UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

FACULTAD DE EDUCACIÓN

CIENCIAS DE LA EDUCACIÓN MENCIÓN INGLÉS

PROYECTO DE INVESTIGACIÓN

PREVIO A LA OBTENCIÓN DEL TÍTULO DE

LICENCIADO EN LENGUA INGLESA MENCIÓN EN ENSEÑANZA Y ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL

RESEARCH PROJECT:

DEVELOPMENT OF READING SKILLS THROUGHOUT THE WALDORF APPROACH IN CREATIVE THINKING ABILITIES IN FOURTH GRADERS OF LICEO PANAMERICANO SCHOOL DURING THE YEAR 2017-2018

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GUAYAQUIL

2019

RESUMEN:

Para tener una clase didáctica, el profesor también debe ser una persona didáctica. Tan simpático como puede ser la afirmación anterior, las actividades didácticas pueden ser de la misma manera. La lectura nos da la oportunidad de ampliar el conocimiento y mejorarlo de cualquier manera posible, brindando comprensión y un significado significativo cuando se aplican actividades didácticas en el aula. Las clases didácticas pueden ser la vida del aula si se realizan correctamente y pueden permanecer en la mente de los estudiantes toda la vida.

Es por eso que el concepto de lectura también puede involucrarse con actividades de pensamiento crítico. Son como un dispositivo de grabación que puede ayudar a los estudiantes a lograr la retención, el significado, la inferencia, la resolución de problemas y muchas otras competencias involucradas.

Esto también debe ser útil debido a las vastas actividades que también se pueden encontrar en los libros, en línea y en el aula promedio en los países de la categoría industrial, por lo que también es interesante compartirlos con los estudiantes en los países en desarrollo.

Este concepto reafirma la importancia de mejorar las habilidades de pensamiento crítico en el idioma inglés a través del vocabulario relacionado con la lectura; por lo tanto, la gran importancia de diseñar el material didáctico apropiado en el que los alumnos de cuarto grado de los alumnos de Liceo Panamericano puedan mejorar sus habilidades de lectura es muy necesaria.

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CERTIFICACION DE ACEPTACION DEL TUTOR

En mi calidad de Tutor del Proyecto de Investigación **DEVELOPMENT OF READING SKILLS THROUGHOUT THE WALDORF APPROACH IN CREATIVE THINKING ABILITIES IN FOURTH GRADERS OF LICEO PANAMERICANO SCHOOL DURING THE YEAR 2017-2018**, designado por el Consejo Directivo de la Facultad de Educación – Carrera de Ciencias de la Educación mención Inglés de la Universidad Laica VICENTE ROCAFUERTE de Guayaquil.

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Haber dirigido, revisado y aprobado en todas sus partes el Proyecto de Investigación titulado: **DEVELOPMENT OF READING SKILLS THROUGHOUT THE WALDORF APPROACH IN CREATIVE THINKING ABILITIES IN FOURTH GRADERS OF LICEO PANAMERICANO SCHOOL DURING THE YEAR 2017-2018** presentado por los estudiantes **Carlos Magno Alvarez Castañeda** y **Daniela Verónica Paredes Tenesela** como requisito previo, para optar al Título de **LICENCIADO EN LENGUA INGLESA MENCIÓN EN ENSEÑANZA Y ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL**, encontrándose apto para su sustentación.

_____

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ACKNOWLEDGEMENTS

First of all, I thank God for all the blessings that I received after a hard work during this process.

I thank my family for all their support since the first day I started this career. Thanks to their love I found the strength to pursue my dreams.

To my tutors Msc. Rosy Mendoza and Msc. Luis Leon that gave us the guidance and support to succeed in this important part of my life.

Carlos Magno Alvarez Castañeda

DEDICATION

To my wife, for her support and love, encouraging me to achieve this goal.
To my kids, Lily and Ernesto, who are the reason to be better every day.
To my parents for their support, love, and dedication to me.

Carlos Magno Alvarez Castañeda

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Daniela Veronica Paredes Tenesela

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Daniela Veronica Paredes Tenesela

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ABSTRACT

To have a didactic class, the teacher must be a didactic person too. As sympathetic as the previous statement can be, didactic activities can be the same way. Reading gives us the opportunity to expand knowledge and bend it any way possible, giving understanding and significant meaning when didactic activities are applied in the classroom. Didactic classes can be the life of the classroom if they are carried out properly and can stay in a students' mind all life.

That is why the concept of reading can be involved with critical thinking activities as well. They are like a recording device that can help students achieve retention, meaning, inference, problem solving and many other competences.

This must be also helpful due to the vast activities that can also be found in books, on line, and in the average classroom in countries of industrial category, making them interesting to also be shared with the students in developing countries too.

This concept reaffirms the importance of improving critical thinking abilities in the English language through vocabulary involved in reading; therefore, the importance of designing the appropriate teaching material in which fourth graders from Liceo Panamericano school students can improve reading skills is highly required.

KEY WORDS: knowledge, activities, vocabulary, retention, didactic,
Inference, speaking, developing

INTRODUCTION

This current research project is intended to find the solution to the lack of reading presented by Fourth Grade students. One of these problems is the lack of concentration, they sometimes, do not like to read, some topics are boring and do not have the necessary methods for a good reading. This project intends to develop reading skills throughout the Waldorf Approach in Creative Thinking Abilities. This method will be explained gradually in the project that will be presented and how it will help students in their readings skills.

This research paper contains 4 chapters. The first chapter covers an outline that includes the background and statement of the problem which is also analyzed throughout the research. The general and specific objectives that are part of this chapter are based on the delimitation of the problem.

The research theoretical foundation is analyzed in chapter II. This theoretical framework contains the main theories and concepts required to support this study. Extended necessary laws, regulations and standards have been considered in order to validate the development of the research study.

In chapter III, the methodology of the study and the instruments are widely explained. It describes the study method and design chosen for the project. It explains the analysis of the specific techniques of the method and how the research hypothesis is tested. This chapter also mentions the instruments that were used in the study to gather data, their characteristics and their specific purpose.

Chapter IV consists of the proposal which responds to the needs of the researched problem and presents solutions throughout a group of activities based on the investigation, and analysis of data. The proposal can be applied by teachers in elementary schools to help students to develop reading skills successfully by implementing a set of motivational strategies to improve reading.

1. THE RESEARCH PROBLEM

1.1 Background of the Problem

Most of bilingual schools do not have trained teachers that make children acquire and apply Reading Skills. Teachers do not spend time enough researching how to instill reading techniques according to the students' needs. As a result, they avoid reading, leading to a lack of interest in the school subjects. This does not only cause low grades in school, but the student will be losing skills that are essential throughout their academic life.

In the Liceo Panamericano during the four-month period it was noted that few of the Fourth Grade students that do not like reading or paying attention to reading activities, also lack of interest. However, with a full test that the students rendered and background information provided to the institution along with the support of the teachers, a series of activities and evaluations will be implemented. Thus, the degree of knowledge in relation to reading all these activities will be verified and at the end of the school year the results will be shown.

Unidad Educativa Bilingue Liceo Panamericano is an institution founded in 1969 in the South of Guayaquil, in Barrio Centenario. Nowadays, the school is managed by a new corporative group. In 2015 the institution acquired the I.B programme (International Baccalaureate) which enhances students to read and develop critical thinking. Following the I.B aims and methodology and being also ruled by the Ministry of Education, the school and the community make the effort to change that weakness our society has. As a way to encourage students to reading, the school have involved parents in this process by creating projects such as story-telling where they have to read fairy tales to students, and story-telling contests, a sketch where students must previously read the story to then develop it. Likewise, parents must be an active part of these projects, helping their kids and encouraging them to get involved in them.

1.2 Statement of the Problem

How does the Waldorf Approach in Creative Thinking Abilities influence on the development of reading skills in fourth graders from Liceo Panamericano School?

1.3 Systematization of the Problem

How does Creative Thinking Abilities influence on the improvement of Reading Skills?

What is the importance of the Waldorf approach in the implementation of new strategies?

What are the most suitable Creative Thinking activities to be applied in fourth graders?

How does the Waldorf Approach influence on the students´ motivation at the moment of reading any topic?

1.4 Broad Objectives

To determine the influence of the Waldorf Approach in Creative Thinking Abilities on the development of Reading skills in fourth graders of Liceo Panamericano School.

1.5 Specific Objectives

- To identify the theoretical foundations that support the implementation of Waldorf methodology in Fourth Grade students in order to reading skills.
- To characterize new strategies to improve the reading skills throughout the Waldorf method in fourth graders.
- To analyze the most relevant aspects of the research and select the suitable didactic strategies to be applied in class.

1.6 Significance or Justification of the Study

This research project has great significance for the strategies that will be developed in reading skills and Waldorf Approach in Creative Thinking Abilities. The students of the Fourth Grade at the time of reading neither recognize the plot of the story nor how to find the main and secondary ideas. Students feel frustration at the moment of reading and consequently their motivation vanishes, causing struggles in different subjects.

Apart from that, students have many distractors, such as technological devices or internet at home. Thus, they waste valuable time instead of reading simple types of text that are usually able around them and students cannot notice such as newspapers, books, short stories or fairy

tales. As a consequence, all of this may affect students in future education, for instance, when they get to university they will have difficulties when structuring texts correctly.

On the other hand, parents manifest that they do not have enough time to enhance this habit or simply they focus their free time on other activities. For this reason, teachers must focus on what students are reading and see if the books are productive and offer opportunities for development.

Nowadays, at Liceo Panamericano teachers struggle against these difficulties. However, not all them are completely capable of teaching reading properly. Teachers must motivate students to develop reading skills in order to train pupils that look for intensive readings. They must lead children to enjoy reading everywhere and every day when they have the opportunity to do it.

1.7 Scope and Delimitations of the Study

This research project takes place at Unidad Educativa Bilingue Liceo Panamericano which is located at Km. 3.5 Samborondon, in the province of Guayas. This institution is a private school that offers a bilingual education from elementary school until Third BGU which is additionally part of the IB programme (International education - International Baccalaureate®, 1968).

The target group selected for this study consits of 28 students from Fourth Grade, group B, to whom the didactic reading strategies will be applied during the course of a regular class.

The aim of the investigation is to provide teachers a guide with several activities in which they will be able to enhance students to read and consequently develop reading skills through the Waldorf approach in creative thinking abilities.

1.8 Hypothetical Approach

The Waldorf Approach in Creative Thinking Abilities has a positive influence on the development of Reading skills in fourth graders at Liceo Panamericano.

1.9 Identification of Variables

Dependent Variable: Reading Skills.

Independent Variable: Waldorf Approach in Creative Thinking Abilities

1.10 Operationalization of the Variables

Table 1

Operationalization of the Variables

Independent Variable	Conceptual Definition	Dimensions	Indicators	Instruments
Application of Waldorf Methodology Creative Thinking Abilities	The Waldorf Method is mainly a dynamic approach in which children are seen as the main authors of their learning realizing their potential	Methods and techniques Creative activities	Teaching experience. Teacher preparation Students´ English competence.	Survey Pretest Posttest Class observation

Dependent Variable	Conceptual Definition	Dimensions	Indicators	Instruments
English Reading Skill	Reading is an income ability that contains additional skills such as prediction, reading for gist, reading for specific information, skimming and scanning, and decoding skills.	Language skills Instructional task	Student's performance in class. Demonstrate the ability to understand the main idea of the text. Demonstrate the ability to skim and scan different texts. Demonstrate confidence at the moment to express opinions. Demonstrate the ability to draw conclusions with fluency.	Pre – test Post – test Rubrics Observation

Source: Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018-2019)

2. RESEARCH THEORETICAL FOUNDATIONS

2.1 Theoretical Review

The lack of interest in reading in students has been a dilemma for teachers and parents. In Ecuador, 27% of Ecuadorians do not have reading habits (INEC, 2012). Researchers agree that reading is a crucial skill for pupils to acquire knowledge during his scholarship and lifelong.

For teachers, some students are engaged on reading to comprehend. As a result, they focus on the text and avoid distractions. They are able to exchange opinions and give creative solutions. Their interest in reading transfers to a variety of subjects and topics and conclude on a meaningful outcome. In contrast, disengaged readers rarely enjoy reading for fun. In class they tend to avoid the effort to read and give opinions.

Reading Skills will not be developed unless these skills are specifically taught. (William N. Bender and Martha J. Larkin, 2009). Consequently, teachers should highlight these abilities from earliest years, as well as middle school years. The teacher offers children opportunities in creative speech and language through verses, poetry and stories (Waldorf Publications, 2017). Students are involved throughout different kinds of texts and genres in which teachers should applied techniques and resources in order to provide the appropriate environment to live stories in a creative way.

The problem for EFL students is their lack of interest in reading. The challenge for teachers is to ensure that students have at least the minimal literacy skills they need to functions in society (Donalyn Miller and Susan Kelley, 2013). The importance to teach reading and their crucial skill will provide pupils the essential abilities to succeed in the future. Most of the children who successfully develop reading skills during the scholarship will be able to develop critical and creative thinking in upper grades.

In this chapter, the main theories about the development of reading skills will be analyzed, the same that is based on Waldorf Method. Many researches and researchers in America and Europe will be analyzed in order to improve the motivation of students to read and apply the theoretical basis for this research project.

First of all, it is important to give a brief definition about Waldorf or Steiner education focus on the teaching and learning on a holistic view of the humankind. This holistic approach aims at addressing the non-physical aspects of the human, and sees these as being equally relevant for pedagogical action as is the physical (Da Veida, 2015). What Steiner calls spiritual science is hence a complementary approach to natural science and not contradictory to it. Its justification, however, demands thorough epistemological inquiry in order to identify within cognition of the point of departure for recognizing spiritual realities. Steiner was keen to show that there is in fact a modern way of relating to spiritual realities that complies with the scientific method. Waldorf proposed expanded forms of observation that can be trained by modifying the relationship to thinking (Da Veida, 2015). This small paragraph was taken from Educar em Revista, Curitiba Brasil where Steiner (Waldorf) explains that spiritual science is an important phase for a person's thought because it can relate to reality. Also, at the same time it is a method that expands the education of the students in any activity where they can express themselves and be observed.

On the other hand, other researches (Arias Rodriguez, 2017), in Literature show students a different and fantastic world full of new experiences, adventures, places, characters, fantasy, knowledge, and universal topics that encourage them to read. It is also a way to know more about the world they live in, taking into account that writers create testimonies of people's lives. This means the Development of Reading Skills will always be present in the activities that the students develop which will always be dynamic so that the student does not get bored with the help of the teacher and the appropriate methods. The base of this context can limit the main tool that is the curriculum that the Waldorf schools have where the diverse subjects appear including Literature, which is fundamental for the reading of the students.

2.2 Theoretical Framework

The theoretical review chapter is divided into two sections. The first one is about theoretical research in which the hypothesis of this study is based. The theoretical research included information about two variables to be analyzed. As mentioned before, the first variable is about the method Waldorf Approach in creative thinking abilities.

The Waldorf Approach to education began with one school designed for the children of the workers of the Waldorf-Astoria Cigarette Company and it blossomed into a worldwide educational movement (education.com, 2018). Waldorf School was created in Germany in 1919 in which it was created a curriculum with different activities to work with students. These activities are based on Art, Literature, Mathematics and Music, but Waldorf also implements in the schools the Anthroposophy. Anthroposophy is based on the spiritual where each person or humanity has the power to change or transform their own spiritual development and this is where the children who study in these schools are prepared to produce their potential that serves as a development for humanity.

Waldorf schools and Waldorf method work together and this education based on the understanding of the development of humanity as well as how the curriculum will help students in different subjects that Waldorf schools provide. As explained before this chapter divided into two sections, the independent variable of the Waldorf method and a dependent variable that will be explained about reading skills.

The second variable is about Reading Skills. Reading Skills are the ability to understand a written text. However, Reading Skills have tools such as scanning and skimming that are important to help students visualize a text and understand it. Skimming is a tool that can be used to read more in less time. This tool helps to find the general and main ideas of a text; therefore, it allows to search the most important ideas. Scanning is another tool that is also essential to accelerate reading, this means that students can also scan television programs, guide numbers and even newspaper articles, helping them to develop knowledge. Nevertheless, the student must understand what he is reading and if the reading is well structured so that the correct information can be found.

The Waldorf Approach in Creative Thinking Abilities and Reading Skills forms a set of skills, tools, methods, activities based on the curriculum of Waldorf schools that will be developed by teachers and students.

2.2.1 Definition of Waldorf Approach in Creative Thinking Skills

To start describing the Waldorf Approach it is important to mention where the current methodology appeared and how it spread around the world. Waldorf education was founded by Rudolf Steiner (1861 – 1925), an Austrian scientist and philosopher. He was interested in combining the two planes spiritual and scientific throughout the understanding and the experience. Years later he founded the "Anthroposophy" which is the knowledge of the true nature of the human being. In 1919, during the World War I, Steiner was invited by Emil Mott to found a school for the employees of the Waldorf-Astoria Cigarette in Stuttgart, Germany. This visionary idea was the new kind of school which would educate people for a peaceful society.

Where is the book in which the teacher can read about what teaching is? The children themselves are this book. We should not learn to teach out of any book other than the one lying open before us and consisting of the children themselves. (Rudolf Steiner and Roberto Trostli, 1998)

Waldorf education is mainly based on the Steiner's theory of child development, which separates into three development childhood stages and describes strategies to encourage them appropriately. Certainly these stages, which last 7 years, have characteristics that agree with what Piaget described later. Stainer-Waldorf´s education closely follows modern common sense in educational theory.

Waldorf-Steiner pedagogy emphasizes the importance of imagination in learning and conveying to integrate with the intellectual, practical, and artistic in a holistic form. Stainer´s division of child development is classified into three important stages in the school:

- **Early Childhood Education:** As a part of education, it relates teaching to the young children until the age of eight. (Colette Gray, Sean MacBlain, 2015) It states learning is complex, multi-faceted and informed by factors within and without our control.

According to this, it is described as an important period in a child's development. It refers to the development of a child's personality.

- **Primary Education and Elementary Education:** it is defined as the formal education; it comes after pre-school ages. The process of learning is expressed as a permanent change in one's behavior (Deborah A. Harmon, Deborah Harmon, Toni Stokes Jones, 2005). In fact, this definition seems simplistic, elementary education has different believes about how learning takes place.
- **Secundary Education:** it is focused on the critical reasoning and the emphatic understanding.

(Simon and Schuster, 2013), defines the aims of the Waldorf Approach as the relation between present and the future circumstances. "The aims Emil Molt is trying to realize through the Waldorf School are connected with quite definite views on the social tasks of the present day and the near future." Taking this into consideration, the methodology in the classroom must be conducted in this way.

2.2.2 Waldorf Approach in Creative Thinking Skills

During years, education has been focused on teaching students how to understand and leave behind the importance of creative thinking skills. Creativity through the Waldorf Method provides students an environment where they can learn and produce throughout games. Play is vital to kids, essential for their physical, emotional and mental health. Play is a learning activity, through which humans first experience cooperation, risk and creativity (Christopher Clouder, Janni Nicol, 2014). According to this, this method leads students to discover laws and structure of the world. Play helps to develop problem solving skills, aesthetic skills, and linguistic skills. It encourages self-motivation and confidence at the moment to improve individual personality and empathize one with another. Waldorf Schools firmly believe that the pedagogical and didactic teaching receive impulse from a true spiritual scientific understanding of the people. As a result, pupils must be able to express freely in pedagogical activity with all the tools and the required environment.

Rudolf Steiner recognized the importance of free play and imagination at the moment to develop children abilities. Play simple games allows students to communicate.

2.2.3 Definition of Reading Skills

Some people think that reading skills are simple to master. However, these skills must have a process and specific procedures in an accurate environment. Reading skills are vital in the L2 acquisition. They can be defined in the following way.

Reading Skills refer the principal as the ability to understand a written text. Identify simple and complex facts shown in the text. Draw conclusions about the content of the text. Make connections between the information from the text and the real life.

Reading to young children is a recommended way to instill language and expression, and to promote comprehension of text. Personalized books for children are recommended to improve engagement in reading by featuring the child themselves in the story (Wikipedia, 2018). However, there are many books that also contain activities at the end of the reading that evaluate the student. There are also activities where the student reads and others follow the reading. This latter exercise helps the concentration of the students.

In short, reading skill is the ability to read to comprehend a text. These skills benefit the reader with a bunch of qualities that make them capable to act both in their daily lives as in academics. There can be more benefits for reading that help the student for example silent reading. This helps the student for the concentration which result will be reading comprehension. Another benefit is oral reading; this will help the student to lose the fear of reading in high school and the understanding of the reading will improve with the student´s own voice.

Another definition by Collins English Learner's Dictionary is that reading is an act of looking at and understanding point. This is so true because reading entails the use of vision to understand several words in a sentence and make them meaningful. He same goes for each sentence in order to understand the entire text (ukessays , 2018). It means that reading has many factors where vision, concentration and new words that will be found in reading, will have an important role in the student's learning in the classroom.

Today in some schools and colleges teachers teach reading methods to students that are important for reading newspapers, magazines and books. Also, students learn how to show information and the main ideas of each reading in order to interact and learn to communicate.

2.2.4 Types of Reading Skills

There are many methods to teach reading. These are divided into several stages and activities in which students can practice and learn new tactics to be applied in the classroom. While using these activities, the main goal will be to develop great enthusiasm in the reader for reading and writing. It's being the child's cheerleader. It is less important for the reader to get every word exactly right (Reading Rockets, 2018). However, the teacher is also the fundamental piece because he has the tools and the time to share his knowledge and in this way the student will feel supported and sure of himself.

In the first place, there is inferential and predicting reading. Students must be encouraged to imagine what the story will be about based on the title or images showed in the story. The purpose to develop this sub-skill is that they will be capable of activating the imagination of any student in order to express opinions and have them realize the topic of the text.

The second point is reading for gist. This skill is based on the ability to read in order to look for a specific meaning. It is a quick reading in which readers do not stop in words that could be difficult to understand. As a result, students get an overview of the text in order to analyze possible answers.

Third, there is skimming and scanning. Skimming is a strategy similar to reading for gist, where readers get specific information from the text starting with a speed reading. On the other hand, there is scanning. This skill based on a strategy to get only a bit of information without reading the whole text. For example, students read the index or the first sentence of a paragraph to obtain the main idea.

Scanning involves getting your eyes to quickly scuttle across a sentence and is used to get just a simple piece of information. Something students sometimes do not give enough importance to is illustrations (How To Learn, 2017). This means that when scamming the type of reading that the students read, they should also observe the images that appear in the book and the same time there is an extra information that can help the student for any activity in class.

Decoding is the fourth. Students develop this significant skill during the process. Learners put in practice pronunciation of words trying to sound fluent. It is worth to say that some of these

words have not been seen as writer before. Additionally, they are capable to join words in order to form new different sounds.

Not everyone likes reading. However, if the teacher makes the activities in classes fun as for example at the end of the reading answer the questions that are in the back of the book or complete sentences that come out in the reading or imitate the sounds of animals or characters and then have the students do the same, in this way the reading will be interesting in the classroom.

2.2.5 Strategies for Teaching Reading Skills

Reading Skills are an important source not only for the students but also for teachers. There are many strategies that will help the student in the reading process so they can read either a book, magazine or newspapers. Anyway, these strategies will be a control of reading comprehension.

Students who are good at monitoring their comprehension know when they understand what they read and when they do not. This, is monitoring comprehension (Reading Rockets , 2018). This means that some students do not need to be monitored because they understand what they are reading. On the other hand, there are students who need to be constantly monitored by the teacher in the classroom. Normally these students have to know how to identify and understand what they are reading, this helps them to have confidence in themselves through reading.

Reading is always in the order of the day, that means never stop reading, for example emails, text messages and magazine catalogs. This daily reading also happens in the classroom, the difference is that the students have specific books given by the teachers along with strategies so they have a better reading.

As avid lovers of literature, teachers often find themselves wanting to impart every bit of knowledge about a well-loved text to their students. However, teaching reading skills in English classes and across the disciplines is an almost guaranteed way to help students retain content. Unfortunately, the tendency to focus on the content is a real enemy to the ultimate goal of building reading skills (Edutopia, 2018). Teachers are trained to teach and contribute their knowledge and strategies to their students in the classroom. These strategies would be in this

case of students that starting a reading should underline what is most important, enclose the words that which meaning do not understand, make a summary to make it easier to number and order the outline of the text. In the end, all these strategies will be very helpful throughout the teaching and will remain as an extra information for future readings either in books or web sites.

2.2.6 Creative Thinking and its Influence in Reading Skills

Creative Thinking is the ability to give ideas for all kinds of projects or to implement new ideas. This means that ideas will flow and can be told through reading.

While the student reads he is building images, thoughts, and opinions in his head. He is using critical thinking and logic to process this information, to understand the concepts and ideas being passed to him by the author. And again, the more he trains his brain to concentrate, the easier it becomes. Reading leads to better concentration and better concentration leads to clear thinking (Creative Market, 2018).

The students who have more images are clearer in mind and thoughts. This is a perfect combination for any reading activity that a teacher has prepared. Thus, all the students work together and create stories. Here is where the reading skills will be applied.

Studies have shown while learning activities, new opportunities are created for kids so they generate creative ideas, analyze their effectiveness and communicate them accurately. They outperform learners who were taught using traditional, mostly analytic approaches. As teachers are in charge of the education, they are responsible for the students' needs of reading, writing, communicating, thinking mathematically, using of technology, and understanding of history, geography and scientific ideas. The modern world also needs people who can think creatively to generate solutions to big problems (Home Literacy Blueprint, 2018). The creativity that each person or student has is a great influence for this society that grows more and more innovative things every day.

However, over the years many companies around the world need people who are creative and why not the students themselves. That is where reading skills are necessary. As mentioned in the article all this goes hand with what has been learned in classes, the activities carried out to make creative thinking an innovative solution.

2.3 Legal Framework

The scientific basis of this project, contributes forcefully to the full capacity development and is designed to maximize the cognitive abilities of those who apply them. This research project is totally covered by the corresponding legal framework, and its function is to serve as a contribution to the academic development of the students who are the object of the research and of those who may in future use it.

Asegurar que todas las entidades educativas desarrollen una educación integral, coeducativa, con una visión transversal y enfoque de derechos. (Ley Orgánica de Educación Intercultural, 2011)

According to the description above, institutions must provide an effectiveness of its teaching methods. The Waldorf Approach in Creative Thinking Abilities provides all the support to implement new strategies to encourage Reading Skills in young learners. Consequently, students must be enhanced to read new and different kinds of texts. Finally, this approach allows students to transfer the knowledge acquired during the reading process in daily activities as is required in the LOEI.

Garantizar que los planes y programas de educación inicial, básica y el bachillerato, expresados en el currículo, fomenten el desarrollo de competencias y capacidades para crear conocimientos y fomentar la incorporación de los ciudadanos al mundo del trabajo. (Ley Orgánica de Educación Intercultural, 2011)

As it is mentioned above, the educational programs must guarantee the competencies including in the curriculum throughout experiences that enrich the learning process. The proposal of this study is to motivate students to read throughout didactic activities which develop their reading skills. As a result, students can apply their knowledge in real life solving problem with creativity.

The main role of the sub-level EGB Elemental is to set the foundation for forming competent, autonomous, and critical readers, speakers, and writers. (Ministerio de Educación, 2016)

According to the Foreign Language Curriculum, students will be able to develop skills in order to communicate ideas, learn to learn and enrich their knowledge. Throughout reading, students acquire different knowledge about grammar, spelling, and pronunciation. Additionally, they could be involved with the culture of different cultures around the world.

2.4 Conceptual Framework

2.4.1 Reading

(Goodman, 1988), discusses it as a receptive language process which is a psycholinguistic process in which it starts with a linguistic surface representation encoded by a writer and ends with a meaning that a reader constructs.

2.4.2 Waldorf Approach

According to (Waldorf Education, 2015), Waldorf Education is based on the insights, teachings and principles of education outlined by the world renowned artist, and scientist, Rudolf Steiner.

2.4.3 Creative Thinking Abilities

(Hangrove, 2013) States, Creative thinking, as a component of thinking skills, can be defined as a cognitive process of solving problems, generating useful ideas and producing plans that were not present before.

2.4.4 Reading Skills

The main purpose of reading skills refer to how a text is written, regarding letters, punctuation marks and spaces. Reading skills also help the student learn the meanings of each word. Within these skills teachers give reading methods that are important for good reading and comprehension.

2.4.5 Anthroposophy

It is a spiritual philosophy where human beings reflect their deepest spirituality and are related to the world and in complete freedom based on decisions that are made individually. The anthroposophy is the spiritual science, this art and religion that combine to form a connection between life and soul.

2.4.6 Comprehension

It is the ability of each human being to comprehend the understanding that the brain receives. This organ handles the information received, for example the reading comprehension with the understanding of the text and the meaning for each word read in the paragraphs and how words combine a text.

2.4.7 Skimming

In this technique only the most important or main ideas will be read in a paragraph to obtain a better general vision of reading.

2.4.8 Scanning

It is a reading technique where the paragraph is read quickly to find the information or when there are several questions related to the paragraph and it is quickly read to find the answer.

2.4.9 Communication

The communication is an exchange of information that the sender transmits to the receiver through a channel and in the end a response occurs. The communication is based on different codes that can be spoken message, written, or by signal, also at the time of reading we receive information and then communicate it.

2.4.10 Waldorf Method

According to Waldorf external appearance, it is not a requirement to teach, which wants all its teachers to instill students the comprehension and appreciation of their origin and birth place, so they have a place in the world where they are free to express themselves.

3. RESEARCH METHODOLOGY

3.1 Type of Research Description

According to (Kothari, 2004), quantitative research is based on the measurement of quantity or amount. Additionally, qualitative research is referred to as interpretive research by (Erickson, 1986).

In this project the used of quantitative and qualitative research was required.   (Pathak, 2008) emphasizes the importance of data collection during the research process in order to collect evidence of this study and to confirm or states new hypothesis. For this reason, the importance to gather data from questionnaires, surveys and pre and posttests were taken in order to quantify the relationship between the independent variable and the dependent variable throughout statistics and graphics which demonstrate the application of the appropriate methodology and strategy to improve the reading skills. (Marguerite G. Lodico, Dean T. Spaulding, Katherine H. Voegtle, 2010) defines qualitative research as a collection of data using primarily narrative or verbal methods such as observation, interviews and documents analysis. In concordance with the description above, researchers consider indispensable to develop observations during the process of the class using observation sheets. In this way, it is possible to identify the struggles at the moment to develop reading skills. Also, it is accordingly provided with the accurate feedback and the application of the correct methods about the researcher´s point of view.

The investigation of the study about the Development of Reading Skills Throughout the Waldorf Approach in Creative Thinking Abilities in Fourth Graders From Liceo Panamericano School integrates a ranges of methods, strategies and techniques.

3.2 Methods, Techniques and Research Instruments

This research project is focused on the problematic of students from Fourth Grade at the moment to develop reading skills. For this reason, the selection of the measurement and scaling of the variables is crucial. Measurement is defined as the assignment of numbers to characteristics of objects, persons, states, or events according to rules (Hawkins, 1987). Based on the definition and the variables stablished, the appropriate measurement is selected.

3.2.1 Survey

(Marguerite G. Lodico, Dean T. Spaulding, Katherine H. Voegtle, 2010) refer to survey as gathering opinions, beliefs, or perceptions about a current issue from a large of group of people. Surveys are helpful tools to collect information to be tabulated from a diverse group of people. In addition, (Simon, 2017) states that the purpose of a descriptive survey is to obtain an accurate picture of the universe, random sampling is particularly important. For this reason, there is the importance to select the target people randomly in order to obtained the most precise point of view of the problem states in the research. Consequently, (Martella, R, Nelson, J., Morgan, R, & Marchand-Martella N, 2013) stablish the objectives of managing people to respond to a group of questions based on their believes and thoughts. "There are three main purposes for conduction survey research: (1) to describe something about a population, (2) to explain some phenomenon of interest, and (3) to explore a phenomenon not previously studied." On concordance with the facts of this research, this study requires the appreciation and emotions about the students at the moment to develop reading skills throughout the traditional method and the Waldorf Approach in Creative Thinking Skills.

3.2.2 Pre-Post Test

According to the nature of the research, the use of Pre-post test was an essential tool to gather data at the moment to assess the progress of the study. According to (Donald Ary, Lucy Cheser Jacobs, Christine K. , 2018), the pre-test and post test are the same or equivalent forms of the test but administered at different times. (Gregory J. Privitera, Lynn Ahlgrim-Delzell, 2018) agree with (Donald Ary, Lucy Cheser Jacobs, Christine K. , 2018) in Pre and Post Test, in which mention, they measure the same dependent variable in one group of participants before and after a treatment. The scores are measured before and again following a procedure, then the comparison of the data of the pretest and posttest is useful for the application of the new methodology. The advantage of these tools is that they provide a comparison of scores after a treatment to scores on the same measure in the same participants prior to the treatment.

3.2.3 Interviews

For this research study there were applied three interviews to different experts in this area. The first interview was planned for Ana Reinoso, head of the English department for Primary section at Liceo Panamericano School. The second interview was prepared for the head of the English department for Secundary section. Finally, the third interview was accomplished by the International Baccalaureate coordinator.

The first interview contains 8 questions in order to identify how much the heads of the English areas know about Waldorf Methodology and other methodology related to the Mision and Vision of the institution.

Question 1 was related to the constructivism methodology that Liceo Panamericano offers to the students, "How are teachers applying constructivist methodology in class?" The main purpose for asking this question is to know about the involvement of the English coordinator into the institution policies and how this methodology is applied in daily activities. Question 2 was about the reading habits in students, "How important are the reading habits in the academic development?" The objective of this item was to know the importance of reading in the institution based on the Journeys Book, which is the book used during class and it is based mainly in reading texts. Question 3 was mainly focused on the teacher's creativity at the moment to teach, "What types of creative strategies apply teachers at the moment to teach a specific topic?" The purpose of this question is to diagnose how innovative the teachers were in class at the moment to satisfy the children' necessities to learn topics in a fun way. Also considering that students are the center of the leaning process.

Question 4 was particularly focused on the student way to learn, "Do you consider important prioritize games, projects, and role plays at the moment to teach reading?" The intention of this questions was to determine if these activities were considered useful and reliable in the institution and if they had a relationship between the policies of the school and the praxis.

Question 5 was intended to know the importance of reading to learn a second language, "Do you consider meaningful to encourage students to read in order to develop language skills?" The purpose of this question was to determine how relevant reading is in the learning process and acquisition of the second language. Question number 6 was the interest in children reading topics, "What are the most interesting topics for children at the moment to read?" the purpose of this question was to categorize all kind of topics that would be enjoyable for kids to

consequently teach grammar structures, phonics, and general topics throughout the stories. This question was about the permission for teachers to have noisy classrooms, "How tolerant is the institution with noisy groups during the learning process?" The objective of this question was to recognize the capacity of the institution to understand one of the characteristics of an active learning process and an interactive class in which students are the main characters.

Question 7 was about the teacher's role during the class, "What should be the role of the teachers inside the classroom?" The aim of this question was to clarify the importance of the teacher's role in a learning process throughout a constructivist methodology. The last question was focused on the methodology, "What should be the best methodology to teach reading in order to teach a second language?" This question was indented to identify what kind of methodologies the institution applies in order to motivate students to learn different topics.

Ana Reinoso, English coordinator of Liceo Panamericano, emphasizes the usefulness of games and songs in the English learning process in Fourth Grade students. According to her, these resources agree with constructivism. She explains that games and songs are effective because they are related children's particular interest. Additionally, she mentions that an unconscious process occurs: when playing a game, children read in English without noticing it. She recommends using slow pieces and well pronounced songs because they contribute to the learning process in a better way than other choices. Finally, she states that the institution allows the use of these enjoyable activities, but with a correct classroom management.

Silvia Paredes, English coordinator at Liceo Panamericano high school, confirms the criteria stated in the literature review. She says that children must be exposed to language throughout activities based on reading texts. Role plays in which students can live the story actively and practice pronunciation. Additional she mentioned that the use of TIC motivates them to practice reading comprehension and draw conclusions. Likewise, she agrees on the use of games in the classroom. She says that games are an essential activity to include in the lesson plans and it has been proved that it helps to classes' development. She also refers to the kind of games that can be applied to Fourth Grade learners, where they should assess performance and achievement of the activities like making interviews, role play, and guessing games. In addition, she reassures that playing songs is an effective technique to teach English since it helps those shy kids to be part of the group. She also states that the criteria of selection songs must be based on students' interests and teachers should be aware of the trendy about music and famous

singers that can be familiar to students, always taking into account the register and the words stated in the song's lyrics in order to avoid bad language.

Ericka Arguello, PYP Coordinator at Liceo Panamericano, confirms the criteria that using games with children increases the students' motivation to learn the language as long as the teacher gives the correct feedback to their performance. She also refers to the benefits of using games to increase the proficiency of the four language skills and the kind of games preferable to pre-operational students which involves moving. The interviewee mentions as examples: running dictation, sentence jumble, and role play games.

To summarize, the use of games and innovative activities are relevant techniques that can be incorporated in a class where students can increase their motivation, feeling of competence and even the knowledge as vocabulary, structures and communicative competence.

3.3 Research Population and Sample

This research was aimed to Fourth Grade students at Liceo Panamericano located in Samborondon, in the province of Guayas. The research population was 20 students divided into two groups: Fourth Grade B and Fourth Grade C.

3.4 Processing, Presentation and Analysis of Results

DATA ANALYSIS METHODS

ANALYSIS OF RESULTS SURVEY TO THE STUDENTS

Sample: 20 students   **Course:** Fourth Grade

CHART OF FREQUENCY

Table 2

Question 1: *Do you like to read?*

	ALTERNATIVES	FREQUENCY	PERCENTAGE
1-	**Totally Disagree**	2	10%
2-	**Disagree**	1	5%
3-	**Indifferent**	4	20%
4-	**Agree**	5	25%
5-	**Totally Agree**	8	40%
Total		20	100%

Source: Fourth Graders from Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018)
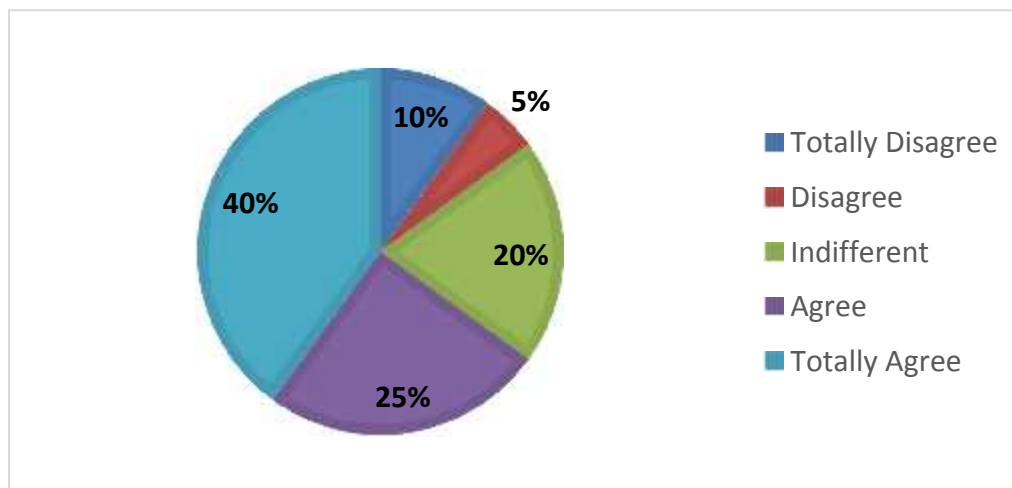
Graphic 1 Do you like to read?

Source: Fourth Graders from Liceo Panamericano School

Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018)

ANALYSIS: Even though the majority expressed to like to read in the classroom, students show that they need to learn more and other techniques which are lacking or not being done accordingly.

Sample: 20 students   **Course:** Fourth Grade

CHART OF FREQUENCY

Table 3

Question 2: *Do you like to read in class?*

ALTERNATIVES	FREQUENCY	PERCENTAGE
1- **Totally Disagree**	2	10%
2- **Disagree**	1	5%
3- **Indiferent**	4	20%
4- **Agree**	4	20%
5- **Totally Agree**	9	45%
Total	20	100%

Source: Fourth Graders from Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018)
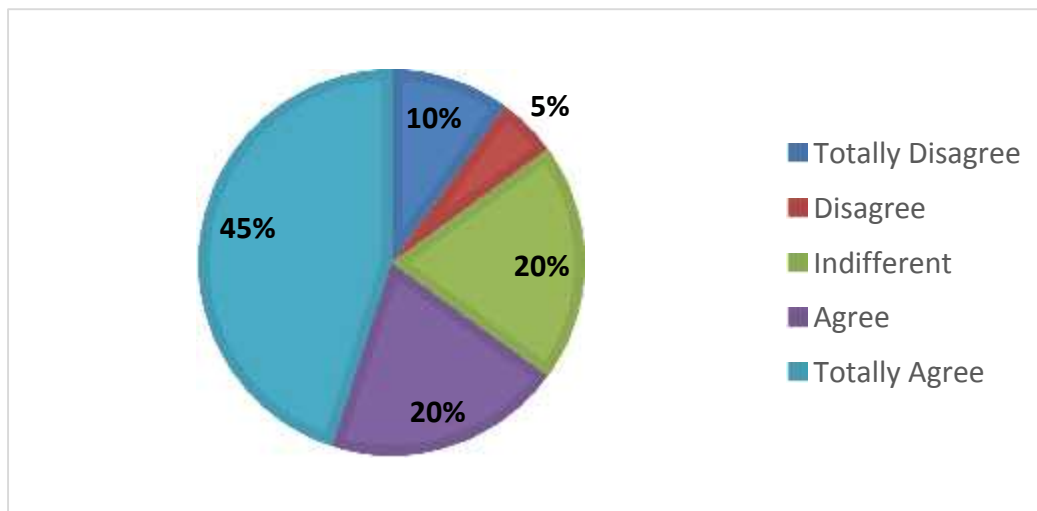
Graphic 2 Do you like to read in class?
Source: Fourth Graders from Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018)

ANALYSIS: Everyone agrees that reading is preferable in the class. However, this concept is appreciated because improvement in learning the language's oral proficiency is expected.

Sample: 20 students   **Course:** Fourth Grade

CHART OF FREQUENCY

Table 4

Question 3: *Do you prefer reading with audiobooks?*

	ALTERNATIVES	FREQUENCY	PERCENTAGE
1.	Totally Disagree	1	5%
2.	Disagree	1	5%
3.	Indifferent	5	25%
4.	Agree	8	40%
5.	Totally Agree	5	25%
	Total	20	100%

Source: Fourth Graders from Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018)
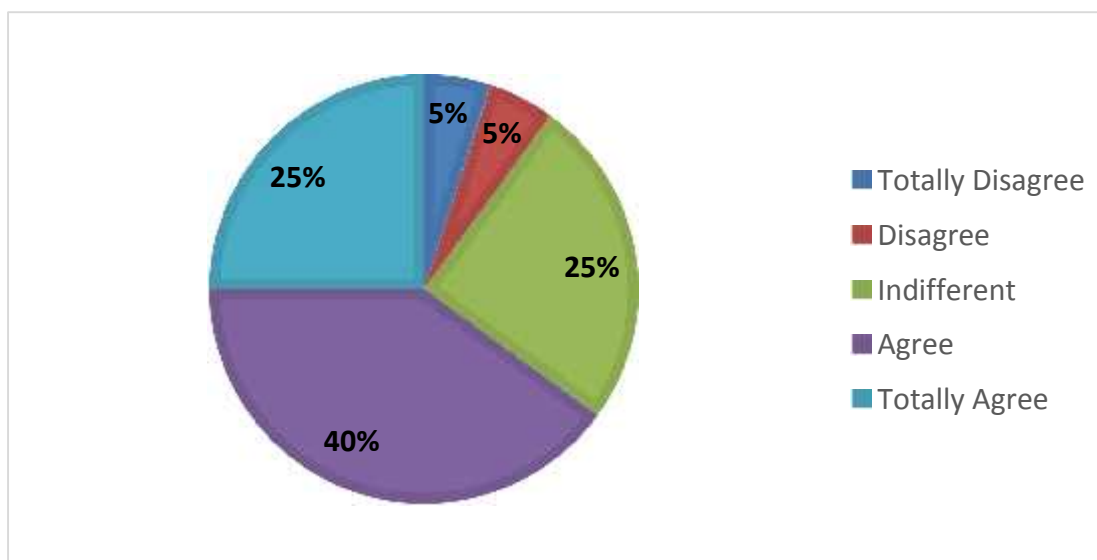
Graphic 3 Do you prefer reading with audiobooks?
Source: Fourth Graders from Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018)

ANALYSIS: Most of students are aware that they are in a vast need to improve their reading comprehension and also their listening skills throughout the use of all the resources that possible that can provide with the most updated information and methods in the field.

CHART OF FREQUENCY

Table 5

Question 4: *Do you prefer to read at home?*

ALTERNATIVES		FREQUENCY	PERCENTAGE
1.	**Totally Disagree**	3	15%
2.	**Disagree**	4	20%
3.	**Indifferent**	3	15%
4.	**Agree**	2	10%
5.	**Totally Agree**	8	40%
Total		20	100%

Source: Fourth Graders from Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018)
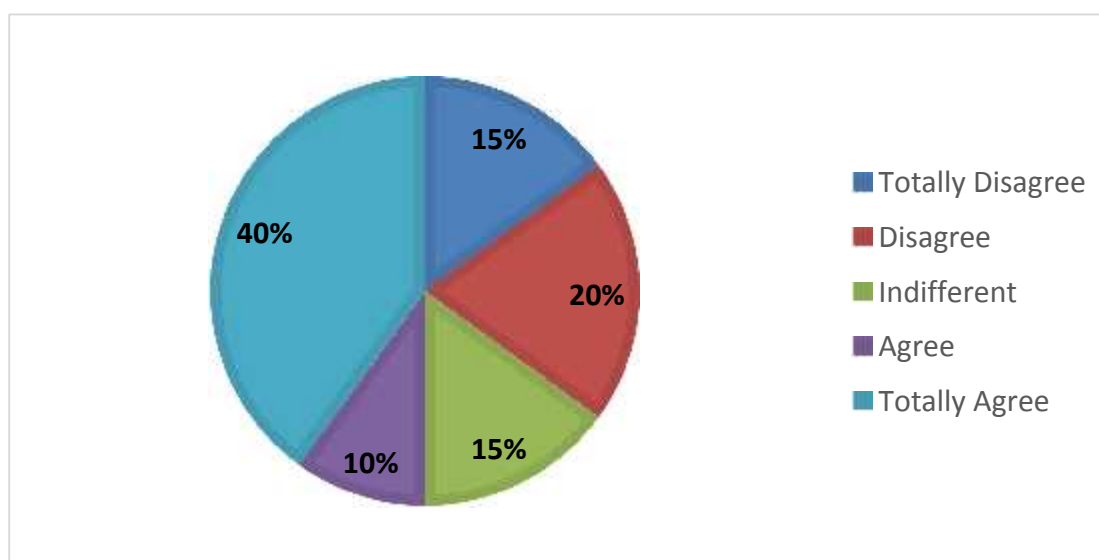
Graphic 4 Do you prefer to read at home?
Source: Fourth Graders from Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018)

ANALYSIS: School is not the only place where reading can take place. Reading at home can be as quite productive as doing it in the classroom. Nevertheless, students also acknowledge that such improvement in reading can only be done with practice and utter understanding when inferring the passage and by putting into practice new, updated schemes and other sources for them to improve.

Sample: 20 students   **Course:** Fourth Grade

CHART OF FREQUENCY

Table 6

Question 5: *Do you prefer to read for fun?*

ALTERNATIVES		FREQUENCY	PERCENTAGE
1.	**Totally Disagree**	1	5%
2.	**Disagree**	1	5%
3.	**Indifferent**	4	20%
4.	**Agree**	9	45%
5.	**Totally Agree**	5	25%
	Total	20	100%

Source: Fourth Graders from Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018)
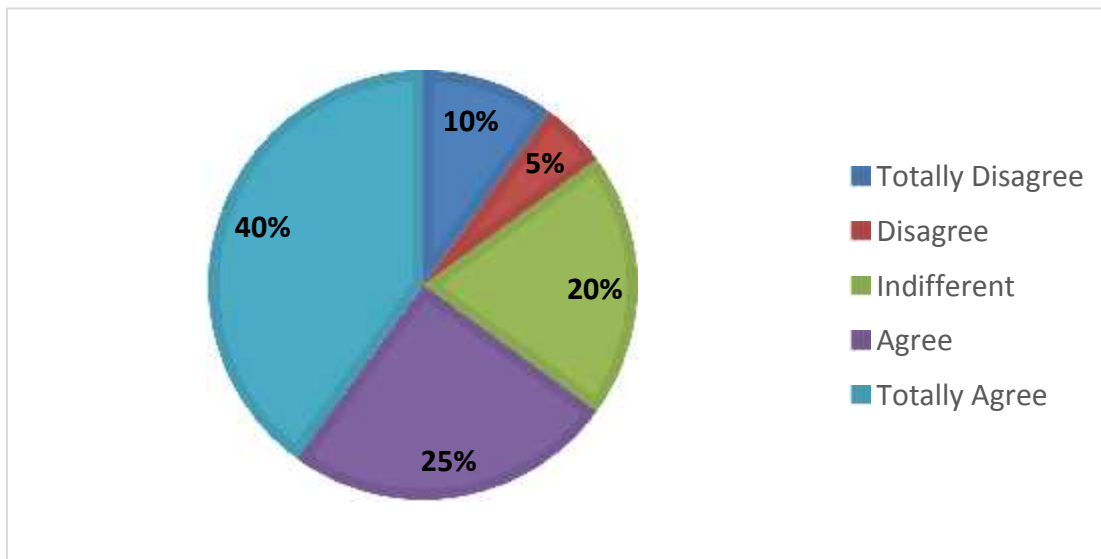
Graphic 5 Do you prefer to read for fun?
Source: Fourth Graders from Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018)

ANALYSIS: A lot of consideration is taking place when it comes to reading for fun and getting educated at the same time. It is the most practical way of learning and have a proficient improvement with activities and overall studying in order to learn a language these days.

ANALYSIS OF RESULTS SURVEY TO THE TEACHERS

Sample: 20 teachers   **Course:** 4th Year EGB

CHART OF FREQUENCY

Table 7

Question 6: *Do you consider important to teach reading strategies?*

ALTERNATIVES		FREQUENCY	PERCENTAGE
1.	**Totally Disagree**	1	5%
2.	**Disagree**	1	5%
3.	**Indifferent**	3	15%
4.	**Agree**	5	25%
5.	**Totally Agree**	10	50%
Total		20	100%

Source: Fourth Graders from Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018)
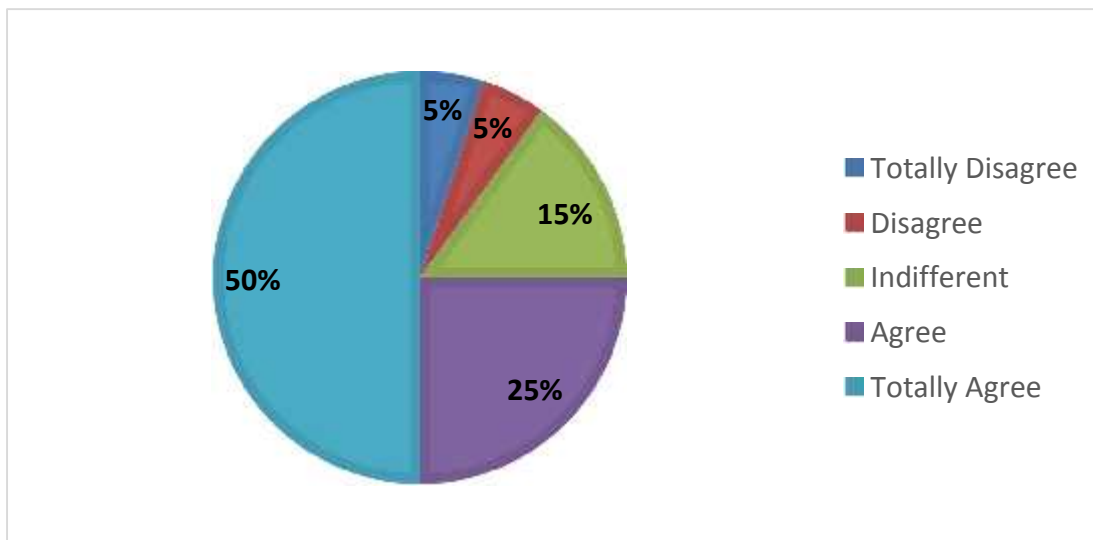
Graphic 6: Do you consider important to teach reading strategies?

Source: Fourth Graders from Liceo Panamericano School

Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018)

Analysis: In the graph, 75% of the teachers agree that is important to teach reading strategies because they are necessary for students to read. In the other graphs we can see that not everyone agrees.

CHART OF FREQUENCY

Table 8

Question 7: *Do you consider meaningful to develop reading activities throughout games?*

	ALTERNATIVES	FREQUENCY	PERCENTAGE
6.	**Totally Disagree**	1	5%
7.	**Disagree**	1	5%
8.	**Indifferent**	2	10%
9.	**Agree**	7	35%
10.	**Totally Agree**	9	45%
Total		20	100%

Source: Fourth Graders from Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018)
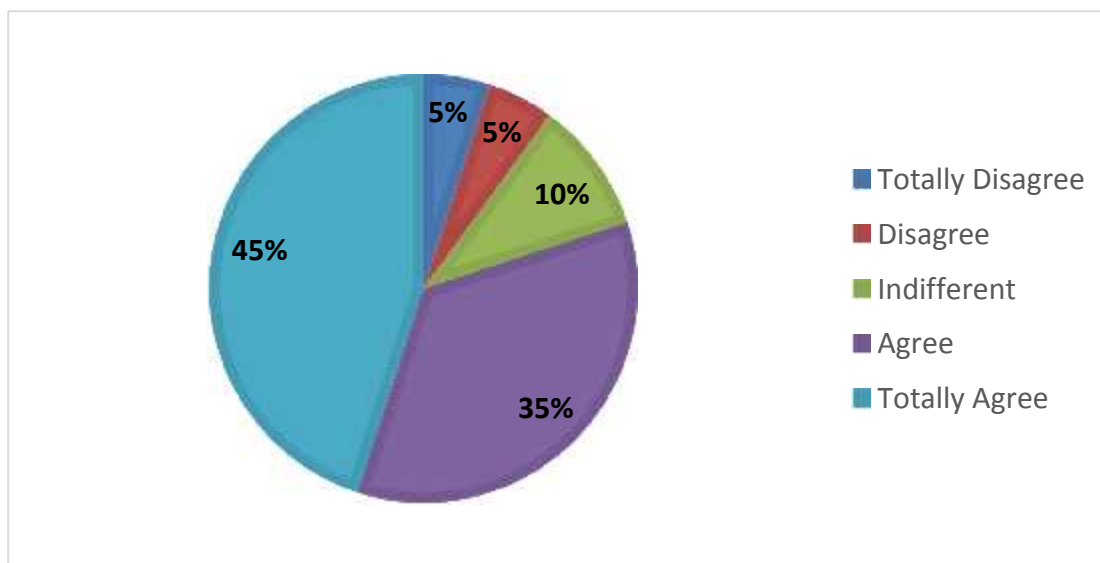
Graphic 7 Do you consider meaningful to develop reading activities throughout games?

Source: Fourth Graders from Liceo Panamericano School

Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018)

Analysis According to the survey, teachers consider the best strategy to teach reading the use of games. 80% of the teachers surveyed agreed with the concept to teach reading throughout games.

Sample: 20 teachers   **Course:** 4th Year EGB

<div align="center">

CHART OF FREQUENCY

</div>

Table 9

Question 8: *Do you consider you are methodologically prepared in order to teach reading skills?*

	ALTERNATIVES	FREQUENCY	PERCENTAGE
11.	**Totally Disagree**	2	10%
12.	**Disagree**	8	40%
13.	**Indifferent**	1	5%
14.	**Agree**	5	25%
15.	**Totally Agree**	4	20%
Total		20	100%

Source: Fourth Graders from Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018)
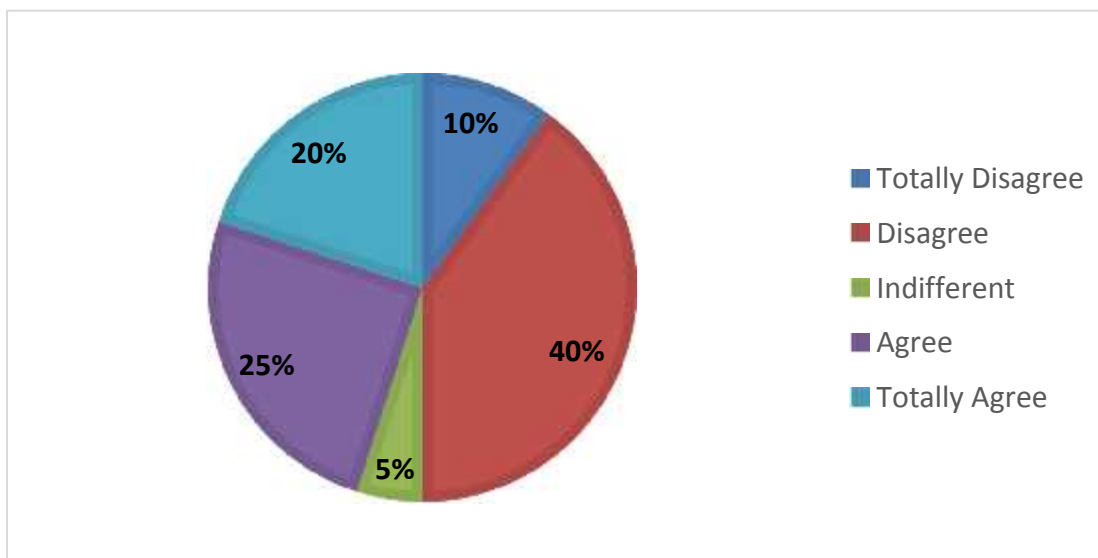
Graphic 8 Do you consider you are methodologically prepared in order to teach reading skills?

Source: Fourth Graders from Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018)

Analysis: According to the survey, teachers consider they are not well prepared to teach reading skills. They express that they teach reading in a way that they concern appropriate. Most of the time they improvise rather than applied specific strategies for their needs.

CHART OF FREQUENCY

Table 10

Question 9: *Do you have knowledge about the Waldorf Method in Education?*

ALTERNATIVES		FREQUENCY	PERCENTAGE
16.	**Totally Disagree**	2	10%
17.	**Disagree**	4	20%
18.	**Indifferent**	4	20%
19.	**Agree**	5	25%
20.	**Totally Agree**	5	25%
Total		20	100%

Source: Fourth Graders from Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018)
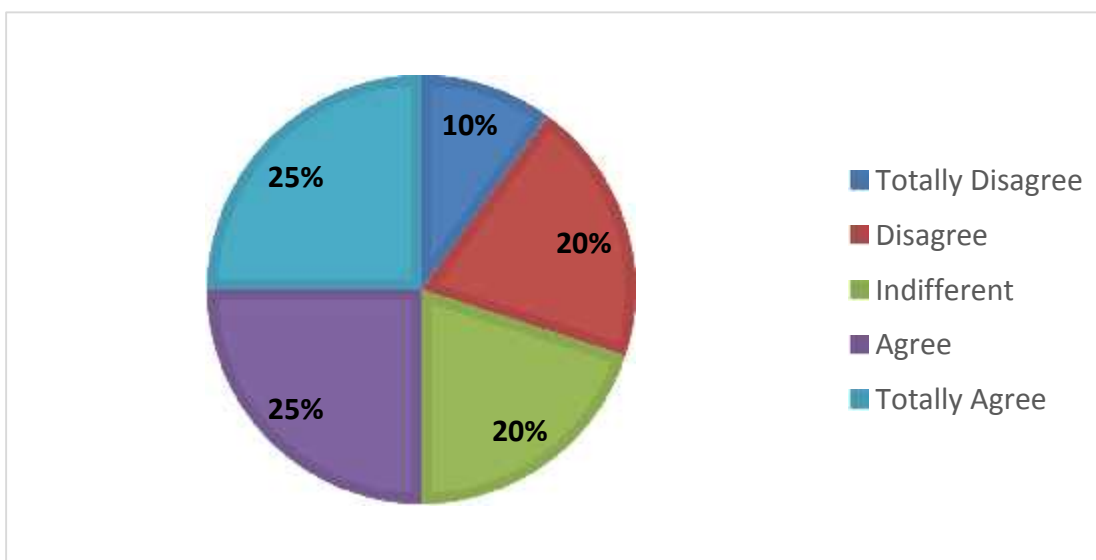
Graphic 9 Do you have knowledge about the Waldorf Method in Education?

Source: Fourth Graders from Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018)

Analysis: The graphic shows the lack of knowledge of teachers regarding this methodology. 50% of the teachers explained in a general way the methodology as a constructivist way to teach. In the other hand, 30% of the teachers disagree and 20% are indifferent because some of them do not know about it. It can be concluded that teachers were not prepared to teach applying this methodology properly.

Sample: 20 teachers   **Course:** 4th Year EGB

CHART OF FREQUENCY

Table 11

Question 10: *Do you have experience teaching reading as a subject with elementary school kids?*

	ALTERNATIVES	FREQUENCY	PERCENTAGE
21.	**Totally Disagree**	2	10%
22.	**Disagree**	2	10%
23.	**Indifferent**	0	0%
24.	**Agree**	8	40%
25.	**Totally Agree**	8	40%
Total		20	100%

Source: Fourth Graders from Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018)
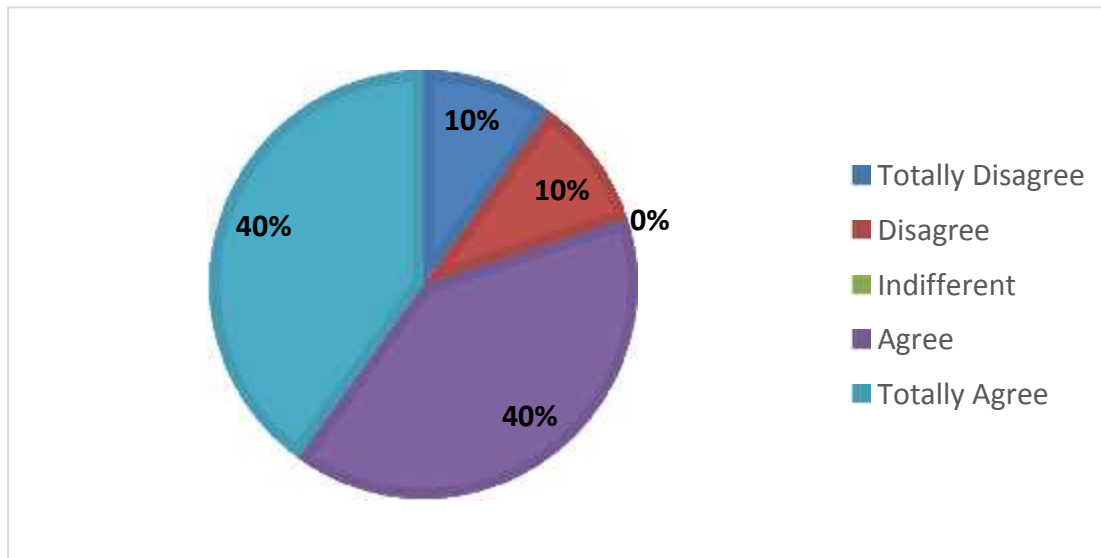
Graphic 10 Do you have experience teaching reading as a subject with elementary school kids?

Source: Fourth Graders from Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018-2019)

Analysis: 80% of the teachers agree that if they have experience teaching children but there is a 20% of the teachers who said they do not have experience in teaching.

Sample: 20 teachers   **Course:** 4th Year EGB

CHART OF FREQUENCY

Table 12

Question 11: *Do you consider useful text books used in class?*

ALTERNATIVES		FREQUENCY	PERCENTAGE
26.	**Totally Disagree**	1	5%
27.	**Disagree**	2	10%
28.	**Indifferent**	2	10%
29.	**Agree**	5	25%
30.	**Totally Agree**	10	50%
Total		20	100%

Source: Fourth Graders from Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018)
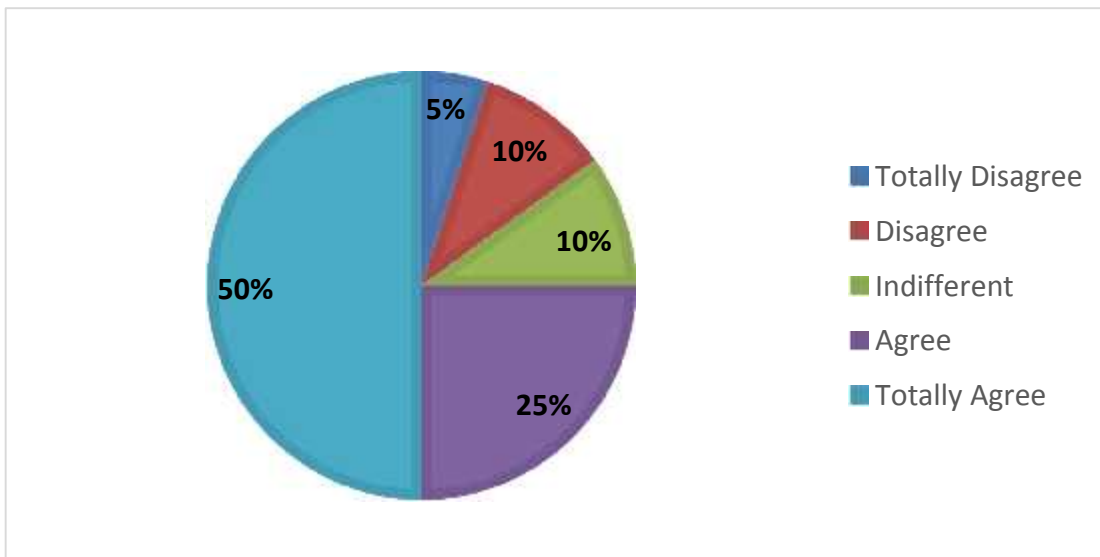
Graphic 11 Do you consider useful text books used in class?

Source: Fourth Graders from Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018)

Analysis: 75% of the teachers agree to use books for teaching reading within the classroom. The other 25% disagrees with the use of the text. They think that it is not necessary to teach with texts.

CHART OF FREQUENCY

Table 13

Question 12: *Do you consider relevant to learn about other subject throughout reading?*

ALTERNATIVES		FREQUENCY	PERCENTAGE
31.	**Totally Disagree**	1	5%
32.	**Disagree**	4	20%
33.	**Indifferent**	4	20%
34.	**Agree**	6	30%
35.	**Totally Agree**	5	25%
Total		20	100%

Source: Fourth Graders from Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018)
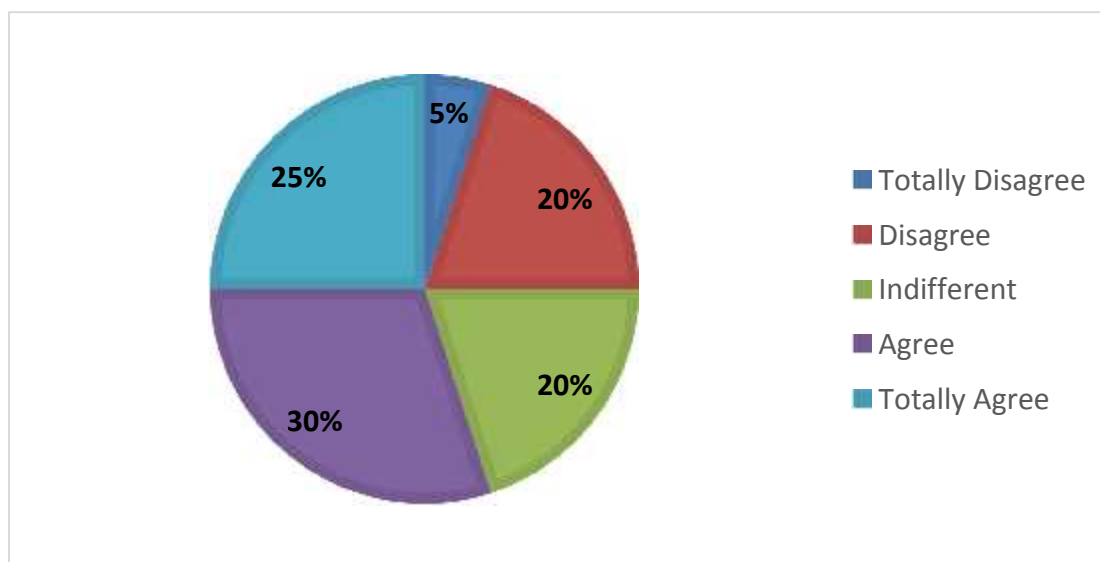
Graphic 12 Do you consider relevant to learn about other subject throughout reading?

Source: Fourth Graders from Liceo Panamericano School

Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018)

Analysis: 55% of the teachers agree that learning about another topic throughout reading also helps students to learn more vocabulary and want to continue reading more.

Sample: 20 teachers   **Course:** 4th Year EGB

Table 14

Question 13: *Do you consider meaningful to develop creative thinking skills throughout reading text?*

	ALTERNATIVES	FREQUENCY	PERCENTAGE
36.	**Totally Disagree**	1	5%
37.	**Disagree**	2	10%
38.	**Indifferent**	2	10%
39.	**Agree**	5	25%
40.	**Totally Agree**	10	50%
Total		20	100%

Source: Fourth Graders from Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018)
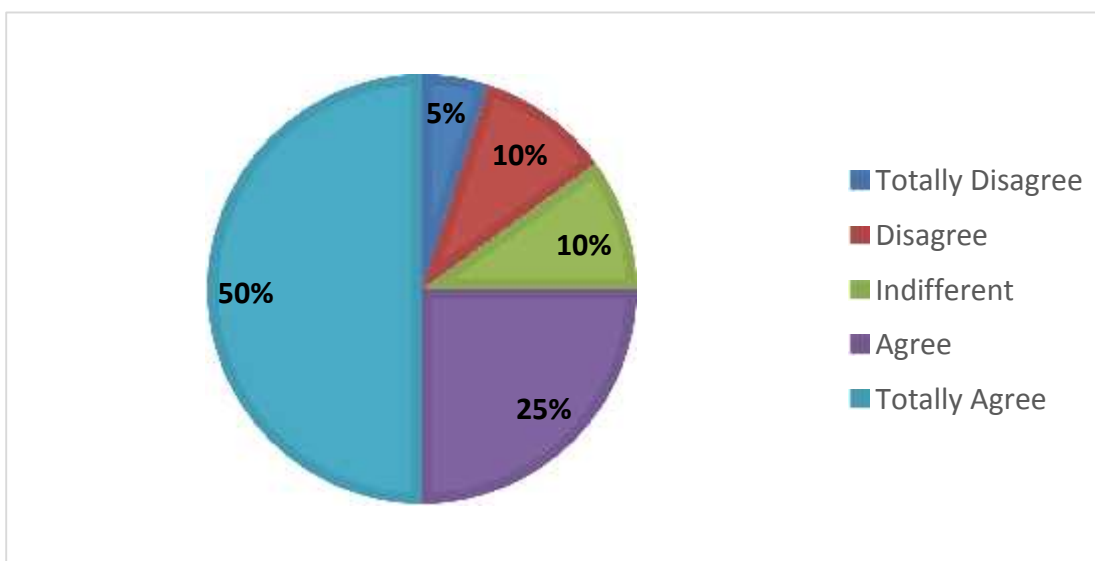
Graphic 13 Do you consider meaningful to develop creative thinking skills throughout reading text?

Source: Fourth Graders from Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018)

Analysis: 75% of the teachers agree that creative thinking is a good element for reading and in this way helps students improve their reading skills better than thinking. On the other hand, the other some teachers do not agree.

<div align="center">**CHART OF FREQUENCY**</div>

Table 15

Question 14: *Do you consider your reading class interesting that conveys his or her enthusiasm for the subject?*

	ALTERNATIVES	FREQUENCY	PERCENTAGE
41.	**Totally Disagree**	1	5%
42.	**Disagree**	2	10%
43.	**Indifferent**	4	20%
44.	**Agree**	3	15%
45.	**Totally Agree**	10	50%
Total		20	100%

Source: Fourth Graders from Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018)
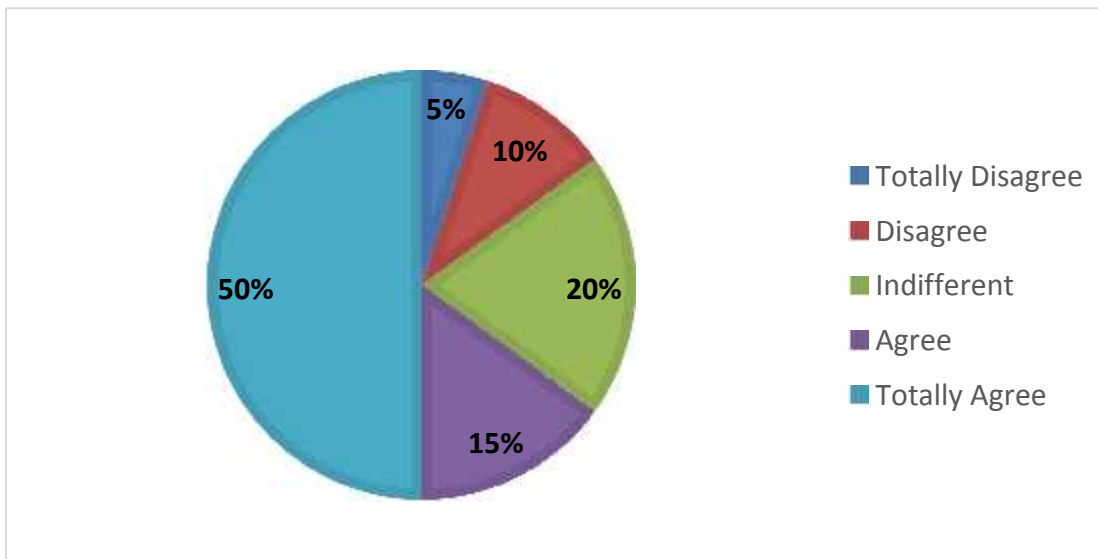
Graphic 14 Do you consider your reading class interesting that conveys his or her enthusiasm for the subject?

Source: Fourth Graders from Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018)

Analysis: 65% of the teachers agree and consider that they put all the enthusiasm when doing-reading activities either inside or outside the classroom for students is a source of inspiration and concentration.

CHART OF FREQUENCY

Table 16

Question 15: *Do you consider useful to have a booklet in which you can find creative activities to put in practice in a reading class?*

	ALTERNATIVES	FREQUENCY	PERCENTAGE
46.	**Totally Disagree**	2	10%
47.	**Disagree**	5	25%
48.	**Indifferent**	3	15%
49.	**Agree**	5	25%
50.	**Totally Agree**	5	25%
Total		20	100%

Source: Fourth Graders from Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018)
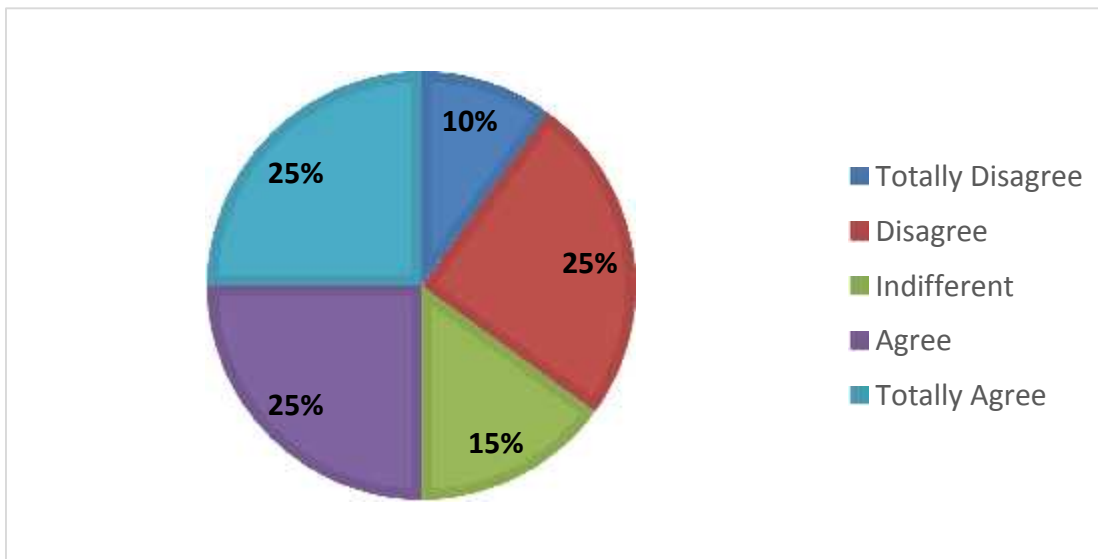
Graphic 15 Do you consider useful to have a booklet in which you can find creative activities to put in practice in a reading class?

Source: Fourth Graders from Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018-2019)

Analysis: 50% of the teachers agree on having or using a booklet where they can find more games or activities that can help the students with reading. Also this booklet has variety, so that students can have fun learning through games.

3.5 Pre- Test Results.

Students' **reading comprehension** was assessed based on the students' **Questioning**, **Inferring** and **Making connections** concepts involved in **Skimming**, **Scanning**, **Intensive**/ **Extensive** reading as well. The **objective** of a pre-test was to save teachers and students the time spent in the classroom when trying to see their weakness or strengths while given new material or subjects. This pre-test could also be used as a post-assessment test and it could be monitored at the beginning and end of the school year when necessary. The characteristics of a pre-test are that the test must be focused, quick, understood, clear and educative.

Table 17

Pre- Test Results

	Questioning	Inferring	Making connections	Total	Scale
S1	8	10	7	25	Exc
S2	9	10	8	27	Exc
S3	10	8	8	26	Exc
S4	9	9	9	27	Exc
S5	3	2	3	8	Poor
S6	3	1	1	5	Poor
S7	10	10	5	25	Exc
S8	6	7	7	20	Good
S9	4	2	1	7	Poor
S10	5	5	2	12	Fair
S11	4	3	2	9	Poor
S12	3	2	1	6	Poor
S13	10	8	8	26	Exc
S14	4	1	1	6	Poor
S15	10	10	10	30	Exc
S16	8	8	6	22	VG
S17	3	2	0	5	Poor
S18	9	9	8	26	Exc
S19	8	10	7	25	Exc
S20	5	8	7	20	VG
Total	131	125	101	357	
%	65.5	62.5	50.5	59.5	

Source: Fourth Graders from Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018)

Results gotten by the students according to each aspect of Reading comprehension strategies

Table 18

Analysis of comprehension strategies

Description	Percentage
Questioning	65.5%
Inferring	62.5%
Making connections	50.5%

Source: Fourth Graders from Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018-2019)
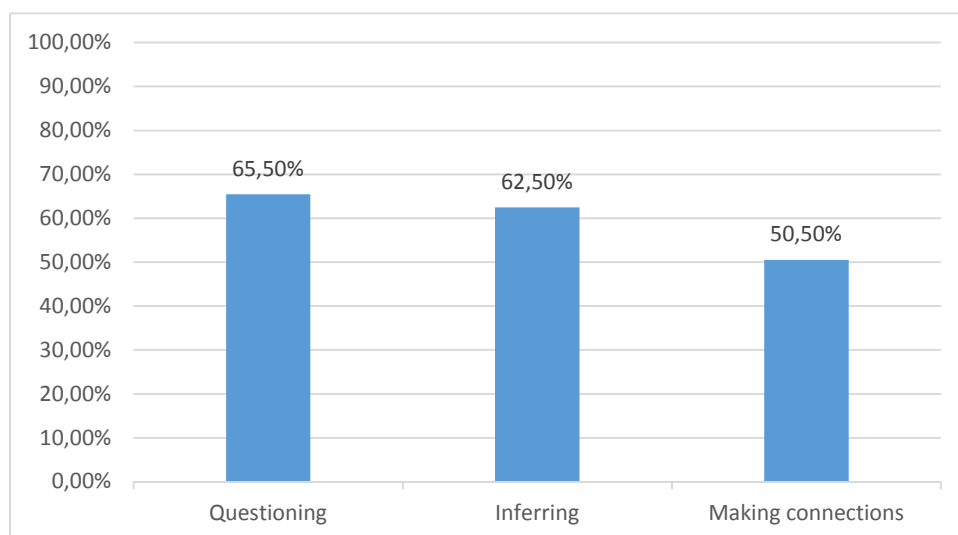
Graphic 16 Analysis of comprehension strategies
Source: Fourth Graders from Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018-2019)

This graph shows that 20 students have reading comprehension at a low range. It was also noted that the students are in the 59.5 percent as a whole in reading comprehension involving the Questioning, Inferring and Making connections dimensions. The reading performance is the compilation that has been measured. The content of the excerpts must include vocabulary knowledge in order to improve such comprehension skills in the class level. Individually, it will take class participation and with the right vocabulary and reading comprehension exercises that are involved in reading comprehension skill development, the objective to improve reading comprehension may be reached.

Questioning

Table 19

Analysis of Questioning

Description	Frequency	Percentage
A-Excellent (9-10)	7	35%
B-Very good (7-8)	3	15%
C-Good (6)	1	5%
D-Fair (5)	2	10%
E-Poor (0-4)	7	35%
TOTAL	20	100%

Source: Fourth Graders from Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018-2019)
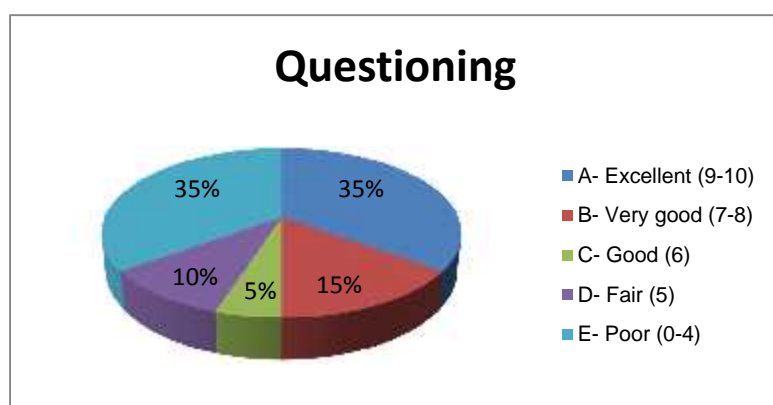
Graphic 17 Analysis of Questioning
Source: Fourth Graders from Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018-2019)

As demonstrated in the graphic above, the students are challenged when it comes to reaching the author's opinion in the Questioning dimension as the test was done. It may be the lack of certain vocabulary words that are used in predetermined fields in the English learning area. The tests served as a diagnose to indicate the proficiency of the students in the reading comprehension field with Questioning proficiency excerpt that are a bit more challenging than the average dialogue text or book to read. The objective for these types of activities are focused on the reading comprehension that the students vastly need.

Inferring

Table 20

Analysis of Inferring

Description	Frequency	Percentage
A-Excellent (9-10)	7	35%
B-Very good (7-8)	5	25%
C-Good (6)	0	0%
D-Fair (5)	1	5%
E-Poor (0-4)	7	35%
TOTAL	20	100%

Source: Fourth Graders from Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018-2019) Tenesela
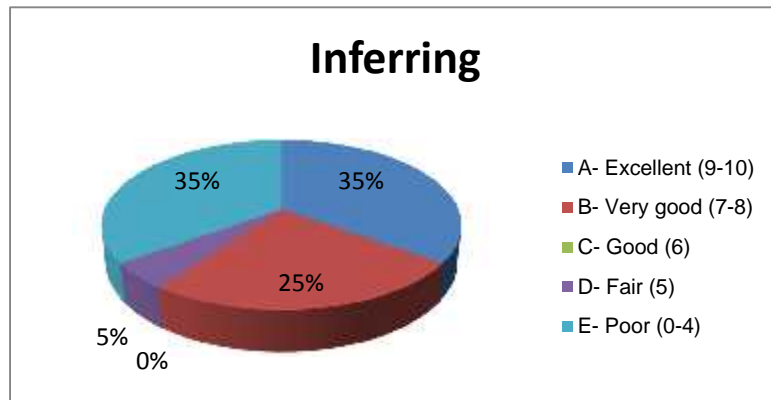
Graphic 18 Analysis of Inferring
Source: Fourth Graders from Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018)

The graph above shows that students have some difficulties responding when they are addressed with a question about inferring the answer based on the reading excerpt. This can be attributed to the lack of vocabulary and the reading comprehension that makes it hard for the student to choose an answer. The students first need to understand what they read so they can answer questions based on what they have read even if it is not with the same words. Sometimes students infer the correct answer but feel insecure whether it is or not right.

The results also show that most of the class is engage in understanding the question but have difficulties to answer it.

Making Connections

Table 21

Analysis of Making connections

Description	Frequency	Percentage
A-Excellent (9-10)	2	10%
B-Very good (7-8)	8	40%
C-Good (6)	1	5%
D-Fair (5)	1	5%
E-Poor (0-4)	8	40%
TOTAL	20	100%

Source: Fourth Graders from Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018)
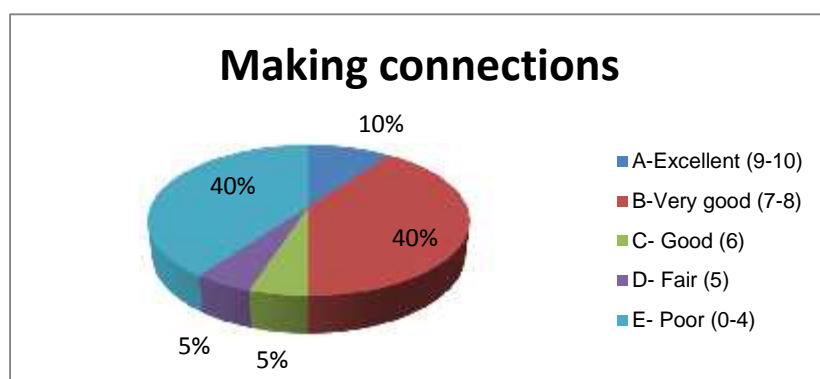
Graphic 19 Analysis of Making connections
Source: Fourth Graders from Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018)

The graph shows that students have difficulties with relating information and apply it in sentences or paragraph. Writing was hard for more than half of the students since they had difficulties in the reading. If their reading was not good, they probably will have struggles in writing. Although they had the example in the reading, students could not follow it because they did not understand it first.

In order to make a connection between the reading and their lives, it is important they have the topic or main idea of the text clear. Thus, they will be able to render a writing on their own. To succeed in this skill, there must be a lot of practice not only in the classroom, but at home and anywhere they have the opportunity to relate a text to a personal experience.

Post Test Results

The post-test which was given to Fourth Grade students after the application of reading comprehension. This post-test consisted of 30 marks that promoted questioning, inferring and making connections answers from students, testing their improvement in such fields of reading comprehension skills. The scoring improved to a 88% total average in the three dimensions mentioned previously.

Table 22

Post Test Results

	Questioning	Inferring	Making connections	Total	Scale
S1	10	10	10	30	Exc
S2	10	9	10	29	Exc
S3	9	9	9	27	Exc
S4	9	10	9	28	Exc
S5	10	10	10	30	Exc
S6	9	10	9	28	Exc
S7	9	8	10	27	Exc
S8	10	8	9	27	Exc
S9	7	8	7	22	VG
S10	9	9	8	26	Exc
S11	8	8	9	25	Exc
S12	9	8	9	26	Exc
S13	10	9	10	29	Exc
S14	10	9	8	27	Exc
S15	6	7	8	21	VG
S16	8	10	10	28	Exc
S17	9	10	7	26	Exc
S18	7	8	7	22	VG
S19	8	8	9	25	Exc
S20	9	9	7	25	Exc
Total	176	177	175	528	
%	88%	88.5%	87.5%	88%	

Source: Fourth Graders from Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018)

Results gotten by the students according to each aspect of Reading Comprehension strategy

Table 23

Analysis of Reading Comprehension strategies

Description	Percentage
Questioning	88%
Inferring	88.5%
Making connections	87.5%

Source: Fourth Graders from Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018)

Graphic 20 Analysis of Reading Comprehension strategies
Source: Fourth Graders from Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018)

This graph shows that the 20 students have improve their reading comprehension proficiency from **59.5**% to **88**%. The exercises that were focused on proficiency and questioning, inferring and making connections have shown better results to students' benefits in reading comprehension. The post-test was made to measure their improvement in such fields of reading comprehension.

Questioning

Table 24

Analysis of Questioning

Description	Frequency	Percentage
A-Excellent (9-10)	14	70%
B-Very good (7-8)	5	25%
C-Good (6)	1	5%
D-Fair (5)	0	0%
E-Poor (0-4)	0	0%
TOTAL	20	100%

Source: Fourth Graders from Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018)
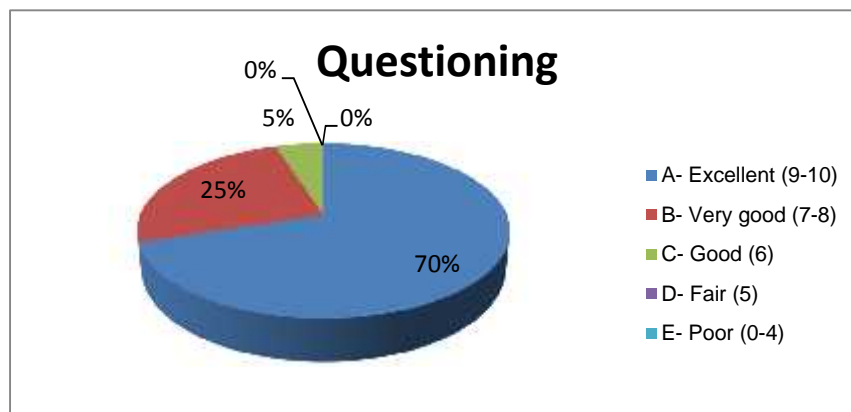
Graphic 21 Analysis of Questioning
Source: Fourth Graders from Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018)

The students have been able to improve in the questioning part of the reading comprehension strategy activity exam that was given to them in a substantial period of time. The exam was directed in three parts as the pre-test was. However, this time their understanding of vocabulary and instructions was better and faster. Thus, their performance was evident.

Inferring

Table 25

Analysis of Inferring

Description	Frequency	Percentage
A-Excellent (9-10)	12	60%
B-Very good (7-8)	8	40%
C-Good (6)	0	0%
D-Fair (5)	0	0%
E-Poor (0-4)	0	0%
TOTAL	20	100%

Source: Fourth Graders from Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018)
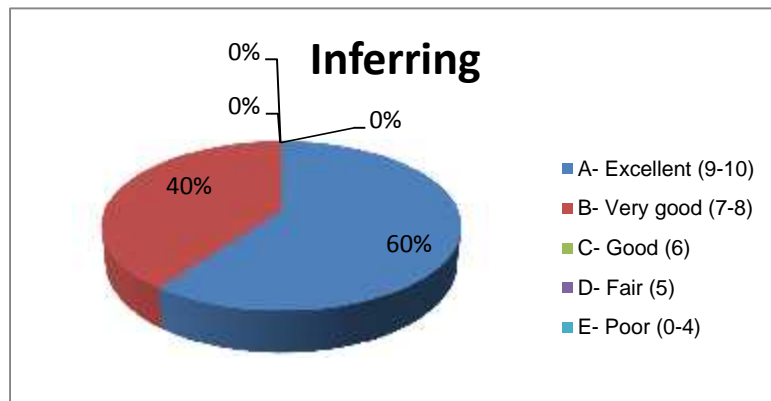
Graphic 22 Analysis of Inferring
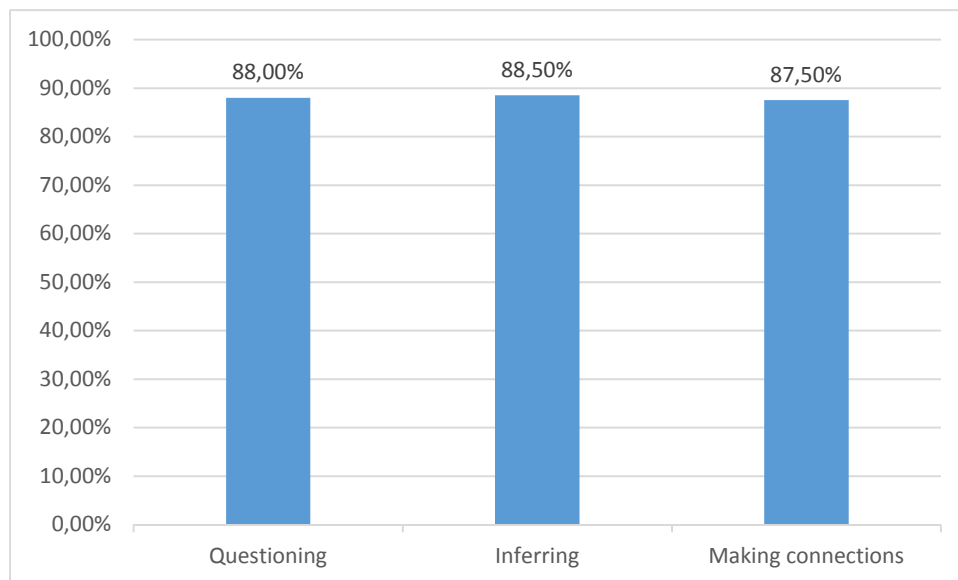Source: Fourth Graders from Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018)

The results of the inferring process have improved significantly. The use of vocabulary has been used in constant opportunities for students to be able to interpret content in the excerpts when expressing oneself, highlighting words and finding their meanings in order to get the most when readings have visual aids to determine meaning of the reading. This can attribute to the proper training in class concerning vocabulary and inferring skills in order to have full understanding and comprehension of excerpts or passages. The results also show that most of the class stays engaged for reading comprehension practice exercises. In all, once the student felt sure of his knowledge, he was confident enough to go for an answer.

Making connections

Table 26

Analysis of Making connections

Description	Frequency	Percentage
A-Excellent (9-10)	13	65%
B-Very good (7-8)	7	35%
C-Good (6)	0	0%
D-Fair (5)	0	0%
E-Poor (0-4)	0	0%
TOTAL	20	100%

Source: Fourth Graders from Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018)
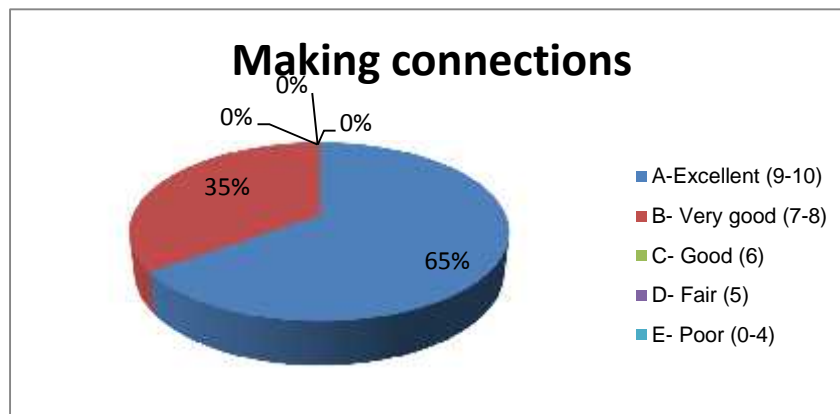
Graphic 23 Analysis of Making connections
Source: Fourth Graders from Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018)

Probably the most difficult task was making connections. Nevertheless, the graph shows that students have overcome their difficulties relating to reading comprehension in excerpts and passages. As a result, they could render a writing following the same topic of the reading, but using personal information.

The students have practiced in class more often to promote their own opinions about excerpts and passages of readings and texts.

Pre- Test and Post- Test Comparative Analysis

The pretest and posttest results were obtained, an analysis comparing both should be demonstrated in order to see and differentiate the two exams. The graphics, results, grades and performance should be compared in the assessment. Standardizing the results will be useless because that was already done before. Therefore, the grading was done by the method the charts represent. The two trends presented the final results. Any type of increase was also demonstrated since the comparison was the improvement that was expected and the purpose of these two exams, by measuring the integrity of the tests and their outcome as a whole.

Pre test and post test comparative analysis of questioning dimension

Graphic 24 Pre test and post test comparative analysis of questioning dimension
Source: Fourth Graders from Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018)

The students in the pretest achieved a score of 65.5% and in the post test they improved their Questioning by boosting the scores to 88%. It is safe to conclude that students' Questioning review in reading comprehension practice can be achieved by the improvement of vocabulary meaning, skimming and scanning skills. Vocabulary is the key element to help students improve their reading comprehension skills and proficiency and for them to also reach a satisfactory understanding with coherence, providing the student a better opportunity to comprehend what the student reads and how to infer such information and share with others or in a presentation if necessary.

Pre Test and Post Test Comparative Analysis of Visualizing Dimension

Graphic 25 Pre Test and Post Test Comparative Analysis of Inferring Dimension
Source: Fourth Graders from Liceo Panamericano School
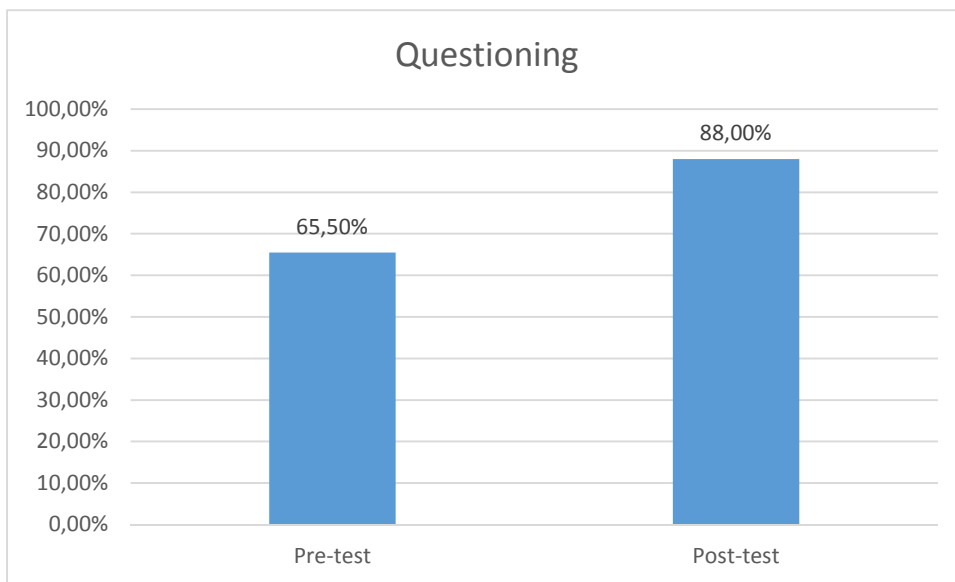Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018)

The comparison chart in the inferring criteria demonstrates that students can also develop beyond simple reading comprehension skills. This ability involves skimming, scanning, intensive reading and extensive reading too. Students learn how to infer the information in a passage, use the information that has been received to support them logically interpreting meaning considering the topic which are excerpts. This helps students greatly to develop indifferences to identify parts of speech through content of the reading activities. The improvement in this area when from 62.5 in the pretest to 88.5 in the post test.
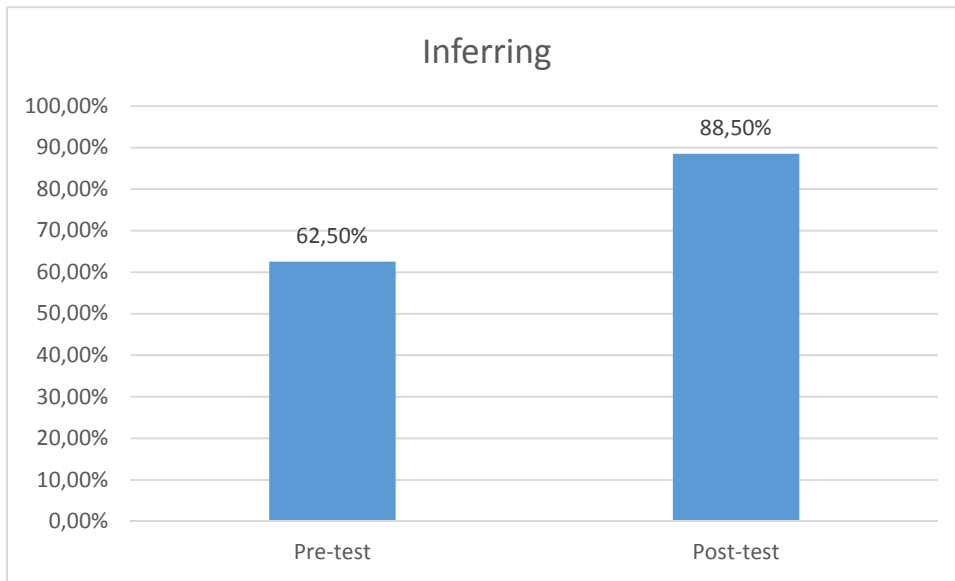
Pre Test and Post Test Comparative Analysis of Making Connections Dimension
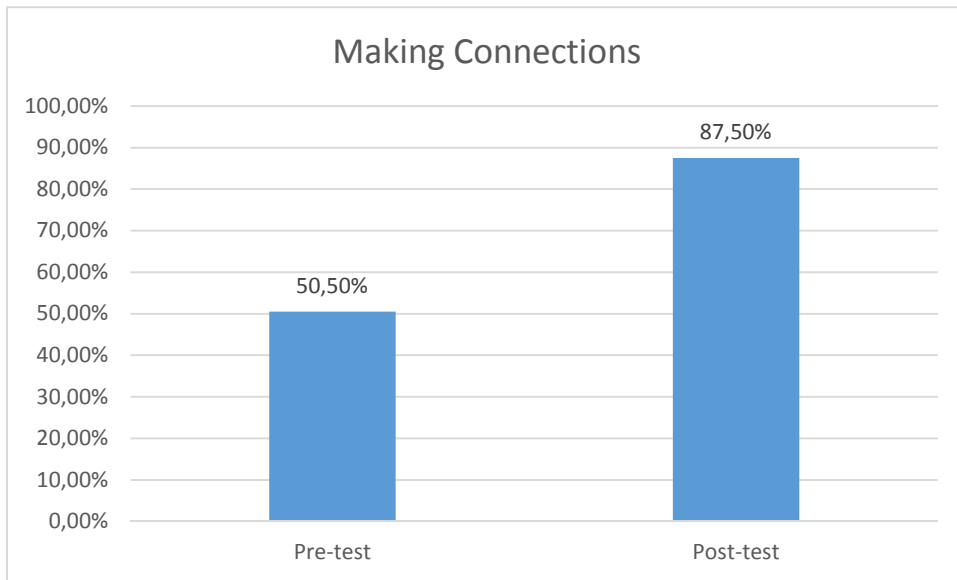
Graphic 26 Pre Test and Post Test Comparative Analysis of Making Connections Dimension
Source: Fourth Graders from Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018)

Another improvement this comparison chart shows is the making connections ability that went up from 50.5 percent to 87.5 percent. Students have practiced using the process of actively and skillfully conceptualizing, applying, analyzing, synthesizing,

and/or evaluating information. The same that has been gathered from, or generated by, observation, experience, reflection, reasoning, or communication in reading comprehension strategies. All of these processes helped to improve the critical thinking in students. For the post test, students were able to make objective, effective choices in writing descriptive sentences.

PRE TEST AND POST TEST ANALYSIS
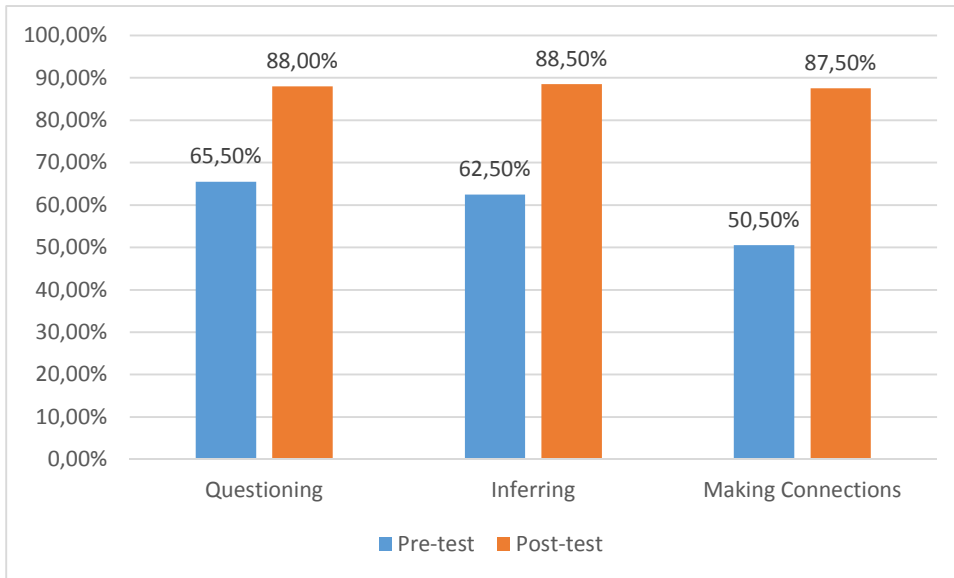
Graphic 27 Pre test and Post test analysis
Source: Fourth Graders from Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018)

The comparison of the analysis between the pre-test and post-test were done shows the results in percentages. The differences between progresses from the pretest to the post test results are evident. This is proof to consider the activities done in the class from the day they did the pretest until the posttest. It is to review the approach, strategies and method the teacher had to lead the students in the process to acquire skills in reading comprehension.

3.6 Preliminary conclusions

The study was conducted to prove that the application of interactive and innovative methodologies and strategies will improve the interest of students to read different topics. They will be motivated and therefore will produce more. This is another factor that motivates students, since topics that are age appropriate have been selected and students might be familiar with.

The role of the teachers in this study is focused on the students learning. They have to supervise and motivate students using activities where they can live the stories with task or situations and address their needs. Throughout innovative ideas using TICs, children can live stories and sum them up in a different way. The main goal is to lead students into interactive readings so they draw conclusions and develop their creativity.

It is necessary that teachers try using other materials as resources. The class must not be limited to the text book. The use of role plays, paintings, story-telling, photographs, flashcards and realia are important resources to encourage students to infer and live different moments of the story. These resources allow teachers and students to create an environment where all can enjoy the reading. In short, teachers can help pupils to catch the passion for learning throughout reading.

On the other hand, teachers must identify the students' likes and needs. Teachers should create a learning environment where all of them have the same opportunities to express themselves in their best way (speaking, drawing, singing, acting, etc). This provides students' opportunities to explore, discover, understand, experiment, and create.

The result of the pre and post-test were satisfactory. On one hand, the pre-test evidenced the lack of interest of the students to read. It showed how reading classes were wrongly conducted in a traditional and repetitive way. At the moment to solve the test, most of the students tried to dissuade it and expressed that they did not know to read in a second language. They tried to ask many questions related to the vocabulary words instead of inferring the meaning through the context. They were very anxious about the time and how long the test could be. On the other hand, the post- test demonstrated innovative activities could encourage students to learn and read at the same time in an interactive process. The results showed an important progress and comprehension in which students were the main characters in the process throughout the

application of activities that develop their creativity. The test helps the students to recognize their mistakes and where they are failing. As previously mentioned, it is also innovative making projects with students in which they can demonstrate the potential that each one has and feels safe and confident when doing it.

4. PROPOSED PROJECT PLAN

4.1. Title

4.2 Justification

Contributing to improve the reading skills in young leaners was a complete challenge. Implementing fun, innovative and interactive activities was a motivational experience in order to encourage students to live the reading texts as a journey took time, dedication and passion. The development of reading skills in young learners is completely important in order to improve the learning process in different subjects. Based on the results obtained from surveys and the importance of reading skills this projects was developed.

Read in a second language sometimes could be a struggle for students. Young learners consider if the reading class were fun or interesting they will understand the different texts. The lack innovative reading activities inside the class and the lack of time to plan or implement different methodologies and strategies make the students to get bored and leave apart important readings. They get anxious at the moment to give an opinion, draw conclusions, select an answer, or analyze the author purpose. When they have to face a test in which they have to analyze the text, they look worried about and express that the reading or the test were not prior notified or practiced.

4.3 Objectives (Broad and specific)

4.3.1 Broad Objective

To develop a creative and innovative booklet activities to improve meaningfully reading comprehension skills among young learners throughout the used of creative and updated assignments related to their interest and needs.

4.3.2 Specific Objective

- To create a meaningful and innovative reading comprehension booklet to improve the development of reading skills in young learners.
- To get teachers and students motivate to develop reading skills in a meaningful way in order to enrich the vocabulary
- To develop creative thinking skills throughout reading activities throughout updated activities.

4.4 Content framework of the Proposed Project Plan

- I was… (Role Play)
- Influencers of all Time (Video Documentary)
- Where does the food come from (Video Tutorials)
- My Reading Adventure (Story-Telling Contest)
- Guess the story
- How to make… (Sequence of Events)
- Mission: Possible (Reading Comprehension Assignments)
- Fashion Maker (Dressmaker)
- The Kids Talk Show
- Christmas Challenge

4.5 The Proposed Project Plan.

<p align="center">**I was…**</p>

Technique: Role Play
Length: 2 Weeks
Age: 8 – 10
Tools: Text book, REALIA, Camera.
Areas: Social Studies, Science, Languages
Struggles: Time, Student`s behavior, National Curriculum.

The lack of activities in which students cannot live the story of the texts convey all the class to become boring and predictable. Students learn and comprehend meaningfully when they can be an active part of the story. Pupils can develop their skills when they can interpret parts of the story or sum up the whole story throughout sketches. The benefits to develop a role play about the story read in class create an interesting environment keeping the students active and participative having an important role in their learning process. For this reason, this activity must be applied in class in order to engaged students with different characteristics to read and give opinions.

During this activity, students make groups in which they decide the story they would like to read during the process. They have to read the whole story and analyze the different parts of the story. Students must be able to identify main characters and settings during this process in order to develop an appropriate presentation. Additionally, students prepare resources such as costumes, accessories, and flashcards in order to make the presentation interesting. Kids will be able to give opinions about characters and the most important events of the story in which they could analyze in groups different details and points of view related to the author.

When the activity take place, they have to form groups of three, more than three could be disruptive. Each group participant will play the role of the characters from the story. As a team they have to select the scenario in order to feel comfortable with their presentation. The presentation should be short, no more than 5 minutes, where they have to perform the most attractive part of the story.

Figure 1. I was... (Student's Role Play)

Source: Liceo Panamericano School

Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018-2019)

Influencer of All Time.

Technique: Role Play, Performance

Length: 2 Weeks

Age: 8 – 10

Tools: Customes, Text books, Web Sites, Camera.

Areas: Social Studies, Science, Languages, Physical Education

Struggles: Time, Student`s behavior, National Curriculum.

Reading texts about people who marked the history is essential for students in order to understand how the world works and change with important ideas. Biographies allows students to inspire themselves and motivate to change the world. It helps to lose that sense of frighten at the moment to fail or make mistakes and make them to understand that errors are part of life. This kind of texts provide students with knowledge about different topics related to the author such as history, medicine, geography, science, and so on. Additionally, students can improve their cultural knowledge and provided confidence at the moment to give opinions about different topics.

Influencer of all time is an interesting activity in which students are able to explain about important people that give important contribution to our current world. After read and search information from the school library, internet, and ask adults about the "Influencer" previously

assigned they give opinions and share their investigation in class. The most important part of this project is when the students pretend to be the influencers. They prepare a sketch in which they are the "Influence of All Time" acting and giving a short description of this important person in video. They use different resources such blankets, papers, cardboards, and so on, in order to use as a custom. Students enjoy this activity because they can act and express all the information acquired during the process and after reading different pieces of information from texts.

Figure 2. Influencers of all Time (Student's Performance)
Source: Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018-2019)

Where Does The Food Come From?

Technique: Documentary
Length: 2 Weeks
Age: 8 – 10
Tools: Text books, Web Sites, Camera, Location.
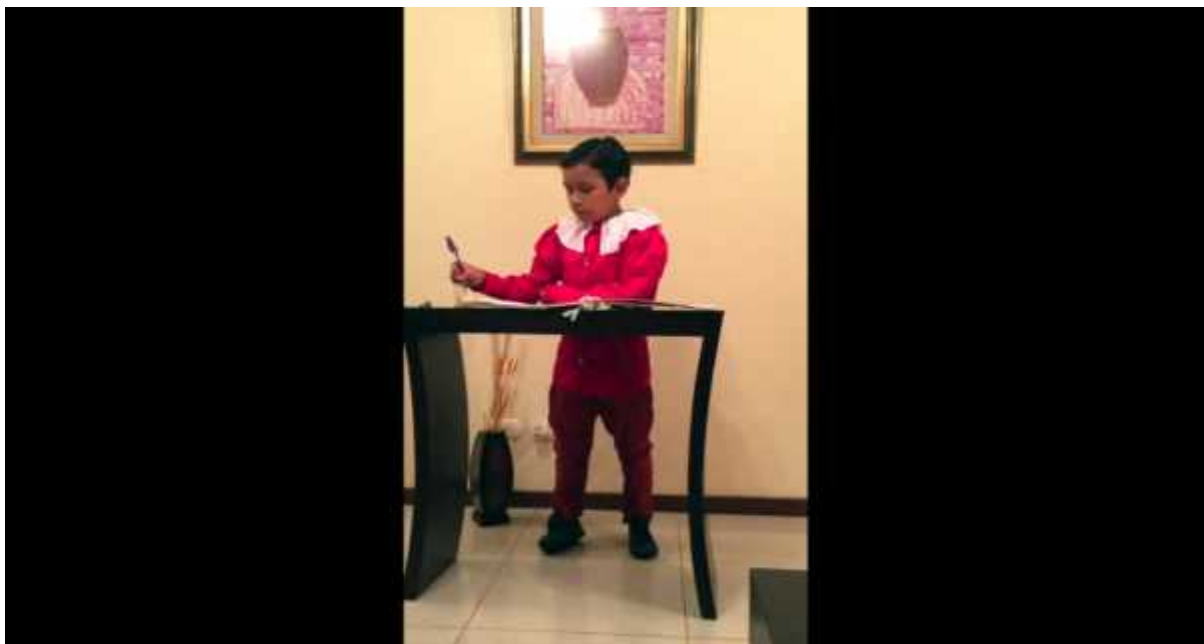**Areas:** Social Studies, Science, Languages, Physical Education
Struggles: Time, Student`s behavior, National Curriculum.

The lack of knowledge about the use of technology as a pedagogical tool made teachers avoid these important resources. Transfer topics from the class to the real life is meaning in the

learning process and the use of social network can help to create interesting activities. Nowadays thee use of blogs and social networks make people to understand new thing to learn about different topics at the same time they allow students to express opinions and draw conclusion about different texts. For these reason in this activity students are documentary makers.

They have to read previously a text from their student's book in which it contains all the required information about specific food and where they come from. In group they have to work in order to understand the origin of a group of food. Then, they have to draw this process. As a result, students understand that some foods or products that they can find in the supermarket have a different origin.

The project consists of visiting a specific supermarket after read the story and reinforce in class. Then they have to explain and record where the food come from. They are able to explain that the apple juice comes from the apple consequently it comes from the tree. Each student can explain the process of food after and before were a commercial product. Finally, they give their opinions in class about this experience.

Figure 3. Where does the food come from? (Stundent`s Documentary)
Source: Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018-2019)

My Reading Adventure

Technique: Story Telling

Length: 2 Week

Age: 8 – 10

Tools: Customes, Text books, Web Sites, Camera (Optional)

Areas: Social Studies, Science, Languages, Physical Education

Struggles: Time, Student`s behavior, National Curriculum.

Some traditional teachers consider that teaching reading is just read. Teachers spend time reading while the rest of the students try to listen or follow the story. Students start to disturb or think in other things making the class boring. For these reasons this activity will be useful.

"My Reading Adventure" is an activity in which students take place of the teacher. They are the principal actors of this assignment. They can select a specific text according to their needs and interests in order to be responsible of his decision. Additionally, they have to explain to the class the reason of his or her selection.

They will have a considerable period of time to read the story during different periods of time in class or at home. Questions will be asked in order to assess the reading comprehension during the period of this activity. Questions such as: What was your favorite part of the story? How made you feel the story? How can you describe the main character of the story? Are indispensable. Try to avoid questions in which students have to give exact answers from the text, all the question must be directed in order to assess their general comprehension and satisfaction at the moment to read.

Students will be able to retell each story in a particular way and add details. They can use resources to make their presentation more interactive. Each presentation can vary depend on the creativity of each student. However, motivation in this activity is the most important aspect because they will interpret the most important event of the story using their imagination and creativity. The length of the presentation is stablished by the students, sometimes could be long and in other situation could be short, it depends on the comprehension of the texts and the attitude at the moment to show their knowledge.

Figure 4. My Reading Adventure (Story Telling Contest)

Source: Liceo Panamericano School

Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018-2019)

Guess the Story

Technique: Inferring

Length: 2 Weeks

Age: 8 – 10

Tools: Text books,

Areas: Social Studies, Science, Languages, Physical Education

Struggles: Time, Student`s behavior, National Curriculum.

One of the challenge that teachers has at the moment to teach reading is to motivate students to infer. Create an environment in which students can give opinions without the fear to be criticized or their answers marked as incorrect, make the teaching process more challenging. Students must have the opportunity to express their ideas in different aspects. In some cases, they express their ideas orally, throughout drawing, or by writing. Allowing the students to give opinions about the story and how it could be develop let the class to be more active and interesting. The students´ attention will be focus on all the elements of the story in order to discover if they were correct or close to guess the story text.

In this activity, teachers must select an appropriate story according to the target of students and interests. The story must be short, approximately one page, in order to be analyze in 40 minutes a common period of class. Before to start the story, teachers must present pictures in order to

guess the name of the story. Students can give ideas, sometime these ideas are correct, fun or totally non-sense. However, all these ideas are important in order to create an environment in which they can have fun and participate actively. After the presentation of the title throughout picture, students must discuss in pairs about what is going to be the story about. They can take notes about their ideas to be expressed in front of the class. The ideas must be short using simple sentences and applying creativity. They do not have to describe exactly what they can see in the picture or use the same words from the title, they have use their imagination in order to guess probably events.

Once the students give opinions about what they consider is the story about, teacher must select students randomly in order to read different paragraphs of the story. Each paragraph should be analyzed and allows the students to guess what would happen in the following paragraph.

At the end of the story, teacher's questions are important. They have to be assess in a meaningful way. Questions such as, what was your favorite part or the story? If you were the main character of the story, what would you do to change the end or give another alternative to the problem? This kind of questions must be directed to create something new and original from their previous knowledge.

Figure 5. Guess the Story (Inferring)
Source: Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018-2019)

<h1 align="center">How To Make</h1>

Technique: Documentary, Turorial, Role Play

Length: 2 Weeks

Age: 8 – 10

Tools: Text books, Web Sites, Camera.

Areas: Social Studies, Science, Languages, Physical Education

Struggles: Time, Student`s behavior, National Curriculum.

The lack of transfer at the moment to teach a specific topic is a struggle in the learning process. Students must apply their knowledge in activities that are updated and common in their life. The use of technology motivates students to search new topics and get involve in new experiences. To learn how stories are structured, they must be able to recognize sequence of event inside the story in order to retell the stories correctly.

In this activity, students will be able to explain step by step different events. Teachers have to assign a reading story in which students can identify the most important events. This story could be read in class or at home. The most important is to clarify that all stories have a sequence that makes the stories clear and understandable. Students discuss how different things in our life have specific sequence before all of them are done. Allow each student to express themselves thinking in a specific process.

Using one of their examples after the discussion, organize each step in order to develop that activity. Apply flashcards to highlight the sequencing words that in the future will be used in the main project. Students must be motivated to create their own presentation using sequencing words. Throughout the use of TICs, students will be able to explore and feel comfortable at moment apply their knowledge learned in class. Skill that previously were reinforced in class, they will create their own tutorial in which they have to select a particular activity in which they can describe using sequencing words how it can be done properly. As an example of this could be topics such as; How to wash your dog, How to wash your car, How to clean your room, and so on. This activity put into consideration their creativity at moment to express and explain their knowledge. Must of the students will be comfortable to act and talk in front of camera instead of a real audience. They can experience that feeling of being a celebrity or influencer in this time. This activity is very useful to motivate students to use the skills that they have learned in class in an innovative way.

Figure 6. How to make... (Tutorial)
Source: Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018-2019)

Mission Possible

Technique: Summarizing, Drawing Conclusion.

Length: 2 Weeks

Age: 8 – 10

Tools: Text books, Web Sites.

Areas: Social Studies, Science, Languages, Physical Education

Struggles: Time, Student`s behavior, National Curriculum.

Students consider that some reading class are bored and their assignments confused and repetitive. They feel that always is the same activity in which they have to answer with the same information from the book. Most of the activities are limited only to assess their knowledge about the story and not their opinions and feeling about it. This is a challenge for teachers to motivate students and at the same time to assess them.

This activity is focus on the students' experience after read a complete text or a passage. Teacher must consider the age and the interest of students at the moment to select a story. It is no mandatory to read the whole story in order to develop this activity successfully. Students

must analyze the elements of the story carefully during the time previously planned by the teacher. After read and analyze the story deeply it is important to give role to the group. As an example could be if they were reading a story about pirates, they would pretend they are pirates that must discover the clues. This assignment must avoid the name homework and must be replaced by MISSIONS. When the students get involved in this environment they will be able to discover new ways to learn. All these missions must be directed to have a good time after read the story. These questions could be: MISSION 1: If you were the character in the real life, how could you travel to the island with your classmates? MISSION 2: What could be the possible end of the story if you were the author? MISSION:3 Build the map of the treasure using LEGOS.

As a conclusion, all depend on the teacher´s creativity and innovative spirit. All this question must challenge students to solve problems base on the reading. They have to give real and possible solutions to the problems of the characters. They have to live the story in a meaningful way. Never underestimate talents and their capacity to lead with problem focus on their age.

Figure 7. Mission Possible (Drawing Conclusion)

Source: Liceo Panamericano School
Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018-2019)

<p style="text-align: center;">**Fashion Maker**</p>

Technique: Self-Learning.

Length: 2 Weeks

Age: 8 – 10

Tools: Paper, Scissors, Text books, Web Sites, Camera.

Areas: Social Studies, Science, Languages, Physical Education

Struggles: Time, Student`s behavior, National Curriculum.

Most of the teachers hardly ever motivate student to talk about their doubts or support their instinct to inquire. This is not simple and it requires creativity in order to motivate students to search about new topics. History can be considered hard to teach because of the attitude of kids that sometime believes it is boring. This activity was putted into practice in order to leave students to investigate about the origin of many events throughout the history.

This activity was created from a student's question and can be used in different subjects or topics. First of all, it is important to give time to students to express their previous knowledge about fashion, they always have ideas to express about how they can see the world around them. Ask open question about kind of outfits used in different places and compare them. Give time to discuss in groups about their ideas and how they know about the topic.

Then, with the help of tablets or other device that allows the students to search information on the net, provide them the secure webpage in order to look for more information about the topic, this must be constantly supervised. They have to take note about the most relevant information such as photographs, dates, important facts, and other details that makes their presentation meaningful.

Next, this is the moment when all the students make groups in order to create a poster to explain what they learned. Additionally, they have to design clothe in order to illustrate their presentation using as an example of how clothe have change. This outfit will be made of newspaper and colored with tempera and one of the students must wear it. They will talk about the history and the evolution of some kind of clothing.

Finally, they have to write a short composition. They can write about their experiences and how they felt at the moment to discover new thing about clothes. They will be able to compare

current fashion styles among fashion clothing years before. The most important is that motivation to discover the origin of the actual trends.

The Kids Talk Show

Technique: Role Play, Performance

Length: 2 Weeks

Age: 8 – 10

Tools: Text books, Web Sites, Camera.

Areas: Social Studies, Science, Languages, Physical Education

Struggles: Time, Student`s behavior, National Curriculum.

The lack of time to allow students to give opinions about a book is a struggle in the learning process. Most of the time teachers focus their work on complete the text book a leave apart this important characteristic of a dynamic class. The importance of highlight how students live the stories is remarkable. They have to feel that the events, setting and characters of the story are real in order to have sense read the story.

The kids´ talk show is challenging activity in which students are the protagonist of the activity. First of all, the story selected must be meaningful and appropriate for the target of students. This activity can last one week or more depend on how long is the story. Students must analyze during this period of time characters, setting, events and the author purpose. Students can use their notebook to take note about this important information that will be used later.

After reading and taking notes about the most important characteristics of the story, they will have to make groups. This groups must discuss their answer in order to have a clear idea of the story. This discussion must be monitored by the teacher. However, teachers are just helpers in this activity and their opinions must not influence in their ideas about the story.

At the end of the project, students will be able to discuss in front of the class or another kind of audience about what they understand. One of the students will be the host that must ask questions in order to lead the activity. This questions can be developed by the teachers and students or probably by another teacher's expert in the story. The activity can be adequate to any topic and developed kids capable to discuss about specific reading topics.

Christmas Challenge

Technique: Documentary.

Length: 2 Weeks

Age: 8 – 10

Tools: Location, Text books, Web Sites, Camera.

Areas: Social Studies, Science, Languages, Physical Education

Struggles: Time, Student`s behavior, National Curriculum.

Motivate students to live a wonderful experience throughout a story is gratifying. This stories can change their lives and they can learn values. Reading a book or story must be the most important part of their life because in this they can explore a new world. Most of the cases, stories try to transmit a message and this message have to be putted into practice by the readers.

Christmas Challenge is project in which students have the opportunity to practice value learned after read a story. The story selected in this case was "Christmas Carol" a famous novel adapted for kids. This story was written by Charles Dickens and it is very popular to give a meaningful message about generosity and solidarity. This story has been adapted for kids in cartoons, TV programs, songs, and so on.

The importance to transmit a message to kids is crucial for their lives. Student will be motivated to give opinions and analyze the author purpose. This activity can be developing during a week analyzing the events of the story and their main character. Students must compare and contrast characteristics that made the characters important in the story. They have to differentiate between good and bad situations.

After this process, teacher must present a graphic in which students have to write their opinions comparing and contrasting the characters' personalities and actions. They will be able to draw conclusion about what can make them feel happy or bad at the moment to share with others

At the end of the reading process, students must record and video called the "#ChistmasChallenge" in which they have to think with their family about an act of solidarity. Any kind of gesture of solidarity with other will be well received. They will have a good experience helping other and learned about the story.

Figure 8. Christmas Challenge (Documentary)

Source: Liceo Panamericano School

Elaborated by: Alvarez Castañeda, C; Paredes Tenesela, V (2018-2019)

4.6 Validation of the Proposed Project Plan

The plan for the solution of the problem, has to be validated by experts in the field of English Language Teaching, for that purpose, a validation format must be prepared by the researcher and given to the specialist who certifies the validity of the proposed project plan.

It´s worth mentioning that there are other ways to validate the proposed project plan but this is the most practical one.

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL
Validation of the proposed Project plan
DEVELOPMENT OF READING SKILLS THROUGHOUT THE
WALDORF APPROACH IN CREATIVE THINKING ABILITIES IN
FOURTH GRADERS OF LICEO
PANAMERICANO SCHOOL DURING THE YEAR 2017-2018

Rating Scale

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

Comments

Great proposal, the most difficult part of reading is to inspire in every child a love for the power of literacy and cultivate their imagination, I believe your project is an effective way to accomplish this.

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Occupation:	Principal	
Phone number	0990219359 3707888 ext.113	

Authors: Carlos Alvarez and Daniela Paredes

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL
Validation of the proposed Project plan
DEVELOPMENT OF READING SKILLS THROUGHOUT THE WALDORF APPROACH IN CREATIVE THINKING ABILITIES IN FOURTH GRADERS OF LICEO PANAMERICANO SCHOOL DURING THE YEAR 2017-2018

Rating Scale

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

Comments

In my experience this project will contribute to develop reading skill meaningfully. Kids can enjoy and live stories successfully. Teachers will have the opportunity to implement new strategies based on challenging projects and games.

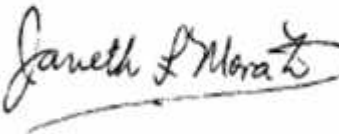| Name:	Msc. Mélida Campoverde Méndez	
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Authors: Carlos Alvarez and Daniela Paredes

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL
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Rating Scale

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

Comments

According to my experience, I consider this project really useful. Reading is an important skill that must be developed in kids. Teachers must implement new and innovative strategies to create a comfortable environment. This research project will help teachers to encourage students to read for fun and learn as well.

Name:	Msc. Janet Mora Zapater	
Occupation:	English Director	*Janeth L Mora*
Phone number	0990536501	

Authors: Carlos Alvarez and Daniela Paredes

4.7 Impact/benefits of the Proposed Project Plan

The benefits of the proposed project will be identified not only in the way students comprehend reading texts but also in the way students interact and give opinions developing creative thinking skills. Now teachers have a better idea on how to promote reading habits throughout interesting activities and projects developing interaction inside the classroom. All these activities can be applied in different students no matter their ages or background because all of them are based on motivation and experimentation during the process.

CONCLUSIONS

After having analyzed all the relevant aspects that determined the student´s development in reading comprehension skills and having determined that the main issue is their lack of motivation it is concluded:

- Based on the results, it can be concluded that the research into the Waldorf Methodology applied in reading skills in Fourth Grade classroom has been successful. In each activity that incorporated video projects, sketches or story-telling, students demonstrate their understanding of the topic.

- It is concluded that the use of innovative activities in English classes to preoperational stage children is a crucial and necessary activity to increase learners' motivation and interest.

- This project has clearly shown that children perform an active role inside the classroom while playing games related to the teacher's lesson, which validates Waldorf method of constructing knowledge by an active learning.

- It has been demonstrated that innovative activities provide an emotional component of peer interaction since most of the games were played in pairs allowing learners to communicate their ideas in order to win. This emotional aspect proves that social development plays a vital role inside the cognitive development.

- It is concluded that using songs in order to teach English contributes to the development of intonation, pronunciation and it even helps to reduce fear of speaking the language freely while singing a song of their favorite artist.

The purpose of this section is to gather all the information and research covered in the body of the study while reflecting on the objectives of the project. The conclusion section provides answers to the research question (s). The conclusion should not contain any new information or material.

RECOMMENDATIONS

Innovative activities and projects that could challenge students to learn are relevant in the learning process. Teachers must consider that they have to be motivated so they learn. The implementation of new strategies helps students to be the main actor in the process. For this reason, teachers must take into account some suggestions.

- Create an environment in which students have the opportunity to learn and give opinions. They have to be comfortable to speak without the fear to make mistakes. Clarify that all the answers are possible and there is no incorrect answer.
- Avoid words that students usually dislike such as "Homework". The best idea is to give them new and original names. They have to be identified with all these activities. They have to feel curiosity to learn more since the assignment is explained.
- The use of technology is crucial to motivate the students. It allows them to search information and compare it with the text. Promote the real investigation in which they can find plenty of solutions to one problem. They have the opportunities to learn new words by their own.
- Enhance students to work collaboratively. Allow them to express and work using their talents. Roles in each group are important because they can work and help others. They will have the opportunities to accept other opinions and use them to improve their participation.
- Reading texts must be selected by the students or chosen taking into consideration their likes. Reading texts is more enjoyable when they are interested in discovering the end of the story.
- Give students positive feedbacks. They must be happy with their teacher`s comments. All the words that you can express to them will inspire them to be better.

To conclude, students must live the stories and teachers have to make the class meaningful. The way the teachers motivate students to read different text will have a result in other subjects in the future. Teachers must encourage students to keep active to search and be responsible of their own learning.

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ANNEXES

Annex A

Survey for Students

QUESTIONS	Totally disagree	Disagree	Indifferent	Agree	Totally agree
Do you like to read?					
Do you like to read in class?					
Do you prefer to read with audiobooks?					
Do you prefer to read at home?					
Do you prefer to read for fun?					

Survey for Teachers

QUESTIONS	Totally disagree	Disagree	Indifferent	Agree	Totally agree
1. Do you consider important to teach reading strategies?					
2. Do you consider meaningful to develop reading activities throughout games?					
3. Do you consider you are methodologically prepared in order to teach reading skills?					
4. Do you have knowledge about the Waldorf Method in Education?					
5. Do you have experience teaching reading as a subject with elementary school kids?					
6. Do you consider useful text books used in class?					

7. Do you consider relevant to learn about other subject throughout reading?					
8. Do you consider meaningful to develop creative thinking skills throughout reading text?					
9. Do you consider your reading class interesting that conveys his or her enthusiasm for the subject?					
10. Do you consider useful to have a booklet in which you can find creative activities to put in practice in a reading class?					

Anex B
Interview for Teachers

Questions 1: How are teachers applying constructivist methodology in class?

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_____;_____

_____

_____

_____

Question 2: How important are the reading habits in the academic development?

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_____

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_____

Question 3: What types of creative strategies apply teachers at the moment to teach a specific topic?

_____

_____

_____

_____

_____

Question 4: Do you consider important prioritize games, projects, and role plays at the moment to teach reading?"

_____

_____

_____

_____

_____

Question 5: Do you consider meaningful to encourage students to read in order to develop language skills?

_____
_____
_____
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_____

Question:6 What are the most interesting topics for children at the moment to read?

_____
_____
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_____

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Question 7: How tolerant is the institution with noisy groups during the learning process?

_____
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Question 8: What should be the role of the teachers inside the classroom?"

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 Questions 9: What should be the best methodology to teach reading in order to teach a second language?"

_____
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Reading comprehension

Task 1 - Read the text carefully.

Mary's family

Mary is ten years old. She is from Dorset. Her hair is long and brown. She has got brown eyes. She has got a cat and a dog. Their names are Pat and Fluffy. Pat, the dog has got a small house in the garden. Mary's cat, Fluffy is 3 years old.

Mary's mother is Jane. She is a teacher. She's thirty-six years old. Her husband is Nick. He is thirty-eight. He's a bus driver. He has got brown hair and blue eyes. Jane's hair is blonde and her eyes are brown. They have got three children Mary, Sean and Peter.

Sean is six and Peter is twelve years old. The children are pupils. Sean's hair is blonde, Peter's hair is brown. The boys have got blue eyes.

Jane hasn't got a pet. She has a friend. Her name is Laura.

Nick has got a horse. Its name is Lightning. Nick's friends are bus drivers. They are Tom, Charles and John.

Peter's pet is a hamster. Its name is Tiny. She is so small. Sean has got a goldfish. Its name's Goldie. Peter and Sean have got four friends. Peter's friends are James and Doug. Brian and Adam are Sean's friends. Mary's friends are Maggie and April.

Task 3 - True or false. Put a tick into the correct place.

sentence	true	false
1) Mary has got a spider.		
2) Mary's mother is 38 years old.		
3) Nick is Sean's father.		
4) Sean has got a sister.		
5) Mary has got two brothers.		

Task 4 - Write short answers to the following questions.

1) How many pets has the family got?

_____

2) Has the family got a garden?

_____

3) Where is the family from?

_____

4) Who is the daughter in the family?

_____

5) How many friends has the family got?

_____

Task 5 - Here are some definitions. Can you guess the word or name? (The words are from the text.)

1 - It's an animal. It is small. It has got four legs.

2 - It's a person. He is a bus driver. He has got a long name. He is the father's friend.

3 - He is Jane's son. He is very young.

4 - Mary, Sean and Peter.

5 - It is an animal. We have them at home.

6 - It is not in the house.

7 - Not big.

8 - He has got a horse.

9 - It is a job at school.

10 - Not a girl.

Read the text again. Then write a composition about your family. Write down the following information about mother, father, sister(s), brother(s) and you: name, age, hair, eyes, pets and friends. You can use the text to help you.

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