

UNIVERSIDAD TÉCNICA DE AMBATO



DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

**Tema: "GRADED READERS RESOURCES IN THE ENGLISH
LANGUAGE VOCABULARY LEARNING"**

**Trabajo de Investigación, previa a la obtención del Grado Académico de
Magíster en la Enseñanza del Idioma Inglés como Lengua Extranjera.**

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Ambato-Ecuador

2019

A la Unidad de Titulación de la Universidad Técnica de Ambato

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AGRADECIMIENTO

First and foremost, I would like to thank God for his blessing and wisdom. It would not have been possible this achievement without him. I would also like to express my deep gratitude to my parents for their love, help, caring and sacrifices, and also to my daughter who has been my greatest inspiration to achieve this challenge in my life. Special thanks to my thesis tutor Mg. Edgar Encalada for his guidance throughout this research project, and for sharing his knowledge to help me to finish it in the best way.

Gabriela

DEDICATORIA

I would like to dedicate this research work to God who has been my strength during this process. To my parents who have been my support during this time and in special to my daughter who has been my life engine. To my husband who has always been helping to me, and finally to my students who are the ones who have allowed me to improve and be a better teacher for them.

Gabriela

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TEMA:

“GRADED READERS RESOURCES IN THE ENGLISH LANGUAGE
VOCABULARY LEARNING”

AUTORA: Licenciada María Gabriela Ortiz Taco

DIRECTORA: Licenciado Edgar Encalada Magíster

FECHA: 03 de Julio del 2018

RESUMEN EJECUTIVO

El proyecto de investigación "LECTURAS GRADUADAS EN EL IDIOMA INGLÉS DEL APRENDIZAJE DE VOCABULARIO", tuvo como objetivo principal determinar cómo las lecturas graduadas ayudan en el aprendizaje de vocabulario para poder verificar si las lecturas graduadas ayudaban a mejorar el aprendizaje de vocabulario se aplicó un Pre-Test y un Post-Test de lectura el cual está basado en el examen IELTS , a los 70 estudiantes del nivel A1 del Instituto Tecnológico Superior Bolívar durante el periodo Mayo- Octubre 2018. Se realizaron los análisis de los datos antes y después del trabajo de aula. Una vez finalizada la aplicación de la propuesta, se procedió al procesamiento de los datos obtenidos del pre-test y el post-test mediante la prueba Matemática T de Student con el software estadístico SPSS (Statistical Package for the Social Sciences). Los resultados evidencian que con la aplicación de las lecturas graduadas, los estudiantes mostraron mayor interés y gran mejora para entender mejor el vocabulario. Por lo tanto, lecturas graduadas contribuye al mejoramiento del aprendizaje del vocabulario de los estudiantes. Finalmente, se concluye que los estudiantes mejoraron la comprensión de vocabulario usando las lecturas graduadas y sus diferentes actividades y se recomienda que los profesores usen

estos recursos con el fin de que los estudiantes tengan un mejor desenvolvimiento en el aprendizaje del idioma inglés.

Descriptores : aprendizaje basado en lecturas graduadas - vocabulario - investigación – idioma inglés – mejoramiento – objetivo - comprensión – desarrollo.

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THEME:

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AUTHOR: Licenciada María Gabriela Ortiz Taco

DIRECTED BY: Licenciado Edgar Encalada Magíster

DATE: 03 de Julio del 2018

ABSTRACT

The research project "GRADED READERS RESOURCES IN THE ENGLISH LANGUAGE VOCABULARY LEARNING" had as main objective to determine how the graded readers help in the learning of vocabulary. To be able to verify if the graded readers helped to improve the learning of vocabulary, it was applied a Pre-Test and a Post-Test of reading which is based on the IELTS exam to 70 A1 level students at Instituto Tecnológico Superior Bolívar during the period May-October 2018. The data analyzes were performed before and after the classroom work. Once the application of the proposal was completed, the data obtained from the pre-test and the post-test were processed using the Student's Mathematics T test with the statistical software SPSS (Statistical Package for the Social Sciences). The results show that with the application of the graduated readings, the students showed greater interest and great improvement to understand better the vocabulary. Therefore, graded readers contribute to the improvement of student vocabulary learning. Finally, it is concluded that students improved the vocabulary comprehension using the graded readers and their different activities and it is recommended that the teachers use these resources in order that students have a better development in the learning of the English language.

Key Words.- learning based on graded readers – vocabulary – research – English language – improvement – objective – understanding – development.

INTRODUCTION

Nowadays communication and technology are some of the most important factors because of the globalization (Crystal, 2003), English language learners need to improve their skills for a better communication development because constant improvement is the society rule. Therefore, people are looking for different ways that help them to increase their expertise within the educational context. As a result, one of the main language skills, reading (CERF, 2001), which must be logical and ordered to get audience's attention needs enhancement. In Ecuadorian higher education, students have the necessity to improve their English language skills for being more competitive every day in the occupational field. Moreover, teachers must offer specific training strategies and techniques in order to improve students learning.

This research was done because it was identified that there was inadequate vocabulary learning during English classes. Furthermore, readings developed in class did not have a good purpose. This problem shows the way to have an ineffective communication using English as a foreign language.

Graded readers resources promote teaching and learning techniques that are adequate for different levels of reading with the objective of improving students' vocabulary learning within an interesting and motivational way. In fact, graded readers resources allow the teacher to provide the students efficient tools to improve their vocabulary in order to understand the reading texts. Therefore, as the outcome of this research, it is suggested to create a module as a proposal. Further, The principal aim of the module is to provide teachers a valuable material to address teaching based on graded readers and learning vocabulary in a different and engaging way.

A new way of teaching and learning was evidenced in the class and was divided into six chapters.

CHAPTER I, introduces the theme of the problem, its contextualization at macro, meso and micro levels, critical analysis, prognosis, the setting of the problem, research questions, research delimitation, justification, and objectives to be achieved.

CHAPTER II, presents the research background taking into consideration previous studies related to the topic of research, philosophical foundations, legal basis, key2 categories, the theoretical support of each variable, the hypothesis, and signaling of hypothesis.

CHAPTER III, describes the methodology applied in this study in terms of the basic method of research, the level or type of research, the population, the operationalization of variables, the method of data collection and data collection and analysis.

CHAPTER IV, shows the data obtained from the survey that was applied to the students. It also displays the analysis and results, data interpretation, and hypothesis verification in order to accept the alternative or reject the null hypothesis through the survey.

CHAPTER V, deals with the conclusions and recommendations that are established according to the objectives of this research as well as the research questions. .

CHAPTER VI, finally, it exposes the proposal which provides information about informative data, proposal background, justification, objectives, feasibility analysis, theoretical basis, proposal development, methodology.

CHAPTER I

PROBLEM STATEMENT

1.1 THEME OF THE PROBLEM

Graded readers resources in the English language vocabulary.

1.2 Problem statement

1.2.1 Contextualization of the Problem

English is considered as a global language hence, it is the language of education, technology, science, business, tourism, fashion, and media, among others. It is considered global because a number of people around the world communicate through it either as a first language or as a second language or foreign language (Crystal, 2003).

According to the Common European Framework of Reference (2001) English is placed in the context of a particular setting within domains like personal, public, occupational, and/or educational. Furthermore, people communicative language competence is activated by different language activities such as reading and written. Under these circumstances, the present research problem contextualization will be focused on macro, meso and micro contexts.

Ames (1992) states the learning of the English language has become one of the primary subjects of students in most educational institutions around the world. It has also become a necessary mean of communication for humans in different knowledge areas and in the development of professional and economic life. Communication is a key element in social interaction among people. If a person wants to do something he/ she will need to communicate and be able to negotiate meaning for doing that and achieving a purpose.

Reddy (2016) presents as social beings human beings need to communicate to each other. Communication is very important because everything is impossible to

be done without communication. Moreover, there is a necessity to interact with others no matter the place you are. People all over the world require to use English as a foreign language and one of the main problems is the poor level in English reading skill.

Nowadays, education around the world has had a great advance. In Latin American, English is also learned as a foreign language because people think English is relevant in education since it is used around the world for several purposes. Its importance goes beyond the need to learn a second language as a requirement of the curriculum. It is important because it proposes learners the opportunity to expand their way of thinking about the world, to look for many opportunities that a bilingual person could have.

According to the English Proficiency Index (EPI) fourth Edition (2014), some countries from Latin America such as Peru, Brazil, Chile, Colombia, Ecuador and others have problems such as low speaking, lack of vocabulary, writing mistakes and so on, in the English learning process because students are not able to communicate effectively. This research demonstrates that the problem is not the lack of interest of students to learn English because most of them take extra classes to learn it. The problem happens because the methodology, strategies and techniques used in classes are not appropriate because they use old resources, the vocabulary is limited and the consequence is that English students reading skill is low.

Furthermore, in Ecuador, there are a lot of difficulties such as: the level of the students is not good enough, the resources used are not useful, most of the teachers are not interested in students' English learning. Furthermore, teachers continue using old-fashioned resources for reading, causing in students poor reading and as consequence, they do not have enough vocabulary in order to communicate in the real world.

Likewise, Ecuadorian population lacks people who can not read, as is indicated by the last census about reading habits in Ecuador conducted in 2012 by INEC,

which provides the following results: 56,8% of surveyed people don't read because they are not interested, the 83% of people from 16 to 24 years old read more than other people because of their age. In addition, 33% of young people read only because they have to cope with tasks from school or college, and the 32% of the people read to know something else about certain topic according to INEC (2012). This leads to conclude that people in our country are not so interested in reading, especially those who are still students, the problem might rely in what kind of books the teachers are choosing or the habits that the students might have. Any of these reasons to make people uninterested in reading in our country is making that reading is not considered as a main part of education, especially when learning another language and it is not being connected to the development of language skills that could be used for communication such as vocabulary learning.

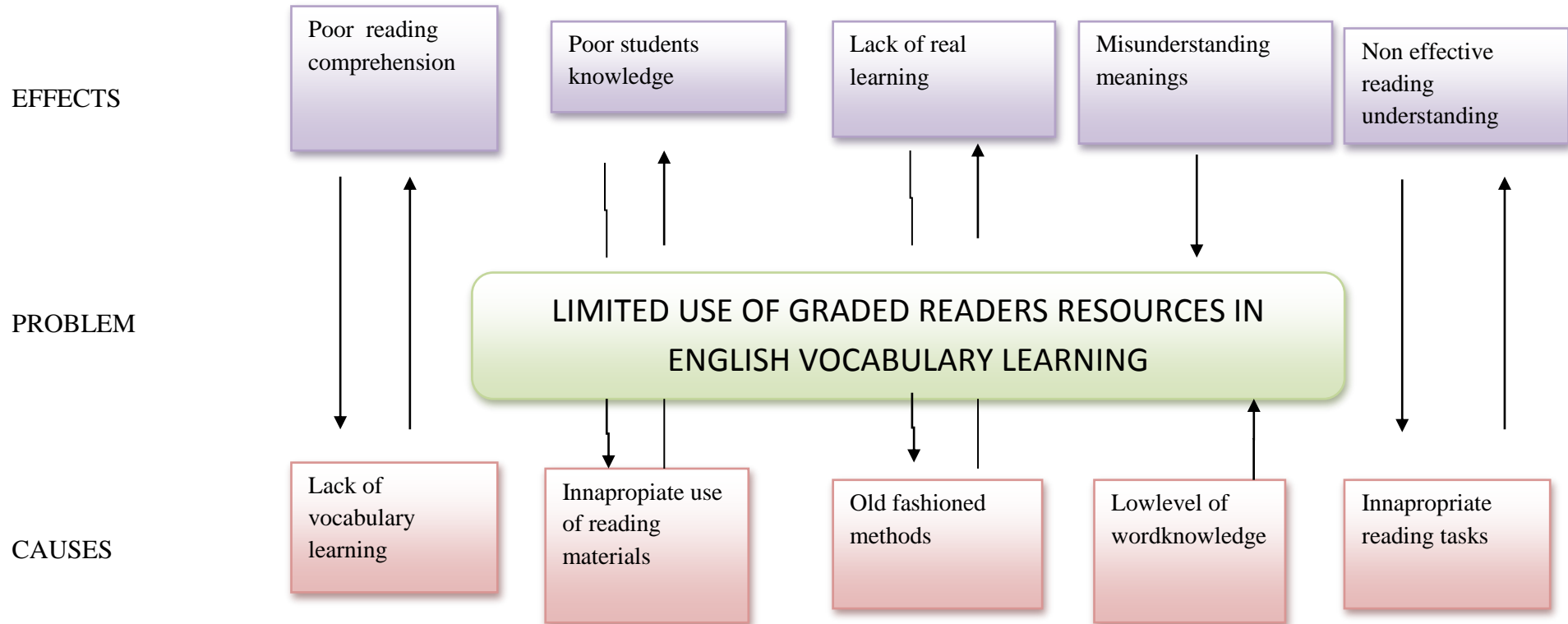
On the other hand, some institutions in Ambato have a lot of needs such as, there are not adequate classrooms, the budget is not enough to improve them, lack of material resources which should be addressed and solved in time. So, they may cause critical problems such as low speaking, poor reading, listening and writing development. These problems have been detected in the student population of the different educational institutions.

At Instituto Tecnológico Superior Bolívar, A1 level students are struggling with English reading skills. Besides, the researcher has applied her diagnostic test in the form of a Pre-test for this research and the result was deficient in the reading skills especially in vocabulary learning part. As a result, they will not succeed in the final results required by the institution because they don't have enough knowledge about it. Therefore, a research is needed to help them to improve their reading skills especially because they require to learn vocabulary in order to understand better the texts.

Furthermore, it is necessary to promote the reading skill; as teachers follow a syllabus and educative models where reading is a key element of the learning

process, they should maintain the use of books and texts where reading is used by the students at a considerable level. In addition, the use of different levels of readings could be beneficial because students get more knowledge about vocabulary and at the same time they can improve their pronunciation.

PROBLEM TREE



Graphic 1 Problem tree

Source: Contextualization of the problem

Author: Ortiz, G. (2018)

1.2.2 Critical Analysis

The Common European Framework of Reference states that an English user who is in level A1 is able to understand and use daily expressions, such as simple phrases, give personal information so he or she can communicate with other English speakers but in a slow way. Besides, language user is able to read about simple phrases and known names (CEFR, 2001). However, there are some difficulties in achieving this level. The present research has been set according to the limited use of graded readers resources to improve English vocabulary learning. Therefore, five causes and their consequences are going to be analyzed.

Vocabulary learning is fundamental for reading comprehension otherwise, the lack of vocabulary learning has as a consequence poor reading comprehension because of students do not know vocabulary that could help them to understand better a text.

On the other hand, when teachers use inappropriate materials, it induces that students cannot learn new vocabulary to understand readings. For that reason is important that teachers apply useful materials, and consider them to motivate learners in order to have good results in their learning.

Another important cause of limited use of graded readers to improve English vocabulary learning, it is old fashioned methods; students don't have the opportunity to learn modern methodology for that reason they have a lack of real learning and they continue gaining old knowledge.

Moreover, low level of word knowledge increases the number of students in learning mistakenly, causing misunderstanding the meanings of different readings, it is because students do not know enough vocabulary to understand graded readers.

Another important issue that is taken into consideration in it is the inappropriate use of reading tasks which limits the improvement of the reading skill causing in students an inaccurate and no specific learning which makes it irrelevant.

1.2.3 Prognoses

If the problem of limited use of graded readers resources does not have a solution in the process of English learning vocabulary, this could affect in learning vocabulary and misunderstanding of meanings in different readings. It means that students are going to have difficulties in reasoning and understanding texts, they will not achieve real development of English reading skills.

1.2.4 Setting of the problem

What is the relationship between graded readers resources in the English language vocabulary learning in students at Instituto Tecnológico Superior Bolívar?

1.2.5 Research questions

- 1.-What are the main elements that graded readers resources involve in the English learning vocabulary?
- 2.-What kind of resources do teachers use to promote the English learning vocabulary?
3. - What are the most useful strategies for vocabulary learning?
- 4.- What is the most helpful content for vocabulary learning?

1.2.6 Research Delimitation

This research project is about graded readers resources in English vocabulary learning at "Instituto Tecnológico Superior Bolívar" in Ambato Tungurahua province.

Content Delimitation

Field: Education

Area: Methodology

Subject: Graded Readers Resources – English Language Vocabulary Learning.

1.2.6.1 Spatial Delimitation

Instituto Tecnológico Superior Bolívar in Ambato Tungurahua Province.

1.2.6.3 Temporal Delimitation

Academic period: May 2018 – October 2018

1.3 JUSTIFICATION

This research is considered as an **important** point to look for some solutions, one of them it is designing a module based on graded readers resources to improve the quality of education at Instituto Tecnológico Superior Bolívar. Moreover, studying is not to pass every year of school; studying involves much more effort than we imagine, where we assimilate and understand the vast amount of information that we receive. For this research graded readers resources play an important role in learning. Furthermore, students do not know with certainty what these words graded readers mean and how to use them.

Moreover, students are aware of the educational problem that this institution has, besides, limited use of graded readers in English vocabulary learning do not help to improve learners' capacity of analysis and reasoning in reading. Otherwise, the level of education has declined in large numbers due to the lack of interest of the institute. Furthermore, teachers do not want to change the way they teach and continue with out-of-date education because of they became traditional people that affects learners in the moment that they want to communicate with other people in the modern society.

The **interest** of this research is to give a solution through new resources such as graded readers to give a meaningful learning that helps students to learn new vocabulary in an appropriate way by implementing an adequate, useful and helpful teaching in the Institute. However, the institute must take the challenge to provide immediate answers to have a quality education.

Most teachers understand that graded readers resources are simplified books written at varying levels of difficulty for foreign language learners. They also know that graded readers cover a huge range of genres ranging from adaptations of classic works of literature to original stories, to realistic materials such as biographies, reports and so on. Teachers are also conscious that graded readers resources are written for many different audiences, ages and difficulty levels. However, not all teachers have a clear idea of their function and how they fit the curriculum. Graded readers resources are an essential part of any curriculum. One of the main functions of graded readers is to create a series of stepping stones for foreign language learners to eventually read unsimplified materials.

The research is **feasible** because it has the support provided by Universidad Técnica de Ambato at the same time by Instituto Tecnológico Superior Bolívar and the collaboration of the authorities and students of the same institute.

The **impact** of this investigation in the educative community is **positive** because this is based on the implementation of new tools that are intended to benefit students getting new vocabulary and improve the teaching and learning process of the English language.

This research will help **students at Instituto Tecnológico Superior Bolívar** to improve their skills in reading and learning vocabulary in a better and useful way.

The results obtained from the research will be useful and **beneficial** to the institute progress. It will be used to design a proposal to give alternative solutions to the problem and improve student's learning and develop their creativity, critical and reflective thinking, active participation. Moreover, the proposal will help

learners to learn new vocabulary in an effectively way to understand different readings.

1.4 OBJECTIVES

1.4.1 GENERAL OBJECTIVE

Determine the influence of Graded Readers Resources in the English language vocabulary learning at Instituto Tecnológico Superior Bolívar.

1.4.2 SPECIFIC OBJECTIVES

- 1.-To identify the main elements that graded readers resources involve in the English language vocabulary.
- 2.- To determine the kind of resources that teachers use to promote the English language vocabulary learning.
- 3.- To describe the most useful strategies for vocabulary learning.
4. To explain the most helpful content for vocabulary learning.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 RESEARCH BACKGROUND

According to the present research some themes were found related to the topic but they only mention the second variable of the research. Some of them are going to mention.

Huang and Liou (2007) aim to make vocabulary learning easier for students through the use of understandable texts sequenced according to vocabulary difficulty levels and repetition of target words. Moreover the authors have performed a quantitative research for the analysis of corpus using word frequency computer program selected sixteen articles of a Chinese-English magazine and constructed an online extensive graded reading program. Moreover, the authors also developed a pre-test and gave it to 38 college students; thereupon, he conducted his research for twelve weeks based on vocabulary gains before giving the post-test. The learners' performance was observed through the assessment of receptive and productive vocabulary gained during the meetings of the reading program. Three types of computerized assistance were explored namely glosses, sequenced reading, and multiple encounters. The results showed that learners enhanced their vocabulary knowledge after using graded readers program which was considered as pedagogically beneficial and technically feasible and helps to gain vocabulary and learners' satisfaction.

Poulshock's (2010) main objective is to discuss the potential of Liberal Arts and Sciences in the English as a foreign language context in high school and college. The intended hypothesis is that students enjoy these LAS stories much more than traditional graded readers and that learners believe they are improving from LAS stories linguistically and educationally. For the development of this qualitative research learners used extensive graded reading with traditional graded readers. They also produce interaction among them with short graded

stories in the liberal arts and sciences. The author also developed a survey for learners based on the 10-point Likert scale. Furthermore, this pilot project was conducted for two semesters with 34 students, 10 students in the first semester and 24 in the second semester. Based upon the results, the author concludes with the argument that learners enjoy and are encouraged by the use of short graded stories in the liberal arts and sciences and gain vocabulary knowledge satisfactorily.

Swanborn and Gloppe (1999) propose a research which aims to take the students beyond the limits of traditional graded readers to a new way of vocabulary building program it is known as the eReaders series. Furthermore, the findings based on the use of course books and graded readers and states neither the former nor the latter show a high improvement in the vocabulary acquisition. That is the reason why the authors have developed a proposal called as “eReaders” based on corpus studies and Web 2.0 applications. Interestingly, the results show that this proposal had good results because its use helped learners both in-depth and productive knowledge of the most frequently used words in English language; so they improved their vocabulary development.

Waring and Nation (2004) aim to review about the relationship between reading in a foreign language and vocabulary acquisition and their implications for teaching and research. The authors claim learners should have a wide coverage of vocabulary in order to understand reading material with academic vocabulary. They also argue that learners need graded readers materials according to their level for example intermediate and elementary. They conceptualize graded readers as controlled or simplified material that help to process the text intensively which makes the reading into a study task. The authors conclude that findings on coverage, repetition and decay are directly linked with language teaching and learning. Moreover, it is recommended that researchers must adopt a multi-test format to provide an idea about the types of vocabulary knowledge that learners can acquire; for instance through the use of collocations, spelling, derivatives, etc.

Eldridge and Neufeld (2009) have developed a research "The Graded Reader is dead" which main objective is to introduce EFL that describes the use of 15,280 English words in pedagogical materials based on the learners' proficiency levels of the European Framework of Reference for Languages. The authors consider it as an innovative lexical resource. The researchers' methodology consisted on the collection of corpus of 1971 texts taken from 17 textbooks, 33 graded readers and 7 online materials which are designed for learning English as a foreign language. Those materials come from the well-known publishers such as Cambridge, Oxford, and Exam English Ltd. All of them are related to reading comprehension tasks and are included from the level A1 to C1 of the Common European Framework of Reference. The total corpus contains 486178 words that are distributed in different types of reading material such as dialogue, informative, narrative, mails, and so on according to the levels of proficiency. The authors conclude by arguing that EFL can provide interesting insights for language learning through computer assisted teaching and learning.

Lopez and Campoverde (2013) make a description of the definitions helped to understand the concepts and circumstances in the investigation process. The number of population that was applied in this research was 443 students, whose objectives were to identify if students learn the lexicon through written books graduates in English language. To design a booklet with authentic texts that can be used in class, to Recognize what are the levels of English language learning existing in the Graduated readings. As conclusion Lopez (2013) mentions that based on this research, students have better knowledge of vocabulary in order to complete different activities and understand the meaning of the readings.

Oñate (2017) pretends to develop a clear representation of a studied phenomenon based on its characteristics. Moreover it describes and analyzes phenomena and real situations. The number of population that was applied in this research was 54 students. He mentions two objectives the first one is to study the relation between the uses of graded readers and the English language pronunciation and the second

one is to explore the impact that graded readers might have in the development of the English language pronunciation.

According to Oñate (2017), there is evidence that reading skill is an important element in students learning process and that they apply the skill in different stages of it, sometimes connecting it with other language skills such as pronunciation.

Gorsuch and Taguchi (2010) provide results from a study called Reading Skill instructions. There were students who wrote post-reading reports in order to show how reading can positively influence student's skills such as fluency, comprehension, vocabulary and general language development. The methodology applied for this investigation was repeated reading, which is a fluency building , usually used in L2, which showed positive results in L2 learners, increasing reading fluency, vocabulary learning and comprehension. It was showed that reading is a meaningful and useful means of developing foreign language abilities, particularly in foreign language settings where input sources are limited.

Furthermore, in an international and interuniversity Journal of Foreign Language Didactics called *PortaLinguarum*, Ghavamnia and Tavakoli (2013) remark the use of graded readers in this article with a particular purpose, using an application methodology of three stages with activities that contribute to the learning process. She emphasizes that making a student manage reading skills at its 100% requires a series of steps that might end up with a proficient student in reading. She made up this 3-steps plan in order to achieve this, using pre, while, and post reading activities. However, this 3-steps plan was only focused on reading activities to make students aware of the language that they are using and familiarization with vocabulary more than practicing productive skills or making students aware of their pronunciation mistakes while they read. On the other hand, graded readers were presented as a post activity because the author wanted to show how this resource promoted autonomy and expansion in the L2 learners. This research shows how graded readers can be used in order to master reading skills, as well as

the acquisition of vocabulary and learner autonomy. However, it doesn't mention how this resource could be used in order to reinforce other skills besides reading.

Lerner (1999) makes another important contribution that suggests that literature can be used in order to reinforce reading comprehension in English, using appropriate strategies as well as books that are according to the level of proficiency of the students. The author exposes graded readers as a great resource because of its low grade of complexity and high rate of availability. She also adds that this resource might result in reducing student's doubts and incrementing reading comprehension in them. The research was conducted using small groups in order to work in a classroom, using a qualitative methodology of observation, in order to apply pre, while, and post reading activities on students, that were carefully selected in order to show positive results that might associate the use of reading to the development of pronunciation and vocabulary learning. In addition, this whole study focuses on how reading comprehension can be supported by using different elements, mentioning graded readers as one of them. However, it doesn't mention other skills that could be connected with the use of them.

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2.2 PHILOSOPHICAL FOUNDATION

This research is based on Critical- Propositional paradigm and trying to overcome the traditionalist view, to try to signal an emerging and contextualized alternative solution to the socio-educational problems. Critical- Propositional paradigm also includes the utilization of theory to establish a hypothesis that was tested during the research process. Taking into consideration this analysis, the research focused on improving students English Language Vocabulary Learning by implementing Graded readers resources, therefore that is how Critical- Propositional paradigm plays an important role in helping learners develop their English Language Vocabulary.

According to Herrera and Baquero (2012) it is critical because it questions the mold schemes which are doing research with the instrumental logic of power; it challenges the reduced linear explanations chance. Purposing as research stops at the passive contemplation of phenomena, but also it raises alternative solutions built in a climate of synergy and proactively.

2.3 Legal basis

This research project is supported by some articles of the Reglamento de Régimen Académico of Consejo de Educación Superior (2014) which states:

Article 31 states the regulation for learning a foreign language. The subjects determined to the learning of the foreign language may or may not be part of the curriculum of the career; in any case the higher education institutions should plan this learning in a gradual and progressive form. However, the higher education

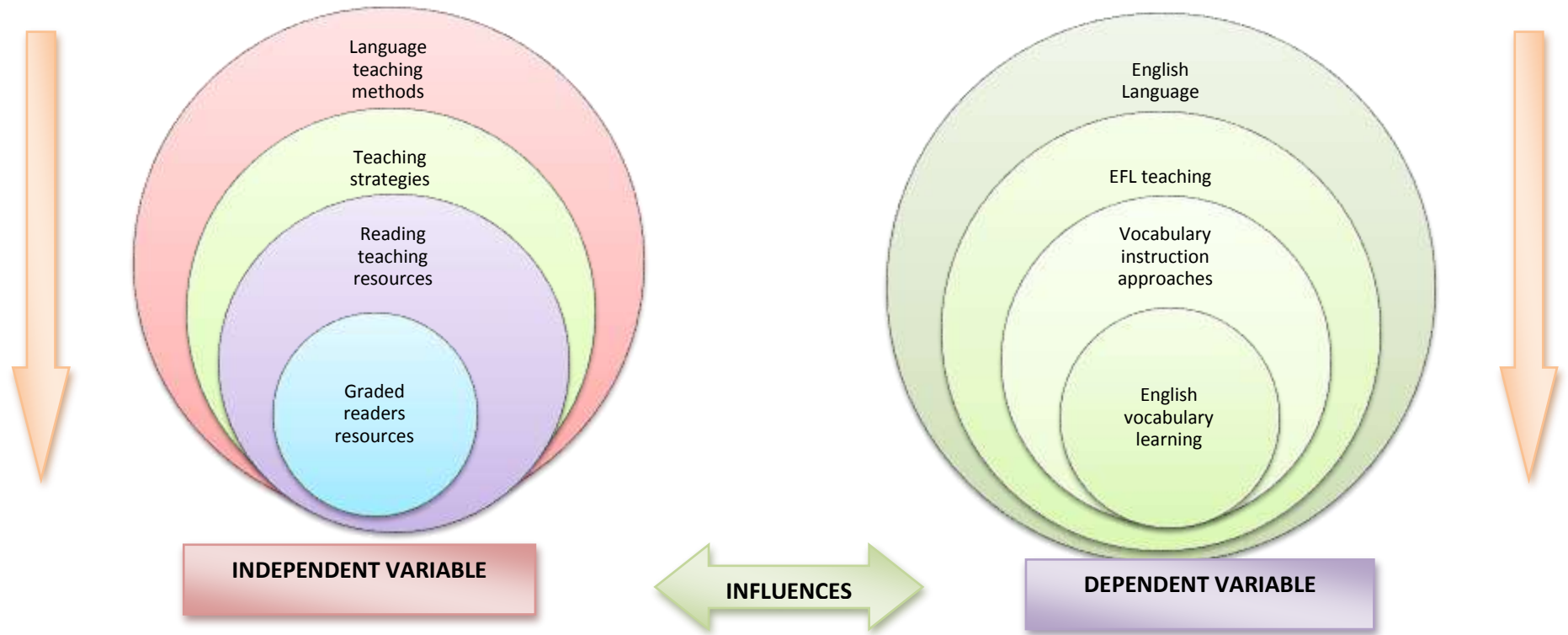
institutions must guarantee the level of English proficiency to meet the graduation requirements of the careers of superior technical level, superior technology and their equivalents; and, third level. They must organize or approve the corresponding subjects from the beginning of the college career. The proficiency of the foreign language must be assessed before the student enrolls in the last ordinary academic period of the respective career; such test will be enabling for the continuation of their studies, notwithstanding that this requirement can be fulfilled previously.

In the third level degree programs, proficiency of a language will be understood at least the level corresponding to B2 of the Common European Framework of Reference for the Languages.

For regular students who are enrolled in a career to meet the proficiency requirement of a foreign language, the higher educational institution should design programs for accomplishing this requirement or they may sign agreements with other higher educational institutions or institutions that, although not being part of the system of higher education, provide programs or language courses, as long as they give sufficiency certificates through the presentation of international exams.

For higher technical and technological level careers, sufficiency in the performance of a foreign language is level A2 of the Common European Framework of Reference for Languages. On the other hand, in the third level degree programs, proficiency of a language will be understood at least the level corresponding to B1 of the Common European Framework of Reference for the Languages.

2.4 KEY CATEGORIES



Graphic 2: Key categories

Source: Contextualization of the problem

Author: Ortiz, G. (2018)

2.4.1 INDEPENDENT VARIABLE THEORETICAL SUPPORT

2.4.1.1 LANGUAGE TEACHING METHOD

Language teaching method

Brown (2001) states people used to think that teaching could be easy just because they are able to manage a context, but most of the cases they are wrong. Teaching is the process of carrying out those activities that experience has shown to be effective in getting students to learn. Moreover, this teaching process may be complex or not depending on what teachers want to teach, and these themes should be connected with a pedagogical process and involved with teaching methods

Language

According to Husain (2015), Language is essentially a skill. It is not a content-based subject like-Science, Social Studies, Commerce, Mathematics, and so on, which aim is to imparting information and fill the human mind with knowledge. Moreover, since language is a skill, it naturally comes under psychomotor domain. A skill may be called the ability to do something well. Swimming, playing, etc. are skills which people perform after acquiring them. Knowing about these things is an intellectual exercise (cognition) and using or doing them is a skill (action). Language is a complex skill involving four sub-skills, which are as follows

Forms of language:

A language normally proceeds from the spoken language to the written language. So it has two forms:

- (a) Spoken Language
- (b) Written Language

Language is a system of systems:

A language is a system. Language is a complex whole like the human body. The system of language functions through sounds, words and structures. These are integrated with one another and constitute the complex whole which is language. A language is a system of phonetics, grammar and vocabulary which themselves are systems. The systems are:

(1) Phonology

The sound system of a language is called phonology. Language has a set of sounds peculiar to it. The sound stands for words; the words stand for object, ideas, process, etc. For example, pen, advice, relative, selling and singing etc. Each word has a meaning.

(2) Morphology

Words what they are, their formation and their various changes in their form, is called morphology.

(3) Semantics

Words' formation, giving the meaning in a systematic way is called semantics.

(4) Syntax

Constructions and arrangements of words into definite meaning i.e. phrases, formulae and sentences are called syntax.

TEACHING

According to Gardner (1983) remarked the implication of the theory is that learning/teaching should focus on the particular intelligences of each person. For example, if an individual has strong spatial or musical intelligences, they should be encouraged to develop these abilities. Moreover, Gardner points out that the different intelligences represent not only different content domains but also learning modalities. A further implication of the theory is that assessment of

abilities should measure all forms of intelligence, not just linguistic and logical-mathematical.

Sequeira (2012) presents teaching is a set of events, outside the learners which are designed to support internal process of learning. Otherwise, teaching (Instruction) is outside the learner. Learning is internal to learners. You cannot motivate others if you are not self-motivated. Motives are not seen, but, Behaviors are seen. Is learning a motive or behavior? Learning is both a motive and behavior but only behavior is seen, learning is internal, performance is external.

TEACHING STRATEGIES

Stahl (2005), thinks teaching strategies refer to methods used to help students learn the desired course contents and be able to develop achievable goals in the future. However, teaching strategies identify the different available learning methods to enable them to develop the right strategy to deal with the target group identified.

On the other hand, it is important to consider that the classroom is a dynamic environment, bringing together students from different backgrounds with various abilities and personalities. So, being an effective teacher therefore requires the implementation of creative and innovative teaching strategies in order to meet students' individual needs.

2.4.1.1 READING

Reading can be described as a visual action, or simply as the act of reading. In fact, there is no doubt that reading is a skill that consist on decode and interpret written material. Some teachers view reading as a mean to be empowered, Duffy (2009). The author's view towards reading places it as an important skill that must be developed in the classroom. Anaya (1994) confirms the big importance of reading in the classroom. Moreover, the child needs to learn how to read because he or she has to read in order to learn. If they don't learn to read, either they learn

with difficulties, or the student will probably be most likely to fail. This both views support the idea of implementing reading in the classroom to have positive effects.

Reading as a tool

However, Duffy (2009) adds that real tasks must be incorporated in order to achieve meaningful success. Besides being a skill, authors have defined reading as a tool; because it intervenes in cognitive processes and there is no doubt that it will be useful in the learning process of a person.

Otherwise, reading is a cognitive activity of enormous importance and complexity, used usually in order to acquire knowledge. In the educational field, it is totally evident that reading will be the principal transmitter of pieces of knowledge that are going to be received by the students, letting them explore diverse areas of science. (Duffy, 2009)

At first look, there are many statements that confirm the productivity of reading as well as its importance in many educational fields; this can be related to this investigation because reading can be also seen as a resource in order to be used in class. It must be understood that if the skills of a language are developed without the use of resources, it might present some obstacles at the moment of trying to get positive results with students.

Reading also has been viewed as a mean to develop other skills that are necessary in students in general. Reading is necessary to reinforce cognitive abilities such as characterization and argumentation (Quevedo, 2015). This leads to conclude that besides being a skill, reading is also a vehicle that might contribute to a student's psychological and cognitive development and it is of great importance to know how to take advantage of it when teaching a foreign language.

2.4.1.2 Reading teaching resources

Brown (2003) presented one of the most popular classifications of the different types of Reading. The author encloses reading in three types, perceptive reading,

selective reading, interactive reading according to the skills that are involved to develop them. Perceptive reading that helps to recognize the different components of the text. Selective reading, which is in charge of the lexical and grammatical recognition. Interactive Reading, which includes activities in that are incorporated to the interpretation of the text, and extensive reading which includes processing large amounts of texts found in books, essays or any type of document.

Silent reading and reading aloud

Some other authors explained readings according to the way in which the reading is executed; Woodward (2001) encloses two types of reading: silent reading and reading aloud. Silent lecture is the most common when the person is reading a text by him or herself with the objective of receiving information, on the other hand, reading aloud can be used also with communicative or presentation purposes.) He even states that the act of reading aloud is considered a reading sub-skill.

Readings according to their use

There are also types of readings according to their use, for example, critical reading, selective reading, comprehensive reading, recreative reading, etc. Various authors have tried to enclose the different types of reading in big categories in order to facilitate their identification and description. Reading is clasified in two big categories that are informative reading and appropriating reading. The author describes informative reading as the one that permits a person who is reading to acquire information about the situation of the text in a quick way, in other words, the main idea, more than the intention of the author or the structure of the text itself.

Reading according to the type of material

Another very popular analysis of the different types of readings that exist, presents them according to the frequency and purpose with which they are used, Specifying the type of material, more than the type of reading itself. Flores (2011)

presents a classification which varies from: novels, books, magazines, and even online articles.

It is evident that the author has a totally different view from the classifications before presented, because he classifies readings based on the type of material that they are and their main uses. Cabañas (2009) presents types of readings according to their investigative use : investigative reading, that can be used to find heuristic components of a problem, self – help readings, that push the reader to make an autonomous investigative work, and ethic readings that are intended to build a system of ideas that are coherent to explain certain phenomena.

The author presents a set of investigative-focused readings that are mainly known by investigators and people that is involved in that branch of knowledge. However, it helps to understand that readings can be classified beyond their educational and entertainment uses. Reading has been even classified by means of emotional connection with the user. Fraser (2010) exposes the importance of Reading at the moment of developing emotional intelligence. For this, she presented a classification of reading according to their use as well as the motivation that they produce in the reader. The author mentions reading as a mean of learning, as a mean of entertainment, and as an alternative to boredom, emphasizing that they could influence in the affective part of a student's development.

2.4.1.3 Graded Readers

As Navarro (2006) remarks graded readers must be treated not just as linguistic objects but also as means of decoding and interpreted the content of the text. Graded readers can be clearly defined as a type of reading in which the language has been simplified and adapted to be used by people that are learning their second language.

Hinojosa (2005) defines graded readers as books, fictional or not, specially written for students of second language or foreign languages. As its name

indicates, they are modeled according to the difficulties that the language presents.

They are specially oriented for kids; however, there are also graded readers that are used in teenagers and even adults. Graded readers are a resource that is used in the classroom to develop reading skills, as well as the acquisition of vocabulary and the correct pronunciation of phonemes.

Other characteristic that can be mentioned about graded readers is that the books containing them have covers that are especially attractive for the reader. The objective of this is having books with covers that motivate the person to entirely read it. Some of these graded readers, especially in upper levels, can be accompanied with drawings, maps, charts and diagrams that are usually used to illustrate more abstract ideas or new vocabulary.

Furthermore, Lerner (1999) remarks that one of the most important characteristics of graded readers is that they are setting in an authentic and contemporary context. So students also acquire cultural information while they are reading. This kind of books count with controlled structures and dosed vocabulary.

On the other hand, this books count with keys and cues for the reader such as introductions with a brief description of the main characters, as well as the general background of the story. There are also pre and post reading exercise, in some occasions, graded readers can also present a glossary annexed to them.

Moreover, due to their simplified and understandable language, graded readers present various advantages when they are used in a foreign language learning process. Graded readers can be applied in different ways basing in different activities which are going to help student's vocabulary learning.

Graded readers as an educational tool

Hinojosa (2005), states when applying graded readers, teacher helps their students to be more independent in their learning, encouraging and trying new strategies

and skills by themselves, making them able to read more extended and complex readings at the end of the school year.

On the contrary, Imedio (1997) proposes that the use of graded readers is correlated with intensive Reading, because in extensive reading, the main objective is not vocabulary or pronunciation, but it is the global comprehension of the text.

The relation between intensive reading and the use of graded readers can be noticeable by contrasting these two statements because objectives in extensive reading are different from the ones that the use of graded readers can achieve.

Graded readers as an awesome resource

Graded readers are an amazing complement since as we all know they are short versions of books that have been adapted to different levels or are short books written for specific levels. There is great variety in options too, so that also keeps students motivated.

One of the main issues our students face is anxiety. This has a direct effect on motivation. Graded readers are an incredible option to keep in mind when the objective is to provide greater exposure to the foreign language and keep anxiety low.

Moreover, Cunningham and Stanovich (1998) remark graded readers increase to exposure to the language, students are learning and since graded readers are accessible, it is something that is easy to do out of class, anytime and anywhere. It is something they can do on their own which encourages students to become independent in their learning and to develop good English reading habits. Otherwise, they make literature accessible and enjoyable. Students feel frustrated when using authentic texts. Sometimes they are simply much too difficult. Texts like articles can be frustrating and demotivating.

Graded readers are amazing for vocabulary acquisition. They show vocabulary in clear contexts which allows students to read extensively. Since there are glossaries

and vocabulary is limited, this keeps anxiety low. However, they are available in almost any ESL proficiency level and the vocabulary is controlled and recycled. Grammar is controlled and limited to each level as well.

On the other hand, graded readers improve proficiency, general knowledge, enjoyment and reading skills. Reading becomes faster and more fluent. When we read in our own language we read in chunks. Graded readers simplify and recycle language which makes it easier for students to understand the text.

David (1944), states graded readers help to have a better understanding of how language works. Graded readers allow students to understand how language is constructed. They can recognize real examples of how sentences are combined to form paragraphs and how paragraphs are arranged to form texts. By reading longer texts students will have the opportunity to see language as a way to communicate ideas and opinions.

How to use graded readers

While students are reading a book it is important for teachers to provide activities that are useful. These activities are meant to ensure students understand what they are reading. They are also meant to encourage students to think about key facts, events or characters as well as to make predictions.

There are many suggestions for activities that can be used to work with graded readers.

Retelling the story by using a sequence of simple sentences. They can make the sentences themselves or you can provide them and they put them in order.

If the book has illustrations you can photocopy them and mount them on cards. You then ask each student to retell the story in their own words. You can also provide some words to help them if they are needed. Choose one of the characters and have the students tell the story from that character's point of

view. Write a summary of the story but make sure it contains mistakes. Have them read through it and find the mistakes and later they can rewrite it.

Have students write descriptions of places and or characters in the book. For advanced students they can analyze the characters' personalities and their role in the story.

Ask them to change the ending of the story so that it's completely different from the original. Take one or two characters out of the story and ask them if the story would change and how it would do so. Use key vocabulary from the story to practice questions. You can ask them questions and afterwards they can ask each other. Choose a different title. Have students make up another title for the story/book. Explain that the new title should be coherent.

2.4.2 DEPENDENT VARIABLE THEORETICAL SUPPORT

2.4.2.1 English Language

Sandoval (2005) declares that the importance of language is vital for the human being since it allows him to establish communication with other living beings and thus live in community. If the human being does not have a language system then he could not put together projects in common with other individuals, which is precisely the essence of life in society or as a whole. Those cases of human beings who did not need language throughout their life are those very unique cases in which a child grew up in the jungle or in natural environments and never learned any kind of language.

Chomsky (2014) states language is an inseparable part of the culture of each community and country, , one of the most well-known linguists in the world, holds that all languages are dialects of human language. He says that although they are apparently very different, in reality they are very similar, however, each culture has a specific way of using its language and differences that cannot be underestimated.

Furthermore, Farrell (2002) presents several factors that make English an essential language to communicate in our current time. First of all, it is the most common foreign language. This means that two people who come from different countries (for example, Mexico and a Sweden) usually use English as a common language to communicate. That's why everyone needs to learn the language in order to get in touch on an international level. Speaking it will help you communicate with people from countries all over the world, not just English-speaking ones.

Nouar (2013) mentions the communication style also varies depending on the region of the world. In Western culture, for example, personal expression is valued, being direct and saying what you think. In contrast, some Asian cultures prefer an indirect style in which words like maybe and perhaps are more frequent than yes or no.

The approval of the Common European Framework of Reference for languages: Learning, teaching, assessment (CEFR) in 2001 by the Council of Europe. This was supposed a before and after in the didactics of modern languages when assuming a focus clearly oriented to action. In this document, the task passes to become one more element that should be integrated into work schemes more broad. An idea that should be clear is that a task is not a method and only responds to a focus: the one who understands that talking is to build together the meaning of the texts and not just decoding and coding a message.

At present, studies about teaching and learning of a language emphasize the importance of considering the particularities of the context in which the language is taught and the various characteristics of the learners and, accordingly, take the most appropriate methodological options within existing knowledge (Brown, 2007; Kumaravadivelu in Brown, 2007; Jacobs and Farrell in Richards, 2006). According to the Communicative Approach, language is no longer considered as a list of grammatical contents to be taught.

2.4.2.2 EFL Teaching

Crystal (2003) states English is undoubtedly one of the most important international languages today. It is the most widely used language in science and technology, in commerce and business, in politics and the arts. It has been estimated that, today, about 1.5 billion people in the world are learning English. Like the Internet, English is an essential tool for future generations to consider as global citizens. That is why in many countries English is already part of the formal curriculum from primary to the higher education system as the case of Ecuador. Nowadays, as a consequence of the globalization process, there are many reasons to learn English and other foreign languages. One of these reasons is given by the recognition of English as a lingua franca because it is the language most used for communication and interaction, face-to-face or virtual, with other countries for the purpose of establishing cultural and economic links.

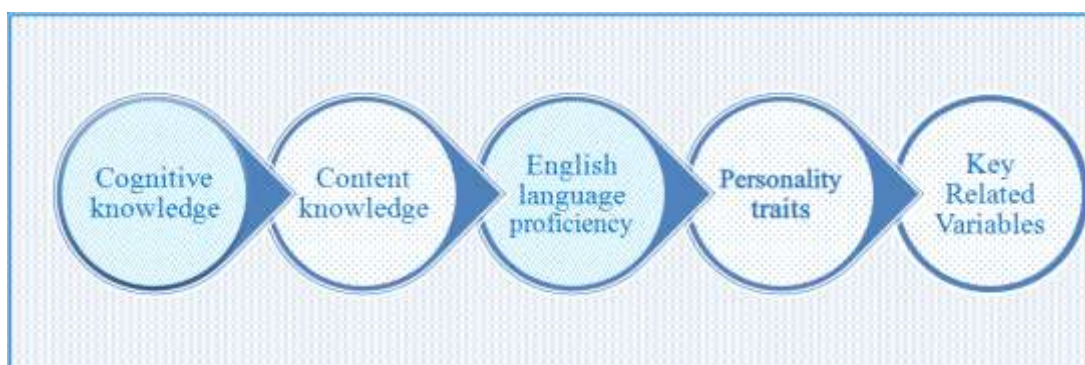
Burns, (2016) shows research is needed from both the public and private areas to be able to make substantial changes in the Ecuadorian education system; these changes should facilitate the learning of English with the use of active, communicative and innovative teaching methodologies, where learners experience interactive strategies and the competencies required in the 21st century. For this, teacher training is essential and themes related to methodology that may seem know demand their study.

Instead of viewing English learning as purely an academic endeavor, language acquisition around the world is increasingly being seen as a skill for personal as well as national development. In 2012 the Ecuadorian Ministry of Education launched a new National English Curriculum and a number of associated measures, including targets for functional competence aligned with the Common European Framework of Reference for Languages, new evaluation parameters for English teachers, and scholarships for students to study abroad. The curriculum guidelines make English optional for grades two to seven and mandatory from grade eight, with the aim of students graduating high school with a B1 proficiency. Mandatory English from grade two will soon be implemented in Ecuador to help reach this goal.

Characteristics of successful EFL Teachers

Mohammad (2017) exposes achieving optimal success in teaching English as a second language (ESL) or English as a foreign language (EFL) requires teachers to demonstrate varying essential characteristics that consist of several underlying and interacting constructs. The author states teachers are the key figures in the English-language learning process. Teachers fuel their students' interests and efforts, or tackle the lack thereof, making their influence fundamental to students' progress. In this way, teachers of English as a foreign language (EFL) can have a far-reaching, long-term, and suggestive impact on their students' EFL learning journeys. EFL teachers have to be aware of and possess certain essential competencies with broad appeal across a range of domains. They also need to consider and engage with crucial factors in the language-learning and teaching literature and, above all, understand how students learn EFL.

On the other hand, key variables that characterize successful ESL/EFL teachers are showed in the following figure.



Graphic 3key variable that promote EFL teacher's success

Source: Khalid (2017)

Author: Ortiz, G. (2017)

EFL Teachers' cognitive awareness of their success

Teachers' cognition plays an essential role in their lives and is a key theme in the field of language teaching. In practice, this factor concerns the unobservable cognitive dimension of language teaching, particularly what EFL teachers know,

believe, and think in relation to topics relevant to language teaching as well as the relationship of these constructs to their instructional activities Dweck (1986) . In other words, teacher cognition concerns internal frames of reference, or the inner landscapes of action that teachers bring to their classroom practices; these, in turn, illuminate the hidden dynamics of EFL teachers' instructional practices and reflect the rich tapestry of their mental lives.

Content knowledge of successful EFL teachers

Successful ESL/EFL teachers also demonstrate significant ability in three central dimensions of content knowledge: disciplinary knowledge, pedagogical knowledge, and technological pedagogical knowledge.

Disciplinary Knowledge

Biemiller and Boote (2006) understand the underpinnings of their own teaching philosophy and to ensure success, successful EFL teachers continually review new sources about issues related to language acquisition. By remaining current in their field, these teachers can implement the most recent teaching methods supported by current research and thus become even more successful. This knowledge is called disciplinary knowledge.

As Richards (2011) explained, disciplinary knowledge is a circumscribed body of knowledge that encompasses a much broader range of content. In this context, successful EFL teachers retain germane disciplinary knowledge that draws from various language-related milieus, including syntax, phonology, discourse analysis, applied linguistics, sociolinguistics, second-language acquisition, language learning theories, the history of language-teaching methods, principles of language learning and teaching, and culturally and linguistically responsive pedagogies, all of which enhance language learning. Successful teachers also possess a comprehensive knowledge of theories regarding the main factors and concepts of second-language learning, such as age, attitude, anxiety, motivation,

language aptitude, self-efficacy, ego boundaries, affective and personality factors, and social influences.

Pedagogical Knowledge

Profound disciplinary knowledge alone is not sufficient for successful ESL/EFL teaching. Successful EFL teachers also draw on strong pedagogical knowledge, or procedural knowledge, to make their instruction relevant and accessible to students. This type of knowledge falls under various categories, all of which constitute key teaching factors. Generally, however, effective pedagogical knowledge involves (a) an understanding of social, cognitive, and developmental theories of language teaching and learning, and how they apply to students in the EFL classroom; (b) knowledge of teaching processes and learning practices, or methods of teaching and learning; (c) a thorough understanding of the ways in which EFL students construct knowledge and acquire language-related skills; and (d) skills and experience in classroom management, lesson plan development and implementation, and student evaluation.

Methods and Approaches in EFL Teaching.

Successful EFL teachers have a firm grasp on methods of and approach to teach the elements of language. Such pedagogical content knowledge includes knowledge of existing language-teaching methods (particularly modern methods), types of language testing, testing techniques, and the strategies used to teach language elements, including culture, grammar, vocabulary, and the four macro skills, that is, listening, speaking, reading, and writing. Successful ESL/EFL teachers also possess vast experience in curriculum planning, task and material design, evaluation, adaptation, and implementation. As Al-Mahrooqi, Denman, and Al-Siyabi (2015) argued, understanding these categories of pedagogical content knowledge enhances EFL teachers' success.

Instructional techniques.

In particular, successful ESL/EFL teachers are familiar with a large list of teaching techniques and can adapt and employ a innumerable of judicious techniques in the classroom. These instructional techniques include classroom activities and procedures that employ specific strategies to achieve objectives, such as opening the lesson, introducing and explaining tasks, setting up learning arrangements, checking students' understanding, guiding student practice, and transitioning from one task to another (Richards, 2011).

Widdowson (1978) remarks the success in the ESL/EFL classroom and help learners acquire the desired mastery of English, successful ESL/EFL teachers implement appropriate teaching techniques and activities that vary in type and modality, and they move from more controlled to less structured activities. They select instructional techniques, apply sound principles of language-learning and teaching theory in designing and delivering instructional practices, and teach language concepts through a variety of modalities. Furthermore, these teachers employ a variety of instructional methods to accommodate learners' diverse abilities and learning styles, organize their instruction to provide all students the opportunity to learn, and monitor students' progress and potential.

Lesson plans

The ability to design and execute an effective lesson plan is also essential to effective teaching. Successful EFL teachers excel at clarifying the educational goals of each lesson and designing classroom activities and rich language-learning tasks that contribute to the realization of lesson objectives. In particular, these classroom activities address specific aspects of student learning and skills, measured in terms of students' abilities—that is, what students are able to do through instruction. In these ways, successful EFL teachers tailor their lesson plans to the needs and abilities of their students.

Moreover, successful ESL/EFL teachers ensure that activities proceed as planned, and they identify and secure the materials and equipment required beforehand.

They plan for multiple elements involved in lesson planning and lesson enactment, such as structuring, pacing, and sequencing the lesson to ensure that adequate time is allotted to address each part of the lesson. At the same time, they monitor students' work, gauge its difficulty to ensure that the students are able to perform the activities, and ensure that decisions about grouping arrangements are appropriate. Finally, they use assessment before, during, and after lessons, and they delineate the critical components of differentiated instruction clearly. Above all, as language lessons are “dynamic in nature, to some extent unpredictable, and characterized by constant change” (Richards & Lockhart, 2007), successful EFL teachers make continual interactive decisions that are appropriate to the specific dynamics of the lesson they are teaching.

English Classroom Management

A further distinctive characteristic of successful ESL/EFL teachers is their ability to effectively manage their classrooms, particularly the English learning that takes place in EFL classrooms. Successful EFL teachers are aware of the importance of classroom management, in that it maintains discipline, maximizes the available class time, and promotes comfort, order, and appropriate student behaviors. Accordingly, they develop routines, exercise proactive discipline, and maintain momentum and interest based on the age of their students, the physical environment, and the purpose of the instruction. To this end, they use independent work, small-group and interest-group conversations, and student-led drills appropriately to contribute to the smooth functioning of a class. Successful ESL/EFL teachers know that students who are actively involved in a class that is set at their linguistic level and incorporates their interests and backgrounds will be so busy learning that discipline will, in large measure, not be an issue.

Technological knowledge

In particular, successful ESL/EFL teachers know which technological tools to use, how to use them appropriately, why they are important, and how English learners

access and process digital information. They have a deep understanding of the affordances and constraints of technological advances and various digital technologies, and they remain abreast of the rapid advances in technology. Successful ESL/EFL teachers use this technology-related knowledge to inform effective teaching approaches, by matching technology to specific instructional goals and pedagogy, and incorporate technology effectively into the ESL/EFL classroom. Furthermore, they develop the skills necessary to look beyond the most common uses of technology and reconfigure it for customized pedagogical language teaching and learning. Accordingly, a technological knowledge base is key to successful ESL/EFL teaching

2.4.2.3 Vocabulary Instruction Approaches

Vocabulary instruction approaches Hunt and Beglar (as cited in Richards and Renandya, 2002, p. 255) discussed three approaches to vocabulary teaching/learning instruction: incidental learning, explicit instruction, and independent strategy development.

Incidental learning

Hunt and Beglar (1998) stated that the incidental learning of vocabulary refers to learning vocabulary as by-product of doing other things such as reading or listening. This approach takes place all of the time when we read. Based on the way a word is used in a text, we are able to determine its meaning. While you may not know what a specific word means, many times you can determine its meaning based on what the rest of the sentence focuses on. Adults should model this sort of incidental vocabulary learning for children to help them develop their own skills.

Explicit Instruction

Richards (2011) defined this approach as the diagnosis of the words learners need to know, presenting words for the first time, elaborating word knowledge, and developing fluency with known words.

In addition, at a more advanced level, there are some useful strategies that facilitate older students to get a better range of vocabulary by reinforcement and development.

Pre-teaching vocabulary words

Ames (1992) establishes pre-teaching vocabulary words enables children to learn new vocabulary by means of a pre-reading exercise. It allows children to get more information and don't get confused because of unfamiliar words. Therefore, adults like parents and teachers are the responsible for telling and discussing the new words' meaning; later on, children will be able to start comprehending and differentiating the words' connotations and denotation. Discussion provides the adult with feedback about how well the children understand vocabulary.

Repeated exposure to words

Providing multiple opportunities to use a new word in its written and spoken form helps children solidify their understanding of it.

Keyword Method

According to Brown and Perry (1991) considered that many teachers have tried to find ways to motivate students to learn more vocabulary, and the keyword method might be the answer. In order to prove the effectiveness of the technique in various circumstances and show how the technique helps learners retain the words in their memory, a great deal of studies have been conducted

This "word clue" or keyword might be a part of the definition, an illustrative example or an image that the reader connects to the word to make it easier to remember the meaning when reading it in context. The idea behind the keyword method is to create an easy cognitive link to the word's meaning that the reader can access efficiently during a reading experience.

Independent strategy

Finally, Richards (2011) stated an independent strategy: guessing from context and training learners to use dictionaries.

2.4.2.4 Vocabulary learning

Vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do.

Vocabulary also means a collection of signs, symbols and qualities that constitute a code of communication or words related to a particular subject. In art, the term refers to specific forms characteristic to an artistic style of architecture. Willis (2012)

The importance of vocabulary development

According to Steven Stahl (2005), vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world. We continue to develop vocabulary throughout our lives. Words are powerful. Words open up possibilities, and of course, that's what we want for all of our students.

How vocabulary affects reading development

National Reading Panel (2000) states that vocabulary supports reading development and increases comprehension. Students with low vocabulary scores tend to have low comprehension and students with satisfactory or high vocabulary scores tend to have satisfactory or high comprehension scores.

The report of the National Reading Panel declares that the complex process of comprehension is critical to the development of children's reading skills and cannot be understood without a clear understanding of the role that vocabulary development and instruction play in understanding what is read.

Chall(1990) showed that students with low vocabulary development were able to maintain their overall reading test scores at expected levels through grade four, but their mean scores for word recognition and word meaning began to slip as words became more abstract, technical, and literary. Declines in word recognition and word meaning continued, and by grade seven, word meaning scores had fallen to almost three years below grade level, and mean reading comprehension was almost a year below. Jeanne Chall coined the term “the fourth-grade slump” to describe this pattern in developing readers Chall, Jacobs, and Baldwin, (1990).

Incidental and intentional vocabulary learning

The National Reading Panel (2000) concluded that there is no single research-based method for developing vocabulary and closing the gap. From its analysis, the panel recommended using a variety of indirect (incidental) and direct (intentional) methods of vocabulary instruction.

Incidental vocabulary learning

Most students acquire vocabulary incidentally through indirect exposure to words at home and at school by listening and talking, by listening to books read aloud to them, and by reading widely on their own.

Cunningham and Stanovich (1998) expose the amount of reading is important to long-term vocabulary development.. Extensive reading provides students with repeated or multiple exposures to words and is also one of the means by which students see vocabulary in rich contexts.

Intentional vocabulary learning

According to Graves (2000) students need to be explicitly taught methods for intentional vocabulary learning. effective intentional vocabulary instruction includes:

- Teaching specific words (rich, robust instruction) to support understanding of texts containing those words.

- Teaching word-learning strategies that students can use independently.
- Promoting the development of word consciousness and using word play activities to motivate and engage students in learning new words.

Research-supported vocabulary-learning strategies

Graves, (2000) remarks Students need a wide range of independent word-learning strategies. Vocabulary instruction should aim to engage students in actively thinking about word meanings, the relationships among words, and how we can use words in different situations. This type of rich, deep instruction is most likely to influence comprehension

Student-friendly definitions

Beck (2013) mentions the meaning of a new word should be explained to students rather than just providing a dictionary definition for the word which may be difficult for students to understand. Two basic principles should be followed in developing student-friendly explanations or definitions

- Characterize the word and how it is typically used.
- Explain the meaning using everyday language—language that is accessible and meaningful to the student.

Beck (2013) states a word's natural context (in text or literature) is not informative or helpful for deriving word meanings. It is useful to intentionally create and develop instructional contexts that provide strong clues to a word's meaning. These are usually created by teachers, but they can sometimes be found in commercial reading programs.

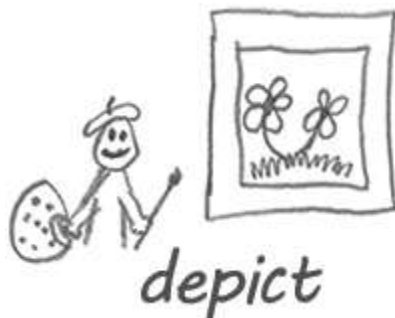
Defining Words within Context

Biemiller and Boote (2006) thinks that research shows that when words and easy-to-understand explanations are introduced in context, knowledge of those words increases and word meanings are better learned. When an unfamiliar word is

likely to affect comprehension, the most effective time to introduce the word's meaning may be at the moment the word is met in the text.

Using Context Clues

Research by Nagy and Scott (2000) showed that students use contextual analysis to infer the meaning of a word by looking closely at surrounding text. Since students encounter such an enormous number of words as they read, some researchers believe that even a small improvement in the ability to use context clues has the potential to produce substantial, long-term vocabulary growth.



Graphic 4 Context clues
Source: Glopper, B (1999)
Author: Ortiz, G (2018)

Sketching the words

For many students, it is easier to remember a word's meaning by making a quick sketch that connects the word to something personally meaningful to the student. The student applies each target word to a new, familiar context. The student does not have to spend a lot of time making a great drawing. The important thing is that the sketch makes sense and helps the student connect with the meaning of the word.

Applying the target words

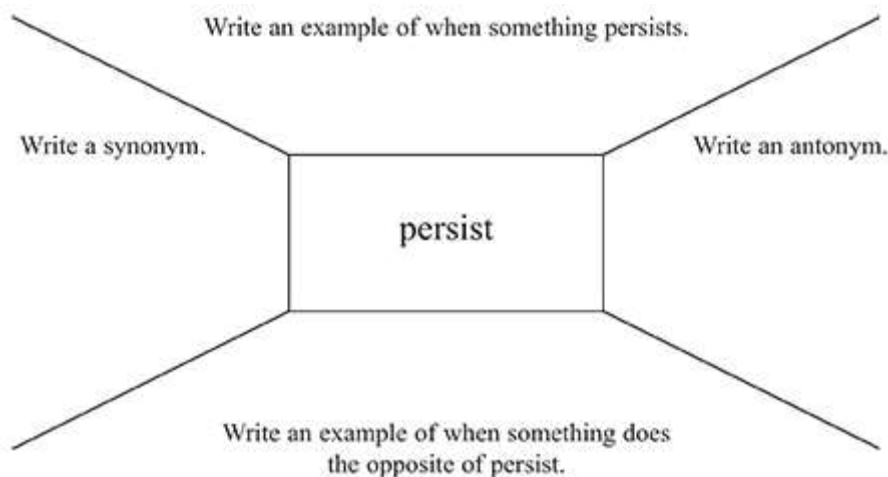
Applying the target words provides another context for learning word meanings. When students are challenged to apply the target words to their own experiences,

they have another opportunity to understand the meaning of each word at a personal level. This allows for deep processing of the meaning of each word.

sub + marine: SUBMARINE

Analyzing word parts

The ability to analyze word parts also helps when students are faced with unknown vocabulary. If students know the meanings of root words and affixes, they are more likely to understand a word containing these word parts. Explicit instruction in word parts includes teaching meanings of word parts and disassembling and reassembling words to derive meaning Graves, (2004).



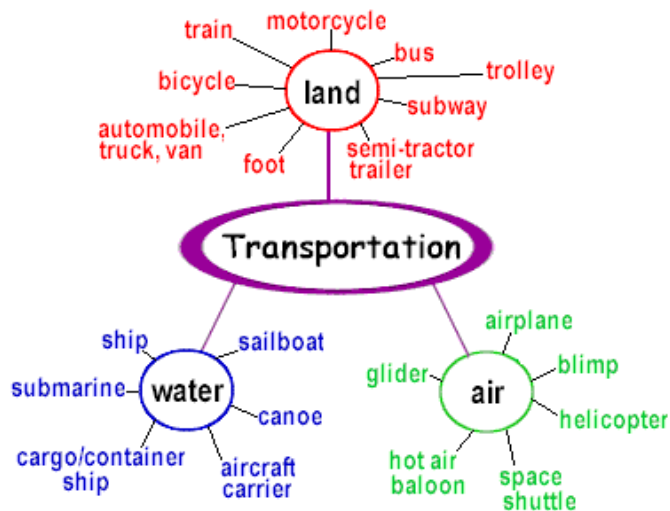
Graphic 5 Teaching meanings of word parts

Source: Graves, J (2004)

Author: Ortiz, G. (2018)

Semantic mapping

Semantic maps help students to develop connections among words and increase learning of vocabulary words. For example, by writing an example, a non-example, a synonym, and an antonym, students must deeply process the word persist. (Baumann, 2003)



Graphic 7: Semantic Mapping
Source: Bauman, L (2003)
Author: Ortiz, G (2018)

Word consciousness

Anderson and Nagy (1992) declares word consciousness is an interest in and awareness of words. Students who are word conscious are aware of the words around them, they read and hear and they write and speak. Word conscious students use words skillfully. They are aware of the subtleties of word meaning. They are curious about language, and they enjoy playing with words and investigating the origins and histories of words.

Teachers need to take word-consciousness into account throughout their instructional day not just during vocabulary lessons (Scott and Nagy, 2004). It is important to build a classroom “rich in words”. Students should have access to resources such as dictionaries, thesauruses, word walls, crossword puzzles, Scrabble and other word games, literature, poetry books, joke books, and word-play activities.

Teachers can promote the development of word consciousness in many ways:

- Language categories: Students learn to make finer distinctions in their word choices if they understand the relationships among words, such as synonyms, antonyms, and homographs.

- Figurative language: The ability to deal with figures of speech is also a part of word-consciousness. The most common figures of speech are similes, metaphors, and idioms.

Vocabulary and linguistic competences

The extensive research based on vocabulary learning and teaching provides us with important guidelines that inform instruction; that's why Krashen schematizes his theory in six concepts:

- Word knowledge is important for learning
- Word knowledge is complex.
- Metacognition is an important aspect of vocabulary learning.
- Effective vocabulary instruction moves beyond the definitional level of word meanings.
- Vocabulary learning occurs implicitly in classrooms across disciplines.
- Vocabulary learning occurs through direct instruction.

Educators understand the importance of vocabulary, and few, if any, would omit vocabulary from their instruction. We know that a large vocabulary is an asset to readers; those who know many words are more likely to comprehend what they read. In fact, we have known for many decades that vocabulary size is a strong predictor of reading comprehension (Anderson and Freebody, 1981).

However, the relationship between word knowledge and reading comprehension is complex and not easily described as one causing the other. Teaching unfamiliar words before students encounter them in a passage does not necessarily guarantee comprehension. Nonetheless, research indicates that there is a strong, positive, reciprocal relationship between word knowledge and reading comprehension. That is, vocabulary knowledge enables students to comprehend what they read, and the act of reading itself provides the opportunity for students to encounter and learn new words. Furthermore, the more words students know, the more likely they are to learn new words easily. Conversely, students with limited vocabularies

tend to read less and, therefore, have fewer exposures to new words in running text. Tremendous differences in word knowledge exist among students—differences that begin to appear at very young ages and continue to impact learning as students move through school.

Word knowledge is complex?

The nature of vocabulary learning and acquisition is complex and involves several processes that can inform instruction. Nagy and Scott (2000) described five noteworthy components of word knowledge. First, they pointed out that word learning is incremental that is, we learn word meanings gradually and internalize deeper meanings through successive encounters in a variety of contexts and through active engagement with the words. Another aspect of word knowledge is the presence of polysemous or multiple meaning words. Many words have different meanings depending upon the context in which they are used. Moreover, a common word such as table represents an entirely different meaning in science texts when authors discuss the Periodic Table.

A third aspect of word knowledge described by Nagy and Scott (2000) is the different types of knowledge involved in knowing a word. The types of knowledge include the use of words in oral and written language, correct grammar usage of words or syntactical knowledge, semantic understandings such as appropriate synonyms and antonyms, and even morphological understandings that involve correct usage of prefixes and suffixes. Surprisingly, more than 60% of words encountered in academic texts can be taught morphologically Nagy and Anderson(1984). In particular, Milligan and Ruff (1990) remarks in the analysis of social studies textbooks used from elementary through high school, found that approximately 71% of the glossary terms contained affixes and roots that could be directly taught.

On the other hand,middle level students need to engage in metacognitive thinking about what they do and do not understand as they encounter unfamiliar vocabulary.

Described by Anderson and Nagy (1992) as an awareness and interest in word meanings, word consciousness allows learners to develop an appreciation of the power of words, an understanding of the importance of word choice, and an awareness of the differences between spoken and written language. Word consciousness is especially important for English language learners, who must be critically aware of figurative language, such as idioms, which make word learning more challenging.

While the use of a dictionary for word learning is actually another independent word learning strategy, the ubiquitous practice of using dictionary definitions as an instructional technique has received much attention by researchers. The findings clearly indicate the limitations of this practice. Because definitions provide only a superficial level of word knowledge and rarely show students how to use the words, vocabulary instruction must move beyond the definitional level of word meanings. Miller and Gildea (1987) discussed the difficulties students have with using dictionary definitions to understand word meanings.

2.5 Hypothesis

Alternative Hypothesis

Graded readers resources positively influence to improve the English language vocabulary learning.

Null Hypothesis

Graded Readers resources do not influence to improve the English vocabulary learning..

2.6 Signalinghypothesis variables

Independent Variable: Graded readers resources

Dependent Variable: English language vocabulary learning

CHAPTER III

METHODOLOGY

3.1 Basic method of research

3.1.1 Qualitative approach

Williams (2007) thinks qualitative research lets to observe the social phenomenon in the classroom setting to establish the research questions Inductive reasoning is associated with qualitative research since it collects data through the use of narrative or verbal methods such as observations, interviews, and document analysis.

This research was supported on the qualitative approach because the problem was interpreted and analyzed to be investigated. It was guided toward understanding the problem; and it was a naturalistic observation from the inside: it investigated the context to which it belonged.

3.2 Research modality

3.2.1 Bibliographical –documentary research

The research was studied directly on the point of the problem and the researcher could be more connected with the same; and moreover, it was bibliographic because it was investigated on different sources of information such as books, magazines, internet among others, providing a wealth of information in order to collect, select, classify and evaluate the content of the material and have a theoretical basis to support them. By doing this bibliographical review, it was possible to get a deep understanding about what Graded Readers Resources focus on and how each one of the readings contributes to develop the English language vocabulary.

3.2.2 Field Research

It was a field research since the researcher went to the classroom to collect data specifically to the A1 students at Instituto Tecnológico Superior Bolívar.

3.3 Level or type of research

3.3.1 Exploratory Research

This research was exploratory because it pretended to find the causes and consequences of the problem and through the data collected to issue a standard assessment of the situation, it allowed the investigator to be related to the problem itself and analyze students' needs.

3.3.2 Descriptive Research

The research was descriptive, because it explained how and what the problem affected to a certain amount of the population, and it allowed the researcher gets the most important features of the problem; in this way the investigator will support her research with interviews, surveys that will have better results on the research being performed.

3.3.3 Experimental Research

On the other hand, the research was experimental because it was applied directly on students and proved if it helped them to improve and gain more new vocabulary based on this research.

3.4 Population and sample

Population

The population for the development of this research was A1 students of the first level at Instituto Tecnológico Superior Bolívar.

| POPULATION | NUMBER | % |
|-------------------|---------------|-------------|
| A1 Students "A" | 35 | 47% |
| A1 Students "B" | 35 | 47% |
| Teachers | 2 | 6% |
| TOTAL | 72 | 100% |

Tabla1Population

Source: Instituto Tecnológico Superior Boliva

Author: Ortiz, G. (2018)

3.5 Operationalization of variables

| INDEPENDENT VARIABLE Graded Readers | DIMENSIONS | INDICATORS | ITEM | TECHNIQUES | INSTRUMENT |
|--|-----------------------------|---|--|-------------------|----------------------|
| An easy short reading resource which encompasses both fiction and non-fiction genres, that can be adapted from literary classics, films, biographies, travel books and used to support the Extensive reading to teaching foreign languages, employing simplified language, specific levels of grammatical complexity, vocabulary, and frequency headword counts according to today's language learners by maximising reading opportunities in an enjoyable, relaxing and accessible way and their cognitive scheme level dealing with goals, such as | easy short reading resource | fiction non-fiction literary classics, films, biographies, travel books | How often are fiction readings used in class? Are literary classics readings used in classroom? How often do you read biographies in class? Do you like to read non-fiction readings? | Survey | Questionnaire |
| | Extensive reading | Basic methodological Large quantity of text free Reading book flood way of <u>language learning</u> | Is extensive reading helpful for your learning? How often do you use graded readers in class? Do you think graded readers would help to improve your pronunciation? | | |

| | | | | | |
|---------------------------|-----------------------------|---|---|--|--|
| gaining skill and fluency | foreign language | simplified language, grammatical complexity, vocabulary,frequency <u>eadword</u> counts | Can graded readers help to learn new vocabulary? Do you consider graded reader have a simplified language? | | |
| | Language learners´ needs | Fluent communication Effective learning Cultural background Cognitive scheme | Can graded readers help in fluent communication? Are graded readers an effective learning in reading skill? Is it important to have a previous knowledge before to use graded readers? | | |
| | Lexical Goals | Skill gaining Fluency reading Vocabulary enhance | Can graded readers improve reading skills? Are graded readers useful to have fluency in reading skills? Do you consider graded readers as a strategy to learn | | |

Chart 1 Dependent variable

Source: Operationalization of variables

Author: Ortiz, G (2018)

| DEPENDENT VARIABLE Vocabulary Learning | DIMENSIONS | INDICATORS | ITEM | TECHNIQUES | INSTRUMENT |
|--|----------------------------|--|---|-------------------|-------------------|
| <p>The process of learning to understand, new terminology, incorporate the pronunciation of new words incidental or through direct study divided into two types: functional words that perform a role in grammar and lexical words that provide information that can be used accurately as a key in a particular context to develop other skills such as oral and written, language communication.</p> | Process of learning | New terminology Pronunciation New words | How often do you learn new terminology or vocabulary? Do you consider new words are important in English language? | Survey | Questionnaire |
| | Incidental learning | Explicit processes Particularly attention Working memory Control mechanisms | Do you think learning vocabulary is good for your memory? Is it important to have a particularly attention in order to learn new vocabulary? How often do you work your memory learning new vocabulary? | | |
| | | | new vocabulary? | | |

| | | | | | |
|--|---------------------------|--|---|--|--|
| | Direct study | Functional words Grammar role Lexical role | Do you think grammar role and vocabulary are important in English language? Do you consider lexical role is important in vocabulary learning? | | |
| | Particular context | Written statement Spoken statement Specific word | Do you think learning new vocabulary plays an important role in a written and spoken way? | | |
| | Other skills | Reading Written Speaking Listening | Is it essential to learn new vocabulary in order to communicate? Do you think learning new vocabulary can help understand what other people are saying? Is it important to know new terminology to write something? | | |

| | | | | | |
|--|--|--|--|--|--|
| | | | Do you believe knowing new words can help you understand different readings? | | |
|--|--|--|--|--|--|

Chart 2 Dependent Variable

Source: Operationalization of variables

Author: Ortiz, G. (2018)

3.6 Method of data collection

A validated survey was necessary to apply to collect the data. It was elaborated by the researcher. It was designed with fifteen questions with different options to answer according to the problem in order to know if graded readers are useful to learn English vocabulary. It was conducted to seventy A1 students who belong to the first level of Instituto Tecnológico Superior Bolívar.

Furthermore, it was also necessary to pass a survey to teachers to know if they were using graded readers resources in vocabulary learning in their class. The survey was applied to 2 teachers at Instituto Tecnológico Superior Bolívar.

| BASIC QUESTIONS | RATIONALE |
|--------------------------------|--|
| 1.- For what? | To achieve the objectives |
| 2.- What people or objects? | First level students and teachers in the area of English |
| 3.- What aspects? | Graded readers resources in vocabulary learning |
| 4.- Who? | Maria Gabriela Ortiz |
| 5.- When? | At the end of the research |
| 6.- Where? | Instituto Tecnológico Superior Bolívar |
| 7.- How many? | One time |
| 8.- What gathering techniques? | Survey |
| 9.- With what? | Questionnaire |

Chart 3: Method of data collection

Source: Data Collection

Author: Ortiz. G (2018)

CHAPTER IV

ANALYSIS AND INTERPRETATION

4.1 Analysis of results

Survey Results A1 Students

Based on the survey analysis, students were evaluated if they used graded readers in English learning vocabulary.

4.2 Data interpretation

Question 1 :How often are graded readers used to promote reading activities in the classroom?

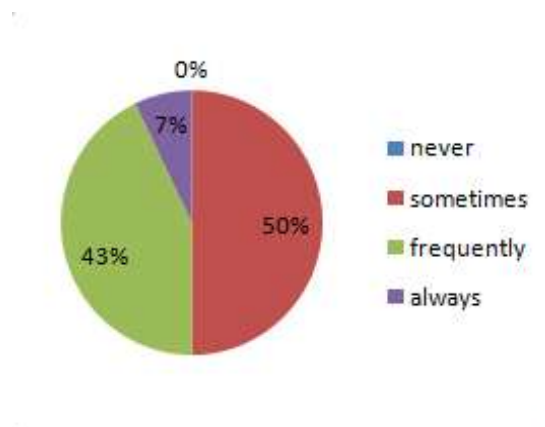
Tabla2 Reading activities

| Alternative | Frequency | Percentage |
|--------------|-----------|-------------|
| Never | 0 | 0% |
| Sometimes | 35 | 50% |
| Frequently | 30 | 43% |
| Always | 5 | 7% |
| Total | 70 | 100% |

Source: Survey from students

Author: Ortiz, G. (2018)

Graphic 7 Reading activities



Source: Survey from students

Author: Ortiz, G. (2018)

Analysis and interpretation

The collected information from question 1 is confirmed that 35 students that represent 50% affirm that the teacher sometimes uses graded readers in the classroom in order to promote reading activities, while 30 students that belong to 43% affirm that this kind of texts and reading activities are frequently used in class.

This clearly evidences that reading is not presented a lot inside the classroom, with the intention of implementing it in activities to improve English vocabulary learning and to practice it in a context where students can understand it.

Question 2 :Are literacy classics readings used in classroom?

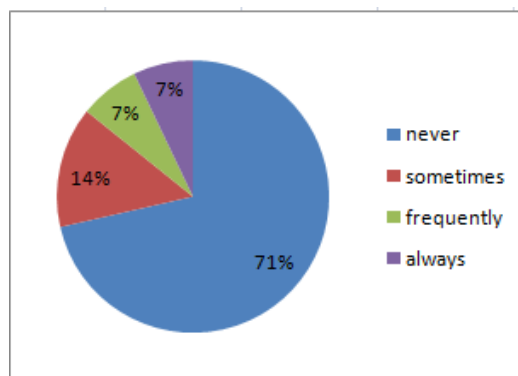
Tabla3 Literacy readings

| Alternative | Frequency | Percentage |
|--------------|-----------|-------------|
| never | 50 | 71% |
| Sometimes | 10 | 14% |
| Frequently | 5 | 7% |
| Always | 5 | 7% |
| Total | 70 | 100% |

Source: Survey from students

Author: Ortiz, G. (2018)

Graphic 8 Literacy classics



Source: Survey from students

Author: Ortiz, G. (2018)

Analysis and interpretation

As it is shown in the following analysis, 71% of students, which is represented by 50 of them answered that literacy is never read in class. Furthermore, a considerable number of 10 students, which represents 14% consider that literacy is sometimes presented.

This analysis leads to conclude that literacy is not presented in most of the lessons and it is not being used in the classroom as a mean of learning and knowledge transmitter.

Question 3: How often do you read biographies in class?

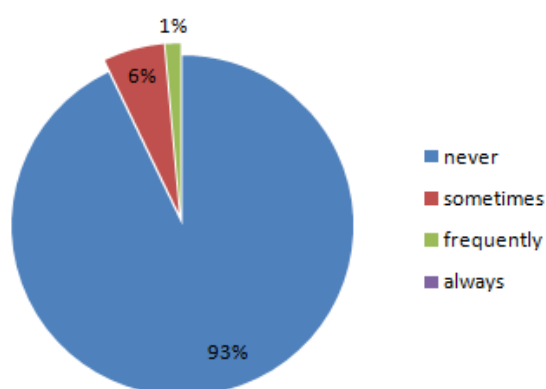
Tabla4 Biographies

| Alternative | Frequency | Percentage |
|-------------|-----------|-------------|
| never | 65 | 93% |
| Sometimes | 4 | 6% |
| Frequently | 1 | 1% |
| Always | 0 | 0% |
| Total | 70 | 100% |

Source: Survey from students

Author: Ortiz, G. (2018)

Graphic 9 Biographies



Source: Survey from students

Author: Ortiz, G. (2018)

Analysis and interpretation

Question 3 shows the results in the following way; 93% of the students, which is represented by 65 of them, answered that biographies are never read in the classroom. Moreover, 6% of the students added that biographies are sometimes used; they were represented by 4 students.

The collected information for this question can help to confirm that biographies are not used in reading activities such as performing the learning of English language vocabulary.

Question 4: Do you like to read non-fiction readings?

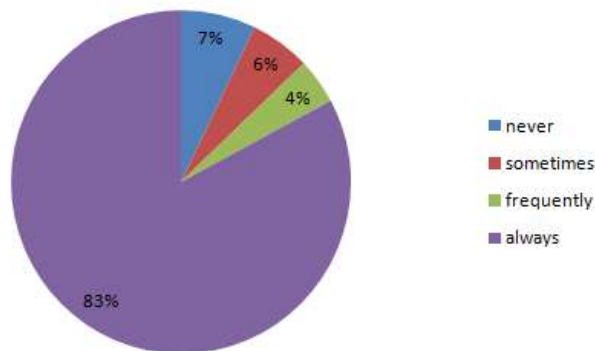
Tabla5 Non-fiction readings

| Alternative | Frequency | Percentage |
|--------------|-----------|-------------|
| Never | 5 | 7% |
| Sometimes | 4 | 6% |
| Frequently | 3 | 4% |
| Always | 58 | 83% |
| Total | 70 | 100% |

Author: Ortiz, G. (2018)

Source: Survey from students

Graphic 10 Non- Fiction readings



Author: Ortiz, G. (2018)

Source: Survey from students

Analysis and interpretation

More than the half of the students, specifically 83%, which is represented by 58 students, answered with the option that always they like to read non-fiction readings because it helps to improve someone's pronunciation. In addition, 7% which is represented by 5 students, answered that they never read non-fiction readings.

The following statistics can help to deduce students like to read non-fiction readings and how they can help to improve their vocabulary.

Question 5: How often do you use graded readers in class?

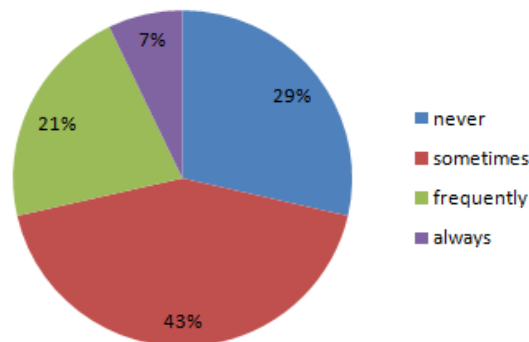
Tabla6 Graded Readers

| Alternative | Frequency | Percentage |
|--------------|-----------|-------------|
| Never | 20 | 29% |
| Sometimes | 30 | 43% |
| Frequently | 15 | 21% |
| Always | 5 | 7% |
| Total | 70 | 100% |

Author: Ortiz, G. (2018)

Source: Survey from students

Graphic 11Gradedd readers



Author: Ortiz, G. (2018)

Source: Survey from students

Analysis and interpretation

The data collected for this question, it can be represented and confirmed that 43% represented by 30 students, answered that they sometimes use graded readers in class in order to improve their vocabulary. Furthermore, 29% of them, which is represented by 20 students, affirmed that they never use graded readers in class, furthermore 21% represented by 15 students answered that they frequently use graded readers in class .

The majority of the students clearly affirmed that graded readers are not used during the class.

Question 6: Do you think graded readers would help to improve your pronunciation?

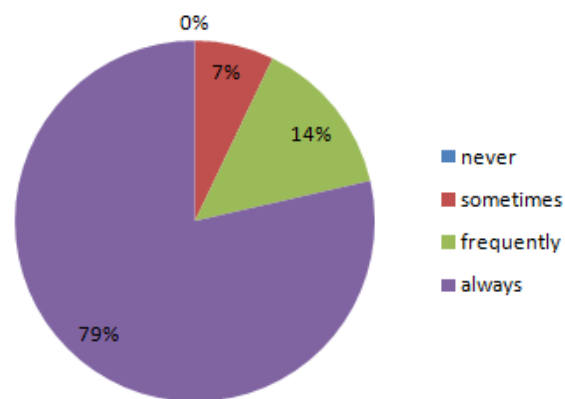
Tabla7 Pronunciation

| Alternative | Frequency | Percentage |
|--------------------|------------------|-------------------|
| Never | 0 | 0% |
| Sometimes | 5 | 7% |
| Frequently | 10 | 14% |
| Always | 55 | 79% |
| Total | 70 | 100% |

Author: Ortiz, G. (2018)

Source: Survey from students

Graphic 12 Pronunciation



Author: Ortiz, G. (2018)

Source: Survey from students

Analysis and interpretation

The results are displayed in the following way, 79% represented by 55 of them, answered that graded readers always can help students in improving pronunciation, 14% of them, which is represented by 10 students, added that frequently graded readers can help pronunciation.

Most of the students realized that graded readers are helpful to improve pronunciation and also they can help to acquire new vocabulary during their learning.

Question 7: Is extensive reading helpful for your learning?

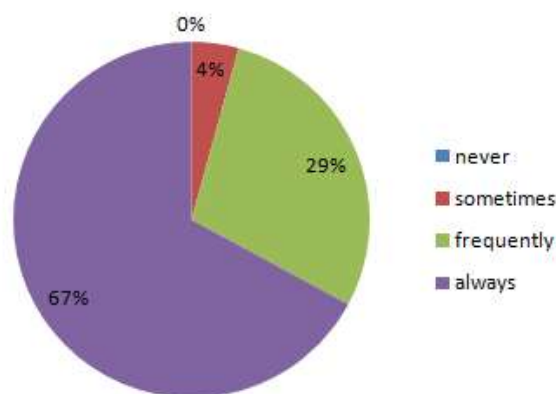
Tabla8 Extensive Reading

| Alternative | Frequency | Percentage |
|--------------|-----------|-------------|
| never | 0 | 0% |
| sometimes | 3 | 4% |
| frequently | 20 | 29% |
| always | 47 | 67% |
| Total | 70 | 100% |

Author: Ortiz, G. (2018)

Source: Survey from students

Graphic 13 Extensive reading



Author: Ortiz, G. (2018)

Source: Survey from students

Analysis and interpretation

The data collected for this question, it can be represented and confirmed that 67% represented by 47 students answered that extensive reading is always helpful for learning, 29% represented by 20 students added that extensive reading is frequently helpful for learning.

According to this analysis the students agreed that extensive reading is helpful and useful for their learning in the process of reading skill.

Question 8: How often are fiction readings used in class?

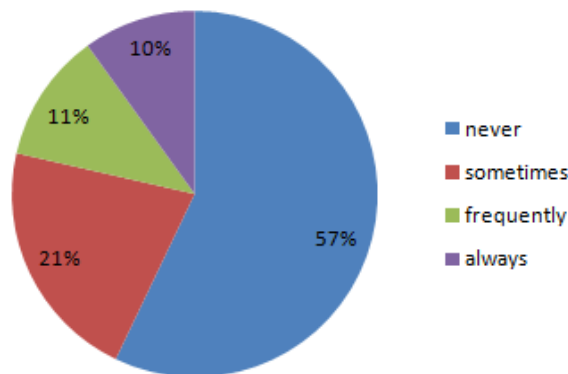
Tabla9 Fiction Readings

| Alternative | Frequency | Percentage |
|--------------|-----------|-------------|
| Never | 0 | 0% |
| Sometimes | 40 | 57% |
| Frequently | 20 | 29% |
| Always | 10 | 14% |
| Total | 70 | 100% |

Author: Ortiz, G. (2018)

Source: Survey from students

Graphic 14 Fiction readings



Author: Ortiz, G. (2018)

Source: Survey from students

Analysis and interpretation

The results of students' survey in question number 8 show that 57% represented by 40 students sometimes use fiction readings, 29% which is represented by 20 students frequently use fiction readings, 14% represented by 10 students added that always use fiction readings.

In this analysis, it is easily noticeable that most of the students like to read authentic readings such as newspapers, magazines, articles, and so on.

Question 9: How often do you learn new terminology or vocabulary?

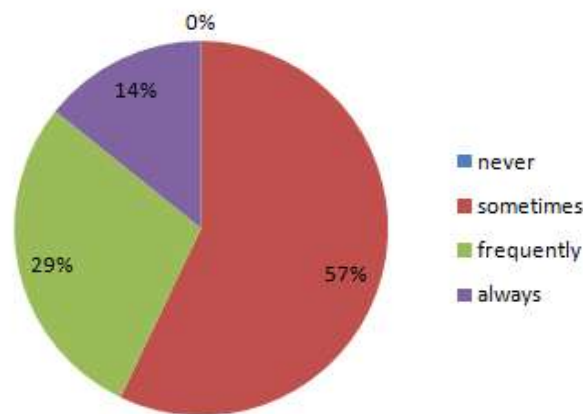
Tabla10 Terminology or vocabulary

| Alternative | Frequency | Percentage |
|--------------|-----------|-------------|
| Never | 40 | 57% |
| Sometimes | 15 | 21% |
| Frequently | 8 | 11% |
| Always | 7 | 10% |
| Total | 70 | 100% |

Author: Ortiz, G. (2018)

Source: Survey from students

Graphic 15 Terminology or vocabulary



Author: Ortiz, G. (2018)

Source: Survey from students

Analysis and interpretation

The question shows 57% which is represented by 40 students answered that they never learn new terminology in class, 21% represented by 15 students added that they sometimes learn new vocabulary, 11% which is represented by 8 students answered that they frequently learn new vocabulary.

Analyzing this question the majority of students never learn new vocabulary because teachers don't use appropriate material in order to improve students' learning.

Question 10: How often do you work your memory learning new vocabulary?

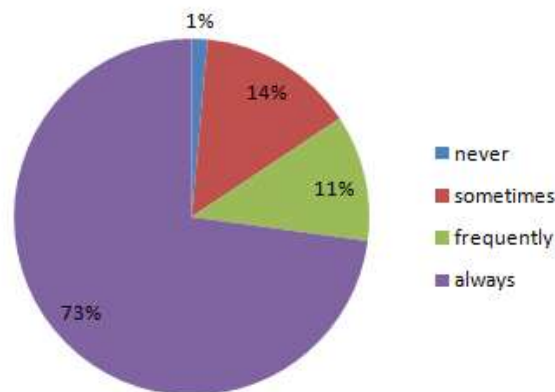
Tabla11 Learning vocabulary

| Alternative | Frequency | Percentage |
|--------------------|------------------|-------------------|
| Never | 1 | 1% |
| Sometimes | 10 | 14% |
| Frequently | 8 | 12% |
| Always | 51 | 73% |
| Total | 70 | 100% |

Author: Ortiz, G. (2018)

Source: Survey from students

Graphic 16 Learning learning



Author: Ortiz, G. (2018)

Source: Survey from students

Analysis and interpretation

In this question the results are demonstrate in the following way; 73% represented by 51 of them, answered that learning new vocabulary is good for improving their memory, 14% represented by 10 added that learning new vocabulary is sometimes good, 12% which is represented by 8 answered that learning new vocabulary frequently help their memory.

Most of the students considered that learning new vocabulary is useful and important in order to improve their memory during their learning.

Question 11: Is it important to have a particularly attention in order to learn new vocabulary?

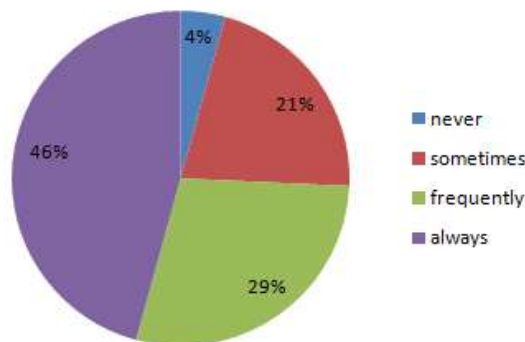
Tabla12Particularly attention

| Alternative | Frequency | Percentage |
|--------------------|------------------|-------------------|
| Never | 3 | 4% |
| Sometimes | 15 | 21% |
| Frequently | 20 | 29% |
| Always | 32 | 46% |
| Total | 70 | 100% |

Author: Ortiz, G. (2018)

Source: Survey from students

Graphic 17Particularly attention



Author: Ortiz, G. (2018)

Source: Survey from students

Analysis and interpretation

Based upon the results showed above: 46% which is represented by 32 students answered that they always need to have a particularly attention while they are learning new vocabulary, 29% represented by 20 students added that they frequently need to have a particularly attention for learning new vocabulary, 21% represented by 15 students considered that they sometimes need to have a particularly attention for learning new vocabulary.

Furthermore, students think when they are learning something new as in this case new vocabulary, they need to have a particularly attention in order to understand what they are learning.

Question 12: Do you consider new words are important in English language?

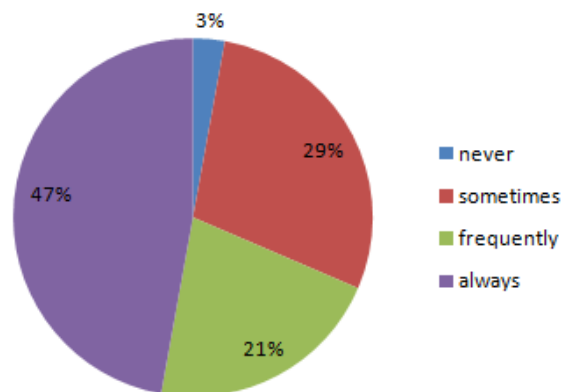
Tabla13 New words

| Alternative | Frequency | Percentage |
|--------------------|------------------|-------------------|
| Never | 2 | 3% |
| sometimes | 20 | 29% |
| frequently | 15 | 21% |
| always | 33 | 47% |
| Total | 70 | 100% |

Author: Ortiz, G. (2018)

Source: Survey from students

Graphic 18 New words



Author: Ortiz, G. (2018)

Source: Survey from students

Analysis and interpretation

The data collected for this question, it can be represented and confirmed that 47% represented by 33 students answered that learning new vocabulary is important in English language, 29% represented by 20 students agreed that learning new vocabulary sometimes is important in English language, 21% which is represented by 15 students added that learning new vocabulary frequently is important in English language.

According to this analysis the students agreed that learning new vocabulary is important in English language in order to understand the meaning of each word.

Question 13: Do you think grammar and vocabulary are important in English language?

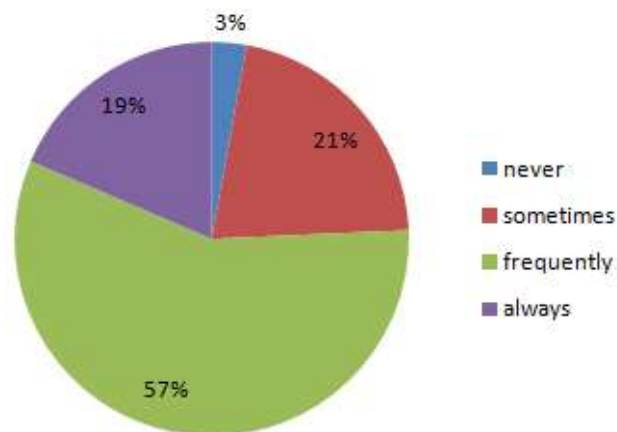
Tabla14 Grammar role and vocabulary

| Alternative | Frequency | Percentage |
|--------------------|------------------|-------------------|
| Never | 2 | 3% |
| Sometimes | 15 | 21% |
| Frequently | 40 | 57% |
| Always | 13 | 19% |
| Total | 70 | 100% |

Author: Ortiz, G. (2018)

Source: Survey from students

Graphic 19 Grammar role and vocabulary



Author: Ortiz, G. (2018)

Source: Survey from students

Analysis and interpretation

Question number 13 is shown in the following analysis, 57% of students, which is represented by 40 of them answered that grammar role and vocabulary are frequently necessary in english language, 19% represented by 13 students added that grammar role and vocabulary are always necessary in english language, 21% which is represented by 15 students agreed that grammar role and vocabulary are sometimes necessary in english language.

This analysis leads to conclude that grammar role and vocabulary is necessary in english language

Question 14: Is it essential to learn new vocabulary in order to communicate?

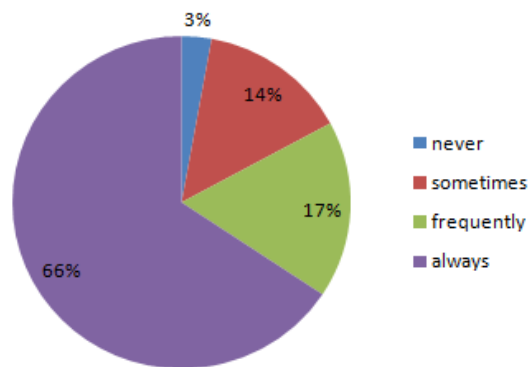
Tabla15 Vocabulary to communicate

| Alternative | Frequency | Percentage |
|--------------------|------------------|-------------------|
| Never | 2 | 3% |
| Sometimes | 10 | 14% |
| Frequently | 12 | 17% |
| Always | 46 | 66% |
| Total | 70 | 100% |

Author: Ortiz, G. (2018)

Source: Survey from students

Graphic 20 Vocabulary to communicate



Author: Ortiz, G. (2018)

Source: Survey from students

Analysis and interpretation

The information in the table above indicates that the results for question 14 are:66% represented by 46 students answered that learning new vocabulary is always important in order to communicate, 17% represented by 12 students added that learning new vocabulary is frequently important in order to communicate, 14% represented by 10 students answered that learning new vocabulary is sometimes important in order to communicate.

In addition students agreed that learning new vocabulary is always important in order to communicate with other people.

Question 15: Do you think learning new vocabulary can help understand what other people are saying?

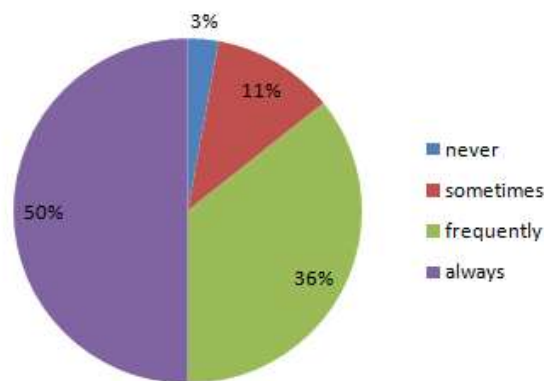
Tabla16 Vocabulary to understand what other people are saying

| Alternative | Frequency | Percentage |
|--------------------|------------------|-------------------|
| Never | 2 | 3% |
| Sometimes | 8 | 11% |
| Frequently | 25 | 36% |
| Always | 35 | 50% |
| Total | 70 | 100% |

Author: Ortiz, G. (2018)

Source: Survey from students

Graphic 21 Vocabulary to understand what other people are saying



Author: Ortiz, G. (2018)

Source: Survey from students

Analysis and interpretation

The results in question 15 show that 50%, which is represented by 35 students, answered that learning new vocabulary always can help understand what other people are saying, 36% represented by 25 students added that learning new vocabulary frequently can help understand what other people are saying.

The following statistics can help to deduce students consider learning new vocabulary can help understand what other people are saying in a conversation.

4.2. Teachers' survey

Question 1 : How often do you use graded readers to promote reading activities in the classroom?

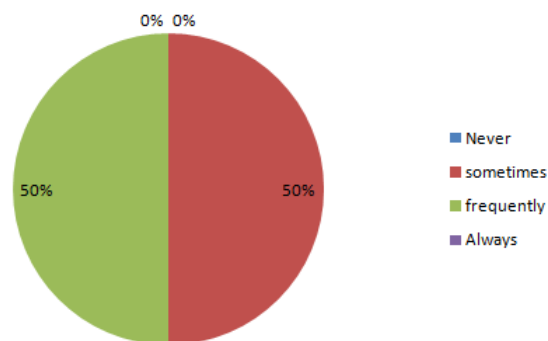
Tabla17 Reading activities

| Alternative | Frequency | Percentage |
|--------------|-----------|-------------|
| Never | 0 | 0% |
| Sometimes | 1 | 0% |
| Frequently | 1 | 100% |
| Always | 0 | 0% |
| Total | 2 | 100% |

Source: Survey from teachers

Author: Ortiz, G. (2018)

Graphic 22Teading activities



Source: Survey from teachers

Author: Ortiz, G. (2018)

Analysis and interpretation

As the results displayed above show, in question 1 50% affirm that sometimes it is used graded readers in the classroom in order to promote reading activities and the other 50% confirms that frequently it is used graded readers in classroom.

This evidences that reading is not presented a lot inside the classroom, with the intention of improving it in activities to practice English vocabulary learning where students can understand it.

Question 2 : Do you use literacy classics readings in classroom?

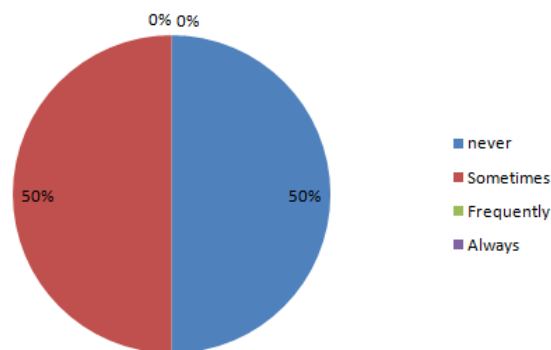
Tabla 18Literacyclassics

| Alternative | Frequency | Percentage |
|--------------|-----------|-------------|
| never | 1 | 50% |
| Sometimes | 1 | 50% |
| Frequently | 0 | 0% |
| Always | 0 | 0% |
| Total | 2 | 100% |

Source: Survey from teachers

Author: Ortiz, G. (2018)

Graphic 23 Literacy classics



Source: Survey from teachers

Author: Ortiz, G. (2018)

Analysis and interpretation

This question displayed these results 50% , which is represented by 1 of the teachers answered that literacy is never used in class. Furthermore, the other 50% considers that literacy is sometimes presented.

This analysis leads to conclude that literacy is not presented in most of the activities and it is not being practiced in the classroom as a mean of learning and knowledge transmitter.

Question 3: How often do you use biographies in class?

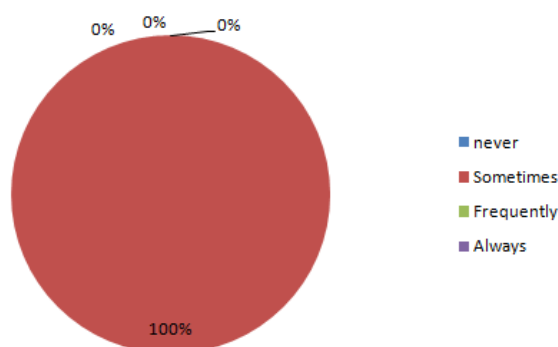
Tabla19 Biographies

| Alternative | Frequency | Percentage |
|-------------|-----------|------------|
| never | 0 | 0% |
| Sometimes | 2 | 100% |
| Frequently | 0 | 0% |
| Always | 0 | 0% |
| Total | 2 | 100% |

Source: Survey from teachers

Author: Ortiz, G. (2018)

Graphic 24 Biographies



Source: Survey from teachers

Author: Ortiz, G. (2018)

Analysis and interpretation

As the results show, 100% of teachers, which is represented by 2, answered that biographies are sometimes used in the classroom.

The collected information for this question confirm that biographies are not used in reading activities such as performing the learning of English Language Vocabulary.

Question 4: Do you like to apply non-fiction readings?

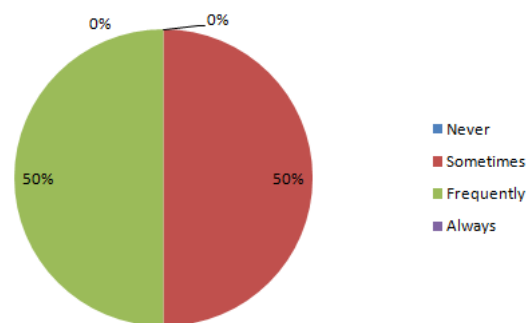
Tabla20 Non- fiction readings

| Alternative | Frequency | Percentage |
|--------------|-----------|-------------|
| Never | 0 | 0% |
| Sometimes | 1 | 50% |
| Frequently | 1 | 50% |
| Always | 0 | 0% |
| Total | 2 | 100% |

Author: Ortiz, G. (2018)

Source: Survey from teachers

Graphic 25 Non fiction readings



Author: Ortiz, G. (2018)

Source: Survey from teachers

Analysis and interpretation

The information above shows that 50% that is represented by 1 teachers affirms that sometimes it is applied non-fiction readings in classroom and the other 50% which is represented by 1 teacher, answered with the option that frequently it is used use non- fiction readings because it helps to improve someone's pronunciation.

The following statistics can help to deduce teachers don't always non-fiction readings in order to improve their English vocabulary.

Question 5: How often do you use graded readers in class?

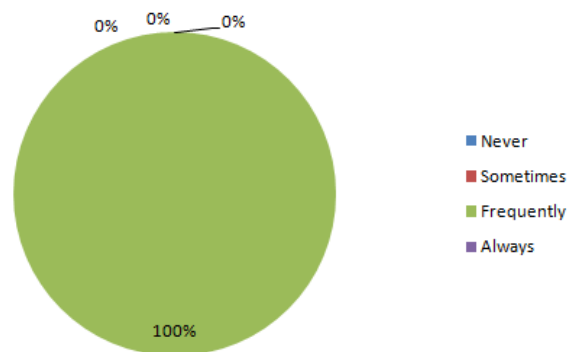
Tabla21 Graded readers

| Alternative | Frequency | Percentage |
|--------------|-----------|-------------|
| Never | 0 | 0% |
| Sometimes | 0 | 0% |
| Frequently | 2 | 100% |
| Always | 0 | 0% |
| Total | 2 | 100% |

Author: Ortiz, G. (2018)

Source: Survey from teachers

Graphic 26 Graded readers



Author: Ortiz, G. (2018)

Source: Survey from teachers

Analysis and interpretation

Question 5 aims to look for information about the use of graded readers in class which are familiar to teachers. In this context, confirmed that 100% represented by 2 teachers, answered that they frequently use authentic readings in order to improve students vocabulary.

All the teachers clearly affirmed that authentic readings are not used a lot during the class.

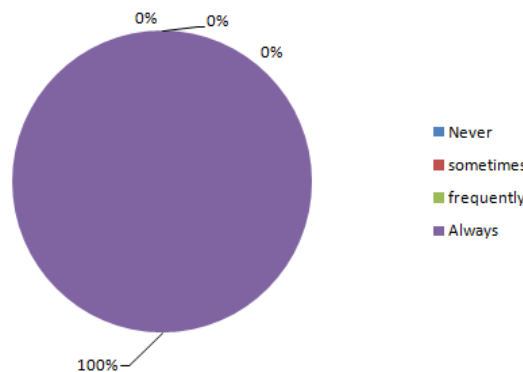
Question 6: Do you think graded readers would help students to improve their pronunciation?

Tabla22 Pronunciation

| Alternative | Frequency | Percentage |
|--------------|-----------|-------------|
| Never | 0 | 0% |
| Sometimes | 0 | 0% |
| Frequently | 0 | 0% |
| Always | 2 | 100% |
| Total | 2 | 100% |

Author: Ortiz, G. (2018)
Source: Survey from teachers

Graphic 27 Pronunciation



Author: Ortiz, G. (2018)
Source: Survey from teachers

Analysis and interpretation

In this question, 100% of the teachers, which is represented by 2, they answered that graded readers always can help students in improving their pronunciation.

All the teachers realized that graded readers are helpful to improve students pronunciation and also they can help to acquire new vocabulary during their learning.

Question 7: Is extensive reading helpful for students learning?

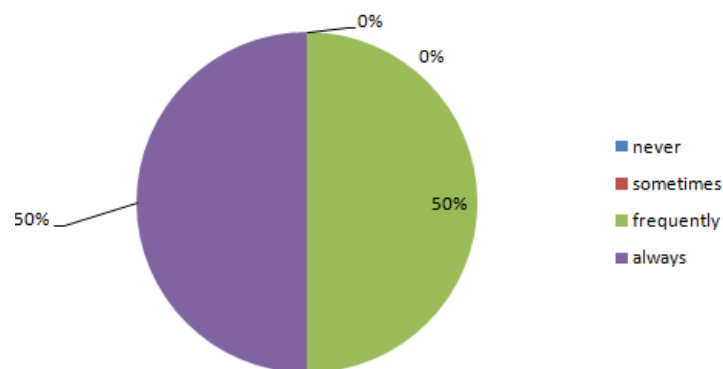
Tabla23 Extensive reading

| Alternative | Frequency | Percentage |
|--------------|-----------|-------------|
| Never | 0 | 0% |
| Sometimes | 0 | 0% |
| Frequently | 1 | 50% |
| Always | 1 | 50% |
| Total | 2 | 100% |

Author: Ortiz, G. (2018)

Source: Survey from teachers

Graphic 28 Extensive reading



Author: Ortiz, G. (2018)

Source: Survey from teachers

Analysis and interpretation

The information displayed above shows that 50% represented by 1 teacher answered that extensive reading is frequently helpful for learning, and 50% represented by 1 teacher added that extensive reading is always helpful for learning.

According to this analysis the teachers agreed that extensive reading is helpful and useful for students learning in the process of reading skill.

Question 8: How often do do you use fiction readings in class?

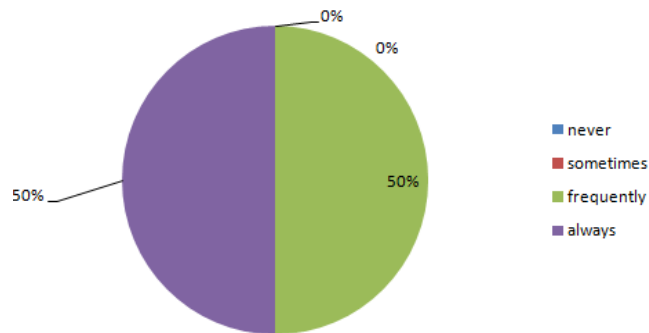
Tabla24 Fiction readings

| Alternative | Frequency | Percentage |
|--------------|-----------|-------------|
| Never | 0 | 0% |
| Sometimes | 0 | 0% |
| Frequently | 1 | 50% |
| Always | 1 | 50% |
| Total | 2 | 100% |

Author: Ortiz, G. (2018)

Source: Survey from teachers

Graphic 29 Fiction readings



Author: Ortiz, G. (2018)

Source: Survey from teachers

Analysis and interpretation

The table above indicates that 50% represented by 1 teacher frequently use fiction readings, and the other 50% which is represented by 1 teacher always use fiction readings in the classroom.

In this analysis, it is easily noticeable that half of the teachers use fiction readings in their teaching.

Question 9: How often do your students learn new terminology or vocabulary?

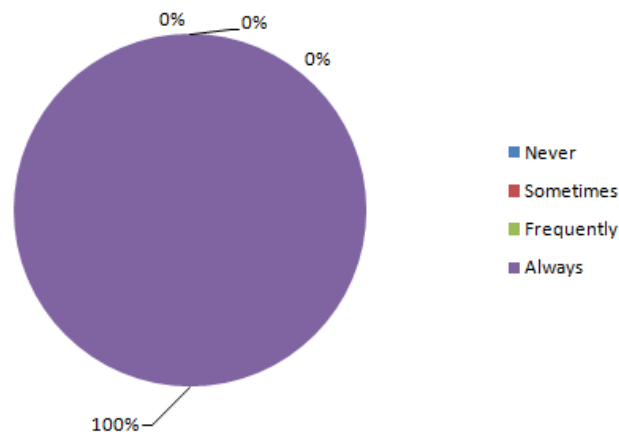
Tabla25 Terminology or vocabulary

| Alternative | Frequency | Percentage |
|--------------------|------------------|-------------------|
| Never | 0 | 0% |
| Sometimes | 0 | 0% |
| Frequently | 0 | 0% |
| Always | 2 | 100% |
| Total | 2 | 100% |

Author: Ortiz, G. (2018)

Source: Survey from teachers

Graphic 30 Terminology or vocabulary



Author: Ortiz, G. (2018)

Source: Survey from teachers

Analysis and interpretation

The results presented above corresponds to 100% which is represented by 2 teachers answered that students always learn new vocabulary or terminology in reading skills.

Analyzing this question the majority of teachers affirm that their students always learn new terminology.

Question 10: How often do your students work their memory learning new vocabulary?

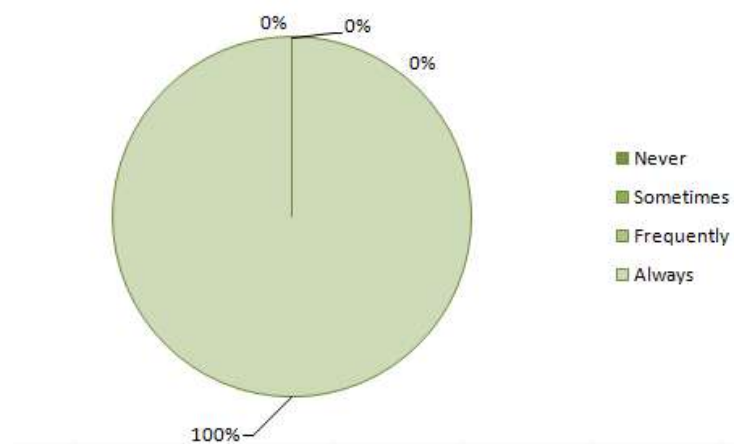
Tabla26 Learning vocabulary

| Alternative | Frequency | Percentage |
|--------------|-----------|-------------|
| Never | 0 | 0% |
| Sometimes | 0 | 0% |
| Frequently | 0 | 0% |
| Always | 2 | 100% |
| Total | 2 | 100% |

Author: Ortiz, G. (2018)

Source: Survey from teachers

Graphic 31 Learning



Author: Ortiz, G. (2018)

Source: Survey from teachers

Analysis and interpretation

In this question, all the teachers, which is 100% represented by 2 , answered that learning new vocabulary is good for improving students´ memory.

Most of the teachers considered that learning new vocabulary is useful and important in order to improve students´ memory during their learning.

Question 11: Is it important students have a particularly attention in order to learn new vocabulary?

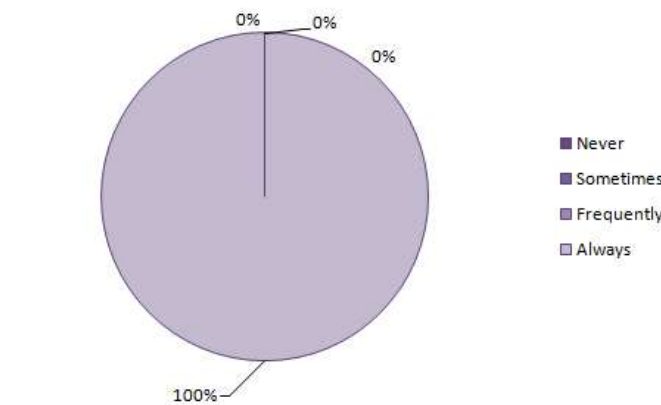
Tabla27Particularly attention

| Alternative | Frequency | Percentage |
|--------------|-----------|-------------|
| Never | 0 | 0% |
| Sometimes | 0 | 0% |
| Frequently | 0 | 0% |
| Always | 2 | 100% |
| Total | 2 | 100% |

Author: Ortiz, G. (2018)

Source: Survey from teachers

Graphic 32Particularly attention



Author: Ortiz, G. (2018)

Source: Survey from teachers

Analysis and interpretation

The results displayed above show that 100% which is represented by 2 teachers answered that students always need to have a particularly attention while they are learning new vocabulary.

Furthermore, teachers think when students are learning something new as in this case new vocabulary, they need to have a particularly attention in order to understand what they are learning.

Question 12: Do you consider new words are important in English language?

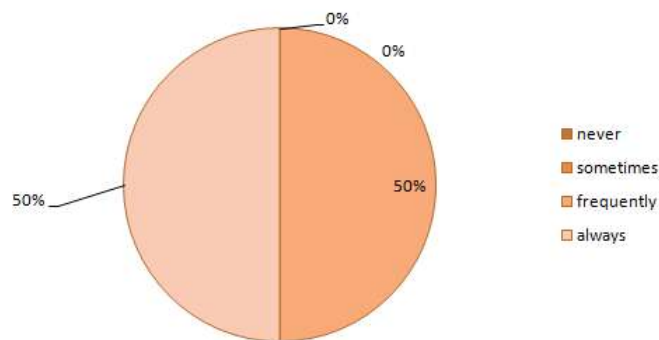
Tabla28 New words

| Alternative | Frequency | Percentage |
|--------------------|------------------|-------------------|
| never | 0 | 0% |
| sometimes | 0 | 0% |
| frequently | 1 | 50% |
| always | 1 | 50% |
| Total | 2 | 100% |

Author: Ortiz, G. (2018)

Source: Survey from teachers

Graphic 33 New words



Author: Ortiz, G. (2018)

Source: Survey from teachers

Analysis and interpretation

The data collected for this question shows that 50% represented by 1 teacher answered that learning new vocabulary frequently is important in english language, and the other 50% represented by 1 teacher agreed that learning new vocabulary always is important in english language.

According to this analysis teachers agreed that learning new vocabulary is important in english language.

Question 13: Do you think using grammar and vocabulary are important in students learning in English language?

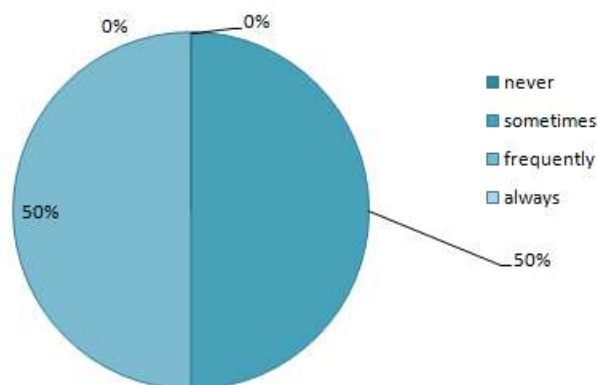
Tabla29 Grammar role and vocabulary

| Alternative | Frequency | Percentage |
|--------------|-----------|-------------|
| never | 0 | 0% |
| sometimes | 1 | 50% |
| frequently | 1 | 50% |
| always | 0 | 0% |
| Total | 2 | 100% |

Author: Ortiz, G. (2018)

Source: Survey from teachers

Graphic 34 Grammar role and vocabulary



Author: Ortiz, G. (2018)

Source: Survey from teachers

Analysis and interpretation

As it is shown in the following analysis, 50% of teachers, which is represented by 1 of them answered that grammar role and vocabulary are important in students' learning in english language, and the other 50% represented by 1teacher added that grammar role and vocabulary are sometimes necessary in students' learning in english language.

This analysis leads to conclude that grammar role and vocabulary are necessary in order that students improve their learning in a better way.

Question 14: Is it essential to learn new vocabulary in order to communicate?

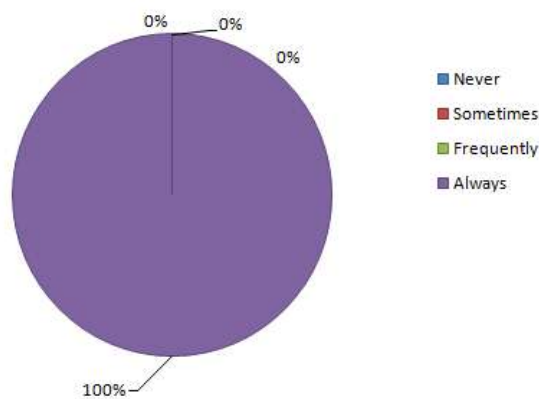
Tabla30 Vocabulary to communicate

| Alternative | Frequency | Percentage |
|--------------------|------------------|-------------------|
| Never | 0 | 0% |
| Sometimes | 0 | 0% |
| Frequently | 0 | 0% |
| Always | 2 | 100% |
| Total | 2 | 100% |

Author: Ortiz, G. (2018)

Source: Survey from teachers

Graphic 35 Vocabulary to communicate



Author: Ortiz, G. (2018)

Source: Survey from teachers

Analysis and interpretation

The results presented above show that exactly all the teachers, which is 100% represented by 2 teachers answered that learning new vocabulary is always important in order to communicate.

In addition teachers agreed that learning new vocabulary is always important in order to communicate with other people.

Question 15: Do you think learning new vocabulary can help understand what other people are saying?

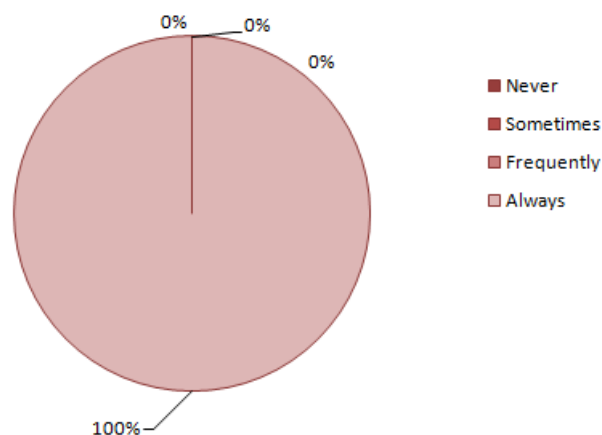
Tabla31 Vocabulary to understand what other people are saying

| Alternative | Frequency | Percentage |
|--------------|-----------|-------------|
| Never | 0 | 0% |
| Sometimes | 0 | 0% |
| Frequently | 0 | 0% |
| Always | 2 | 100% |
| Total | 2 | 100% |

Author: Ortiz, G. (2018)

Source: Survey from teachers

Graphic 36 Vocabulary to understand what other people are saying



Author: Ortiz, G. (2018)

Source: Survey from teachers

Analysis and interpretation

The results obtained from this question are presented in the following way: 100%, which represents 2 teachers, answered that learning new vocabulary always can help understand what other people are saying.

The following statistics can help to deduce that learning new vocabulary would help students to understand what other people are saying in a conversation.

4.3 HYPOTHESIS VERIFICATION

| | QUESTIONS | OBSERVED FREQUENCY | | | | |
|--------------|--|--------------------|-----------|------------|-----------|------------|
| | | Never | sometimes | frequently | Always | TOTAL |
| 1 | Question#2: Are literacy classics readings used in classroom? | 50 | 10 | 5 | 5 | 70 |
| 2 | Question # 10 Do you think learning vocabulary is good for your memory? | 1 | 10 | 8 | 51 | 70 |
| TOTAL | | 51 | 20 | 13 | 56 | 140 |

Tabla32.- Observed frequency

Source.- Hypothesis Verification

Author: Ortiz, G. (2018)

| | QUESTIONS | EXPECTED FREQUENCY | | | | |
|--------------|--|--------------------|-----------|------------|-----------|-----------|
| | | never | sometimes | frequently | Always | TOTAL |
| 1 | Question#2: Are literacy classics readings used in classroom? | 25.5 | 10 | 6.5 | 28 | 42 |
| 2 | Question # 10 Do you think learning vocabulary is good for your memory? | 25.5 | 10 | 6.5 | 28 | 42 |
| TOTAL | | 51 | 20 | 13 | 56 | 84 |

Tabla33 Expected frequency

Source.- Hypothesis Verification

Author: Ortiz, G. (2018)

| | O | E | O-E | (O-E) ² | (O-E) ² /E |
|-------------------|-------|-------|--------|--------------------|-----------------------|
| Never | 50,00 | 25,50 | 24,50 | 600,25 | 23,54 |
| Sometimes | 10,00 | 10,00 | 0,00 | 0,00 | 0,00 |
| Frequently | 5,00 | 6,50 | -1,50 | 2,25 | 0,35 |
| Always | 5,00 | 28,00 | -23,00 | 529,00 | 18,89 |
| Never | 1,00 | 25,50 | -24,50 | 600,25 | 23,54 |
| Sometimes | 10,00 | 10,00 | 0,00 | 0,00 | 0,00 |
| Frequently | 8,00 | 6,50 | 1,50 | 2,25 | 0,35 |
| Always | 51,00 | 28,00 | 23,00 | 529,00 | 18,89 |
| CHI SQUARE | | | | | 85,56 |

Tabla34 Chi square

Source.- Hypothesis Verification

Author: Ortiz, G. (2018)

FREEDOM DEGREES = (# filas - 1) x (# columnas - 1)
FREEDOM DEGREES = (3 - 1) x (5 - 1)

FREEDOM DEGREES = 2 x 4

| | |
|-------------------------|----------|
| FREEDOM DEGREE = | 8 |
|-------------------------|----------|

| | |
|---|-------------|
| LEVEL OF STATISICAL SIGNIFICANCE | 0,05 |
|---|-------------|

| | |
|------------------------------|--------------|
| CHI SQUARE CALCULATED | 85,56 |
|------------------------------|--------------|

| | |
|-------------------------|--------------|
| CHI SQUARE TABLE | 15,51 |
|-------------------------|--------------|

CHI SQUARE TABLE

DISTRIBUCION DE χ^2

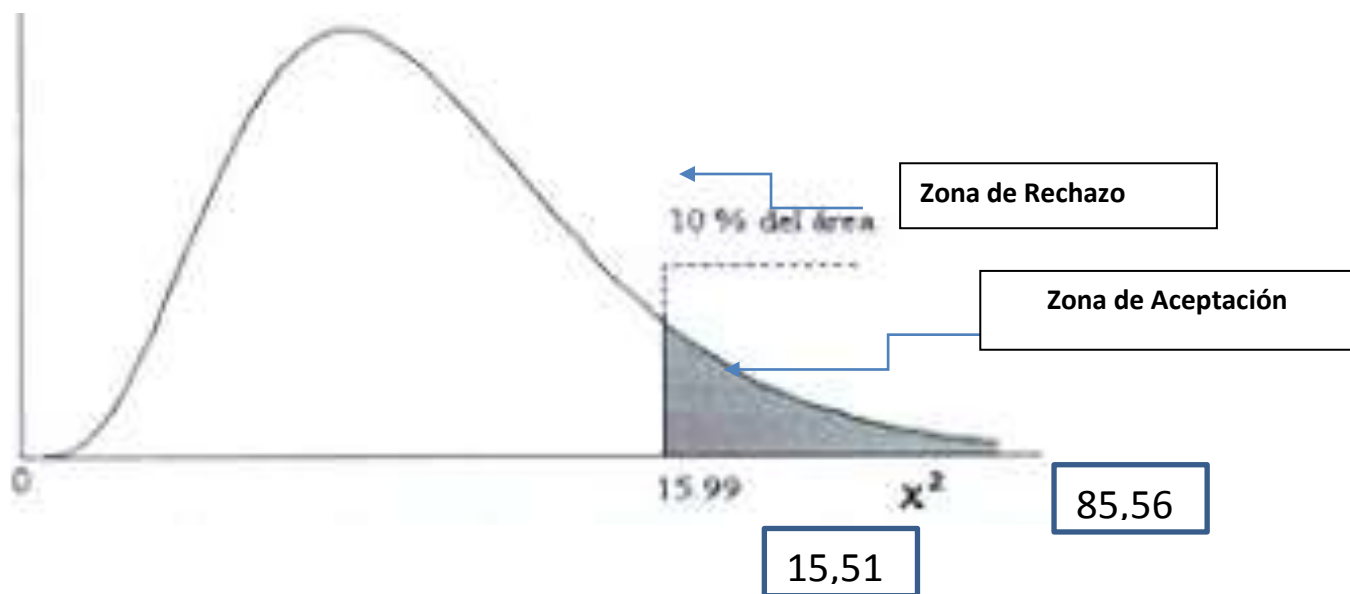
| Grados de libertad | Probabilidad | | | | | | | | | | | |
|--------------------|------------------|------|------|------|------|-------|-------|-------|---------------|-------|-------|--|
| | 0,95 | 0,90 | 0,80 | 0,70 | 0,50 | 0,30 | 0,20 | 0,10 | 0,05 | 0,01 | 0,001 | |
| 1 | 0,004 | 0,02 | 0,06 | 0,15 | 0,46 | 1,07 | 1,64 | 2,71 | 3,84 | 6,64 | 10,83 | |
| 2 | 0,10 | 0,21 | 0,45 | 0,71 | 1,39 | 2,41 | 3,22 | 4,60 | 5,99 | 9,21 | 13,82 | |
| 3 | 0,35 | 0,58 | 1,01 | 1,42 | 2,37 | 3,66 | 4,64 | 6,25 | 7,82 | 11,34 | 16,27 | |
| 4 | 0,71 | 1,06 | 1,65 | 2,20 | 3,36 | 4,88 | 5,99 | 7,78 | 9,49 | 13,28 | 18,47 | |
| 5 | 1,14 | 1,61 | 2,34 | 3,00 | 4,35 | 6,06 | 7,29 | 9,24 | 11,07 | 15,09 | 20,52 | |
| 6 | 1,63 | 2,20 | 3,07 | 3,83 | 5,35 | 7,23 | 8,56 | 10,64 | 12,59 | 16,81 | 22,46 | |
| 7 | 2,17 | 2,83 | 3,82 | 4,67 | 6,35 | 8,38 | 9,80 | 12,02 | 14,07 | 18,48 | 24,32 | |
| 8 | 2,73 | 3,49 | 4,59 | 5,53 | 7,34 | 9,52 | 11,03 | 13,36 | 15,51 | 20,09 | 26,12 | |
| 9 | 3,32 | 4,17 | 5,38 | 6,39 | 8,34 | 10,66 | 12,24 | 14,68 | 16,92 | 21,67 | 27,88 | |
| 10 | 3,94 | 4,86 | 6,18 | 7,27 | 9,34 | 11,78 | 13,44 | 15,99 | 18,31 | 23,21 | 29,59 | |
| | No significativo | | | | | | | | Significativo | | | |

Tabla35 Chi square

Source.-Hypothesis Verification

Author: Ortiz, G. (2018)

CAMPANA DE GAUSS



Graphic 38.-Campana de Gauss

Source.- Hypothesis Verification

Author: Ortiz, G. (2018)

Conclusion

Once the chi square is analyzed and calculated, it can be seen that the chi square table is 15.51 and the calculated chi square is 85.56, that means, it is greater than the chi square table, thus rejecting the null hypothesis and accepting the alternative hypothesis, that mentions Graded Readers Resources influences in the vocabulary learning.

4.4. Pre- Test and Post- Test results

During the intervention and application of the proposal for the current study, two groups of students have been assisted, the control group and the experimental group. The total population was formed by 70 students who belong to first level of Instituto Tecnológico Superior “Bolívar”.

Pre and post- tests were based on IELTS international exam for the reading part. Pre-test was simultaneously taken by the two groups, control and experimental, with the objective of diagnose their reading comprehension development before starting the intervention. Thereinafter, the application of the proposal was developed during one month. After the intervention, the two groups of students took the post-test which has the same structure of the previous one. Finally, the researcher has compiled data from the exam and the analysis was done.

Data collection and analysis

4.4.1. Analysis and Interpretation of Pre and Post Test results

Table 36.Data Collection and analysis: Pre and post Tests results. Experimental and Control groups

| N. | EXPERIMENTAL GROUP | | CONTROL GROUP | |
|------------------|--------------------|------------|---------------|-----------|
| | PRE-TEST | POST- TEST | PRE-TEST | POST-TEST |
| Student 1 | 4 | 10 | 3 | 4 |
| Student 2 | 4 | 9 | 4 | 4 |
| Student3 | 3 | 10 | 4 | 4 |
| Student 4 | 3 | 6 | 4 | 2 |
| Student 5 | 2 | 8 | 2 | 6 |
| Student 6 | 8 | 12 | 6 | 9 |
| Student 7 | 7 | 12 | 7 | 7 |

| | | | | |
|-------------------|-------------|-------------|-------------|-------------|
| Student 8 | 8 | 11 | 6 | 8 |
| Student 9 | 9 | 12 | 5 | 6 |
| Student 10 | 4 | 6 | 4 | 4 |
| Student 11 | 4 | 7 | 3 | 4 |
| Student 12 | 5 | 7 | 2 | 4 |
| Student 13 | 3 | 10 | 2 | 4 |
| Student 14 | 6 | 8 | 6 | 6 |
| Student15 | 4 | 11 | 2 | 2 |
| Student 16 | 5 | 11 | 7 | 9 |
| Student17 | 7 | 12 | 8 | 7 |
| Student18 | 6 | 6 | 9 | 9 |
| Student19 | 2 | 6 | 4 | 4 |
| Student20 | 2 | 8 | 8 | 8 |
| Student21 | 0 | 6 | 2 | 2 |
| Student 22 | 4 | 7 | 2 | 4 |
| Student23 | 5 | 11 | 4 | 4 |
| Student 24 | 2 | 8 | 7 | 9 |
| Student 25 | 4 | 9 | 7 | 7 |
| Student26 | 4 | 7 | 5 | 6 |
| Student27 | 4 | 10 | 4 | 4 |
| Student28 | 6 | 9 | 6 | 6 |
| Student29 | 8 | 10 | 8 | 8 |
| Student30 | 7 | 9 | 4 | 4 |
| Student31 | 4 | 12 | 7 | 7 |
| Student32 | 4 | 11 | 4 | 4 |
| Student33 | 9 | 12 | 8 | 8 |
| Student34 | 4 | 11 | 7 | 7 |
| Student35 | 6 | 10 | 9 | 10 |
| MEAN | 4,77 | 9,25 | 5,14 | 5,74 |

Source: Pre and post Tests results. Experimental and Control groups

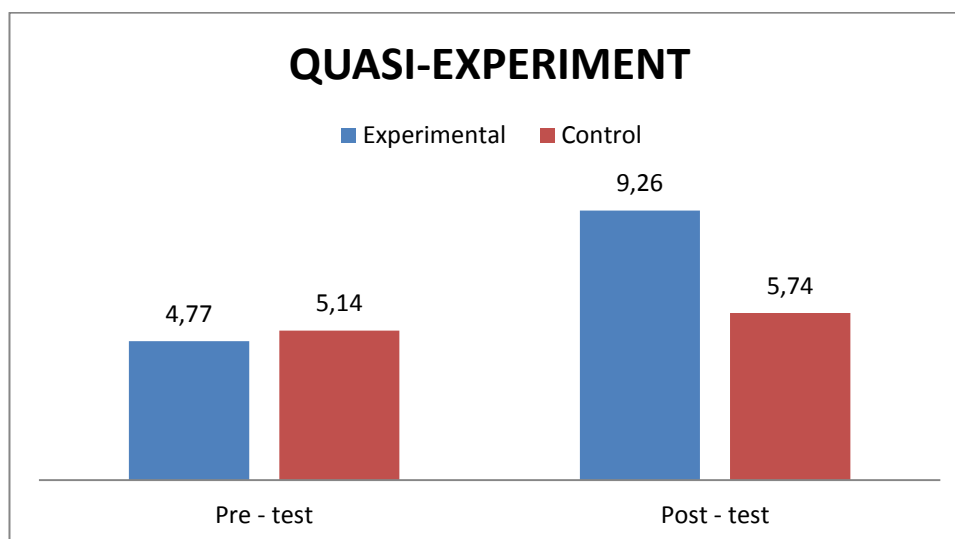
Author: Ortiz, G (2018)

Tabla36 Pre and post test

| PRE AND POST TEST RESULTS – EXPERIMENTAL AND CONTROL | | |
|---|-------------------|--------------------|
| GROUP | Pre - test | Post – test |
| Experimental | 4,77 | 9,26 |
| Control | 5,14 | 5,74 |

Author: Ortiz, G. (2018)

Graphic 37 Pre and Post Tests results



Source: Pre and post Tests results. Experimental and Control group

Author: Ortiz, G. (2018)

This study aimed to prove whether grader readers resources improve on English vocabulary learning. Thus, the hypothesis alternative aimed to prove that the grader readers' resources help in the improvement of English vocabulary learning;

on the contrary, the null hypothesis stated that grader readers' resources do not positively influence on the English learning vocabulary.

The hypothesis verification was done through SPSS statistical software for applying the T- Student mathematical test.

Normal distribution Test

Tabla37 Normal distribution Test - Experimental group

| EXPERIMENTAL GROUP | | |
|---|----------------|-------------------|
| Kolmogorov-Smirnov Test for one data^a | | |
| | | PRE-TEST |
| N | | 35 |
| Normal parameters ^{b,c} | Mean | 4,77 |
| | Std. Deviation | 2,157 |
| Most Extreme Differences | Absolute | ,211 |
| | Positive | ,211 |
| | Negative | -,132 |
| Test Statistic | | ,211 |
| Asip.Sig. (2 tailed) | | ,000 ^d |

Source: Pre-Test Experimental group

Author: Ortiz, G (2018)

Tabla38 Normal distribution Pre-test Control group

| CONTROL GROUP | | |
|---|----------------|----------|
| Kolmogorov-Smirnov Test for one data^a | | |
| | | PRE-TEST |
| N | | 35 |
| Normal Parameters ^{b,c} | Mean | 5,14 |
| | Std. Deviation | 2,212 |
| Most Extreme | Absolute | ,183 |

| | | |
|-----------------------|----------|-------------------|
| Differences | Positive | ,183 |
| | Negative | -,142 |
| Test Statistic | | ,183 |
| Fsig. Sig. (2 tailed) | | ,000 ^d |

Author: Ortiz, G. (2018)

Analysis and Interpretation

P.sig < 0.05

The normal distribution of data for both the experimental group and the control group the Kolmogorov-Smirnov Test for one data was used. The table above shows that the p.sig is 0.000 and it is less than 0.05; therefore the data of the present study corresponds to a normal distribution. This result lets the researcher to continue with the next step in the analysis of data which is called as T-student in order to compare means.

T – Student Test for comparing Population Means

Table 39. T- Student Test .Population means comparison, Pre-test

| Group Statistics | | | | | |
|------------------|--------------|----|------|--------------------|---------------------|
| | GROUP | N | Mean | Standard Deviation | Standard error mean |
| PRE-TEST | EXPERIMENTAL | 35 | 4,77 | 2,212 | ,374 |
| | CONTROL | 35 | 5,14 | 2,157 | ,365 |

Source: T-Test. Comparing population means. Pre-Test

Author: Ortiz, G (2018)

Tabla40 Levene Test

| Independent Samples T-Test | | | | | | | | | | |
|----------------------------|--|-------------------------|------|-------------------------------|----|------------------|-----------------|---------------------------|---|----------|
| | | Levene Test forequality | | T- test for equality of means | | | | | | |
| | | F | Sig. | t | gl | Sig.(two tailed) | Mean Difference | Standard Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | Inferior | | Superior |
| | | | | | | | | | | |

| | | | | | | | | | | |
|----------|----------------------------|------|------|------|--------|------|------|------|-------|-------|
| PRE-TEST | Equalvariances assumed | ,473 | ,494 | ,711 | 68 | ,479 | ,371 | ,522 | -,671 | 1,413 |
| | Equalvariances not assumed | | | ,711 | 67,957 | ,479 | ,371 | ,522 | -,671 | 1,413 |

Source: T-Test. Comparing population means. Pre-Test

Author: Ortiz, G (2018)

Analysis and Interpretation

This test is called as Levene test for equality of variances. In fact, the table above shows that the Sig. is > 0.05 ; in this case it is 0.494. Therefore, it is concluded that the data in this study has equal variances. Additionally, that table displays that the Sig. is 0,494 which is > 0.05 ; therefore, there is a difference between the mean in the control group and the mean in the experimental group. This means that the average of control group is higher than the mean of the experimental one related to the Pre-Test.

T- Test

T-test was also applied to determine if there is an important difference between the average results in the control group and the experimental group of students belonging to the post-test. In other words, it is necessary to accept or reject the hypotheses proposed for this study which have relationship with the application of graded readers resources for improving English vocabulary learning.

The researcher executed a class intervention focused on the use of graded readers resources for improving English vocabulary learning; therefore, it is crucial to compare the results related in to the post-test between the two groups who attended to classes during the intervention period.

The proposed hypothesis is: $\mu_1 \neq \mu_2$

The formula showed above means that the average in the Experimental group, μ_1 , is not the same as the mean in the Control Group, μ_2 .

Tabla41 Test group statistics Post-Test

| Groupstatistics | | | | | |
|-----------------|--------------|----|------|--------------------|---------------------|
| | GROUP | N | Mean | Standard Deviation | Standard error mean |
| POST-TEST | EXPERIMENTAL | 35 | 9,26 | 2,077 | ,351 |
| | CONTROL | 35 | 5,74 | 2,241 | ,379 |

Source: T-Test. Group statistics. Post-Test

Author: Ortiz, G (2018)

Tabla42 Comparing population means Post-Test

| IndependentSamples T-Test | | | | | | | | | | |
|---------------------------|--------------------------|-------------------------|------|-------------------------------|--------|-----------------|-----------------|---------------------------|---|----------|
| | | Levene Test forequality | | T- test for equality of means | | | | | | |
| | | F | sig | t | gl | Sig.(twotailed) | Mean Difference | Standard Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Inferior | Superior |
| POST-TEST | Equalvariancesassumed | ,333 | ,566 | -6,805 | 68 | ,000 | -3,514 | ,516 | -4,545 | -2,484 |
| | Equalvariancesnotassumed | | | -6,805 | 67,613 | ,000 | -3,514 | ,516 | -4,545 | -2,484 |

Source: Independent Samples T- test. Post-Test

Author: Ortiz, G. (2018)

Final decision

With equal statistically variances which are taken from the theLevene Test of equality, the researcher presents that $\text{sig} > 0.05$ that is 0.566. Furthermore, the standard error of 0,516 demonstrates that there is a high difference between the means of μ_1 and μ_2 . The control group had a mean of **5,74** while the experimental group obtained 9,25.

To sum up, the alternative hypothesis must be accepted because there is a clear evidence that shows that the use of graded readers' resources positively impact in the English vocabulary learning of the students of the Experimental group of first level at Instituto Tecnológico "Bolivar" for the 2018 Academic period; on the other hand, the null hypothesis is rejected.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

Based on the results obtained during the current study, some conclusions have been inferred.

- The main elements of reading materials provided from graded readers resources have been identified for improving vocabulary knowledge because there is enough evidence that a lack of awareness from students in reading skill existed. Readings ages are important elements in this process and students applied them for connecting with other language skills such as vocabulary.
- It was determined that the influence of graded readers' resources in the English language vocabulary learning at Instituto Tecnológico Superior Bolívar was positive. The activities that are based on graded readers gave learners the opportunity to learn vocabulary through interesting reading material according to their levels of the target language proficiency.
- The teachers' resources used for building vocabulary were determined throughout the development of this research namely fiction, non-fiction, literary classics, biographies, and travel books. All of them form part of the valuable material that teachers use to enhance vocabulary learning.
- The most useful strategies for vocabulary learning were described such as student-friendly definition, defining words within context, using context clues, sketching the words, applying the target words, using semantic maps, and word consciousness.
- It is also concluded that the application of graded readers resources in learning vocabulary in the classroom intervention had positive effects because students considerably increased their content vocabulary knowledge. The results of the pre-test compared with the results in the post-test evidenced this important achievement for this research.

5.2 Recommendations

After the implementation of graded readers resources, the following recommendations are set:

- It is highly recommended to teachers to include graded readers as valuable resources in class planning because they will help students to enhance their vocabulary skill as well as to implement the proposal which was designed in this study to achieve good results in learners' vocabulary building.
- It is also suggested that English teachers should consider graded readers stages in the lesson plans as an alternative to help students enhance their English vocabulary due to the fact graded readers are learner-centered.
- It is strongly recommended to use graded readers tasks closed and open depending on the activity learners are working on because they will help students learn meaningfully and foster their English vocabulary by enhancing it in different stages depending on graded readers.

CHAPTER VI

PROPOSAL

6.1 INFORMATIVE DATA

Proposal

Module based on Graded Readers activities to enhance the English vocabulary learning.

Topic: "Graded Readers Resources in the English language vocabulary learning at Instituto Tecnológico Superior Bolívar."

Executing Institution: Instituto Tecnológico Superior Bolívar

Beneficiaries: Students and teachers at Instituto Tecnológico Superior Bolívar.

Project Responsible: María Gabriela Ortiz Taco.

6.2 Proposal background

The present proposal is presented because graded readers resources have been applied through the researcher's intervention at Instituto Tecnológico Superior Bolívar with a group of 70 students belonging to A1 level. Before the intervention, IELTS exam reading part was applied as the Pre-test; as well as a post-test after the researchers' intervention with the same structure. The results displayed in the chapter four of this study proved that students struggled in reading skills before the experimentation. Nevertheless, during the researcher's intervention, positive effects were demonstrated such as the improvement of students' reading skills performance while learning new vocabulary which is evidenced in the post-test results. It is needed to explain that before the designing and implementation of this proposal, students' and teachers' surveys were applied.

The collected data gave the researcher ideas because the necessity of improving learners' coherence in reading skills was evidenced.

The main objective of this module is to help teachers in their classwork to create an engaging learning environment of coherence in reading skills through the application of graded readers resources tasks that fosters English vocabulary learning.

Therefore, it was considered graded readers resources as a possible solution to this problem. It was previously done a bibliography study in order to understand deeply how graded readers resources could enhance English students vocabulary learning.

6.3 Justification

This proposal was developed with the purpose of helping students improve their English vocabulary learning. It was based on graded readers resources as an useful strategy which aims students to perform a task and at the same time developing English vocabulary learning. It mainly focuses on learners using the language in a natural way while they are completing a task.

Furthermore, they also get involved during this process since they are the ones who work most in every stage. The teacher becomes the facilitator whereas learners work in their groups. This proposal benefited the A1 students of first level which belong to the Instituto Tecnológico Superior Bolívar because students need to improve their English vocabulary learning to show their knowledge in the target language through different tasks.

6.4 OBJECTIVES

6.4.1 General Objective

- To improve students vocabulary learning through a module based on graded readers activities that are focused to enhance the reading skills in A1 students at Instituto Tecnológico Superior Bolívar.

6.4.2 Specific Objectives

- To choose interesting texts that help to improve English vocabulary learning.
- To assess the effectiveness of graded readers resources implementation through a pre – and post test evaluation.

6.5 Feasibility analysis

This proposal is considered as feasible due to the fact the Institute principals, teachers and students agree on its implementation. They are conscious the results obtained will be beneficial for the institution and mainly for the students who will improve their English language vocabulary learning.

6.6 Theoretical basis

Hinojosa (2005) defines graded readers as books, fictional or not, specially written for students of second language or foreign languages. Moreover, this proposal was developed based on graded readers can be clearly defined as a type of reading in which the language has been simplified and adapted to be used by people that are learning their second language.

According to Sayer (2005), graded readers meet the needs of today's language learners by maximizing reading opportunities in an enjoyable, relaxing and accessible way. They are short books and audio books, encompassing both fiction and non-fiction genres, which have been specially written or adapted with the language learner in mind, so they will find them quick and easy to read. Moreover, finishing a novel in another language will give your students a real sense of achievement, and will encourage them to go on reading more and more. Then, of course, when they read more, their language proficiency increases, when they feel more confident, they are more motivated.

Rigol (2005) adds that graded readers are based around a general core vocabulary that learners at each level should have met in their regular coursework. The

amount of new and unfamiliar vocabulary is controlled, and new items are repeated and recycled so that they become familiar to the learner. The illustrations are very useful in the process of these activities (such as photos, drawings, maps, family trees and diagrams) can give the student extra help in understanding difficult words and events in the story. All of these comprehension activities help the students to develop their reading ability without necessarily referring to a dictionary or interrupting reading fluency. Furthermore, the grammar in graded readers is also controlled and limited to structures that will be familiar to learners at each level.

6.6.1 Proposal development

Introduction

Graded readers resources are readingsadequated for each level whose main focus is to help students to improve their English language vocabulary learning while they are working on a task. These readings were developed based on the needs of the students, components, tasks and stages of graded readers. This module could be adapted to your real context and students necessities. Each reading was developed with the objective of helping learners improve their vocabulary skill. The aim of these readings is to exemplify the flexibility of graded readers resources. They cover several tasks whose main purpose is to develop the acquirement of English language vocabulary learning. They are suitable for learners at different levels and stages in a textbook. They can be adapted depending on the circumstances. Moreover the readings are done in order to get the attention of the students and at the same time motivate them to develop the different activities in each reading.

Graded Readers
Resources enhancing
English Vocabulary
learning
Level A1



www.macmillanbooks.com

Teacher: Licenciada Gabriela Ortiz

Student 's name.

Ind ex

| | |
|-------------------------------|------------|
| A reason to rain | 111 |
| I remember | 121 |
| A reason to live | 127 |
| My best friend | 141 |

Donna M Young

A Reason To Rain



BookRix-Edition

Short Story / Novella

<https://www.bookrix.com>

two small rooms, which smelled of old cigarettes and rancid garlic, in what used to be a motel hastily transformed into small apartments. The ancient gray carpets were threadbare and stained and a large faded brown area on a prominent wall looked like old blood. I wondered if someone had been murdered in that room, or if they had just gone mad and taken their own life as I had often dreamed of doing since coming to this place of aching silence.

I worked at a local bar until two each morning, plodding along trying to come up with enough tips to pay the rent and buy a few groceries. Each night I dodged drunken men who grabbed at me wanting to prove, that they were the answer to my numb heart. I knew that something needed to happen soon. We were taking one step forward and two steps back each week as I fell deeper in debt with no prospects. With no car, and no friends, or contacts I was

I've always hated the rain, for reasons I'll tell you about some other time. But, today the rain is appropriate. Today the rain is the only thing that feels right deep in my soul. It makes a hollow sound, which mimics the hollow feeling in my heart, as it thrums like distant drums on the tiny white coffin in front of me. Cold on my face, mixing with warm tears that won't, that can't, wash the guilt away.

He was only six weeks old, his older brother four, when their daddy left us. We struggled for several months on our own, trying to make ends meet. Our living quarters were

left without many choices for employment. So, the dark, smoky bar filled with hopeless, helpless people looking for ways to forget their painful lives was it for now.

On a cold November night, when I was at the end of my proverbial rope, he called. He missed us and didn't think he could live without us. He was sorry for the affair and sorry for hitting me again. He didn't know what had gotten into him and wanted us back. He was stationed in Las Vegas now and would send us bus fare to come to him as soon as possible. My heart soared. He did love us. He wanted us back. We would be a family again. I couldn't wait to leave this painful memory and begin somewhere new. With all that had occurred in the last year and a half we didn't have much to pack; a few clothes, my older son's blanket and the baby's little brown bear but, I started getting things ready for our bus ride from South Dakota to Nevada.

The trip was long and exhausting, but I knew it would be worth it when we could all be together again. He would finally love the boys. They needed a dad. He had told me he was sorry for all that had happened, so I just knew it would work this time. I wanted so desperately to believe him. Just for a chance to be a normal family.

We arrived at the bus station in Las Vegas in the middle of the night. He had sent a friend to pick us up "He will come get you in the morning to go to the base" the friend said before he left us alone in this unfamiliar place. Once inside the hotel I realized that we had left two small rooms in South Dakota for two small rooms in Nevada. My heart fell as I looked around to see the old worn carpet and stained walls of our new prison. The sounds of people pretending to have fun, doing things that they would never tell their families about, echoed in the halls outside the room.

It didn't take long to find out why he had sent for us. He had not been completely honest with his superiors on the air base. He had told them his wife and children were with him and had received additional compensation for housing and care of his family. There would be a base inspection soon and his deception would have been discovered. He didn't have the money to pay back since his gambling problem had become exponentially worse in this place of endless temptations.

He hadn't missed us. He didn't want us back. There was a showgirl in the picture now and he had decided that he really cared about her. I didn't know what to do now and my heart had begun to harden with this new slap in the face.

We found a trailer, in a small run down trailer court, where the boys and I could stay. He wasn't there very much at

first, but when the showgirl decided that she wanted to move on he came home and brought his anger and rejection with him, now he would take his new frustrations out on us. It didn't take long for his anger to begin exploding through his fists again. It was ok as long as I could keep the boys out of his way. He reminded me that I didn't deserve any better and should be glad that he had sent for me since I was still so ugly that no other man could ever want me.

I wondered why we had come here. How stupid I had been! Why did I put us in these situations over and over? Now I knew that I couldn't depend on him for anything and needed to do something to take care of my boys. His money was going to the casinos and we had no resources on which to rely.

After calls to all relevant distant family and friends had

netted nothing I went to the base commander and the chaplain. "Sorry", I was told, "we don't have the resources to help". Angry, I confronted 'him' and threatened to turn him in to the police. He laughed. I threatened to sell my body if he wouldn't take care of us and he told me that I should do that. He didn't want it anymore and he didn't care how the little brats ate. I wasn't twenty-one, so I had no legal options in this limited place. Decisions needed to be made.

After months of struggle I finally decided to drop the phony pride and just do what I needed to do to take care of my children. I wasn't quite sure how to achieve my objective. I certainly wasn't a practiced prostitute and wasn't sure how to dress, or prepare myself. I didn't even know where to go to pick up men. His trusty friend came to my rescue with all of the information that I would need to achieve my goals.

By that night I doubt that anyone who had ever known me

would have recognized me. Shaking and sick to my stomach I stood, dressed in practically nothing, with makeup so thick that it felt as if it might crack, stiff as a post on a street corner waiting for a car to stop.

It didn't take long. I don't really remember what he looked like. I think we agreed on a price and he began to drive out of the city. I became more and more uneasy as the lights of the city grew dimmer. He stopped and began to unfasten his belt. I became terrified and began to shout "No No No No". With that, he reached across the seat, pushed the door open and roughly shoved me out.

As he drove off and I gasped for air rising to my feet I realized that I had screwed up again. I couldn't do anything right. As the hot tears began, I could feel the layers of paint melting and running down my face.

It took me all night to walk through the desert back to the city that now seemed like a familiar old whore with her own cracked face full of paint and glitter. Her ugliness masked for some by the hopes of people who think the answer to their dreams is somewhere under the next neon sign or feathered boa.

I finally reached a small convenience store on the edge of town. With my high heels in my hand and bloody feet I was a sight. Two ladies of the evening who thought me a comrade roughed up by an angry john rushed to my side to see if they could help. I confessed my flawed plan and humiliating defeat in a rush of shame and tears. How could I look anyone in the eyes again? I didn't know whether I was more ashamed that my plan hadn't worked or the fact that I still had no money to buy my babies food. Much to my surprise my two new friends pooled the few dollars that they had and bought a few groceries for me to take home to my kids. These troubled souls knew more about pain and suffering than most and yet were so ready to help another with no promise of repayment now or ever.

I made my way home and because it was now full daylight, I cleaned myself up and began to prepare some food, so that I could surprise my boys with breakfast. When I was done I went to the bedroom door and as soon as I touched the handle and pushed the door open I knew. My oldest son looked at me and said "He won't wake up Mommy".

The room was cold. My already heavy heart grew colder. I stumbled to the crib and saw my baby's eyes staring at me from somewhere far away. His hands were reaching out as if he was returning an embrace and on his face a faint smile lingered, frozen for all time. His little brown bear sat alone in the corner of the crib, no little arms to hold him again. I grabbed my baby and was suddenly unexplainably

transported outside of the trailer where I heard the agonized screams of someone yelling, over and over “My baby. Help Me! My baby.”

Our neighbors came rushing to my aid and ‘he’ finally managed to make his way outside. Time stood still. In a fog I rode to the hospital in the front of the ambulance, ‘You Are So Beautiful to Me,’ by Joe Cocker, playing loudly on the dashboard radio. Sights in slow motion, fragrance of gardenias and smells of pizza forever engraved on my memory. And, the vision of my baby’s distant stare permanently seared on my conscience.

I knew that I had not been there when my sons needed me. I didn’t deserve to be a mother. I knew that my baby had been taken from me for my evil thoughts and actions. How could I live with the guilt. What use was I?

The police had questions. Where had I been? Where had ‘he’ been? And then later, the doctors with their diagnosis of SIDS, what is SIDS, I had never heard of SIDS. No one could even explain to me what SIDS was.

The next few days were a disturbing jumble of grief, guilt and trying to remember why I shouldn’t step in front of a passing truck. Would I ever stop feeling numb? Would I ever have a purpose again? His family took over and in their odd unfeeling way, tried to take care of things.

I arrived at the viewing and saw the fruits of their labor. The room was baby blue with gold gilding. The flowers were beautiful and so were ‘his’ sisters in their lovely gowns. My baby was in a small white coffin with blue velvet blankets and white silk embroidered pajamas that I didn’t recognize. Posed in the coffin was a pristine white teddy bear which I had never seen. Somewhere in the back of my mind I wondered where the baby’s ‘Teddy’ was. ‘His’

whole family stood around the coffin posing for pictures with the baby, laughing and carrying on as if they were at a summer family reunion. I longed to lift him from his poorly staged eternal prison and disappear out a side door, but instead I staggered outside, arms empty, weeping and realized that it was raining.

The next day we woke in the morning and prepared to go to the cemetery. I was still numb, my mind couldn't seem to focus anymore. I didn't know if I would ever feel purpose again. The sun was shining and I heard the lonely sound of a morning dove in the distance. "This is so unfair," I thought, "that this day should be so beautiful".

As I walked through rows and rows of silent graves, decorated with small white crosses and protected by a large marble angel whose wings were spread wide, in the green shaded space that would be my child's eternal resting place I saw the sky begin to darken. I was holding a small rose bud. 'They' had wanted me to lay the rose bud on the tiny casket that held my baby before they lowered it into the ground forever. I didn't think that I would be able to let go of that rose bud. And, I didn't know how I could ever say good bye. Then, suddenly, I saw the face of my older son looking expectantly at me. "Mommy, are you ok? They wouldn't let me come see you. I cried and cried, but they wouldn't let me come. Can I come with you now?"

Standing with my son, tears mixing with the rain that drummed against the tiny white casket, my heart softened. I looked at the small warm hand in mine and knew that we would be ok, my purpose for this moment, clear.

Extra activities

1.- Check your understanding of the book. Write true or false in the following sentences.

1. Does the character hate the rain?
2. She worked in a school.
3. The trip was exciting and amazing.
4. They arrived at the bus station at 8 o'clock.
5. They went to the cemetery next day.

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2.- Write a small summary of the story using familiar words.

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3.- Make one sentence using each of these words.

Hastily aching grab exhausting painful housing gambling rushing humiliating numb

- 1.-
- 2.-
- 3.-
- 4.-
- 5.-

- 6.
- 7.
- 8.
- 9.
- 10.

4.- Create a **photostory** version of the book taking your own pictures and coming up with the captions.

5.- Write your own ending using familiar words from the story. At least one paragraph.

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I Remember



BookRix-Edition

Michael Bauer

<https://www.bookrix.com>

I Remember

I remember. I remember as if it were yesterday. I remember. It was Christmas Eve, and like many other people I was doing my last minute Christmas shopping. As I was walking down the cold, windswept street I heard a croupy cough coming from between a trash can and the corner of a building. As I approached the trash can, I could see an old man dressed in rags trying to keep warm. He wore an old ratty coat, matted with dirt and stuffed with newspapers to help keep him warm. His pants were short, and full of holes. His shoes had fallen apart, with his toes sticking out of the hole in the left one. The blanket that was draped around him was tattered and worn, you could practically see through it.

As I gazed in awe, the old man slowly looked up at me with his pale, dirty face. His eyes were half closed and glazed. His arms crossed his chest as he slowly patted himself, trying to keep warm.

For some reason that I still don't understand today, I reached out my right hand in hopes that he would take it. He looked at me with those glazed eyes, as if to say thank you.

He slowly took hold of my hand, clasping it with his. I could see they were frozen and chapped from the cold, and I could see the outline of the bones and veins that traced it. I put my left arm around his back for support and slowly helped him to his feet. He was so weak, he had a difficult time standing. I used my body to support him.

Once he was sturdier standing, we started walking, looking for a shelter where he could get some hot food and drink. Maybe some warm clothes and a safe place to sleep.

As we continued walking, I heard his stomach growl from starvation. Out of the corner of my eye I noticed a dinner was still open. As we walked through the dinner doors I saw an open booth where we could sit and rest as we ate

and drank.

The waitress, seeing us take a seat, walked over and asked us what we would like. Not knowing what the man liked, I ordered him a bowl of chicken soup to help warm him up inside, along with two cups of hot coffee.

As I sat there sipping my coffee, I couldn't help but wonder how he got to where he was now. Where did he come from? Was he someone's husband? A father? Did any one know who he was? And did anyone even care? Thousands of questions were racing through my head. As I watched him eat, I could see some color returning to his cheeks.

After we had finished our meal and had paid our check, we were back out in the freezing cold, looking for a shelter. We hadn't gone far when the old man spotted a church just up the snow-lined street. I watched him as he struggled up the stairs and went through the large wooden doors.

By the door frame, there was a bowl of holy water which the old man dipped his fingers into and made the sign of

the cross, he then bowed in the direction of the altar. Helping him up, we made our way to the pews and took a seat.

The old man knelt down, clasped his hands together, closed his eyes, and proceeded to pray. As he was praying, I looked around to see other people praying too. There were others receiving communion.

Candles were lit and they flickered in the slight breeze that danced playfully around them. The air was filled with the smell of burning incense. And the sounds of the children's choirs soft singing filled the heart with joy, and the soul enlightenment.

This was to remind us that this was a very special day, the eve of all eves. This was a celebration of the birth of baby Jesus.

I looked back over at the old man and saw that he was having a little trouble getting back up, so leaning over, I wrapped my left arm around his back for support. I took

hold of his arm with my free hand and gently helped him up.

As I stared thoughtfully at all the joy and happiness that was filling the people, I felt the old man rest his head on my shoulder. I looked at him and he gave me a smile, as if to say thank you. Then he shut his eyes and fell into a deep sleep.

After a few minutes, I noticed that he was no longer breathing. He seemed to be in a very peaceful sleep. No more worries. No more cold, or hunger. No more problems. Just peace.

As I looked at him with his head still resting on my shoulder and a peaceful look on his face, I did not notice the priest walk up and place his hand on my shoulder.

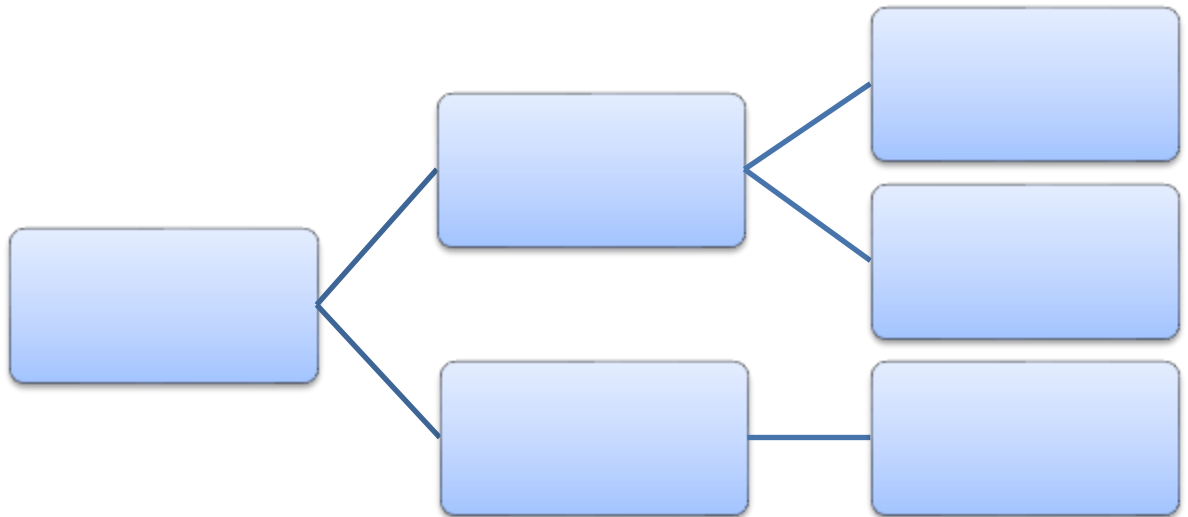
As I looked at the priest with tears running down my face, I realized that the old man was in a much better place. As the priest began giving him his last rights, I realized that I didn't even know his name.

When I first met him, I thought I was helping a lost soul. But it was he, who had helped this lost soul.

I remember. I remember as if it were yesterday. I remember.

Extra activities

1.- Make a small summary with key words using a mind map.



2.- Complete the following sentences using words from story.

1.-I was doing my last minute shopping.

2.- The blanket that was around him was and warn.

3.-I could see they were and from the cold.

4.-I watched him as he the stairs.

5.-There were other receiving

6.-I looked at the old man.

7.-I stared at all the joy and

8.-I looked at the with tears running down my face.

9.-I thought..... I was the last soul.

10.-I remember as if it was

3.-Choose the correct word for each picture.

running candles Christmas frozen peaceful playfully priest bones burning waitress



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Silent Reflections

A Reason to Live

Ana was simple. Guji was not.



BookRix-Edition

Short Story

I'm no one special. Really.

I wear my hair the same way each and every day that anyone who's known me for some time would already assume that nothing extravagant would come out of me. No love letters in my locker, never mind the secret admirers. For someone as simple or plain as me, I've stopped all hopes for anything romantic to happen in the future. I'm not bitter.

I'm not bitter that my name is as simple as only two syllables: Ana.

Leaves your mouth easily, doesn't it? No special pronunciation needed, no guttural sounds to create an accent to beautify the way it's said. Just Ana, thanks. I'm not complaining that my name is often used; because it's

actually not. Many just often assume that it is because it sounds very plain. Sorry, but that's not the case. That is why Ana is ironically a rare name.

I've made my peace with the simplicity which I stand for.

Also, I have no special hobby as interesting as the students in room 408 in my high school. They have passion, I can tell, because of the way their paint brushes run smoothly across the canvas the art teachers have provided. All I can do is knit, but please don't assume that I don't enjoy it just because it is not as interesting as Sarah-from-room-408's drawing is. I actually enjoy knitting. I've anonymously knitted some sweaters for my school. One of my teachers found me in the lunchroom knitting my thoughts away and approached me with a question. She asked if I was interested in making something a person could wear, and participate in the fund raiser for the school's basketball

team. As she said, they needed money for uniforms. I told her that not many people in that school liked me very much and all she said to me was that it was non-sense. "Everyone is always liked by someone else," she said.

And stupid me, I believed her, and so I agreed-- on one condition. She gave me this look and I sighed. "Please don't tell anyone that I was the one who made them. They won't buy it otherwise." I just told her to accept the credit. She agreed, and that was the beginning of my new found motivation to go to school. Soon, I was able to make six sweaters for a woman's size. Much to my surprise, many of our cheerleaders were eager to buy them, and at such a high cost, too. The school's main pricing for all of my work was twenty-five dollars each. Because of the scarcity of the sweaters (after all, I couldn't make too many in a week all by myself), some girls fought over it. Until the highest bidder won and bought them. My teacher was ecstatic and ran into an empty classroom one day, where she kept me so I can knit alone, just like I asked her. She allowed it only after school, though. Since the sweaters caused so much raucous during school hours, the sales had been changed to after school.

Inside, of course, I was proud. Of course I was happy that such beautiful girls would buy something my own two hands have made... but the sadness lingered each time I realized that the school would probably make no money if someone had known that it was I who made them. Oh, I almost forgot to tell you-- my hands are cursed. No one ever touches anything I've touched because they all think that I'm simply too dull or filthy to contain any talent. Yet now, the cheerleaders wore them with pride as if it were the new fashion trend.

I know that my hair is always covering my face, especially

since I'm always looking down at the floor; no one liked to make eye contact with me. I only ever tie it up in a bun or in a ponytail when I'm hard at work with my knitting either at home or alone in the classroom. I can't afford to risk any needle accidents because it slows down my progress.

I know I've babbled on and on about knitting but the last thing you should know about it is that since it raised so much money, the school staff decided to keep the fundraiser going all throughout the year. I was fine with it since I didn't have much to do in school or at home, anyway. So they all agreed to my condition and allowed permission for my teacher to receive credit.

At times during that year, I've had the same amount of people sneer at me as much as the number of people who wore my sweaters. It didn't end there.

Some of the staff asked me if I would like to help sell during after school hours since I am the original creator. I was sure there would be no harm in that, so I agreed. But it wasn't to my expectations when some freshmen and sophomores chuckled at the sight of me holding one of the products. They turned their heads away and asked to have another sweater. I think that was the time when the staff finally realized why I did what I did anonymously. After seeing that, I asked indifferently if I could stop. None of them asked why but instead thanked me for my help.

Sometimes when I reached home, I would wonder the many reasons why I was well-hated. Maybe it was the fact that my attire was always so gray... I never had any specific themes on my shirt and pants, but if it did, no one had ever heard of the brand. Then again maybe it was because I was quiet in class? Never raised my hand? I try to, I really do, but sometimes there was simply too much risk in raising my

hand. It was either I spoke, answered correctly and be made into a controversial topic about the girl who never speaks but now she does, or not raise my hand and have everyone wonder if I was so stupid as to never raise my hand at all.

I guess I was
a pretty controversial topic.

One of my biggest problem was this guy. A senior in the basketball team. Yes, that guy which every girl swoons for when he does nothing but merely walk down the hall with his basketball buddies. I hate them. Especially the one who always stayed in the middle of the group. If you've ever been to my school you'd probably swoon, too. They may all be obnoxious, but even I can't deny how good-looking they were.

Alright. I guess it would only be fair to give you an example of how obnoxious one of them is.

One day, the day before Valentine's Day, I walked over to my locker and sighed at the misery I was sure to face that day. Everyone had a special someone to give them chocolate meanwhile all I was scheduled to do was my private knitting class after school. But I'll never forget how wide my eyes must've gone when I opened my locker and saw that there was a small and simple heart-shaped box inside! I couldn't be sure yet if it was a joke from someone or not, so I tried to hold in my excitement as I cautiously opened the box and inside were four pieces of chocolate. My heart skipped a beat when I saw a small piece of paper from the side of one of the chocolates. I pulled on it and began to read. No, I can never forget what it said...

You are as simple and sweet as these chocolates.

Of course if you were ever in this circumstance, how could you ever stop yourself from looking around as quickly as you can right after you read a note like that? Holding the box in my hand, I anxiously turned my body... stood face-to-face with him.

“Oh,” Guji said with a sly smirk. “So even someone as misunderstood as you deserve to receive some chocolates once in a while, huh?”

I didn't dare say a word and I'm sure I must have looked so stupid as I did, holding on to that box with a petrified look on my face; Guji was quite tall so I know I looked like a mouse compared to his height. Then... he took a bite out of the four chocolates and frowned, I'm assuming, at the taste and one by one, he threw them on the ground and stepped on it. One by one.

Yes, I've hated Guji ever since. Who wouldn't? Please keep in mind that you're trying to picture yourself in my shoes. What do you think happened after that? Nothing absolutely nothing. No one asked if I was okay. No one cared to look at me a second time after Guji left my sight. I couldn't move. Picture that, you couldn't move.

One of Guji's friends began to laugh but all I heard Guji say was for him to shut up. Did he think he was ultimately on top of everyone else? He wasn't. He wasn't. “You're *not!*”

“ I yelled and ran off the other end of the hallway opposite of where those idiots were walking and tried to hold back the tears and fury.

And for three weeks straight, there were no sweaters made, no sweaters sold. And that was when I knew I that I was

not even allowed to breathe the same air as them, and I couldn't take it anymore. It was bad not having any companion but the lack of understanding from anyone was worse. My own mother couldn't understand why I was so caught up with knitting all the time. When I tell her that it was my hobby, she tells me to take up a new one that was less quiet and lonely. When I tell her nothing, she complains to dad that "there's something wrong with that child."

No, mom. There's nothing wrong with this child.

I just needed someone to understand. Maybe with my final decision, many will understand through my silence that that was the only time I really meant to reach out.

Making my way upstairs to the fifth floor, the roof of the school, I wiped the last few tears from my eyes before

pushing the metal door open. The sun was blinding at first but someone suddenly stood before me and blocked it.

"Ana?" Guji asked with uncertainty. But I wasn't there to speak to him.

"Get out of my way, Guji." Shoving past him, I headed for the cemented edge of the balcony.

"Whoa, whoa, whoa! What are you doing?"

"I swear, Guji, you better stay away from me." I squinted at him with increasing anger. It was as though wasting second after second of looking at him infuriated me more. I knew it did.

He tried to walk over to me but with caution to his steps. He never broke eye contact. "Ana, wait. What're you doing

up there-- please, come down here!”

“You’re disgusting,” I told him as my hair flew all around my face but even with that, I saw his face crinkle with embarrassment. “I never even knew who that box was from... What if it was meant for someone else and it was put in my locker by accident?”

“I-I’m sor--”

“You could’ve ruined someone else’s Valentine’s Day present! How could you do something like that?” I was crying then, but it didn’t matter. This was the end, and I refused to be quiet about it. I sniffed and kept on going. “Now I know that it really must have been a mistake for that box to have ended up there. No one cared if I received a box of chocolates or not... but why did you do that? I’ll never know, and you’ll never care. You’re disgusting, Guji, and that’s all you’ll ever be. So don’t mistake these tears for sadness because I’m not. I’m glad that I was finally able to say what I’ve wanted this whole time.”

“Ana, this isn’t--”

“You know nothing about me! *Nothing!*

”

Without any further interruptions from me, he yelled. “I’m sorry I threw your chocolates on the floor! I’m sorry. I only did that because I knew you would never be willing to take a present like that from someone like me. I know you hate me and I know you’ll always hate me, but please, please don’t jump... I’m sorry.” He was breathless and I think I was, too. Then he added, “I love you so much. I just...” --he shrugged shamefully-- “I just didn’t know how to show it.”

I don't know why I continued to listen to what he had to say, but whatever his words were made out of-- be it insults or onions-- it didn't stop the tears from coming.

"I've seen how beautiful you are when you have your hair up and you're all alone knitting in that empty classroom," he hesitated to say. "But I always sneaked a glance each time before I headed off to practice. You're quiet but I know you're capabilities, I know what you like and what you don't. If getting attention from you meant that I step on the very chocolates I bought you, then I was going to do it. And it worked but I... I didn't know you were this far off the edge, I swear, I didn't know, Ana. I would've stopped a long time ago if only you'd say something once in a while."

"Get away from me, Guji." The words itself were much harsher than the actual tone in which I said it.

"Fine, but if you jump I'm jumping too!"

"No, you won't," I scoffed. He was the prized player of the basketball team and I know Guji loved his place there, as well. Why would he go this far, if this was a joke, just to hurt me?

He smiled weakly. "You won't know that. You'll be dead before my head hits the ground next." His hair blew in the wind, too, but not once did he break that eye contact. He never did. All around my being I remembered each and every single time Guji had bothered me, and judging from them I would still think that to this day he hated me. But in case he didn't...

"Guji... please tell me you're not joking around," I sobbed, pulling the hair away from my face. "Because if you are, I think it'd be my last hit from you. I'm so tired... please tell

me you're not joking.”

“Shh,” he lulled as he reached out a hand for me to take.
“Come down from there so we can talk, alright?”

It's very unimportant how the story ends between Guji and I. But no matter how it ended, I'll never forget the feeling of simplicity drain away from my body when I took his hand, and encircled in his embrace. I'll never forget how my name used to be simple but if you say it whole, it revives the beauty in which my parents named me for.

Anabella.

Extra activities

1.- Write the synonyms of the following words:

- a.- assume
- b.- romantic
- c.- simplicity
- d.- knitting
- e.-mmotivation
- f.- raucous
- g.- sadness
- h.- afford
- i.- chuckled
- j.- anonymously
- k.- reach
- l.- wonder
- m.- misery
- n.- skip
- o.- misunderstand
- p.- frown
- q.- yell
- r.- knitting
- s.-wip
- t.- disgust

2.-When you finish reading the story, write three sentences for each sheet to summarize the action in the story. Later you can reread the summaries to remind yourself of the sequence of events.

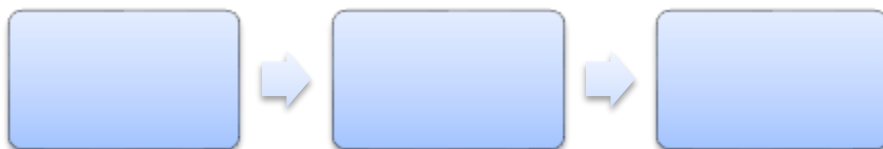
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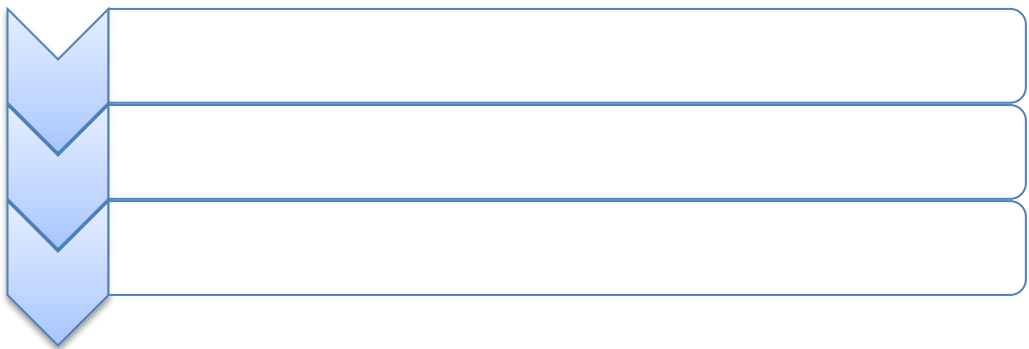
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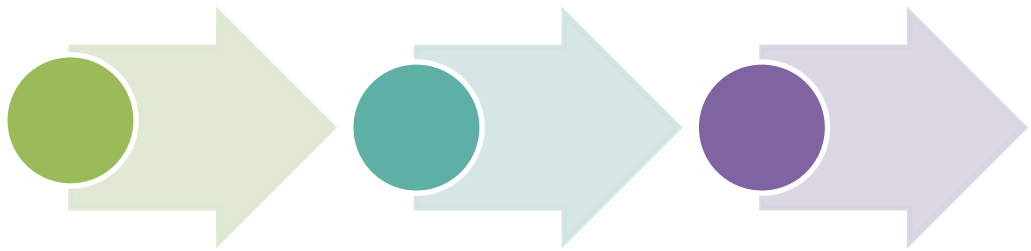
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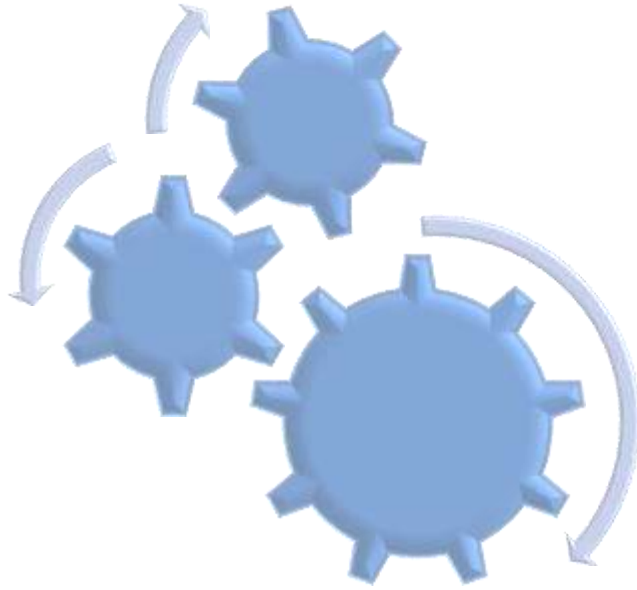
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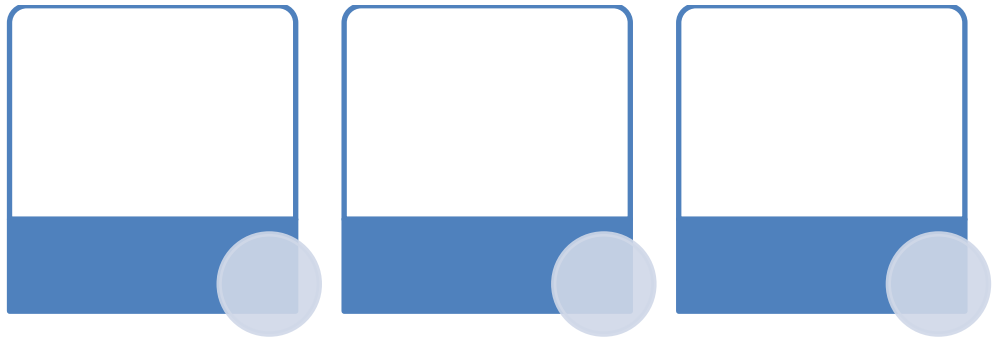
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Steven Spielberg

My Best Friend

Short Story - Book Art Edition

<https://www.bookrix.com>

7 weeks, 6 days, and 35 minutes have passed since I lost my best friend. 7 weeks, 6 days, and 34 minutes ago was the happiest I've been in about two months. The color still showed on my face then. Now, I was pale and worn. My eyes were half crazed, with dark, purple bruises beneath them. I haven't eaten in days, but the physical ache in my stomach was nothing compared to the emotional one.

My heart has been ripped to shreds, in a colorless abyss. The pieces are impossible to find, and the whole while I feel like I'm falling. There's no destination, no ending point. The ground will never come; there will be no impact. It continues spiraling endlessly, while I choke on my breath, slowly losing oxygen. I'll be dead before it ends.

I have no thought process in my mind. All I can think is, "She's gone. Gone. Forever. I'll never get her back, my best friend." I try hard to distract myself, but the longest I've

gone without thinking about her bone chillingly lifeless form is two and a half minutes. There have been times when my tears have flowed so quickly I drowned myself in them.

Nothing could hurt as badly as this does. I feel like a fish out of water, a person with no legs, a turtle with no shell. A part of me is constantly missing.

All I can ask myself is why. Why her? Why did they have to take her? She was everything to me. My friend, companion, my constant. Always there for me, never failing. Loyal like a dog, and gentle like the ocean's waves. Out of everyone I ever knew, I never pictured her dying. Never her. Never. I thought since she was so beautiful, so good, and so incredible she would live forever. Never would I have thought she would leave me. Never.

She was and is the most beautiful being in the world. Her endless hazel eyes, mesmerizing chocolate waves, and delicate curves had me trapped. I would and will do

anything for her.

She is beautiful, she is strong, and she is alive to me. She has to be. The make-believe her, I admit, is nothing compared to having her here, but it's the closest thing I've got. In my head, she is the old her. She is stunning, and young, and vibrant. Nothing like what she looked like as the cancer was eating away at her. Nothing.

I remember the day the doctor told her about her leukemia. She told me first. I was twelve, and she was fourteen. Remembering the tears in her eyes made my heart break all over again. I couldn't help but torture myself as I relived the once forgotten memories of nearly six years ago.

Flashback

Her eyes were bright and smiling at me. I waved hello and she gave me a goofy grin.

God, how I love her. My best friend is truly the most dazzling person, ever.

She was at another table across the cafeteria, sitting with her boyfriend.

He doesn't deserve her.

She waved me over, but I shook my head. He doesn't like me. She's totally oblivious, as always. She frowns and nods confusedly, but gives me a look that says, 'You're going to explain this later...'

I nod and stare at my food nervously.

I don't look back at her, but I know she is watching me. I'm okay with that. As long as her boyfriend isn't feeling her up in the cafeteria, like usual, then I'll be okay. I glanced back up quickly. My food came up in a sudden spurt. Second time I caught them this week.

Present Time

I laughed bitterly. She never did see that he wasn't the only guy who would ever want her. As a matter of fact, every guy wanted her! She was just intimidating to an outside person, especially after the students at school found out about her leukemia.

Flashback

Her and the boyfriend weren't together anymore. No one would talk to her once they were aware that she wasn't normal. They all avoided her like a plague. This forced her into a deep state of depression. I wasn't enough for her, but I was all she had. Every day, she kept taking more and more of me. She gave very little in return. And then one day, she didn't give anything at all. But she kept taking and taking. And eventually, I just lashed out at her. I don't allow myself to remember that day. I screamed and screamed, and it was all a blur. The images as I picture them make my head spin and the bile in my throat collect. That's as far as I can go before I lose consciousness from the intensity. I remember that she forgave me the next day, and I held her as she cried and puked.

Present Time

My ears were buzzing and the room grew denser. Tears clouded my eyes as a lump built in my throat. I was dizzy and high. Her memory was too painful to bear. I don't want to remember, yet I'm too afraid to forget. God, I miss her. The tears streaked my face as I thought of how she would react to seeing me right now. Gun in hand. Aiming toward the roof of my mouth. With one last breath, I said goodbye to my best friend and fired the gun.

Extra activities

Extra activities

1.-You may be asked to write a reply to a friend's letter or email asking you some questions about the book.

Example question

This is part of a letter from your English-speaking friend.

I've just finished reading *My best friend* and I would like you give me your opinion about the story. What do you think? Write and tell me.

Laura

Write a letter to your friend, giving your opinion.

Dear.....

2.-You may be asked to write one paragraph for your teacher about something you have discussed in class.


Example question

Your English teacher has given you this question for homework.
Which part of My Best friend do you think is most exciting, and why?
Write your paragraph

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

3.- Look for unfamiliar words in the story and write with their meaning, part of speech and the picture.

Example:

| WORD | MEANING | PART OF SPEECH | PICTURE |
|------|---------|----------------|---|
| Gun | arma | Noun |  |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

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ANNEXES

ANEXE 1: Studentssurvey

UNIVERSIDAD TÉCNICA DE AMBATO

DIRECCIÓN DE POSGRADO

MAESTRIA EN LA ENSEÑANZA DEL IDIOMA INGLES

COMO LENGUA EXTRANJERA

This survey is directed to students

Objective: To collect data about the use of graded readers and its influence on English Language vocabulary learning of students at Instituto Tecnológico Superior Bolívar.

Instruction: read the questions carefully and put **X** in your answer

| QUESTIONS | ANSWERS | |
|---|------------|--|
| 1.-How often are graded readers used to promote reading activities in the classroom? | Always | |
| | Sometimes | |
| | Frequently | |
| | Never | |
| 2.- Are literacy classics readings used in classroom? | Always | |
| | Sometimes | |
| | Frequently | |
| | Never | |
| 3.- How often do you read biographies in class? | Always | |
| | Sometimes | |
| | Frequently | |
| | Never | |
| 4.- Do you like to read non-fiction readings? | Always | |
| | Sometimes | |
| | Frequently | |
| | Never | |
| 5.- How often do you use graded readers in class? | Always | |
| | Sometimes | |
| | Frequently | |

| | | |
|--|------------|--|
| | Never | |
| 6.-Do you think graded readers would help to improve your pronunciation? | Always | |
| | Sometimes | |
| | Frequently | |
| | Never | |
| 7.Is extensive reading helpful for your learning? | Always | |
| | Sometimes | |
| | Frequently | |
| | Never | |
| 8.-How often are fiction readings used in class? | Always | |
| | Sometimes | |
| | Frequently | |
| | Never | |
| 9.- How often do you learn new terminology or vocabulary? | Always | |
| | Sometimes | |
| | Frequently | |
| | Never | |
| 10.- How often do you work your memory learning new vocabulary? | Always | |
| | Sometimes | |
| | Frequently | |
| | Never | |
| 11.- Is it important to have a particularly attention in order to learn new vocabulary? | Always | |
| | Sometimes | |
| | Frequently | |
| | Never | |
| 12.-Do you consider new words are important in english language? | Always | |
| | Sometimes | |
| | Frequently | |
| | Never | |
| 13.-Do you think gramar and vocabulary are important in English language? | Always | |
| | Sometimes | |
| | Frequently | |
| | Never | |
| | | |

| | | |
|--|--------------|--|
| 14.-Is it essential to learn new vocabulary in order to communicate? | Always | |
| | Sometimes | |
| | Frequently | |
| | Never | |
| 15.-Do you think learning new vocabulary can help to understand what other people are saying? | Always | |
| | Sometimes | |
| | Frequently | |
| | Almost never | |
| | Never | |

GRACIAS POR SU COLABORACION

THANKS

ANEXE 2: Teachers survey

UNIVERSIDAD TÉCNICA DE AMBATO

DIRECCIÓN DE POSGRADO

MAESTRIA EN LA ENSEÑANZA DEL IDIOMA INGLES

COMO LENGUA EXTRANJERA

This survey is directed to teachers

Objective: To collect data about the use of graded readers and its influence on English Language vocabulary learning of students at Instituto Tecnológico Superior Bolívar.

Instruction: read the questions carefully and put X in your answer

| QUESTIONS | ANSWERS | |
|--|------------|--|
| 1.-How often do you use graded readers to promote reading activities in the classroom? | Always | |
| | Sometimes | |
| | Frequently | |
| | Never | |
| 2.- Do you use literacy classics readings in classroom? | Always | |
| | Sometimes | |
| | Frequently | |
| | Never | |
| 3.- How often do you use biographies in class? | Always | |
| | Sometimes | |
| | Frequently | |
| | Never | |
| 4.- Do you like to apply non-fiction readings? | Always | |
| | Sometimes | |
| | Frequently | |
| | Never | |
| 5.-How often do you use graded readers in class? | Always | |
| | Sometimes | |
| | Frequently | |
| | Never | |

| | | |
|---|------------|--|
| 6.-Do you think graded readers would help students to improve their pronunciation? | Always | |
| | Sometimes | |
| | Frequently | |
| | Never | |
| 7.Is extensive reading helpful for students learning? | Always | |
| | Sometimes | |
| | Frequently | |
| | Never | |
| 8.-How often are fiction readings used in class? | Always | |
| | Sometimes | |
| | Frequently | |
| | Never | |
| 9.- How often do your students learn new terminology or vocabulary? | Always | |
| | Sometimes | |
| | Frequently | |
| | Never | |
| 10.-How often do your students work their memory learning new vocabulary? | Always | |
| | Sometimes | |
| | Frequently | |
| | Never | |
| 11.- Is it important students have a particularly attention in order to learn new vocabulary? | Always | |
| | Sometimes | |
| | Frequently | |
| | Never | |
| 12.-Do you consider new words are important in english language? | Always | |
| | Sometimes | |
| | Frequently | |
| | Never | |
| 13.-Do you think gramar and vocabulary are important in students learning in English language? | Always | |
| | Sometimes | |
| | Frequently | |
| | Never | |
| 14.-Is it essential to learn new vocabulary in order to communicate? | Always | |
| | Sometimes | |
| | Frequently | |
| | Never | |

| | | |
|--|--------------|--|
| 15.-Do you think learning new vocabulary can help to understand what other people are saying? | Always | |
| | Sometimes | |
| | Frequently | |
| | Almost never | |
| | Never | |

GRACIAS POR SU COLABORACION

THANKS

ANEXE 3: Pre – Test Post-Test reading

PRE– TEST

IELTS EXAM – READING COMPREHENSION

IELTS General Reading, part 1

This page will help you practice for the IELTS General reading test. This is section 1 of the general reading test. This section has two reading passages about swimming pools and 13 questions.

Questions 1-5

Look at the information about Camberwell College's swimming pools. Then answer the questions below.

Camberwell College Swimming Pools

Camberwell College has one 50m (Olympic sized) pool with a constant depth of 2m throughout, and one 25m pool with a 1m shallow end and a 4m deep end. Both pools may be used by the general public at certain times.

50m Pool

The pool is often used for classes, but the general public may use two lanes for lane swimming at the following times.

Monday: 0630 -1130 and 1900 - 2100
Tuesday: 0630 -1130 and 1800 - 2100
Wednesday: 0630 -1330 and 1730 - 2130
Thursday: 0630 -1330
Friday: 0630 -1330
Weekends: 0900 - 1700

Children under the age of 14 must be accompanied by an adult.

Please note that during College holidays, these times will vary. Contact the swimming pool on 04837 393560 for up-to-date information.

25m Pool

The 25 metre pool is available for recreational (non-lane) swimming from 0700-0900 and 1230-1330 on weekdays, and 1000 – 1600 on Saturdays.

Children aged 12 and under must be accompanied.

We regret that the 25m pool will be closed for refurbishment between 21st July and 18th August. The men's changing rooms will be closed for the week beginning 18th August, and the women's changing rooms will be closed the following week. Alternative changing facilities will be made available. We apologise for any disruption this may cause.

For questions 1-5 select:

True if the statement is true

False if the statement is false

Not Given if the information is not given in the passage

1. The general public can only use the 50m pool for lane swimming.
2. The general public cannot use the 50m pool on Sundays.
3. Men will be able to use the 25m pool on the 18th August.
4. The whole of the 25m pool is available to the public during recreational swimming hours.
5. The 50m pool is open during college holidays.

Questions 6-13

Look at the information about swimming classes. Then answer the questions below.

Camberwell College Swimming Classes

It's an essential life skill, it can make you fit and it provides fun for all the family. Camberwell College's offers swimming classes whatever for your needs, whether you want to swim competitively, you are trying to stay healthy or you want to learn. We offer separate classes for adults and children, following the National Plan for Teaching Swimming (NPTS). We will guide you from your first splash and help you develop your confidence in the water.

Swim-A-Long

This class is suitable for parents with children aged up to the age of 1.5 years. This class allows very young children to gain confidence in the water, by way of songs and music.

Tadpole to Frog Classes

This series of classes is suitable for children aged 1.5 upwards. There are six levels in the series. The first level is suitable for non-swimmers and teaches basic techniques and safety, using aids and floats. By the time students reach the sixth level, they will be able to swim independently and will be eligible to join the Swim Star classes.

Swim Star

An opportunity for able swimmers to earn the Bronze, Silver and Gold swimming awards. These classes teach children the ability to swim for prolonged periods of time, and teach skills such as diving, turning and different strokes. Children who successfully complete the Swim Star programme will be invited to join the Youth Squad and learn competitive swimming techniques.

Swim School

The swim school offers classes for adults. There are three levels, beginner, intermediate and advanced. The beginner's class is suitable for people who are new to swimming; the intermediate level is designed for swimmers who want to brush up on their swimming style, and the advanced level offers in-depth advice on stamina, breathing and technique.

Aqua Health

We offer a range of levels of fitness classes for able swimmers who wish to keep fit, socialise and have fun to music. Aqua-Light offers gentle exercise and is suitable for the elderly. Aqua-Pump is a high energy class which builds your strength and tones your body.

Questions 6-13

Select a suitable swimming class for the people below.

6. A 5 year-old who is unable to swim
7. A mother who wants to introduce her baby to the water
8. A middle-aged person who can swim quite well but wants to improve his techniques
9. A teenager who is interested in swimming in competitions
10. An old man who wants to keep fit and meet people
11. A child who wants to be able to swim longer distances
12. A strong adult swimmer who wishes to learn complex skills

Source: https://www.examenglish.com/IELTS/IELTS_general_reading1.htm

ANNEXE: 4

PRE- TEST ANSWER KEY

IELTS EXAM – READING COMPREHENSION

QUESTION 1

IELTS General Reading, part 1

This page will help you practice for the IELTS General reading test. This is section 1 of the general reading test.

Questions 1-5

Look at the information about Camberwell College's swimming pools. Then answer the questions below.

Camberwell College Swimming Pools

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Monday: 0630 -1130 and 1900 - 2100
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Thursday: 0630 -1330
Friday: 0630 -1330
Weekends: 0900 - 1700

Children under the age of 14 must be accompanied by an adult.

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25m Pool

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Children aged 12 and under must be accompanied.

We regret that the 25m pool will be closed for refurbishment between 21st July and 18th August. The men's changing rooms will be closed for the week beginning 18th August,

and the women's changing rooms will be closed the following week. Alternative changing facilities will be made available. We apologize for any disruption this may cause.

For questions 1-5 select:

True if the statement is true

False if the statement is false

Not Given if the information is not given in the passage

1. The general public can only use the 50m pool for lane swimming.
2. The general public cannot use the 50m pool on Sundays.
3. Men will be able to use the 25m pool on the 18th August.
4. The whole of the 25m pool is available to the public during recreational swimming hours.
5. The 50m pool is open during college holidays.

Questions 6-12

Look at the information about swimming classes. Then answer the questions below.

Camberwell College Swimming Classes

It's an essential life skill, it can make you fit and it provides fun for all the family. Camberwell College's offers swimming classes whatever for your needs, whether you want to swim competitively, you are trying to stay healthy or you want to learn. We offer separate classes for adults and children, following the National Plan for Teaching Swimming (NPTS). We will guide you from your first splash and help you develop your confidence in the water.

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An opportunity for able swimmers to earn the Bronze, Silver and Gold swimming awards. These classes teach children the ability to swim for prolonged periods of time, and teach skills such as diving, turning and different strokes. Children who successfully complete the Swim Star programme will be invited to join the Youth Squad and learn competitive swimming techniques.

Swim School

The swim school offers classes for adults. There are three levels, beginner, intermediate and advanced. The beginner's class is suitable for people who are new to swimming;

the intermediate level is designed for swimmers who want to brush up on their swimming style, and the advanced level offers in-depth advice on stamina, breathing and technique.

Aqua Health

We offer a range of levels of fitness classes for able swimmers who wish to keep fit, socialize and have fun to music. Aqua-Light offers gentle exercise and is suitable for the elderly. Aqua-Pump is a high energy class which builds your strength and tones your body.

Questions 6-12

Select a suitable swimming class for the people below.

6. A 5 year-old who is unable to swim
7. A mother who wants to introduce her baby to the water
8. A middle-aged person who can swim quite well but wants to improve his techniques
9. A teenager who is interested in swimming in competitions
10. An old man who wants to keep fit and meet people
11. A child who wants to be able to swim longer distances
12. A strong adult swimmer who wishes to learn complex skills

Source: https://www.examenglish.com/IELTS/IELTS_general_reading1.htm

ANNEXE 5:

POST- TEST

IELTS EXAM – READING COMPREHENSION

IELTS General Reading

Read the Information about Gateway Academy's Pre-Sessional Courses. Then complete the sentences below.

Gateway Academy Pre-Sessional Courses

Our pre-sessional courses are ideal for students who have a conditional place at a British university, but who need to achieve a certain level of English in order to be accepted. The course aims to provide students with the English language and study skills that they need in order to be successful at university or another academic establishment. It is important to note that completion of the course does not guarantee students entrance into a university. It is necessary for students to show during the course that they have understood the information and skills that they have been taught, and can incorporate it into their work.

Pre-sessional students at Gateway Academy will benefit from:

- Small class sizes (no more than 10 students per class)
- Twenty three hours of tuition per week
- Individual support and tutorials
- Regular guestlecturers
- The use of the Academy's study and recreational facilities, including the Language Library, the computer suite, and the academy's sports facilities.
- A varied social program including evening entertainments and weekend excursions to popular tourist attractions and cities such as Stonehenge, Oxford and Stratford-on-Avon.

The course offers a holistic approach to learning, and covers reading, writing, speaking and listening skills. During the course, students will receive instruction on important techniques such as summary-writing, analyzing essay titles, organizing writing, note-taking in lectures, giving seminars and making presentations. Students will gain experience in working both individually and in groups. As part of the course, all students will work towards a 5000 word project in their own field of study. Students will receive guidance from their tutors on how best to conduct research and write it up effectively. Students will also work towards a presentation on the same subject.

There is no final examination. Students are assessed continuously, taking into account their attendance, successful completion of assignments and participation in class. Students will be given a full report on their progress at the end of the course. Students need to be aware that the course involves a great deal of coursework, which will require students to manage their time effectively.

Gateway Academy offers three pre-sessional courses. A five-week course beginning in August is available for advanced level students; a ten-week course beginning in July is

available for upper-intermediate students. Intermediate level students should take our twenty week course beginning in May. Intermediate level students get a two-week break in July.

Complete the sentences below.

Choose **NO MORE THAN THREE WORDS** from the text for each answer.

1. The Pre-Sessional course is suitable for students whose place at British university is .

2. During the course, students need to show that they can understand and new skills.

3. Students will be able to use many of the Academy's while they are studying.

4. Students will have the opportunity to visit on Saturdays and Sundays.

5. Students will work both alone and .

Read the passage. Then answer the questions below.

The Shock of the Truth

A Throughout history, there have been instances in which people have been unwilling to accept new theories, despite startling evidence. This was certainly the case when Copernicus published his theory - that the earth was not the centre of the universe.

B Until the early 16th century, western thinkers believed the theory put forward by Ptolemy, an Egyptian living in Alexandria in about 150 A.D. His theory, which was formulated by gathering and organizing the thoughts of the earlier thinkers, proposed that the universe was a closed space bounded by a spherical envelope beyond which there was nothing. The earth, according to Ptolemy, was a fixed and immobile mass, located at the centre of the universe. The sun and the stars, revolved around it.

C The theory appealed to human nature. Someone making casual observations as they looked into the sky might come to a similar conclusion. It also fed the human ego. Humans could believe that they were at the centre of God's universe, and the sun and stars were created for their benefit.

D Ptolemy's theory, was of course, incorrect, but at the time nobody contested it. European astronomers were more inclined to save face. Instead of proposing new ideas, they attempted to patch up and refine Ptolemy's flawed model. Students were taught using a book called *The Sphere* which had been written two hundred years previously. In short, astronomy failed to advance.

E In 1543, however, MikolajKopernik, more commonly known as Copernicus, made an assertion which shook the world. He proposed that the earth turned on its axis once per

day, and travelled around the sun once per year. Even when he made his discovery, he was reluctant to make it public, knowing how much his shocking revelations would disturb the church. However, George Rheticus, a German mathematics professor who had become Copernicus's student, convinced Copernicus to publish his ideas, even though Copernicus, a perfectionist, was never satisfied that his observations were complete.

F Copernicus's ideas went against all the political and religious beliefs of the time. Humans, it was believed, were made in God's image, and were superior to all creatures. The natural world had been created for humans to exploit. Copernicus's theories contradicted the ideas of all the powerful churchmen of the time. Even the famous playwright William Shakespeare feared the new theory, pronouncing that it would destroy social order and bring chaos to the world. However, Copernicus never had to suffer at the hands of those who disagreed with his theories. He died just after the work was published in 1543.

G However, the scientists who followed in Copernicus's footsteps bore the brunt of the church's anger. Two other Italian scientists of the time, Galileo and Bruno, agreed wholeheartedly with the Copernican theory. Bruno even dared to say that space was endless and contained many other suns, each with its own planets. For this, Bruno was sentenced to death by burning in 1600. Galileo, famous for his construction of the telescope, was forced to deny his belief in the Copernican theories. He escaped capital punishment, but was imprisoned for the rest of his life.

H In time however, Copernicus's work became more accepted. Subsequent scientists and mathematicians such as Brahe, Kepler and Newton took Copernicus's work as a starting point and used it to glean further truths about the laws of celestial mechanics.

I The most important aspect of Copernicus' work is that it forever changed the place of man in the cosmos. With Copernicus' work, man could no longer take that premier position which the theologians had immodestly assigned him. This was the first, but certainly not the last time in which man would have to accept his position as a mere part of the universe, not at the centre of it.

The text has nine paragraphs, A-I.

Which paragraph contains the following information?

- 6. the public's reaction to the new theory
- 7. an ancient belief about the position of the earth
- 8. Copernicus's legacy to the future of science
- 9. How academics built on Copernican ideas
- 10. An idea which is attractive to humans
- 11. Out-dated teaching and defective research
- 12. Scientists suffer for their beliefs

Source: https://www.examenglish.com/IELTS/IELTS_general_reading2.htm

ANNEXE 5:

POST- TEST ANSWER KEY

IELTS EXAM – READING COMPREHENSION

IELTS General Reading

Read the Information about Gateway Academy's Pre-Sessional Courses. Then complete the sentences below.

Gateway Academy Pre-Sessional Courses

Our pre-sessional courses are ideal for students who have a conditional place at a British university, but who need to achieve a certain level of English in order to be accepted. The course aims to provide students with the English language and study skills that they need in order to be successful at university or another academic establishment. It is important to note that completion of the course does not guarantee students entrance into a university. It is necessary for students to show during the course that they have understood the information and skills that they have been taught, and can incorporate it into their work.

Pre-sessional students at Gateway Academy will benefit from:

- Small class sizes (no more than 10 students per class)
- Twenty three hours of tuition per week
- Individual support and tutorials
- Regular guestlecturers
- The use of the Academy's study and recreational facilities, including the Language Library, the computer suite, and the academy's sports facilities.
- A varied social program including evening entertainments and weekend excursions to popular tourist attractions and cities such as Stonehenge, Oxford and Stratford-on-Avon.

The course offers a holistic approach to learning, and covers reading, writing, speaking and listening skills. During the course, students will receive instruction on important techniques such as summary-writing, analyzing essay titles, organizing writing, note-taking in lectures, giving seminars and making presentations. Students will gain experience in working both individually and in groups. As part of the course, all students will work towards a 5000 word project in their own field of study. Students will receive guidance from their tutors on how best to conduct research and write it up effectively. Students will also work towards a presentation on the same subject.

There is no final examination. Students are assessed continuously, taking into account their attendance, successful completion of assignments and participation in class. Students will be given a full report on their progress at the end of the course. Students need to be aware that the course involves a great deal of coursework, which will require students to manage their time effectively.

Gateway Academy offers three pre-sessional courses. A five-week course beginning in August is available for advanced level students; a ten-week course beginning in July is available for upper-intermediate students. Intermediate level students should take our

twenty week course beginning in May. Intermediate level students get a two-week break in July.

Complete the sentences below.

Choose NO MORE THAN THREE WORDS from the text for each answer.

1. The Pre-Sessional course is suitable for students whose place at British university is .

2. During the course, students need to show that they can understand and new skills.

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Read the passage. Then answer the questions below.

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B Until the early 16th century, western thinkers believed the theory put forward by Ptolemy, an Egyptian living in Alexandria in about 150 A.D. His theory, which was formulated by gathering and organizing the thoughts of the earlier thinkers, proposed that the universe was a closed space bounded by a spherical envelope beyond which there was nothing. The earth, according to Ptolemy, was a fixed and immobile mass, located at the centre of the universe. The sun and the stars, revolved around it.

C The theory appealed to human nature. Someone making casual observations as they looked into the sky might come to a similar conclusion. It also fed the human ego. Humans could believe that they were at the centre of God's universe, and the sun and stars were created for their benefit.

D Ptolemy's theory, was of course, incorrect, but at the time nobody contested it. European astronomers were more inclined to save face. Instead of proposing new ideas, they attempted to patch up and refine Ptolemy's flawed model. Students were taught using a book called The Sphere which had been written two hundred years previously. In short, astronomy failed to advance.

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day, and travelled around the sun once per year. Even when he made his discovery, he was reluctant to make it public, knowing how much his shocking revelations would disturb the church. However, George Rheticus, a German mathematics professor who had become Copernicus's student, convinced Copernicus to publish his ideas, even though Copernicus, a perfectionist, was never satisfied that his observations were complete.

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Source: <https://www.examenglish.com/I>