. DE REGISTRO (en base de datos):	No. DE CLASIFICACIÓN:

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ADJUNTO PDF:	x SI		☐ NO
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BOOKLET

STRATEGICAL
BOOKLET
FOR ENHANCING
READING SKILL

AUTHOR

Mónica Morales

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UNIT 1

Mary's Mystery family

Monday afternoon, Mom called my sister, Mary, to the door. The florist had just delivered a dozen red roses to her. "For me?" asked Mary. "Who would be sending me flowers?" Mom told her to read the card. It said, "Mary, I'm sorry I hurt your feelings. Can you forgive me?" Mary looked puzzled. She could not think of anyone that had hurt her feelings.

On Wednesday, a delivery boy brought a package to the door.

He said, "This is for Mary." It was a box of chocolate candy. Mary liked chocolate very much, but she could not figure out who was sending her gifts, or why.

On Friday, a teenage girl dressed in a sparkly costume rang the doorbell. Mary answered the door. The teenager asked, "Are you Mary?" She nodded her head and said yes, and the teenager told her that she was sent by someone to perform a singing telegram. She sang, "Mary, I want you to be . . . the girl who will marry me . . ." Then she left. Mary looked at Mom. "I am only nine years old! I don't want to get married!" Mom laughed. "There must be some mistake."

That night, a handsome young man came to the door with a ring box in his hand. He rang the doorbell at Mary's apartment. Mary opened the door. When the man saw Mary, he looked surprised. He said, "Oh, I'm sorry. I was looking for Mary's apartment." Mary said, "Well, I am Mary." The man stood there frowning for a moment. Then he started to laugh.

.

ACTIVITIES

1.- Underline two sentences below that tell what might happen next. Mark an X on two sentences that tell about something that probably will not happen.

- ❖ The man found the other Mary, his girlfriend, and gave her the ring.
- ❖ The man sent Mary a bill because she ate the chocolates.
- ❖ Nine-year-old Mary sent the man a dozen roses.
- ❖ Mary's mom turned the 9 over to make a 6 again and nailed it tight so their apartment number would be correct.

2.- Circle what the title of the song the singing telegram might have been.

"Love Me Always"

"Crossing the Mississippi"

"The Champion Cheer"

3.- Can you find all the hidden words about the family.

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

BROTHER	**BABY**	**SISTER**
FATHER	**MOTHER**	**UNCLE**
AUNT	**COUSIN**	

4.- Answer the questions

1.- What did the florist deliver to Mary?

_____

_____

2.- Which gift do you think Mary liked the best? Why?

_____

_____

3.- On what day did Mary receive the singing telegram?

_____

_____

4.- Where is the setting of this story?

_____

_____

5.- Write the name of your family.

Mother	brother	Grandpa	Grandma

Father	sister	uncle	aunt

UNIT 2

The Ice Hotel

A re you into skiing? Is winter your favorite time of year? If you like snow and ice, maybe you should stay at the Ice Hotel in Quebec, Canada. But, you can only check in to this hotel **during** the winter. Why? Because this hotel is made entirely of ice and snow! This amazing hotel is **built** every December. It has 32 rooms, and 80 people can stay there each night. The hotel has a movie theater, an art gallery, and a church. Of course, all of these parts of the hotel are made of ice. In fact, all the furniture, art, lights, and even plates and drinking glasses are made of ice. Because this hotel is so unusual, it has become very popular. People from all over the world come to the Ice Hotel to look at the fantastic ice art, drink and eat from designer ice dishes, and experience the unique **atmosphere**. Some couples have even gotten married in the hotel's ice church. However, all the guests keep their winter coats on! Because of all the ice, the **temperature** inside the hotel is always between -2 and -5o C. Surprisingly, sleeping is not a problem in the freezing cold hotel rooms. Every guest gets a special cold-weather sleeping bag and some fur blankets. These keep them cozy and warm until morning.

ACTIVITIES

1.- Write the letter of the word with the same meaning as the underline word.

a. great	d. unbelievable
b. different	e. one of a kind
c. like ice	f. but; in fact

1. _____ It is <u>freezing</u> cold outside in winter.

2. _____ The Ice Hotel is very cold. <u>Surprisingly</u>, people like to stay there.

3. _____ These dishes are very <u>unusual</u>. This is the first time I've seen dishes made of ice.

4. _____ There's no other hotel like this in the world. It's <u>unique.</u>

5. _____ I can't believe how large this hotel is. It is <u>amazing</u>!

6. _____ This ice art is beautiful. It's <u>fantastic</u>!

2.- Choose the best answer.

1. What is the main idea of this reading?

a. How the Ice Hotel is built

b. What makes the Ice Hotel special

c. Why the Ice Hotel is made of ice

d. The services of the Ice Hotel

2. What can you do in the hotel?

a. Watch a movie   c. Eat an interesting meal

b. Get married   d. All of the above

3. Why is sleeping NOT a problem at the hotel?

a. The rooms are warm.   c. The sleeping bags are warm.

b. The temperature is -2o C.   d. The furniture is warm.

4. In which part of the hotel would you probably find the ice plates?

a. The church   c. The rooms

b. The restaurant   d. The art gallery

5. What do you think happens to this hotel in the spring?

a. It freezes.   c. It stays open.

b. It melts.   d. It moves.

3.- Fill in the blanks with the correct words.

COZY   FANTASTIC   FREEZING   SURPRISINGLY   UNIQUE

The Ice Hotel is a/an 1 _____ hotel in Canada. It is made of only ice and snow. So, the inside temperature is usually 2_____ cold. 3 _____, this hotel is very popular. Many people enjoy looking at the 4 _____ art in its gallery and eating from special ice dishes. Guests have a good sleep in the cold hotel rooms under the 5 _____ fur blankets.

Discuss the following questions.

1. Would you like to stay in the Ice Hotel? Why or why not?

2. What is the most unusual place that you have heard of?

3. Have you ever visited an interesting place? What was it like?

UNIT 3

A Bug's Sleep

Every mammal needs sleep, as do birds and reptiles, such as snakes. But what about insects? Do they need sleep? Scientists have been trying to discover the truth about insect sleep behavior for years. Scientists first thought insects did not need sleep. According to them, the insect brain was not complex enough to need it. Scientists said that some kinds of brain activity, like dreaming, were sleep behaviors. Insects do not dream, so scientists said that they did not sleep. They believed that insects rested, instead. However, new studies have shown that some insects may actually sleep. There are four types of behavior during sleep. First, sleeping people and animals don't move much. Also, they have a position for sleeping; for example, they lie down. Additionally, they don't wake up easily when hearing noises or seeing light. Lastly, they are able to come out of sleep quickly in response to some intense stimulant. Scientists have now seen similar behaviors in fruit flies. For example, fruit flies become still every night for about seven hours. At these times, they sit in a different way, let their antennae drop, and do not respond to quiet noises. The flies do begin to move around when louder noises are made. Scientists think that some insects may have their own unique kind of sleep.

ACTIVITIES

1.- Choose the best answer.

1. What is the main idea of this reading?

a. Fruit flies show sleep behavior.

b. Scientists were wrong.

c. Scientists have changed their view

d. Animals die without sleep. about insect sleep.

2. Which of the following animals do NOT sleep?

a. Black bears   b. Chickens

 c. Rattlesnakes   d. All of these animals sleep

3. Why did scientists believe that insects did not need sleep?

a. Insects don't work hard.   b. Insects can't close their eyes.

c. Insects don't dream.   d. Insects don't live very long.

4. How did scientists learn that insects sleep?

a. They used brain scanning machines.

b. They put flies in dark rooms.

c. They watched insects.

d. They took the antennae off flies.

5. What do fruit flies do for seven hours each day?

a. Sleep   b. Eat

c. Make noise   d. Fly

2.- Fill the missing word of these animals. Do you know them?

This is a _ ee .

This is a _ o g .

This is a tu _ k _ y .

This is a c _ w .

3.- Describe the following animals.

S I Z E	S H A P E	C O L O U R
heavy, light, big, small, little, tiny, tall, short, fat, thin, skeletal, giant, underweight, wide	round, square, straight, triangular, oval, sleek, blobby, flat, elliptical, crooked, wavy	pink, red, orange, black, yellowish, blue, dark, green, purple, white, gray, brown

1

1. _____
2. _____
3. _____

2

1. _____
2. _____
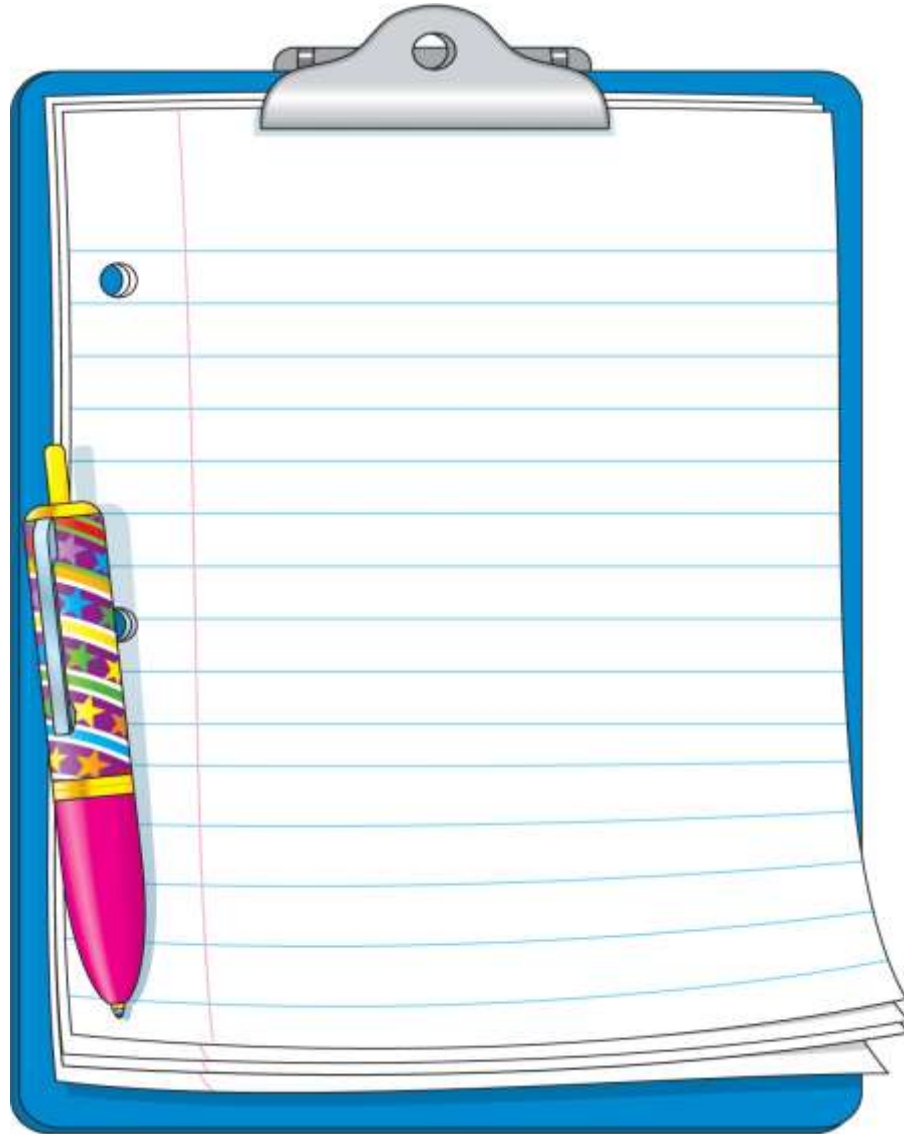3. _____

3

1. _____
2. _____
3. _____
4. _____

4.- Write your own short paragraph by answering the questions below.

What is an interesting insect or pet?

Why is it interesting to you?

What are some interesting facts about it?

What is a surprising fact about it?

UNIT 4

Tiger's Tale

Tiger Woods started playing golf when he was two years old. Now he is one of the most famous professional golfers in the world. Tiger is from the United States. His father is African-American and his mother is Thai. His real name is Eldrick, but everyone knows him as Tiger, the nickname his father gave him. He started playing golf professionally in 1996, and won all four of the World Golf Championships before he turned 25. He holds the record as the youngest player ever to win all four of these championships. Although he has played on many great golf courses, one of Tiger's favorite places to play is Pebble Beach. Tiger became a role model at an early age. People look up to him, so he is very grateful. Because many people helped Tiger as a child, he wants to lend a hand to others now. Some people cannot play golf because of their ethnicity, while others do not have enough money. Occasionally, Tiger himself was prevented from playing golf. Because of this, he created the Tiger Woods Foundation to help make golf open to everyone. He likes to see diversity on the golf course, and he wants all children to play golf if they want to. Tiger is happy that many children now want to play golf because of him.

ACTIVITIES

1.- Choose the correct answer.

a) fishing
b) rowing
c) surfing

a) running
b) walking
c) hiking

a) golf
b) polo
c) darts

a) diving
b) sailing
c) swimming

a) soccer
b) volleyball
c) handball

a) karate
b) judo
c) jiujitsu

a) football
b) basketball
c) volleyball

a) high jumping
b) ski jumping
c) long jumping

a) gymnastics
b) exercising
c) bodybuilding

2. Choose the best answer.

1. What is the main idea of this reading?

a. Tiger's golf career

b. Tiger's experience and opinions

c. Tiger's foundation

d. Tiger's best teacher

2. Which is true about Tiger's parents?

a. Both of them are Asian.

b. His father is famous.

c. One of them is not from America.

d. Neither of them plays golf.

3. What record does Tiger hold?

a. The youngest to win four important championships

b. The player to finish a game of golf the fastest

c. The first golfer to turn professional as a teenager

d. The first African-American golfer

4. Where does Tiger like to play golf?

a. Augusta   b. The United States

c. Pebble Beach   d. The World Golf Championship

5. What does the Tiger Woods Foundation do?

a. Sells golf equipment

b. Gives money to professional golfers

c. Helps kids to play golf

d. Makes golf courses

3.- Write the letter of the word.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

1. b _ _ i _ g
2. t _ n _ _ s
3. s w _ _ m _ n _
4. j o _ g _ n _
5. b a _ _ b _ _ _

6. s _ i l _ _ g
7. t _ b _ e t _ n _ i s
8. _ o _ f
9. b _ s k _ t b _ l _
10. d _ v i _ g

Discuss the following questions.

1. Do you like to play golf? Why or why not?

2. What sports do you enjoy playing?

3. What would you do if you had lots of money like Tiger Woods?

UNIT 5

The Wright Way to Fly

The inventors of the first airplane were not scientists. In fact, they did not even finish high school! The inventors of the first airplane were just ordinary brothers with a big dream—a dream of flying. Wilbur and Orville Wright grew up in Indiana in a large family. Neither of the brothers finished high school. Instead of sitting in class and reading, they wanted to work and make things, like machines. When the brothers were 18 and 22 years old, they started up their own printing press and bicycle shop. One day, Wilbur read an interesting story in the newspaper about a man trying to fly in a glider. The man died, but the story gave Wilbur an idea. He decided to teach himself about flying in order to make the perfect glider. Together, Orville and Wilbur successfully tested their new glider on the beach. Then the brothers decided to make their glider into a flying machine. They put an engine and propeller on the glider and called their new machine the "Wright Flyer." The plane broke down on its first test, but the Wright brothers didn't give up. With a little more hard work, the Wright Flyer made a successful flight! On December 17, 1903, the Wright brothers made history by flying the Wright Flyer over the beach at Kitty Hawk, North Carolina. The airplane was born.

ACTIVITIES

1.- Complete the means of transportation.

2.- Can you find the hidden words based on the reading. _____ _____

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

SUCCESSFUL   **BROTHER**   **WILBUR**

ORVILLE   **WRIGHT**   **FLY**

MACHINE

3.- Choose the best option.

1. What is another good title for this reading?

a. "The First Glider"   b. "American Inventions"

c. "Two Brothers' Dream"   d. "Gliders vs. Planes"

2. How did the brothers learn about planes?

a. They learned about them in school.   b. Their father taught them.

c. They worked in a glider shop.   d. They learned by themselves.

3. Why did the Wright brothers succeed in building the first plane?

a. They quickly gave up.   b. They were good students.

c. They never gave up.   d. They spent a lot of money.

4. What made the Wright Flyer different from a glider?

a. It had a propeller.   b. It had an engine.

c. It could fly.   d. It had an engine and propeller.

5. What is the lesson of this story?

a. Flying is too difficult for ordinary people.

b. If you don't succeed at first, keep trying.

c. The airplane is an important invention.

d. Dreams can make you rich.

4.- Match words and pictures

bicycle	
bus	
car	1
helicopter	
hot-air balloon	
jet ski	
motorbike	
motor boat	
motor scooter	
plane	
scooter	
ship	
submarine	
train	
van	

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15

5.- Write your own short paragraph by answering the questions below.

Who is a famous inventor?   What was invented by this person?

Who uses this invention today?   What do they use this invention for?

What other inventions also came from this?

UNIT 6

The Importance of Water

Some doctors think that you should drink a glass of water each morning. You should drink this water first thing, before doing anything else. The temperature of the water should be similar to body temperature; neither too hot nor too cold. Why should you drink this water? Water helps your body in many ways. It helps clean out your **kidneys**. It prepares your stomach for **digestion**. Water can also help your intestines work better. After drinking water, the intestines can more easily take out nutrients from our food. Water also helps us go to the bathroom more easily. Scientists suggest that people take in 1,600 **milliliters** of water each day. But don't drink all of that water in one sitting. If you do, your kidneys will have to work much harder to eliminate it. It's better to drink some in the morning and some in the afternoon. Some people think it's better to drink between meals and not during meals. They think water dilutes the juices produced in our stomachs. This can interfere with normal digestion. Are you drinking enough water every day? Check the color of your **urine**. If it is light yellow, you are probably drinking enough. If your urine is very dark yellow, you probably need to drink more water. A little more water each day could make you much healthier!

ACTIVITIES

1.- Write the letter of the word or phrase with the same meaning as the underlined word.

> a. look at closely; examine
> b. gets ready
> c. remove
> d. the degree of heat
> e. delay; prevent; get rid of
> f. things necessary for life and growth

1. _____ It's very hot today. Do you know the temperature?

2. _____ My father prepares for exercise by drinking water.

3. _____ Meat and vegetables are full of nutrients.

4. _____ How can I eliminate this smell from my room?

5. _____ Music can interfere with my studying. I can only study in a quiet room.

6. _____ Are you healthy? Maybe you should ask your doctor to check.

2.- Match the words in bold with the correct meaning.

kidney:
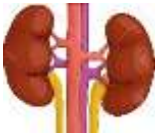
an organic in the body that removes waste from the

blood

milliliter: the yellow liquid waste from the body

urine: a unit of liquid volume equal to 0.001 liter

digestion: the process of breaking down food for use by the body

3.- Choose the best answer.

1. What could be another title for this reading?

a. "Drink Water, Not Soft Drinks"

b. "Drink During Meals"

c. "Drink Between Meals"

d. "Drink Enough Water"

2. Why is it helpful to drink water in the morning?

a. Your kidneys will work harder.

b. Your intestines will work well.

c. Your juices will be diluted.

d. Your urine will be pale yellow.

3. Which of the following is NOT a reason to drink water?

a. So your intestines will work well

b. To get more nutrients

c. To clean out your kidneys

d. To dilute your stomach juices

4. Why is it better to drink between meals?

a. So you eat enough food

b. So you don't dilute stomach juices

c. So your urine will not smell bad

d. So you don't overwork your kidneys

5. Why is dark-colored urine a sign to drink more water?

a. It shows our body is healthy.

b. It means our kidneys are working too hard.

c. Less water makes the color darker.

d. It is the same color as our digestive juices.

4.- Match the water pollution causes.

MATCH

1. WASTE WATER

2. PLASTIC

3. FERTILIZIER

4. CHEMICALS

5. PESTICIDES

6. RADIOACTIVE WASTES

7, SHIPS

8- MARINE DUMPING

9- OIL POLLUTION

10. SEWAGE

11. INDUSTRIES

12. SANITARY WASTES

13. FACTORIES

14. SOLID WASTES

Discuss the following questions.

1. Why do you think some people don't drink enough water?

2. Do know another cause of water pollution?

3. What other things do you drink or eat that are good for your body?

_____

_____

_____

_____

_____

_____

_____

_____

_____