UNIVERSIDAD TÉCNICA DE AMBATO

DIRECCIÓN DE POSGRADO

MAESTRÍA EN ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA.

TEMA: **"AUTHENTIC WRITTEN MATERIALS IN THE ENGLISH READING COMPREHENSION SKILLS DEVELOPMENT"**

Trabajo de Investigación, previo a la obtención del Grado Académico de Magíster en Enseñanza del Idioma Inglés como Lengua Extranjera
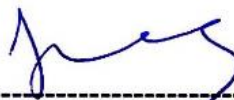
Autor: Licenciada Ruth Mariela Morales Sánchez.

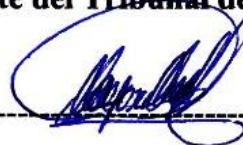**Director:**   Licenciado Manuel Xavier Sulca Guale Magíster

Ambato – Ecuador

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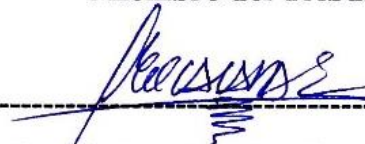**A la Unidad de Titulación de la Universidad Técnica de Ambato.**

El Tribunal receptor del Trabajo de Investigación presidido por el Doctor Héctor Fernando Gómez Alvarado, e integrado por los señores: Doctora Elsa Mayorie Chimbo Cáceres Magister, Licenciado Edgar Guadia Encalada Trujillo Magister, Doctora Wilma Elizabeth Suárez Mosquera Magister, como miembros del Tribunal designados por la Unidad de Titulación de la Universidad Técnica de Ambato, para receptar el trabajo de investigación con el tema: **"AUTHENTIC WRITTEN MATERIALS IN THE ENGLISH READING COMPREHENSION SKILLS DEVELOPMENT"**, elaborado y presentado por la Licenciada Ruth Mariela Morales Sánchez, para optar por el Grado Académico de Magister en la Enseñanza del Idioma Inglés como Lengua Extranjera; una vez escuchada la defensa oral del Trabajo de Investigación el Tribunal aprueba y remite el trabajo para uso y custodia en las bibliotecas de la UTA.

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Miembro del Tribunal

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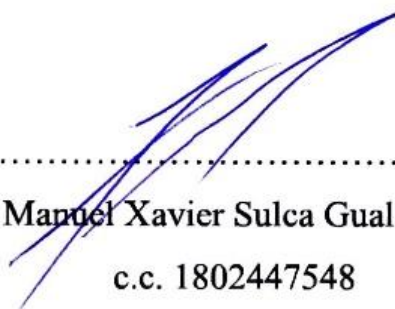
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AUTORÍA DEL TRABAJO DE INVESTIGACIÓN

La responsabilidad de las opiniones, comentarios y críticas emitidas en el Trabajo de Investigación presentado con el tema: **"AUTHENTIC WRITTEN MATERIALS IN THE ENGLISH READING COMPREHENSION SKILLS DEVELOPMENT"**, le corresponde exclusivamente a: Licenciada Ruth Mariela Morales Sánchez, Autora bajo la Dirección del Licenciado Manuel Xavier Sulca Guale Magister, Director del Trabajo de Investigación; y el patrimonio intelectual de la Universidad Técnica de Ambato.

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DEDICATORIA

En primer lugar mi gratitud a Dios todo poderoso que me bendijo con la vida y la oportunidad de conocer seres humanos maravillosos que han aportado de una u otra manera para el culmen del presente trabajo de investigación. De manera especial a mi tutor; Magister Xavier Sulca Guale; quien con su orientación en el campo científico como personal supo dirigir cada paso del presente trabajo. A las autoridades, docentes y estudiantes de la Unidad Educativa Agropecuario Luis A. Martínez por su colaboración y facilidades brindadas para la consecución de la propuesta. Finalmente, a la Dirección de Posgrado de la Universidad Técnica de Ambato por el aporte al desarrollo académico y profesional de la colectividad.

Lic. Ruth Mariela Morales Sánchez.

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Dedico este trabajo de investigación a mis padres: Olguita e Isaías quienes desde temprana edad forjaron en mí la templanza y amor al estudio.

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Lic. Ruth Mariela Morales Sánchez.

UNIVERSIDAD TÉCNICA DE AMBATO

DIRECCIÓN DE POSGRADO

MAESTRÍA EN ENSEÑANZA DEL IDIOMA INGLES COMO LENGUA EXTRANJERA

THEME:

"AUTHENTIC WRITTEN MATERIALS IN THE ENGLISH READING COMPREHENSION SKILLS DEVELOPMENT"

AUTOR: Lic. Ruth Mariela Morales Sánchez.

DIRECTOR: Lcdo. Manuel Xavier Sulca Guale Magíster Mg.

FECHA: Ambato, 14 de diciembre, 2018

RESUMEN EJECUTIVO

El presente trabajo de investigación tuvo como objetivo analizar cómo influyen los materiales escritos auténticos en el mejoramiento de la comprensión lectora en el idioma inglés. La efectividad de estos materiales fue determinada mediante la aplicación de un pre-test y pos-test de lectura basado en la prueba Cambridge 2007 a los estudiantes de segundo año de bachillerato de la Unidad Educativa Agropecuario "Luis A. Martínez" de la ciudad de Ambato. Los estudiantes de los paralelos A y C (57 estudiantes) formaron el grupo experimental, mientras los paralelos B y D (48 estudiantes) integraron el grupo control. Se escogieron seis clases de materiales auténticos: artículos de periódico, comics, biografías, reseñas de películas, trípticos turísticos, letras de canciones; mismos que fueron aplicados en el grupo experimental. La comprobación de la hipótesis planteada en el presente estudio fue realizada mediante el análisis estadístico de los resultados obtenidos en la prueba de lectura. Los resultados del pos test mostraron que los estudiantes quienes trabajaron con materiales auténticos mejoraron significativamente sus habilidades de comprensión lectora. Por consiguiente, es importante sugerir la implementación de estos materiales que fortalecen las destrezas de comprensión lectora y acompañan al libro de texto del Ministerio de Educación mediante la utilización de un manual para que pueda ser utilizado por los docentes de inglés. Este manual contiene las principales recomendaciones para la planificación de cada lección, desarrollada principalmente en tres etapas: pre-lectura, lectura y pos-lectura. Además, los materiales auténticos utilizados que acompañan y afianzan los contenidos de las seis unidades del libro de texto y las destrezas especificas a ser desarrolladas de acuerdo a los contenidos, así como las hojas de trabajo utilizadas en los planes de lección y una rúbrica para la evaluación del avance de la destreza de comprensión lectora.

Descriptores: materiales auténticos escritos, comprensión lectora, pre-test, post-test, manual, pre-lectura, lectura, pos-lectura.

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AUTHOR: Lic. Ruth Mariela Morales Sánchez.

DIRECTED BY: Lcdo. Manuel Xavier Sulca Guale Mg.

DATE: Ambato, December 14th, 2018.

ABSTRACT

The main goal in this research work was to analyze how authentic written materials influence in the reading comprehension skills development in the learning of English language. The materials' effectiveness was determined by the use of a Cambridge test in a pre-test and post-test. This test was applied to second-year bachillerato students at "Unidad Educativa Agropecuario Luis A. Martinez" in Ambato. The students in classes A and C (57 students) were denominated experimental group, while learners in B and D classes (48 students) were designed the control group. There were chosen six authentic written materials: newspaper articles, comics, biographies, movie reviews, touristic brochures and song lyrics. These materials were implemented in the experimental group. Hence, the hypothesis verification proposed for the current study was obtained based on the statistical analysis of the results. The post test results showed that students who worked with authentic written materials significantly improved their reading comprehension skills and motivation to read. Therefore, it is important to suggest the implementation of authentic written materials to strengthen the reading comprehension skills and to accompany the textbook. English teachers could use the handbook for micro curricular planning, here proposed, due to the fact that it includes recommendations to plan each lesson with pre-reading, while reading and post reading activities. In addition, the authentic written materials used to accompany and support the contents of the six units from the textbook and the specific skills to be developed, as well as the worksheet applied in the lesson plans and the rubric to assess the advancement in the reading comprehension skills.

Descriptors authentic written materials, reading comprehension skills, pre-test, post-test, handbook, pre-reading, while reading and post reading activities.

INTRODUCTION

The current research project entitled **"AUTHENTIC WRITTEN MATERIALS IN THE ENGLISH READING COMPREHENSION SKILLS DEVELOPMENT"** has as a main objective to enhance reading comprehension skills through the use of authentic written materials in the English classroom. In fact, these resources propose second-year bachillerato students to practice their reading skills through written texts taken from English real contexts, in order to develop some issues like: comprehension, vocabulary, verbal exchange, orthography and accuracy. In addition, authentic written materials increase students' motivation towards reading practices, as well as, the sense of learning from real to real interactions using useful expressions in the target language.

Nowadays, English is the mean of communication worldwide. For this reason, the Ecuadorian government implemented English as a foreign language in the National Curriculum more than two decades ago but since September 2016 it is a compulsory subject from primary school. In the majority of educational institutions English is taught as a foreign language. However, there are many private institutions in the country that have designed and adapted their curriculum to strengthen the teaching-learning process of English language to the point that many of them get bilingual learners. Likewise, in some public institutions the government has implemented the International Bachillerato where English Language has relevant importance because different subject like Science or Social Studies are taught in English. This fact has woken up students' interest to choose this study modality in order to get scholarships inside the country or overseas. For this reason, English teachers search for innovative and good-result resources and strategies that stimulate the English language skills: listening, speaking, reading and writing. It is important to highlight that this study focuses on the reading comprehension skills. It makes use of a quasi-experimental method, in order to implement a suitable proposal based on authentic written materials to improve students' reading comprehension skills development in English language.

In point of fact, this research project pretends to motivate teachers and consequently students to use the micro planning guideline of implementing authentic written materials in their reading classes, which allow students to develop better reading comprehension skills in English language combining their interests and the academic development. In this sense, the current research project is distributed in the following chapters:

Chapter I. The problem, theme of the research, besides the contextualization from a macro, meso and micro viewpoint of the problem that the educational institution presents. It is analyzed critically in order to develop the desired objectives; and then to indicate the reasons why this research is justified.

Chapter II. The theoretical framework, which is composed by the research, background, the philosophical and legal foundation of the theme; besides the hypothesis and key categories which guide the problem of the research from bibliographic and scientific viewpoint.

Chapter III. The methodology, includes the modality, levels of study, population and sample; operationalization of variables; independent: authentic written materials and dependent: reading comprehension skills; the techniques, instruments of data collection and the plan to process the information.

Chapter IV. The analysis and interpretation of results is presented. This chapter contains tables and statistical graphs related to the application of pre-test and post-test; the computer statistical program (SPSS) was used in the verification of the hypothesis obtaining the significance, reliability, correlation and Kolmogorov test.

Chapter V. The conclusions and recommendations, made based on the obtained results and the analysis and synthesis from the collected data.

Chapter VI. The proposal, composed of: subject, informative data, background, justification, objectives, feasibility, scientific and technical rationale; the operating model, administration of the proposal and its evaluation.

Finally, the references used in the current research, the applied instruments and the annexes as support for the executed work.

CHAPTER I
THE PROBLEM

1.1. Research Topic.

1.2. Problem Statement

Authentic written materials in the English reading comprehension skills development applied to second year bachillerato students at Unidad Educativa Agropecuario Luis A. Martinez in the academic year 2017-2018.

1.2.1. Contextualization

English is the most common language in use all over the world. According to Crystal (2003) English is considered a global language because of the number of its speakers around the world. Through history, the English language has been spoken each time by more and more people around the world. Nowadays there are millions of people who speak English as their native, second or foreign language. When people from different nationalities want to communicate they do so in English for purposes that may vary from entertainment to science. Communication is the main purpose of a language in today's world. It is extendedly facilitated with the use of technology that enables people to be in touch despite long distances or difference in time zones. Moreover, English opens up opportunities to apply for challenging management positions in the occupational field. The business world is linked to English in one way or another because big or small enterprises make direct or indirect treats using English. Likewise, most entertainment like: arts, films or music has their original version in English, and they can be enjoyed thanks to the English language understanding. Due to these reasons, English has gained an indubitable importance and the demand for learning this language has increased too.

The Ecuadorian Government is conscious of the importance of English in today´s competitive world. That is why Teaching English as a Foreign Language (TEFL) has been implemented in the Ecuadorian English Curriculum. The Ministry

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of Education of Ecuador in its official site educacion.gob.ec (2014) clearly states its aim that covers students from primary to high School levels. This aim is that students who graduate from high schools are expected to get a B1 level according to the Common European Framework for Languages (CEFR). Despite all of these efforts, this aim is not achieved along these years because of different reasons. One of those reasons is the low level of motivation students and teachers can experiment along the teaching learning process.

The structured usage of textbooks does not allow teachers to explore their creativity using different materials in the classrooms in order to foster an enjoyable learning environment that enhances the communicative skills development in a meaningful way. The macro language skills: listening, speaking, reading and writing are not completely developed in the activities proposed in those textbooks. Reading is one of the most important skills because it refers to the process of making meaning from texts. This is one of the main concerns to everybody´s success throughout life and of course this skill is the base to construct other communicative skills in an interconnected relationship. According to the Instituto Nacional de Estadisticas y Censos INEC (2012) the 27% of Ecuadorian people do not have reading habits and the main reason according to this research is that they present lack of interest to read.

At Unidad Educativa Agropecuario Luis A. Martinez, students from second-year at bachillerato feel demotivated to read in English. The most relevant cause could be that they consider readings from textbooks boring, artificial or not related to real life situations. Authentic written materials benefit students' motivation because learners are exposed to real language being used in real contexts. According to Safdar et all (2016) "Authentic material encourages and motivates the students to take interest". For this reason, authentic written materials are the appropriate resources to create a positive impact in students and make them feel the necessity and purpose for learning English. The exposure to these materials is thought to develop reading comprehension skills. These abilities are extremely important to build high order thinking skills. Most students read just because they

need to complete assignments or in order to get a grade and fulfill a requirement to pass the level. Although reading is a tool to succeed, it is not given the appropriate value among the high school students because their purposes for reading are the wrong ones. When students find reading helpful with purposes like: survival, learning or even pleasure the advantages of being an efficient reader will emerge.

Problem scheme

EFFECTS

| Deficient level of processing information about the real surrounding world. | Mechanical repetition of grammar patterns generates low order thinking skills. | Attention focused on letter or word pronunciation instead of getting the whole text meaning. | Demotivation to continue reading and improving comprehension skills because students lose the purpose for reading. |

PROBLEM

Poor reading comprehension skills development due to the lack of use of authentic written materials.

CAUSES

| Limited amount of vocabulary related to real life settings presented in textbooks. | Reading texts focused on grammar structures and patterns without content related to culture issues. | Decoding reading deficiency with L1 interference. | Boring reading texts that do not pass the stage of phonics or "sounding out" which is the starting point of reading. |

Graphic Nº 1: Problem Scheme

Source: Direct research
Presentedby: Morales, R (2018)

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1.2.2. Critical analysis

Education is facing many problems and poor reading comprehension skills development due to the lack of use of authentic written materials is one of the most serious issues in the educational field. This problem has some causes and of course they lead to different effects.

One of the causes is the limited amount of vocabulary related to real life settings presented in textbooks. The direct consequence of this fact is that students build a deficient level of processing information about the real surrounding world. In fact, students learn vocabulary in an isolated way and without a connection to their reality. Most of the time students are asked to memorize words and repeat them without an accurate assimilation process. This poor process carries a difficulty in the development of processing data, because words are stored in the short term memory only for a quiz or a moment then these words are forgotten after a while. The difference between memorizing and learning is that when students are learning new words they use them in different structures such as sentences, questions or expressions.

Secondly, the majority of reading texts are focused on grammar structures and patterns because they have been written for pedagogical purposes that contain a lot of grammatical exercises and lack of content related to culture issues. The resulting consequence of this kind of texts is that students develop low order thinking skills like just memorizing structures and mechanical repetitions. They do not practice or encounter those structures in dialogues or any functional use of the language within cultural communicative settings.

Thirdly, the reading decoding process is affected by their first or mother tongue (L1) interference when learners read words as they are written. This interference leads to the effect that students' attention is focused on pronouncing words letter by letter or even word by word instead of getting the text message or main idea. Most students struggle even at this basic stage because their L1

interference makes them pronounce words as they are written or like English words pronounced in Spanish sounds.

Finally, boring reading texts do not provide opportunities for students to pass the stage of phonics or "sounding out". This is the starting point of reading skills and this sort of texts generates demotivation to continue reading and improving comprehension skills because students lose the reading purpose. It is easier to maintain this purpose when learners practice reading using materials encountered in real settings because the learners are not only reading words they are being taught to survive in real life and overcome difficult situations.

They are getting input and at the same time they are internalizing and storing meaning of words with purpose in the long term memory for any time when the learners might need those words again. For the learner, it is necessary to feel motivated to continue reading due to the fact that if the text is boring none teaching methodology can guarantee the success in learning. Many textbooks contain readings that are not authentic and as a result students feel bored with no interest in reading.

Bearing in mind these negative factors as well as their consequences it was necessary to implement authentic written materials in the teaching-learning process to enhance reading comprehension skills development by using texts with a high level of authenticity that at the same time will carry a great amount of cultural information and interest to the reader and at the same time adjust them to the school environment.

1.2.3. Prognosis

Considering the problems previously presented about poor level of English reading comprehension skills development due to the lack of using Authentic written materials, aimed to second year bachillerato students at Unidad Educativa Agropecuario Luis A. Martinez learners will face some negative consequences like:

disinterest in reading texts, poor level of comprehension skills, an insufficient vocabulary acquisition, learning content out of the real context. All of these consequences will affect students' performance not only in the English language subject but in the other academic subjects.

If a solution is not presented to these consequences the teaching learning process and the difficulties in reading comprehension skills development will increase. Students will find learning English as a waste of time because none real purposes or connections to real settings will be evident to them.

If the limited amount of vocabulary related to real life settings presented in textbooks is not compensated in some way by materials containing words and chunks of words used in real contexts, learners will not fully understand meaning and purpose of real life texts.

If texts continue focusing on grammar structures students will develop low order thinking skills that produce mechanical repetition that results in the ongoing output of the educational system. This output consists in well-grammar prepared students but deficient communicative ones. This fact will strongly affect their emotional and social comprehension of the surrounding world. Indeed it is proved by plenty of previous researches that authentic materials carry a great amount of cultural content.

If the reading decoding process will suffer L1 interference learners' attention will be focused only in pronunciation rather than comprehension. As a result, learners will not make connections between the information they read and the information they process in their brains.

If boring reading texts are not substituted by authentic written materials students will easily get demotivated to continue reading and improving their comprehension skills. This fact stops the aim of education to get learners able to read not only for knowledge but for pleasure.

1.2.4. Main research question

How do authentic written materials improve the law level of English reading comprehension skills applied to second year Bachillerato students at Unidad Educativa Agropecuario Luis A. Martinez in the academic year 2017-2018?

1.2.5. Secondary questions

- Which authentic written materials can be used in the teaching-learning process at Unidad Educativa Agropecuario "Luis A. Martinez"?

- What are the most relevant differences regarding reading comprehension performance among students who attended classes where authentic written materials were used in contrast to students who attended normal reading lessons based on the Ministry of Education textbook?

- What reading comprehension components can be improved by using authentic written materials at Unidad Educativa Agropecuario "Luis A. Martinez"?

1.2.6 Delimitation of the research problem

Field: English teaching
Area: Reading-receptive skill
Aspect: Reading comprehension

1.2.6.1 Temporal delimitation

The development of this research took place from January to March in the academic year 2017-2018

1.2.6.2 Spatial delimitation

The present research took place at Unidad Educativa Agropecuario Luis A. Martinez in Ambato, Tungurahua province. Address: Avenida Rumiñahui Y Pichincha. Telephone (03) 2840523 e-mail: 18h00026@gmail.com

1.3. Justification

Authentic written materials are of relevant **importance** because they provide real world information and have powerful cultural information for the audience. These materials are created for communication purposes so that using and adapting them for teaching aims is a **novel aspect** of considering resources out from the academic field. Furthermore, these sort of materials appropriately fit the Communicative approach. Moreover, authentic materials are always available due to the technology access. For this reason, they are updated every second so that using these materials for teaching purposes bring lots of benefits to the classroom activities. One of the benefits is the **interest** that these materials generate in the students because they notice that English is vital for communication around the world and this importance is being reflected in the great variety of written texts that can be found through different means being the most representative example, the internet.

Reading is an integral part of our daily lives. It has a **social impact** in human beings since we develop and perform within a society. Most of the time we read different texts unconsciously and it is assumed that everyone can read. Information is everywhere and it is transmitted by different means like: signs, pictures symbols or words. Miller (1951) states that "Communication means that information is passed from one place to another". The information is the mean and the end of communication and the way which this data is passed or transferred among the members involved in this process is considered a whole system. For these reasons, reading is a cognitive process resulting from many interrelated sub skills.

That is why this research project is of **scientific importance** because the reading cognitive process needs to be explored in order to get a better understanding of the way how learners interpret input from written texts. Reading comprehension is a basic life skill and its importance lays in the conscious knowledge that knowing to read implies many sub-skills and strategies that empowers the reader with the appropriate tools to negotiate for meaning and put them in practice in the real life interaction. These tools help to take advantage of other skills linked to reading and comprehension that are necessary to find opportunities in the academic, social and cultural fields to be successful.

Teenagers are a group of learners who possess a wide variety of characteristics. One of the most relevant is the interest in topics from real situations and the different ways of interaction that they manage around these topics. This interest allows the needed **feasibility** for this study because teachers deal with these issues related to reading enhancing every day and at the same time are teachers able to create high levels of motivation for authentic written materials and develop reading comprehension both in once.

The biggest **beneficiaries** of this research project are second-year bachillerato students at Unidad Educativa Agropecuario Luis A. Martinez, because they find reading a pleasurable and enjoyable activity in the way of learning a new language in this case English. Students´ motivation as well as their performance increase in the field of comprehension not just in the subject but in other fields that require reading skills. Likewise, English teachers can make use of the present study results to have a reference for their teaching practice and design their own materials based on their students' contexts and needs.

1.4. Objectives

1.4.1. General objective.

The goal of the current research is:

To analyze the use of authentic written materials in the English reading comprehension skills development applied to second year bachillerato students at Unidad Educativa Agropecuario Luis A. Martinez in the academic year 2017-2018.

1.4.2. Specific objectives

- To analyze a variety of authentic written materials that can be used in the teaching-learning process at Unidad Educativa Agropecuario Luis A. Martinez in the academic year 2017-2018.

- To describe how reading comprehension skills contrast between students who attended reading lessons with authentic materials and students who attend lessons with the Ministry of Education at Unidad Educativa Agropecuario Luis A. Martinez in the academic year 2017-2018.

- To identify what reading comprehension components can be improved when using authentic materials in the teaching-learning process at Unidad Educativa Agropecuario Luis A. Martinez in the academic year 2017-2018.

CHAPTER II
THEORETICAL FRAMEWORK

2.1. Research background

The use of authentic written materials to develop reading comprehension skills is from relevant importance to develop this research project. There are many previous studies that have been carried out around the world regarding this topic. This issue is not exclusive of the institution where the project takes place, but it is a problem concerning the whole country as well as other countries in the continent and around the world. The following information is related to studies related to the investigation problem.

According to Sacha (2006) authentic written materials in the teaching of reading was determinant . He designed an intensive reading course for university engineering students for a total of 36 hours of teaching time. His initial approach to get the course goal was to use a textbook for Electrical and Mechanical Engineering but he quickly realized that students were not motivated on the material. He started to use authentic materials to develop the course.

The result was an important finding; however, it was made by pure coincidence, was that how the teacher's role shifted into a low profile one, very similar to the Minimal Teaching Approach. Due to the use of task based activities, pair and group work (peer-learning) and peer correction the teacher's role was only to monitor the class, give eventual feedback or advice. The teacher focused on choosing appropriate materials and preparing learners by creating reading awareness and providing the necessary skills to make them understand how the language is actually used. The conclusions of the research were that through the use of Authentic Materials learners were highly motivated and gained a sense of achievement at the same time that encouraged further reading. The learners started to reflect changes in the use of language and how it is used in real contexts.

According to Desitarahmi (2013) in the thesis labeled "Using Authentic Materials to Improve Reading Comprehension of grade eight students of SMP 15 Yogyakarta", used class observation, in-depth interview, and documentation techniques and instruments in the research. The main findings were that after two cycles of implementation of these materials, students improved their reading comprehension reflected in scores from 6, 57 to 7, 69. These results support the hypothesis and clearly showed that the interaction and motivation to authentic materials improved not only among students but also between teacher and students.

Fadeli (2009) in the project labeled "The Effectiveness of Authentic Material in Teaching Reading Viewed from Students' English Learning Interest", used 50 items reading tests and questionnaire. The questionnaire was used to get scores (data) related to the students' interest in studying English between two groups one controlled and the other was experimental classified into students with high English learning interest and the others with low English learning interest. There was a significant difference between teaching English using authentic materials and using a textbook. Moreover, the students' learning interests increased and influenced their achievement in learning the subject after using authentic materials in the process. Students showed to be more creative, active and curious and consequently experienced success in their learning process.

Guo (2012) in her project "Using Authentic Materials for Extensive Reading to Promote English Proficiency", recruited around fifty students from a five-year college in Taiwan to investigate the effects of extensive reading using authentic materials on students' English proficiency particularly with regard to vocabulary and grammar. The students were randomly divided into two groups: the experimental and the control group. The students in the experimental group participated in an extensive reading experimented that consisted on a set of 10 online reading materials related to the course topics. The researcher developed the experiment over a period of three months. The researcher used an English proficiency test, a simulated TOEIC test with a vocabulary and a grammar session, 25 items each as the instrument for the data collection. The main findings and

conclusions from this research project were that students pointed to significant improvement of vocabulary acquisition, but not grammar. In addition, students experienced gains in knowledge, sources for communication, and other language skills. They also became more involved in class discussions.

In conclusion there are many studies that have proven the positive effect of authentic written materials in the reading comprehension skills development. However, in the case of the Ecuadorian educational system context not many studies have been conducted in this specific topic. The researcher's experience of thirteen years of teaching practice reflects that one of the biggest weaknesses in our students' language skills is the deficiency when trying to comprehend texts that are out of the comfortable and controlled classroom environment.

2.2.Philosophical foundation

This research is focused in the qualitative -quantitative paradigm. Creswell John (2014) defines a qualitative study as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting. (López, 2017) Alternatively, a quantitative study, consistent with the quantitative paradigm, is an inquiry into a social or human problem, based on testing a theory composed of variables, measured with numbers, and analyzed with statistical procedures, in order to determine whether the predictive generalizations of the theory hold true.

This paradigm provides a portrait for the project because the qualitative paradigm allows to dive deeper into the problem and helps to understand and find a solution to the human concern related to reading comprehension and the quantitative paradigm allows measuring the variables. Consequently, it is possible to generate and analyze numerical data in the research of the possible solution to the problem within the social and educational contexts.

2.3. Legal foundation

This research is supported by Laws, legal documents and standards related to the English teaching as a foreign language that regulate and provide the specifications for English language teaching and learning development.

Constitution of the Republic of Ecuador

First, the Ecuadorian Constitution (2008) states that education will focus on the human being to guarantee a holistic development with respectfulness of the human rights, the sustainable environment and the democracy. Besides, education will be participative, obligatory, intercultural, democratic, inclusive and diverse which demonstrate quality and warmth, in order to promote gender equity, justice, solidarity and peace. It needs to stimulate the critical thinking, art, physical culture, individual and community initiative for the development of skills and abilities to create and work. Education is indispensable for knowledge, the exercise of rights and construction of an independent country, and constitutes a strategy axis for national development (Section 5, article 27)

Second, the Ley Orgánica de Educación Intercultural LOEI (2011) refers to the obligations of the State regarding education; these obligations are focused on progressive application of educational and constitutional rights. Hence, it is indispensable to promote scientific, technological and innovative studies that foster the artistic creation, practice of sports, the protection and conservation of the cultural, natural and environmental heritage. Consequently, students will be able to respect cultural and linguistic diversities (Registro Oficial N. 417.art. 6. p.12).

Third, the Acuerdo Ministerial 052-14 (2014) which supports that English as a foreign language needs to be implemented as an important component of students' academic performances from second year of primary school until third year of bachillerato. Moreover, student's English learning needs to be recognized by Common European Framework Reference for Languages CEFR (2011).

2.4. Fundamental categories

COMMUNICATION

WHOLE LANGUAGE APPROACH

AUTHENTIC MATERIALS

AUTHENTIC WRITEN MATERIALS

LANGUAGE SKILLS

COMPREHENSION SKILSS

RECEPTIVE SKILSS

READING COMPREHENSION SKILSS

INFLUENCES
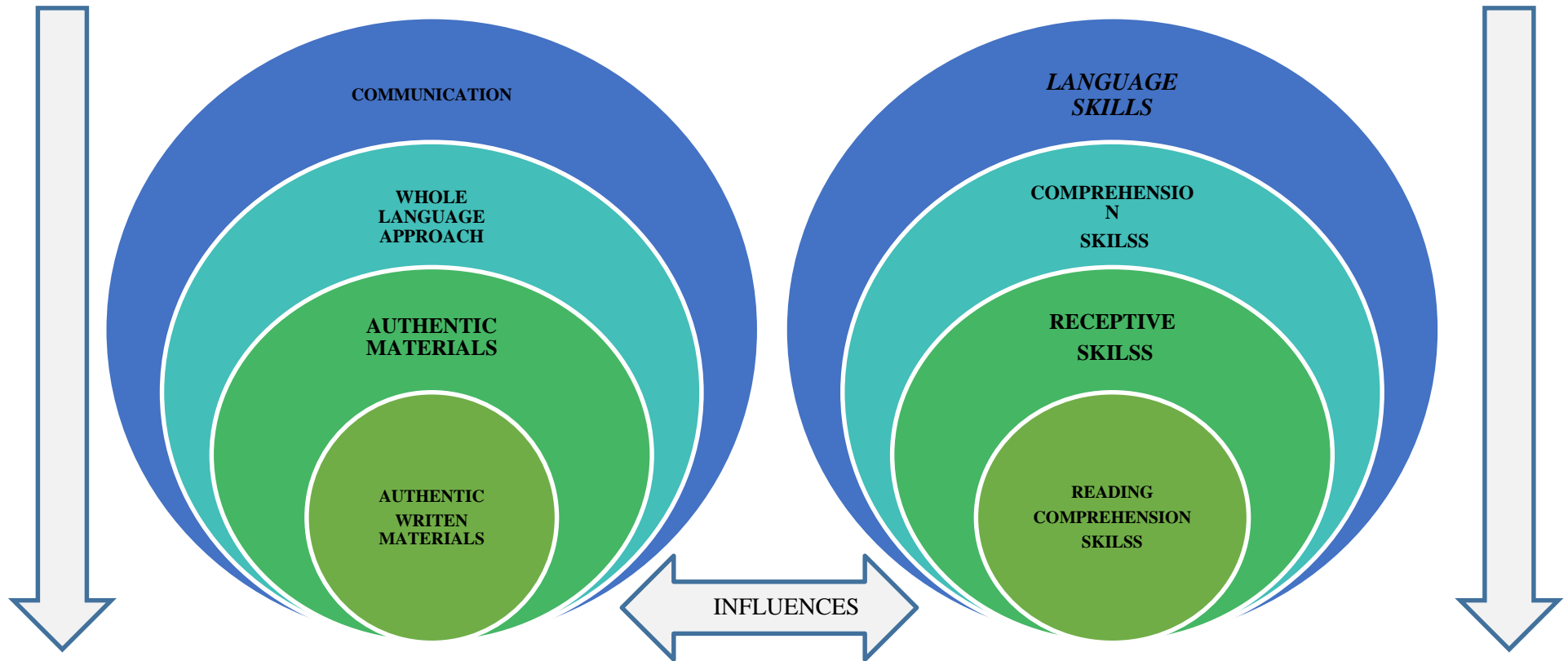
Graphic Nº 2: Fundamental Categories
Source: Direct Research
Presented by: Morales, R (2018)

2.4.1. Theoretical framework of the independent variable

Communication

Communication regards a complex system of different elements interacting among each other and carrying a message. These elements include: gestures, written or spoken words and all kind of signs that have a charge of information on them. A very valuable issue about this concept is that communication evolves and develops within a group of people or at least two persons. Obviously human communication, which is the core of this study is seen as the relashinships amoung beings who share many features that allow this interaction (Beck, Bennett, &Wall, 2004).

Likewise, Littlejohn, Foss, and Oetzel (2017) remark that the term "communication" is widely and diversily definied because the intention or purpose for communication and context characteristics are different for each human beign. Of course these various definitions can not be considered as wright or wrong because all of them are part of the reality that the person is trying to emphasize about communication. Having this in mind, communication, can be analized from the Sociolinguistics field and be understood as the transmission and interpretation of messages and the response that humans give to different stimulus or symbols.

The authors reasons that "scholars see communication as the organizing element of human life" this assertion clarifies the idea that when talking about human communication all of the aspects related to human interaction like: social, cultural, business, travel, entertaining, scientific, etc., go around the ability to understand and be understood by others to be successful in all of those planned activities in those areas.

Similarly, Morreale, Sherwyn; and Spitzberg, (2007) cites Botan and Kreps to define communication as the "process of managing messages and media for the purpose of creating meaning". During the last thirty years' human life has evolve in a so accelerated way that any other time in history. The information access about any topic is possible in diverse and huge amounts than any other time in the

humankind history. Consequently, the communication has grown and evolve at the same pace.

Communication and language

Approximately since the 1960's the field of Linguistics has been continuously expanding to clear and explain communication and human language. The different language theories have appeared and at a specific time in history they seemed to have the answers for the questions about language issues, especially those that deal with second and foreign language acquisition. The need to establish proficieny levels appeared as a mean to identify, assess and label foreign language skills. Following, there is a summary about the these theories, principles and practices in teaching language.

TABLE Nº1: Principles and practices in teaching language

Kind of method	Description	Typical results	Activities	Deterrents
Grammar translation	Learning of grammar rules, practices L2 and checks comprehension of L2 through L1.	Ability to read in L2 and render content in L1.	Translatio, written grammar and vocabulary exercises, decontextualized vocabulary learning.	Lack of cultural context, emphasis on written skills, over oral ones, emphasis on language usage over language use.
Structural Approaches	Stimulus responseapproach to learning (e.g., Audio Lingual Method, Direct Method)	Automatization of responses in known and rehearsed situations	Repetition drills, substitution drills for grammar and vocabulary, dialogue memorization	Underdeveloped ability to handle authentic and unexpected situations and materials.
Cognitive code	Based on the understanding of language as a system of rules through deductive approaches to learning (e.g., Silent Way, MMC)	Understand and see linguistic systems (accuracy)	Grammar exercises, Q&A exercises with teacher/made reading, listening materials, communication via	Slow development of oral skills, inexperience with authentic culture and its artifacts.

			manipulation of forms	
Communi_cative approaches	Loose collection of methods (e.g.,TPR, Natural Approach) oriented toward interpersonal communication	Ability to negotiate meaning (fluency)	Role plays, tasks, projects, cooperative learning activities; reading hearing authentic texts.	Overemphasis on strategic competence, underdeveloped precision and formal language proficiency.

Source: Leaver & Shekhtman (2002:7)
Compiled by: Morales, R. (2018)

Whole Language Approach

This approach encourages teachers and also students to get involved into a learning process that can be more demanding for both of them but at the same time it is more meaningful in terms of aquiring knowledge for purposes further than those encountered in the academic field only or to fullfill a curriculum based on skills or patterns utilized and practiced inside the classroom environment. Language is taught as a whole however the process followed is whole-part-whole. It means that language is not broken into small pieces of knowledge and later joined to get meaning.

> Whole Language is not a method , it is a Phylosophy where Language (oral or written) is used for authentic purposes, including communication, information and so on, and that children will learn languages best if it is learned for authentic purposes. In the classroom, this involves: using authentic reading and writing tasks using whole texts, not looking at parts of language (e.g., sound-symbol correspondences) for their own sake, and not using artificial tasks. (Stahl and Hayes 1997.p. 67)

The process starts in the whole but in the middle of the process there are mini lessons needed to scafold the learning. At the end of the process these mini lessons with specific knowledge are put in practice into the whole language again. This approach fits in the Constructivism because the learner gets meaning by doing, practicing and experimenting error stages where those mistakes are corrected trough with a lot of practice . The authentic written texts can be chalenging however they can be overcome with appropriate pre-reading activities that encourages

learners to continue the reading process where creative teachers design activities that can be anything but not artificial.

Likewise, Johnson (2016) emphasises that Whole language connects a wide array of research data-dots to explain how children best learn to read and write. Research to support this theory come from a variety of perspectives and fields including miscue analysis, eye movement, brain imaging, cognitive science, neuroscience, psycholinguistics, literacy instruction, and reading research. (p. 1)

The author presents twelve characteristics of Whole Language, as follows:

- Reading is creating meaning with print; not sounding out words.
- Within this approach there are six ways to identify words, opposite to one way stated in the Phonics Approach.
- The teacher creates the conditions whereby students can develop their abilities to read and write.
- Reading is an interactive process.
- This approach utilizes whole-to-part-to whole instruction.
- Recognize reading as a pleasurable act.
- Students are the main scope and scope and sequence.
- Use very direct and explicit phonics instruction and other reading sub-skills.
- Literacy is a continually developing skill
- Learners learn to read and write much the same way they learn to speak and listen.
a) The brain recognizes three cueing systems.
b) The Grapho-phonological system.
c) The Syntactic system.
d) The Semantic system.

The grapho-phonological system

Cecil, Baker and Solano, (2015) argue that:

There are roughly 44 to 48 sound or phonemes in the English language,and children learn to pronounce these sounds in many different combinations as they begin to speak. Teachers support experimentation with how these sounds correspond to letters by teaching children how to use temporary or experimental spelling to sound out words; modeling how to pronounce words; calling attention to rhyming words and alliteration; and directly teaching other decoding skills, such as showing how to divide words into syllables (p.4).

This system focuses on teaching young learners the sound that corresponds to each written letter and their different variation according to the cobination with other letters. English Language is different from Spanish because in Spanish Language words are read as they are written corresponding one sound to one letter. However, in the English Language as in many other languages one letter could have more than one sound depending on the letter combination with other consonants and/or vowels. This issue is quite important because when learners are aware of this issue L1 interference is less recurrent.

This perspective conseives the process of reading from the psycholinguistic point of view because all the cognitive skills that work to get meaning from the printed symbols are analized and observed within the language behaviour in its three levels: the language signal, the neurophysiological activity and the language system. According to Garman (1990) it means that the reading process develops from a top-down flow information from the brain cortex to the talamus which is more efficient in the learning process of reading. This process is totally different from the misconception fact that the Whole Language Approach is just a process of guessing what words are, instead of that, this approach tends to improve the reading process by stimulating the brain in order to make meaning from printed information.

Furthermore, Taylor (2007:16) claims that "Language Learning occurs with whole, meaningful texts and smaller parts of language are learned within meaniful contexts. Learners are expected to learn at their own pace rather than master the same content and to apply knowledge rather than reproduce it". Based on this fact Whole Language approach shares the Philosophy of the Communicative Approach

because both of them set their importance in making meaning from contextual situations instead of reproducing artificial knowledge.

Authentic language

The written or spoken language that is created by a native speaker or for a native speaker of any language within the context that it is produced is considered authentic language (Rogers and Medley, 1988). With this definition in mind it could result impossible for any learner of English either of a second or foreign language to pretend talk about authentic language use. However the huge amount of resources containing authentic language and the facilities that technology offers to get access to them expand the number of possible activities based on authentic language as teaching resources.

Widdowson (1998:711) argues that "Listeners can only authenticate it as discourse if they are insiders". The author implies that using authentic language for teaching purposes cannot be applicable other wise the listener is no inmerse in the target language community. This because learners are not insiders in a particular discourse community. Althought this conception, it is undenniable that the authentic language containned in these kind of materials bring a huge amount of cultural information and motivation for learners. There are many actions that teachers can implement to fascilitale an effective use of authentic language for teaching pursposes.

Regarding activities that reflect or emulate natural authentic language use Mishan (2005) proposed six guidelines to promote authentic language in the classroom:

1. Reflect the original communicative purpose of the text in which they are based.
2. Be appropriate to the text on which they are based.
3. Elicit response to/engagement with the text on which they are based.
4. Approximate real-life tasks.

5. Activate learners' existing knowledge of the target language and culture.
6. Involve purposeful communication between learners.

Authentic materials

Castillo (2017) (as cited in Morrow 1977) claimed that "an authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort". This conception of authentic materials opens up the possibility to give a huge variety of examples used for real world communication like: books, magazines, brochures, tickets, menus, newspaper, instructions, manuals, biographies, speeches, comics, essays, etc., that are present in each field of human interaction.

These materials provide more than information to the reader, other features related to the life context of its audience. Hence, they are designed for people living in a society interested in dealing with general issues and interests. Consequently, they are also rich in cultural input about the society to which the materials come from and are for. This particularity has provoqued different reactions when aplying these materials to deliver the teaching and learning process. Many of these reactions are in favor to use authentic materials in the classrooms, others are against it. It is important to consider both points of view as well as their corresponding advantages and disadvantages.

One of the most relevant advantages of using authentic materials in the classrooms is to provide the learner experiences similar to real life situations in which they have to be prepared to face and solve. Martinez (2002) defined authentic materials as the ones which are prepared for native speakers and not designed to be used for teaching purposes. Breen, Candlin et all (1979) comment that authentic materials are the ones that encourage learners to communicate". In the same way, Otte (2006:56) believes that learners need "practice using authentic language themselves, in order to be better prepared to deal with authentic language in the real world".

Rivers (1987) states that authentic materials bring students into contact with language at it is used in the culture to meet actual communication needs. Most of the objectives are set just to fit the curriculum into the education field leaving the cultural aspect of education besides the learners`contact. This aspect contains a huge amount of information about the surrounding world. It means that taking the cultural aspect into account at the moment of instruction also requires a change of the perspective and the adoption of some new approaches in the teaching and learning processes. Nowadays there are many approaches that seek to highlight the importance of learning for authentic or real purposes more than achieving curricula goals.

On this aspect Tamo (2009:74-78) argues that "bringing authentic materials into the classroom can be motivating for the students, as it adds a real-life element to the student's learning experience". This motivational element pushes someway learners to have a practical purpose for learning English. Additionally, these resources contain helpful cultural imput opens the learners`minds into real and meaningful communication. Peacok (1997) describes authentic materials as materials that have been produced to fulfill some social purpose in the language community.

It is important to bear in mind that, the success of authentic materials does not only rely on the materials themselves but in the tasks`preparation and desing. It is very important to design tasks where students feel comfortable at a moderate level of difficulty according to their proficiency level. Gilmore (2007) cites Keinbaum`s et all findings about authentic materials used in conjunction with communicative methodology could increase students' motivation towards studying a foreign language.

As Lynch (1996:15) says: "simplification that is successful simplification contributes both to the current communicative event and to longer-term language development".

Bearing in mind that authentic materials can be challenging for some learners and the advantages that are presented in these materials are highly debated as well as their disadvantages. However it is important to highlight that the availavility of these materials due to the open access that everybody has to mass communication especially to internet information is the most relevant of those advantages.

On the contrary, Shomoossi and Ketabi (2007) advocate that

"Non-authentic materials are as valuable as authentic materials. Indeed, there are some situations in which authentic materials are useless—especially when the learners' receptive proficiency is low" (p. 152).

It is known that authentic materials contain vocabulary, patterns, syntax, ect., that can be frustrating and demotivating for learners who lack of reading skills and strategies to foster comprehension. However, it is vital that teachers provide the necessary pedagogical support in order to help the learners feel comfortable with the presented reading texts and overcome these difficulties (Hwang, 2005). Some of those supportive activities could be developed in the pre-reading stage, to prepare learners to the coming topics, specific grammar point, vocabulary.,etc. Teachers can teach difficult words in advance, use pictures or any visual aids that enhance an easy understanding of the text, and also the activities must be chosen and designed according tho the learners`proficiency level. It means that the tasks do not necessaryly have to be too easy  but they have to have a certain level of difficulty that scaffold the students`learning.

Moreover, Stryker and Leaver (1997) state that these authentic materials have to be well-selected by the teacher. They also maintain that these kind of materials have to be directly taken from the culture being studied. This aspect brings an extra level of motivation because students are likely to feel curiosity to know characteristics from other cultures. Hence, these kind of materials seem to be more interesting than artificial materials like textbooks to the students.

Authentic written materials

The definition about authentic materials has appeared along the past three decades when the Communicative approach arose leaving back the rigid teaching methods and letting more creative teaching practices arose.

Tomlinson (2011) clearly highlights the importance of authentic written materials when he states that:

> Ideally materials at all levels should frequent exposure to authentic input which is rich and varied. In other words, the input should vary in style, mode, medium and purpose and should be rich in features of authentic discourse in the target language. (p14)

The author clearly highlights the importance of variety and special characteristics authentic materials provide in the aimed language. Therefore, these materials need special attention and time dedication by the teacher who must carefully select authentic materials in order to make them fit the students' needs. On the other hand, there have been a considerable number of researches that debated about the appropriateness of using or not using these materials for language teaching purposes. Although, Tamo (2009) presents the following advantages of using authentic written materials:

- Expose learners to real language use;
- Inform learners about what really happens in the world;
- Produce a sense of achievement as learners are required to do a task for life with them;
- Offer a great variety of texts types (journalistic, literary, academic) that are not easily found in conventional textbooks;
- Encourage learners to read for pleasure, because they deal with many topics of interest.

All of these advantages increase learners' opportunities to construct meaning more naturally than using textbooks that comprise grammatical functions and rules, centering students' attention in patterns, structures and functions in a bogus context.

Correspondingly, Gomez (2016) mentions the following as some examples of authentic written materials: newspapers, magazines, books and Internet web pages. The number and variety of materials designed for communication purposes is enormous. Though, there is a list of examples that appears in this study and they are going to be briefly described: song lyrics, touristic brochures, biographies, comics, newspaper articles, manga and movie reviews.

These materials highlight in importance because students' interest and needs are the most important criteria taken into consideration at the time to select each one of the materials. However, materials by themselves lack of advantages without appropriate texts and tasks.

Song lyrics

Regarding the importance of the use of songs, lyrics and music when learning a foreign language, Pedraza (2013) argues that songs encourage students to learn even more about vocabulary but also phonetics, syntax, and semantics. The cognitive processes going on when listening a song and reading its lyric helps the learner make connections to improve not only pronunciation but rhythm.

Brochures

According to Cappelli (2006) brochures are promotional informative texts that provides a fairy good idea to the reader about the destination, interesting places, food, activities, transportation, etc. This type of texts are very interesting and attractive to the reader because of their information and jazzy pictures about wonderful places in the world that wake the reader interest up.

Biography

Biography is a narrative and documental text that allows us to explore the trajectories and important life moments to which people develop some characteristics. The special and most relevant characteristics a person`s life are the principal information contained in a biography. These kind of texts are perfect to develop comparing, analyzing, describing, inferring thinking process in the readers. (Jervis, 2014).

Comic

Comic is a narrative form and a means of artistic expression that shows how cultures and societies around the world have evolved. Comics are considered the mirror of social, cultural, political, etc., issues in societies because through history comics have reflected all of these aspects in a way to entertain or even persuade the readers (Bongco, 2013).

Culture, desires and hopes of human beigns are capture in comics because they can present eighter super hero or villain to political or family or any aspects that characterizes the audience interests. According to Pughe (1994) the term comic is related to humor, parody, irony or black humor. However nowadays the comic is one of the most popular contemporary fiction texts.

Authentic texts

Morrow (as cited in Mishan 2005) defined authentic texts as the ones that can be seen as a path for real language created by real speakers or writers for a real audience in order to convey a real message. Based on this definition any material designed to communicate a message can be considered then authentic. Consequently, anything that a native user of a language can read, listen or use can be considered authentic. Furthermore, Akbari (2016) claims that the need of authentic materials has been increasingly recognized specially in non-native countries. Therefore, if these materials are intended to be used in the language teaching process it is of vital importance to design authentic tasks.

Likewise, Kramsch (1998) relates authenticity with culture linked with the ability that people in the target group use language according to purposes found in real situations.

Authentic tasks

Mishan (2005) additionally notes that authentic tasks constitute a rehearsal for real world situations. These tasks should be designed under the following criteria to be considered authentic and engage learners in real-world tasks:

1. Reflect the original communicative purposes of the text in which they are based.
2. Be appropriate to the text in which they are based
3. Elicit response to / engagement with the text on which they are based
4. Approximate real-life tasks
5. Activate learners´ existent knowledge of the target language and culture.
6. Involve purposeful communication between learners.

Realia

Realia is the group of real objects that include visual aids like pictures, postcards, advertisements etc. These materials are thought to enhance a direct relation between the student and the real objects found in real settings (Serna, et all., 1998)

Later in the same page the authors mention some activities based on realia like:

a) Introduce vocabulary using illustrations that do not require the mother tongue usage.
b) Description of objects: size, form, material, shape, etc.
c) Practice some structures like preposition of place by placing the objects in different positions respect to one or another.

d) Using them as auxiliary materials in role-plays to create a sense of authenticity in the classroom.

e) Manipulating objects for instance: gathering or separating objects according to color, size, material, etc.

f) Describing procedure like: how to prepare tea or any dish.

g) Warming up, for example playing guessing or memory games with real objects. This process is more useful in the brain connections when trying to remember words by their visual comprehension rather than using single words.

h) To establish real communicative situations and integrate the cultural aspect into the teaching-learning process.

Types of texts

Sweet (1899) clearly states that authentic materials do justice to every feature of the language. This acertion deals with the idea that language must be considered as a whole and learned in that context. He also implies that artificial language generally found in textbooks just focus on specific and small chunks of language or grammar points. A direct consecuence of using such artificial system could cause that other more important elements can be left beside. It is possible to note that one of those elements is the culture that authentic materials carry on.

Narratives

Narrative written discourse represents content whose nature is typically episodic and includes a defined set of criteria that share similarities with each other. Narratives involve the characterization of a character and the perspective of a protagonist and involve sequences of events or actions that usually occur in the form of a causal chain (Trabasso & Suh, 1993)

Brooks (1984) explains that "Narrative is one of the large categories or systems of understanding" indeed this system is complex and at the same time vital

in the proces of reading comprehension since it embraces stages of imagination that the brain connects to reality and negotiation for meaning process.

Likewise Goldman, Graesser, and Van Den Broek (1999) add that narrative comprehension of texts necessary implies the mental representation of many components in the narration such as: people, places, events and situations. This mental process is one of the most practiced tasks used to improve reading comprehension specially during the earlier years of instruction.

2.4.2. Theoretical framework of the dependent variable

Language skills

Chodkiewicz and Trepczynska (2014:4) "the tendency toward an increasingly realistic treatment of language as skill is illustrated by a contrast between characteristic features of the graphemic and the phonemic sub-codes in language use for comprehension and production". This codes that have been studied constitutes the skills and sub-skills developed by the users of any language in order to interact, understand and be understood by others. This language codes are unique for human communication. However, there are some other communication systems in other species, the human one is

> The integration of the four skills (listening, speaking, reading and writing) is explicitly accomplished within the core the fact of being able to interpret and produce a spoken or written piece of discourse it is the means to achieve successful communication. (Uso and Martinez , 2006,p.17).

Comprehension skills

Comprehension skills are the way in which the reader deal with the knowledge and how this input is put into practice in the reader context. The most important abilities for many societies are: people able to communicate, solve problems, work on teams, and read and think critically. These skills vary according to the reader age, level of literacy, context and so on.

"Comprehension skills can be evidenced from a variety of ways like: from recognition of important author ideas to interpretation and application of these ideas in new forms. Many also included critical evaluation of ideas and the creative use of information in new ways" (Blachowicz and Ogle, 2008,p. 22)

High school graduates need to have a good level of comprehension skills by the time they finished high school instruction and recent evidence shows that comprehension skills are at struggling level in the Ecuadorian educational system. Having an alternative way to develop these desired skills oriented to use information in problem solving situations is essential for our system.

Receptive skills

Regarding receptive skills, listening and reading made up this classification. These skills are known as passive ones because through these skills the learner is getting input. Nonetheless, it is important to mention that the thinking processes occuring in the brain while getting information are not passive.

English receptive skills permit students to get information. Through these skills input comes into the learners mind by oral or written forms. The process that this information makes sense to the learner arises when the student links the previous knowledge to the new information. One of the most important processes in the imput comprehension is negotiation for meaning (text/reader and reader / text interaction) in order to understand, get ideas, give opinions or produce new texts. Is is possible to note that when the learner generates or produces something based on the input the proces is completed because the learner passes from a passive stage to an active one (Lopez and Rocha, 2016).

According to Sadock's, and Kaplan (2009) the authors refer to receptive skills from the neurocognitive field; as the ones that are non-verbal but necessary to develop expressive language. Receptive skills are reciprocally influential to expressive or productive skills. This means that if there is an improvement in the receptive skills, the productive skills tend to improve at the same rate (Ferdman,

Weber, and Ramirez, 1994:117). That is why as the word says "receptive means input" because the information that comes into the learner needs to be understood in order to reflect through any of the productive skills. Nowadays the relationship between receptive and productive skills are influenced in a bidirectional way.

Similarly, Dudeney et all (2011:83) state that "Receptive skills are the ones which involves responding to a text rather than producing it" However it does not mean that this cognitive process of getting-responding to information is not passive because there are many connections and comprehension processes going on the brain in order to negotiate for the text meaning.

Moreover, Harmer (1991) argues that receptive skills permit to obtain meaning from texts. These meaning is not built without a basis. As it is said before the previous knowledge is vital to complete the process and the strategies that the teacher applies to get the leafrning goals have to be designed taken into consideration students needs and interests. This way the meanig constructed in the students processing memory is valid and meanigful.

Listening

Listening comprehension is the starting point in the communication process and language acquisition. Human beings acquire the language in a natural way first of all by listening sounds and imitating them. The same occurs in foreign language learning.

Reading comprehension skills

According to Guzzetti (2002) reading comprehension is a process of interaction between the reader and the text to extract and construct meaning. This process can be understood from different aproaches and theories. However there is no a single correct theory because all of them shape the big picture of understanding the reading comprehension process. The approaches that stand out when talking about reading comprehension are: the cognitive, the sociocultural and the neurobiological. The key factor when analyzing theses approaches is to

complement the ideas instead of getting a conflict. During the past fifty years the concept of reading comprehension has rapidly evolve because in the past reading comprehension was considered just a product of reading instead of a whole process.

On the other hand, Pearson (1991) in the Technical Report N 512 argues that "Reading comprehension is derived from schema theory (Anderson & Pearson, 1984). Differing sharply from a skills-based view of comprehension, this view conceptualizes reading as an active process of constructing meaning by connecting old knowledge with new information encountered in text." Likewise, Baiju and Sreeja (2014:4) note about reading skills like "the ability to read and understand correctly the meaning of printed words". The word "understand" here has a wide connotation because it involves many sub skills that are vital to get the macro-skill.

According to Santi and Reed (2015) reading comprehension is a process through which a reader constructs a mental schema, or representation, by integrating the information presented in a text with her own prior world knowledge of content and language. The author refers to the reading comprehension process as a cumulative knowledge based on the acquisition of skills that go from less difficult to more challenging ones that the person has been acquiring during a lifetime that is not going to end in the adulthood. However, the author focuses special attention in adolescent with reading comprehension problems because reading skills are the foundation for learning across all academic domains.

> Reading comprehension involves the complex orchestration of multiple cognitive attentional variables, such as recognizing phonological, semantic, and syntactic features, while employing strategic and metacognitive process. (Collins & Parris, 2008)

These multiple cognitive variables are the ones that trace the level of comprehension in each individual. Especially presented in the academic field, because the many factors acting in these systems like sounds, meaning, word order, etc., are beneficial for the apprentice in the proportion in which they are put into practice when solving problems of daily life.

It is important to note that all of these studies have contributed each one with a grain of sand to build what it is now visualized as reading comprehension. Shifting from 1960's when reading comprehension was assumed as a simply mastery of skills taught in a locked process to recent conceptions where reading comprehension involves an entire process of selecting strategies before, during and after reading where social contexts and interactions affects and modify the comprehension of the text.

Key reading comprehension skills.

There are many key reading sub-skills that help learners to develop the macro reading skill. Brown (2007) says that the most effective sub-skills are: skimming, scanning, predicting, working out word meaning, understanding writer's purpose and text organization, understanding main idea, understanding detail, understanding complex sentences, understanding graphs and tables, inferring, reading critically.

Skimming

It is when the reader run the eyes very quickly over a text to get the general idea. For instance, most of us do this when a newspaper is looked through to get a general idea of what is going on.

This skill is perfect to preview a text. These are some tasks that help to develop this skill: look specifically at picture captions, highlighted words and headings, take notes of words that are mention over and over again, do not read every single word or detail and do not worry about words that are not understood. The purpose of skimming is to set up expectations of the reader will meet in the text in order to help a better understanding.

Scanning

It refers when the reader looks through a text to find specific information like a fact, statistics or quotation. An example of this skill is when a person scans the phone book to find a specific phone number.

These are some ways to scan a text: use headings and highlighted words as a guide to the right spot, moving the eyes quickly looking for the desired information, make a pause and read the text more carefully when a part of the information is found and do not worry about parts of the text that are not understood. The goal of scanning is to read for specific information.

Predicting

Most of the time, the reader is thinking about what comes next. Nevertheless, this process is unconscious. This process take place when the reader uses what he or she knows about the world, it means the previous knowledge. This skill helps to construct active readers because the importance stands in the thinking process more than in the right or wrong prediction.

Working out word meaning

Effective readers use to work out meaning of words without stopping the reading process. They often figure out word meanings in context by applying some of these processes: using context clues, looking at the words that come before and after the unknown word, and use the clues to work out the new word, using meaning of similar words, using knowledge of word parts.

Understanding writer's purpose and text organization

In order to understand the writer purpose, the reader needs to notice how the author has organized the ideas, the chronological order, causes-effects, etc.

The understanding of the writer's purpose can be framed in the following examples: explaining how something happens or works, describing something, arguing for or against an idea, discussing ideas, comparing and contrasting two things, classifying and categorizing things, reconstructing what happened or when. The way in which these activities can be achieved are by using linking words, reading the introduction carefully, taking special notice of the topic sentence.

Understanding main ideas

It means that the reader must see through all the detailed ideas in the passage or text in order to understand how the bits and pieces of information fit together. It refers to distinguish the main idea from the details that support the first one. This skill can be achieved by: seeing each sentence as a part of a larger whole, paying attention to the text introduction, taking notice of linking words.

Understanding details

This skill deals with the understanding of the bits and pieces of information in the text, looking beyond the main idea and noticing the smaller facts and ideas, taking time to fully understand every sentence, reading back the parts of the text that were not understood at the first time.

Readability

Miller (1951) claims that the easiness or difficulty presented in a text to be understood is readability. There are many aspects that can be considered to measure readability in written texts. These aspects are: high frequency of words, word combination, number of different hard words and number of complex sentences. One of the most relevant aspects from the list above could be the percentage of frequency words presented in texts learners should know at a specific learning age.

Therefore, communication depends on a common set of words that the communicator can decode or encode. The author clearly suggests two alternatives to enhance readability. The first one is to simplify the material and the second one is to educate the reader. Both of them are linked to the words or materials the learners are more likely to encounter in real life.

Reading proficiency level

As it is stated in the English Language Learning Standards (2012) from the Ministry of Education in Ecuador the Reading Proficiency Level of B1.1 language proficiency level implies that learners will become independent users by the time they get the B1.2 level. At B1.1 learners are developing the language with they have come across with most of the basic structures and lexis of the language and therefore, have acquired a degree of fluency and comprehension of some general authentic English.

It means that they have acquired level A2.2 which says that students should understand and identify longer, more complex informational, transactional, and expository texts as well as simple procedural and narrative texts (e.g. recipes, short personal stories, traveling forms). The texts should all contain the highest frequency vocabulary, including a proportion of shared international vocabulary items.

Reading strategies

Reading strategy help students to transform them from passive to active learners because most of the time the absence of a strategy turns the classroom into a boring place where there is no desire or purpose to read. There are as many strategies as authors exist. It means that a great amount of strategies and methods have been applied to develop reading comprehension skills. However, it is important to mention the ones that better fit the aim of fostering comprehension. Gauthier's work (as cited in Gunes and Soylemez 2018) developed a reading

comprehension strategy based on the combination of the three following different strategies.

These strategies are: cooperation, discussion and questioning. Students using this combined strategy develop collaborative sense of group. It mean that learner does not make an effort to acquire knowledge for a selfish purpose, instead the learner shows empathy for the other member of the group, which feel concerned that every member in the group learn at the same or similar pace and do not fall behind. Discussion foster memory connections in order to remember and comprehend; and questioning is a supportive technique for reading comprehension skills that help to reinforce or clear ideas.

Reading is an interactive process that occurs between the reader and the text. This process can be developed through reading strategies: top-down and bottom-up. Top-down strategies are applied to develop high order thinking skills while, bottom-up are related to simpler thinking skills. The ideal that teachers pretend is that, learners master both of them to build effective readers.

> "The bottom-up strategies provide a linear or sentence by sentence building of comprehension. Top-down approaches, such as discourse-level strategies, aid readers' comprehension of largest pieces of text, such as a paragraph or section. They help readers see how an individual sentence or a group of sentences contribute to that larger meaning (a top-down approach). Efficient readers employ both types, moving from one to the other as they read." (Aebersold & Field, p. 97)

Reading stages

These techniques can be divided into three main stages pre-reading, reading and post-reading. There are some activities that characterize each stage. Hence, it is important to dedicate time to prepare tasks that strengthen the reader skills (Dudeney, et all., 2011).

Pre-reading

Pre- reading helps teacher and students to prepare the land where reading is going to grow. A pre- reading activity is thinking about what is to come. During the pre-reading stage there are many strategies that could be applied like: brainstorming, predicting, categorizing, asking questions and modeling (Ludwig, 2017; Gunes and Soylemez ,2018).

These activities wakes up students eagerness to discover what is the reading text about and help the teacher and learner to create a motivation to read. This motivation to read can be based in the illustrations, pictures, diagrams, maps or headlines and the teacher can make use of these elements to provoque a desire to read at this stage. It is possible to have a preliminary discussion of the topic based on the headline or describing the illustrations, or making predictions.

During reading

Also known as the "while reading stage" it is the stage that occurs at the moment that the reader is interacting with the content of the text. Some of the possible activities to execute at this point are: true/false comprehension questions, multiple choice comprehension questions, matching headings and paragraphs, correcting the information in a set of statements, ordering or unscramble paragraphs. All of these activities help the reader to make meaning of the input.

Post-reading

The objective of this stage is to focus the learner's attention in a particular language feature of the text or to relate the topic to the learner`s personal experience. Here there are some examples of tasks that can be performed in order to get the first objective: vocabulary work, deducing meaning from the context, relevant and recurrent grammar element in the text, analyzing discourse markers, analyzing opinion, inferring attitude. For the second objective, these are some

examples of the activities that allows to get it: set up a discussion where learners give their opinion on the issue, plan a writing task related to the topic, give their personal ending to the story, etc.

2.5. Hypothesis

H1 Authentic written materials do enhance the English reading comprehension skills development applied to twelfth graders at Unidad Educativa Agropecuario Luis A. Martinez in the academic year 2017-2018.

H0 Authentic Written Materials do not enhance the English Reading Comprehension Skills Development applied to twelfth graders at Unidad Educativa Agropecuario Luis A. Martinez in the academic year 2017-2018.

2.6. Identification of variables

- **Independent variable:** Authentic written materials.
- **Dependent variable:** Reading comprehension skills.
- **Observational unit** second year bachillerato students at Unidad Educativa Agropecuario Luis A. Martinez.

CHAPTER III
METHODOLOGY

3.1. Approach

The present research applied a quasi-experimental design in order to prove the efficacy of authentic written materials in the English reading comprehension skills development in students from second year bachillerato at Unidad Educativa Agropecuario Luis A. Martinez.

Thyer (2012) argues that:

> The quasi-experimental research is a formal research method that is most often used in the evaluation of social work practices which seeks to evaluate the outcomes of social phenomena, is core information needed by all social work students and practitioners to critically evaluate the discipline's research literature (p.10-11).

The main concern for the researcher was to find a solution to the phenomena that was affecting the units of analysis. To get this goal, it was necessary to follow a systematic set of stages that allow the researcher to determine solutions to the defined problem. These stages were:

a) Observations and assumptions made by the researcher.
b) Assessment of the phenomenon.
c) Intervention
d) Assessment based on the phenomenon
e) Analysis of the results to verify the hypothesis.

To get this research goal, the students from the four parallels from second-year bachillerato were divided into two groups. The parallels A and C corresponded to the experimental group and the students in parallels B and D formed the control group. While the control group continued the classroom tasks following the activities and strategies proposed in the textbook from the Ministry of Education

the students in the experimental group attended lessons using authentic written materials in order to develop reading comprehension skills. The pre and post- test were applied using the reading comprehension section of the Cambridge Key English Test (KET) 2007 for A2.2 level. There were 57 students in the experimental group and 48 students in the control group.

Moreover, it is very important to note that this research was conducted taking into consideration the qualitative and quantitative approach and their corresponding methods. The qualitative research method was effective for the purpose of this research because it looked into understand the research problem from the perspectives of the local population. Likewise, it was expected to obtain information about the units of analysis involved in the research problem through the usage of this method. The obtained information regarded the following areas: culture, values, opinions, emotions, behaviors and social context of this particular population.

Similarly, the quantitative approach and its methods complemented the research because it finds out correlation between the variables in a more objective way. The objectiveness showed through the use of numerical information was helpful to present results from the statistical analysis and led to generalizations in the research field.

3.2. Basic method of research.

This research combined field work, data collection and bibliographical documentary methods. This project collected data from the primary source of information through: observation, pre-test and post-test. Likewise, this project was based and referenced in different sources such as books, texts, virtual journals, scientific magazines, e-books and manuals which allowed the use of diverse concepts. Bibliographical research methods built the paths that allow to locate and select the necessary information from the existing literature about the application of authentic written materials in the development of reading comprehension skills.

This was an applied research because it proposed a solution to the current problem, low level of English reading comprehension skills development applied to second year bachillerato students at Unidad Educativa Agropecuario Luis A. Martinez in the academic year 2017-2018. Enhancing reading comprehension skills is one of the urgent needs Ecuadorian Education System is facing nowadays. Reading Comprehension has become a struggling issue for students. The need of finding a solution to this problem was one of the main objectives to this research work.

3.3. Type of research

Exploratory

According to Stebbins (2001) exploratory research is about putting one's self in deliberately in a place again and again where discovery was possible and broad. This research required lengthy periods of field work and the sort of personal concern and long standing interest in a topical area that sustained such fieldwork. The current research was of field work because the teacher and students applied all the processes inside the classrooms and for repeated times following the designed procedures in order to get reliable data that later was analyzed and presented.

Correlational

McBurney and White, (2010:220) state that "Correlational research seeks causes of behavior by looking for correlations among variables". This research was based in this type of research due to the existing relationship between the variables and finding how they were connected and influenced by each other. This relationship helped the researcher to pose the problem and formulate the hypothesis. However, it did not mean that one of the variables was causing the other but, the researcher investigated the range of factors, including the nature of the relationship between the two variables. Thus the researcher could make causal inferences about the variable interaction.

Descriptive

Fox and Saheed, (2007:8) says that "descriptive research is aimed at casting light on current issues or problems through a process of data collection that enables the researcher to describe the situation more completely that was possible without employing this method". This was also a descriptive research because one of its objectives was to describe what appeared to be happening to the studied phenomenon, for this reason the application of descriptive research helped to gather enough information by different means such as observations and tests. Subsequently the data analysis used descriptive statistics about the characteristics and behavior of the sample population enabled the researcher to describe the situation more completely.

3.4. Population and sample

Population

The current research is aimed to students attending the Second Year of Bachillerato at Unidad Educativa Agropecuario Luis A. Martinez in the Academic year 2017 -2018. The Institution belongs to the Ecuadorian Public System of Education. The students were between 15 to 17 years old. They were 47 women and 58 men. Their proficiency level was tested in the pre-test that was applied to experimental and control group.

The following students were the objects of analysis of the present research.

TABLE Nº 2: Population

CLASS	ROOM	MEN	%	WOMEN	%	TOTAL	%
2° BGU	A	21	75	7	25	28	100
2° BGU	B	11	40,740740	16	59,259259	27	100
2° BGU	C	15	51.724137	14	48.275862	29	100
2° BGU	D	11	52.380952	10	47.619047	21	100
TOTAL	**4**	**58**	**54.96**	**47**	**45.03**	**105**	**100**

Source: UELAM Secretary Department.
Presented by: Morales, R. (2018)

Sample.

Considering the quasi-experimental design of the current study, a population sampling is not required because the treatment was executed using formed groups as it is detailed in the following chart.

TABLE Nº 3: experimental and control groups.

GROUPS	COURSES AND PARALLELS	TOTAL
Experimental	**2nd BGU "A" (28), "C" (29)**	**57**
Control	**2nd BGU "B" (27), "D" (21)**	**48**
		105

Source: UELAM secretary department.
Created by: Morales, R. (2018)

3.5. Operationalization of variables

3.5.1 Operationalization of the independent variable: authentic written materials.

TABLE Nº 4: Operationalization of the Independent Variable.

Independent variable	Dimensions	Indicators	Tech	Inst
AUTHENTIC WRITTEN MATERIALS *Characterization.* Real printed language sources of information that make use of the different **text forms** such as: narrative, recount, procedure, exposition, explanation, report, electronic and functional texts which provide natural genuine and updated information within the cultural and social **contexts** produced by and for native speakers for non-pedagogical purposes that needed to be under a **selecting criteria** for effectiveness.	Text forms Contexts Selecting Criteria	Narrative Recount Procedure Exposition Explanation Report Electronic texts Cultural Social Authenticity Accessibility Appropriateness Applicability Adaptability	Guided teaching	Lesson plans

Source: Direct research.
Prepared by: Morales, R. (2018)

3.5.2. Operationalization of the dependent variable: Reading comprehension skills.

TABLE Nº 5: Operationalization of the dependent variable.

Dependent Variable	Dimensions	Indicators	Tech.	Inst.
READING SKILLS ***Characterization.*** A complex **cognitive process** of decoding symbols through the interaction between words and the reader who coordinates a multitude of **sub-abilities** such as oral, silent, intensive and extensive based on objectives, **strategies** an attitude towards the text looking for meaning and processing information.	Cognitive process components Sub-abilities Strategies	Phonics Vocabulary Fluency Reading Comprehension Decoding Oral, Silent Intensive, Extensive Making Predictions Questioning Making Connections Identifying Inferring Evaluating	Pre-test Post-test	Rubrics

Source: Direct research.
Prepared by: Morales, R. (2018)

3.6. Collection of information

Data collection is the process of gathering and measuring information about the variables that helps the researcher to answer relevant questions based on evidence that after been analyzed allow to build convincing and credible answer to the question that has been posed considering the following elements:

- Definition of the subjects: people or objects that are going to be investigated.
- Techniques selection to be used in the data collection process.
- Selection or design of the instruments according g to the chosen technique for the research.
- Procedure's explanation about the collection of information and how to apply techniques and tools.

In this research, the following gathering process was held through the use of tests applied to the subjects of analysis in order to get the necessary information.

TABLE Nº 6: Collection of information.

BASIC QUESTIONS	EXPLANATION
1. For what?	To achieve the research objectives.
2. From whom/ what?	Second year bachillerato students.
3. On what aspects?	Authentic written materials and, Reading comprehension skills development in the English language.
3. Who?	The researcher.
5. When?	In the academic year 2017-2018
6. Where?	At Unidad Educativa Luis A. Martínez in Tungurahua province.
7. How many times?	One.
8. Which technique will be used?	Testing and strategy implementation
9. Which reasearch instruments will be used?	Cambridge Key English Reading Test for EFL students (pre-test and post-test) Reading texts from real life.
10. In what location?	In the classrooms.

Source: Own research.
Created by: Morales, R. (2018)

3.7. Data collection process and analysis plan

During the conduction of this research project the analysis of the content was used to analyze data which was gathered from testing. According to Moore and), this is the type of research whereby data gathered is categorized in themes and sub-themes, so as to be able to be comparable (McCabe, 2005)

A main advantage of content analysis is that it helps in data collected being reduced and simplified, while at the same time producing results that may then be measured using quantitative techniques. Moreover, content analysis gives the ability to structure the qualitative data collected in a way that satisfies the accomplishment of research objectives. However, human error is highly involved in content analysis (Krippendorff and Bock, 2008).

The following information processing plan was designed and executed:
- Careful review of the collected information.
- Statistical tabulation of the obtained data.
- Analysis and interpretation of the results.
- Finally, the SPSS program was used, where an analysis of the results was carried out in order to obtain reliable data that allowed to verify the proposed hypothesis which was obtained through the results comparison in the T-student test.

The process of analysis involved these four steps:
- First, pre-test reading results collection from both groups: control and experimental in order to validate the information before the implementation of the strategy.
- Second, the implementation of the strategy took four weeks with six authentic written materials.
- Third, analysis of post-test reading results from control and experimental groups to draw conclusions.
- Fourth, final conclusions and comparative analysis.

CHAPTER IV
ANALYSIS AND INTERPRETATION

4.1. Analysis of results

This research applied an inferential and descriptive statistic method to analyze and present the results of students tests based on the variables of the research. Moreover, the T-test statistical application provided a correlative analysis of the pre and post-tests results.

4.1.1. Reading comprehension of students in the pre-test in the control group

Question 1: Reading for the main message.

TABLE Nº 7: Reading for the main message

Question	Frequency	Percentage
Correct	17	35%
Incorrect	31	65%
Total	**48**	**100%**

Source: Reading for the main message.
Created by: Morales, R (2018)

Graphic Nº 3: Reading for the main message
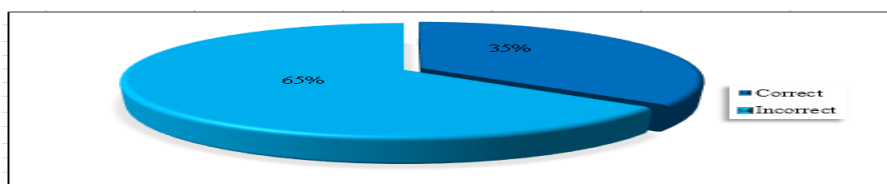
Source: Reading for the main message.
Created by: Morales, R (2018)

Analysis

From the total of 48 students, 17 who are equivalent to 35% get the main message when reading; while 31 students that correspond to 65% do not get the main message.

Interpretation

These results demonstrate that a significant percentage of students get the main message and it is beneficial for the process of learning English. This means that the educational environment seeks to strengthen linguistic, cognitive and sociocultural skills. In this way, it allows to transcend the school and academic environment by inserting oneself into personal and social life.

Question 2: Reading and identifying appropriate vocabulary.

TABLE Nº 8: Reading and identifying appropriate vocabulary.

Question	Frequency	Percentage
Correct	20	42%
Incorrect	28	58%
Total	**48**	**100%**

Source: Reading and identifying appropriate vocabulary.
Created by: Morales, R (2018)

Graphic Nº 4: Reading and identifying appropriate vocabulary
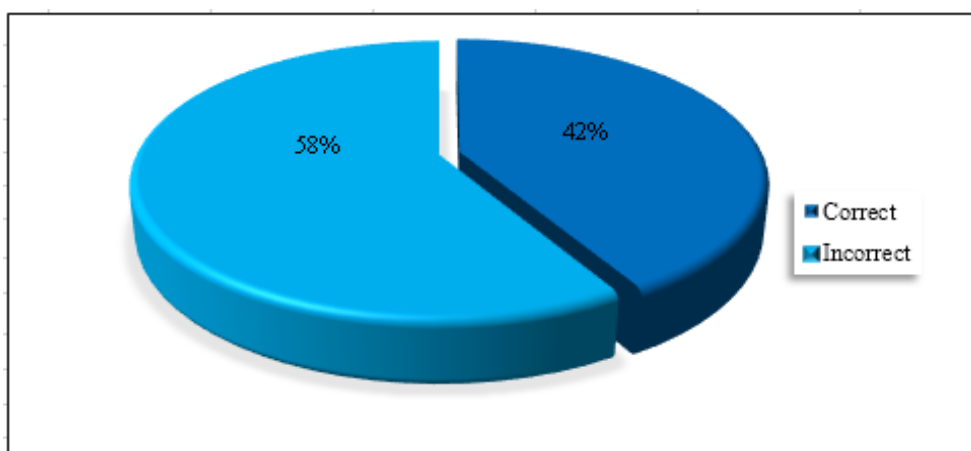
Source: Reading and identifying appropriate vocabulary.
Created by: Morales, R (2018)

Analysis

From the total of 48 students who are equivalent to 100%; 20 of them, corresponds to 42% definitely reads correctly, appropriates and identifies new words; while 28 students related to 58% do not identify new words that can be used in conversations in daily life.

Interpretation

From the data above, almost half of the students definitely do not identify the appropriate vocabulary in a correct way. They do not acquire an acceptable range of vocabulary, and do not know the meaning of words. This information represents that there is lack of interest in improving vocabulary, reading comprehension skills in the English language.

Question 3: Reading and identifying appropriate response.

TABLE Nº 9: Reading and identify appropriate response.

Question	Frequency	Percentage
Correct	22	46%
Incorrect	26	54%
Total	**48**	**100%**

Source: Reading and identify appropriate response.
Created by: Morales, R (2018)

Graphic Nº 5 : Reading and identify appropriate response
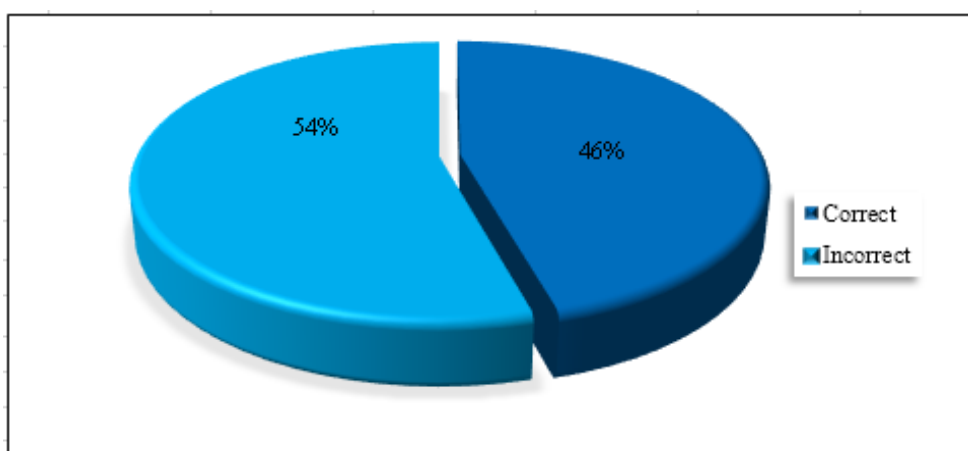
Source: Reading and identify appropriate response
Created by: Morales, R (2018)

Analysis

From a percentage of 100% of students; 22 of them, related to 46% identify the appropriate response after reading the text; while 26 students related to 54% responds it incorrectly.

Interpretation

A similar percentage of students read the text and answer the questions selecting the correct answer, they develop the basic competences. This determines that the written materials contribute to develop reading comprehension skills, active participation and acquisition of experiences in the English language area.

Question 4: Reading for detailed understanding and main idea.

TABLE Nº 10: Reading for detailed understanding and main idea

Question	Frequency	Percentage
Correct	19	40%
Incorrect	29	60%
Total	**48**	**100%**

Source: Reading for detailed understanding and main idea.
Created by: Morales, R (2018)

Graphic Nº 6: Reading for detailed understanding and main idea
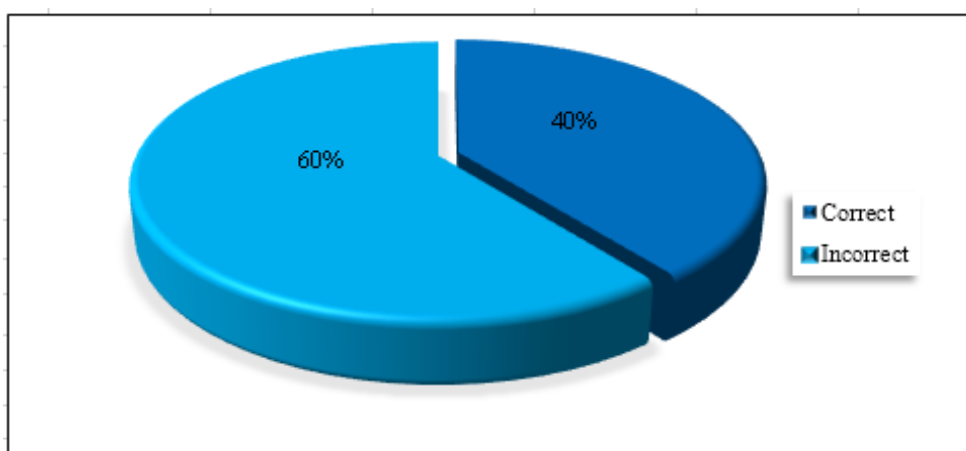
Source: Reading for detailed understanding and main idea
Created by: Morales, R (2018)

Analysis

From 48 students, with an equivalence of 100%; 19 students corresponding to 40% of the learners can read for detailed information and get the main idea. While 29 students concerning to 60% cannot do so.

Interpretation

It can be deduced that the majority of students in the English area demonstrate lack of understanding English readings in an active process from a dynamic, reflective and responsible position. This reveals the need to apply authentic written materials that benefit in the development of reading comprehension skills to understand detail ideas, acquire vocabulary and grammatical structures in the English language.

Question 5: Reading for detailed understanding.

TABLE Nº 11: Reading for detailed understanding

Question	Frequency	Percentage
Correct	18	37%
Incorrect	30	63%
Total	**48**	**100%**

Source: Reading for detailed understanding.
Created by: Morales, R (2018)
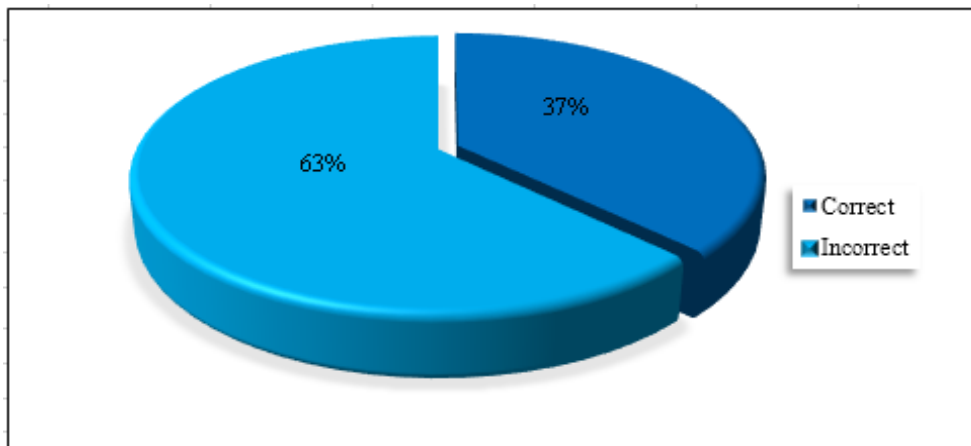
Graphic Nº 7: Reading for detailed understanding

Source: Test applied to second year bachillerato students
Created by: Morales, R (2018)

Analysis

From the total number of students, 18 who represents 37% Reading for detailed understanding; while 30 students concerning 63% does not understand the text.

Interpretation

From the above results, a significant percentage of students definitely do not perform activities that improve reading comprehension skills and linguistic ability. This determines that there is a difficulty in understanding details, organizing and expressing ideas using phonetic and grammatical means inside a written text.

Question 6: Reading and identifying appropriate structural words.

Question	Frequency	Percentage
Correct	20	42%
Incorrect	28	58%
Total	**48**	**100%**

Source: Test applied to second year bachillerato students
Created by: Morales, R (2018)

Graphic Nº 8: Reading and identify appropriate structural words
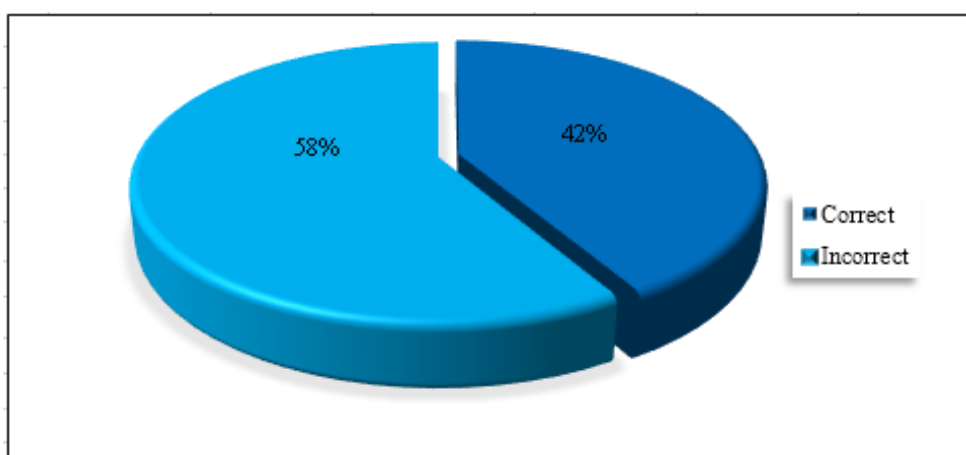
Source: Test applied to second year bachillerato students
Created by: Morales, R (2018)

Analysis

From 100% of students, 20 who are equivalent to 42% demonstrate that they read and identify appropriate structural words correctly; while 28 equivalent to 58% maintains an incorrect structure in the expression of thought.

Interpretation

A specific percentage of students presents difficulties in the development of reading skills and knowledge of theoretical elements for textual comprehension, the expression of ideas or thoughts in the English language. This represents that there is demotivation in the teaching-learning process, in the treatment of the contents, the analysis of the semantic, pragmatic and syntactic dimensions in the foreign language class.

Question 7: Reading and identifying appropriate lexical item and spelling.

TABLE Nº 13: Reading and identifying appropriate lexical item and spelling

Question	Frequency	Percentage
Correct	19	40%
Incorrect	29	60%
Total	**48**	**100%**

Source: Test applied to second year bachillerato students
Created by: Morales, R (2018)

Graphic Nº 9: Reading and identifying appropriate lexical item and spelling
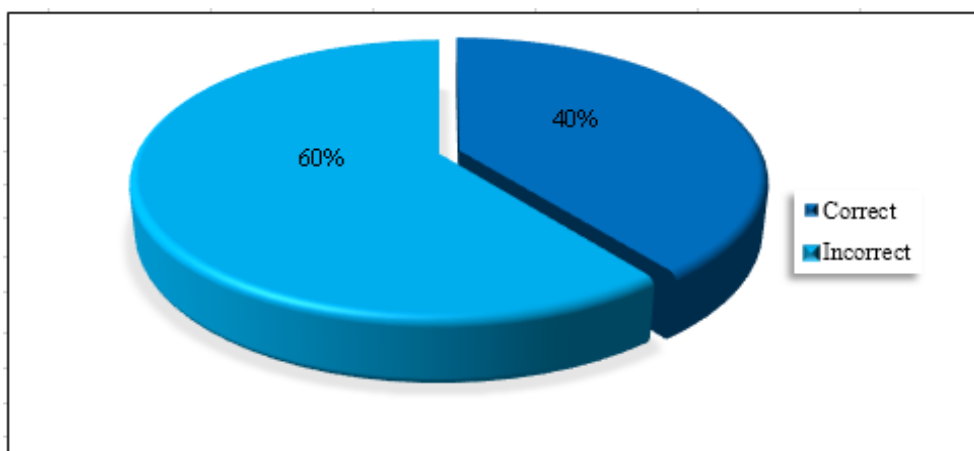
Source: Test applied to second year bachillerato students
Created by: Morales, R (2018)

Analysis

Out of a total of 48 students, equivalent to 100%; 19 who are related to 40% read and correctly identifies the appropriate lexical elements; while 29 students concerning 60% incorrectly handle the spelling in the English language.

Interpretation

A higher percentage of students in the area of English, present difficulties in the identification of lexical elements, the exercise with the spelling, generates confusion, lack of clarity and coherence. This determines that there is a low level of application of authentic written materials that promotes the development of reading comprehension skills. As a result, the process of English language learning is been negatively affected.

Question 8: Reading and identifying appropriate word with focus on structure and or lexis.

TABLE Nº 14: Reading and identifying appropriate word with focus on structure and or lexis

Question	Frequency	Percentage
Correct	16	33%
Incorrect	32	67%
Total	**48**	**100%**

Source: Test applied to second year bachillerato students
Created by: Morales, R (2018)

Graphic Nº 10 : Reading and identifying appropriate word with focus on structure and or lexis
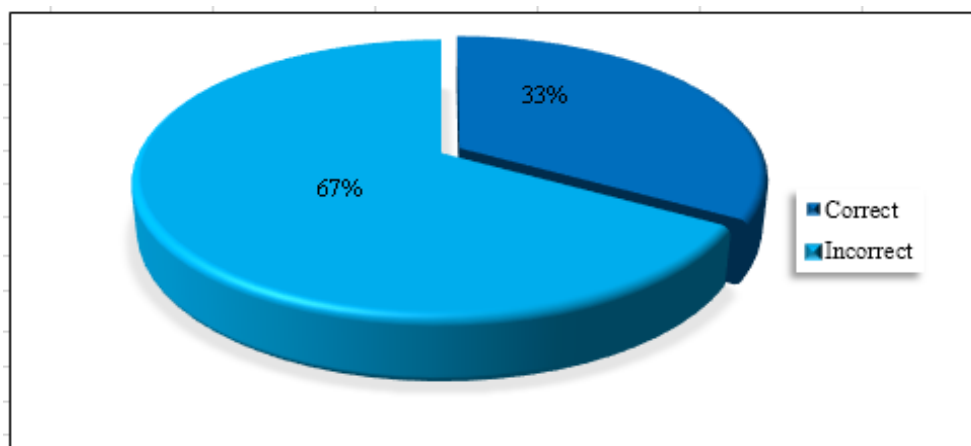
Source: Test applied to second year bachillerato students
Created by: Morales, R (2018)

Analysis

From the total number of students; 16 who are equivalent to 33% shows to identify appropriate words with a focus on structure and / or vocabulary; while 32 students concerning 67% do it incorrectly.

Interpretation

According to the previous data, it is deduced that a significant percentage of students do not understand the text. They incorrectly use the vocabulary that they have, which limits the structure of sentences and paragraphs production in the teaching and learning process of the foreign language. This means that there are difficulties in the use of authentic written materials that benefit the language interaction and communication.

Question 9: Reading and writing down appropriate words or numbers with focus on content and accuracy.

TABLE Nº 15: Reading and writing down appropriate words or numbers with focus on content and accuracy

Question	Frequency	Percentage
Correct	19	40%
Incorrect	29	60%
Total	**48**	**100%**

Source: Test applied to second year bachillerato students
Created by: Morales, R (2018)

Graphic Nº 11 : Reading and writing down appropriate words or numbers with focus on content and accuracy
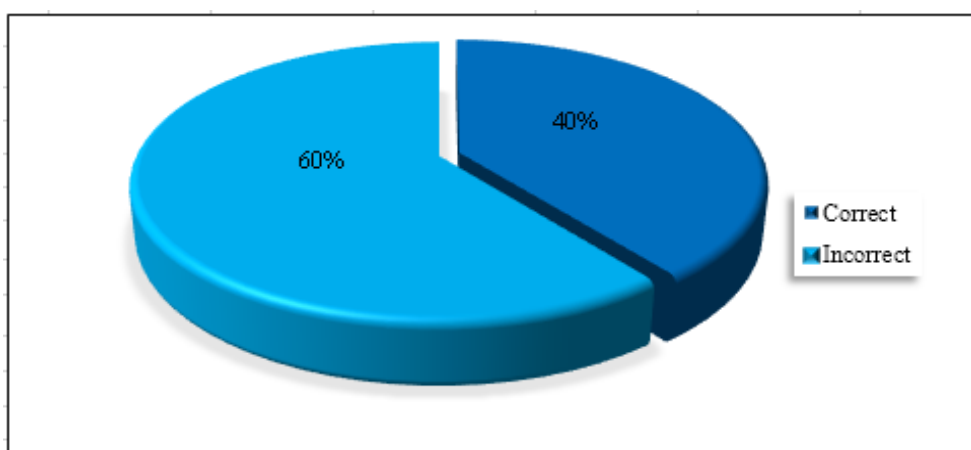
Source: Test applied to second year bachillerato students
Created by: Morales, R (2018)

Analysis

From the 100% of students; 19 concerning 40% reflect that they read and write using appropriate words or numbers with emphasis on content and accuracy. While 29 students who are equivalent to 60% show that the reader works incorrectly in the understanding process of words, sentences and paragraphs.

Interpretation

It is determined that the majority of students reflect that the teacher definitely does not apply activities that benefit in the handling of authentic written materials focused on reading comprehension skills in the English language learning. In other words, there is difficulty in the development of skills and autonomous learning based on knowledge of the foreign language.

Question 10: Reading to find specific and predictable information in texts from everyday life.

TABLE Nº 16: Reading to find specific and predictable information in texts from e veryday life**.**

Question	Frequency	Percentage
Correct	16	33%
Incorrect	32	67%
Total	**48**	**100%**

Source: Test applied to second year bachillerato students
Created by: Morales, R (2018)

Graphic Nº 12: Reading to find specific and predictable information in texts from everyday life**.**
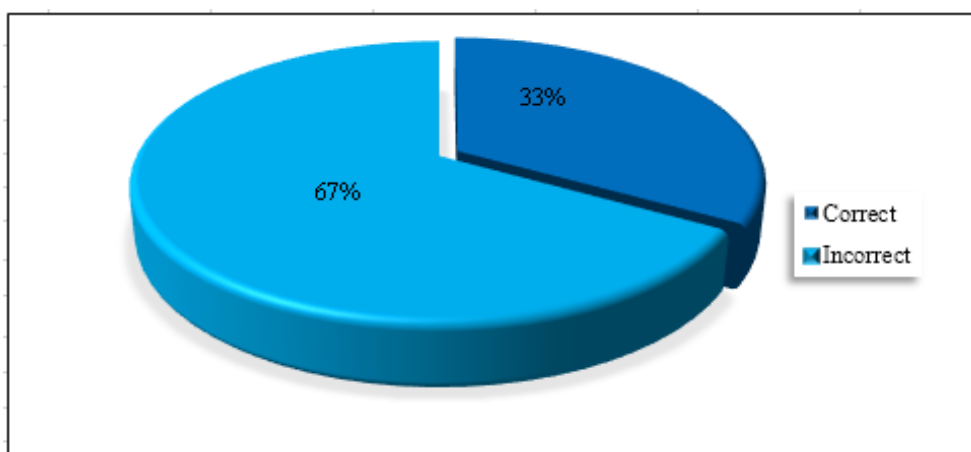
Source: Test applied to second year bachillerato students
Created by: Morales, R (2018)

Analysis

From the total of 48 students with 100% equivalence; 16 students concerning 33% reflect that they read to find specific and predictable information in everyday life texts; 32 equivalents to 67% answer this question in a wrong way.

Interpretation

It is determined that the majority of students externalize difficulties in the development of reading skills, which influences the constructive process and interaction. Consequently, this majority of students are unable to find predictable information in everyday life texts. This is how it affects the construction of meanings of written texts, in the interpretation, communication and expression of language.

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4.1.2 Reading Comprehension of students in the pre -test in the experimental group

Question 1: Reading for the main message.

TABLE Nº 17: Reading for the main message

Question	Frequency	Percentage
Correct	15	26%
Incorrect	42	74%
Total	57	100%

Source: Test applied to second year bachillerato students
Produced by: Morales, R. (2018)

Graphic Nº 13: Reading for the main message
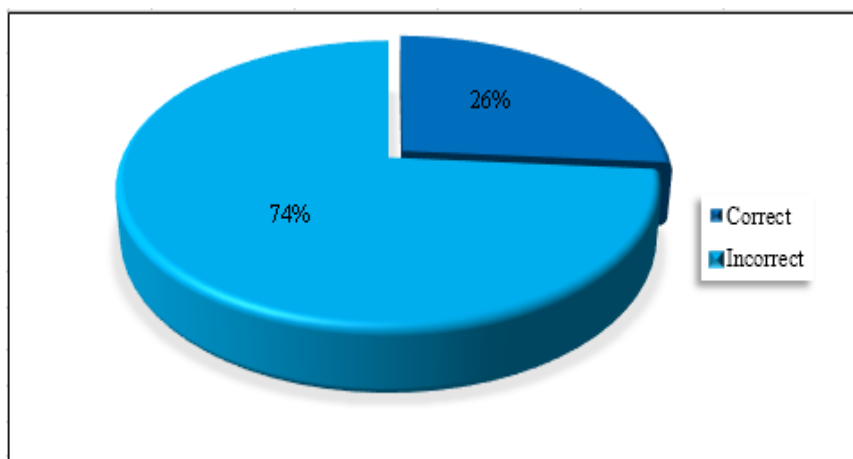
Source: Test applied to second year bachillerato students
Produced by: Morales, R. (2018)

Analysis

From the total of 57 students, 15 who are equivalent to 26% read the text correctly and get the main message; while 42 students corresponding to 74% shows an incorrect reading comprehension of the main message.

Interpretation

It is determined that most students have difficulty understanding the main message, it is necessary to implement strategies that strengthen the process of teaching learning

Question 2: Reading and identifying appropriate vocabulary.

TABLE Nº 18: Reading and identifying appropriate vocabulary.

Question	Frequency	Percentage
Correct	25	44%
Incorrect	32	56%
Total	**57**	**100%**

Source: Test applied to second year bachillerato students
Produced by: Morales, R. (2018)

Graphic Nº 14: Reading and identifying appropriate vocabulary
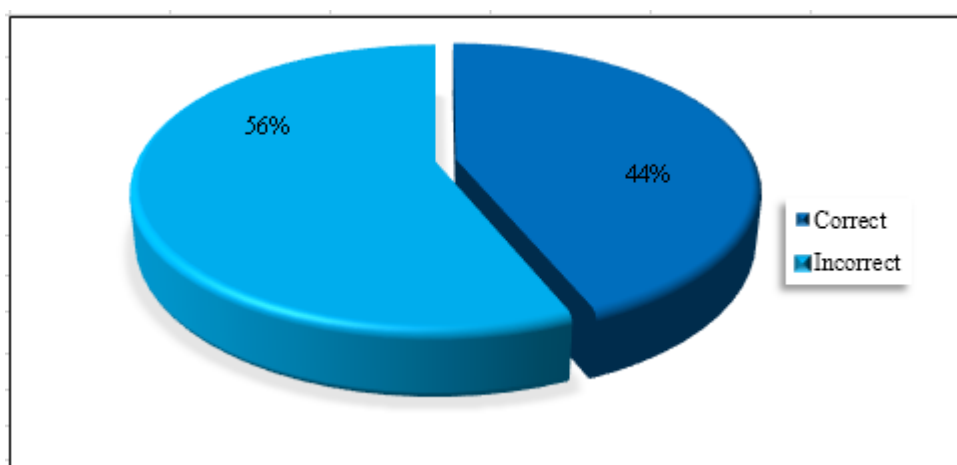
Source: Test applied to second year bachillerato students
Produced by: Morales, R. (2018)

Analysis

From the total number of students with 100% equivalence; 25 students pertinent to 44% externalizes a correct reading by appropriating the meaning of new words; while 32 students related to 56% externalize difficulties in identifying the appropriate vocabulary in conversations and dialogues.

Interpretation

It is determined that the majority of students do not identify the appropriate vocabulary within reading, so it is essential that English teachers implement new and innovative strategies that allow students to develop attitudes and over understanding of reading.

Question 3: Reading and identifying appropriate response.

TABLE Nº 19 : Reading and identifying appropriate response

Question	Frequency	Percentage
Correct	33	58%
Incorrect	24	42%
Total	**57**	**100%**

Source: Test applied to second year bachillerato students
Created by: Morales, R. (2018)

Graphic Nº 15: Reading and identifying appropriate response
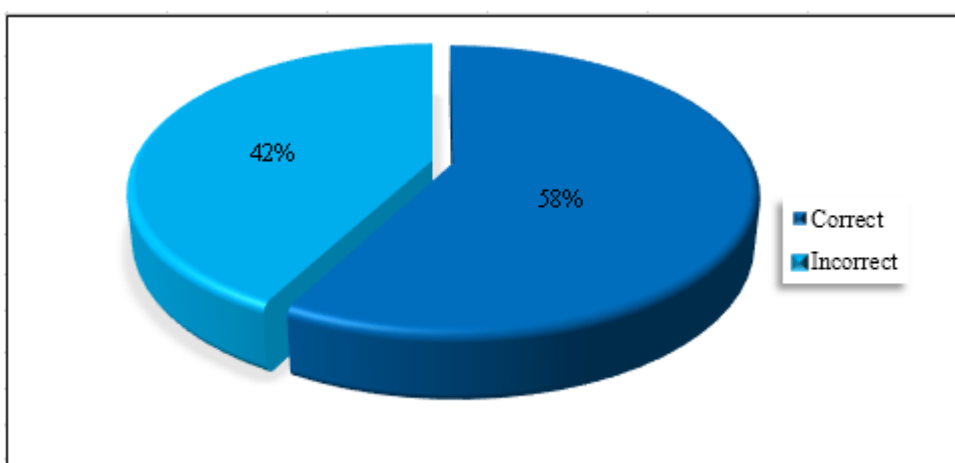
Source: Test applied to second year bachillerato students
Produced by: Morales, R. (2018)

Analysis

From the totality of 57 students, 33 related to 58% can read to identify the appropriate response of a comprehension question through reading the text; while 24 students related to 42% expresses incorrect answers.

Interpretation

It can be identified within the group of students surveyed that, there is a significant number of students who can read and identify the appropriate response, but it is essential that teachers propose alternative solutions to improve the teaching process through an appropriate methodology.

Question 4: Reading for detailed understanding and main idea.

TABLE Nº 20: Reading for detailed understanding and main idea

Question	Frequency	Percentage
Correct	26	40%
Incorrect	34	60%
Total	57	100%

Source: Test applied to second year bachillerato students
Created by: Morales, R. (2018)

Graphic Nº 16: Reading for detailed understanding and main idea
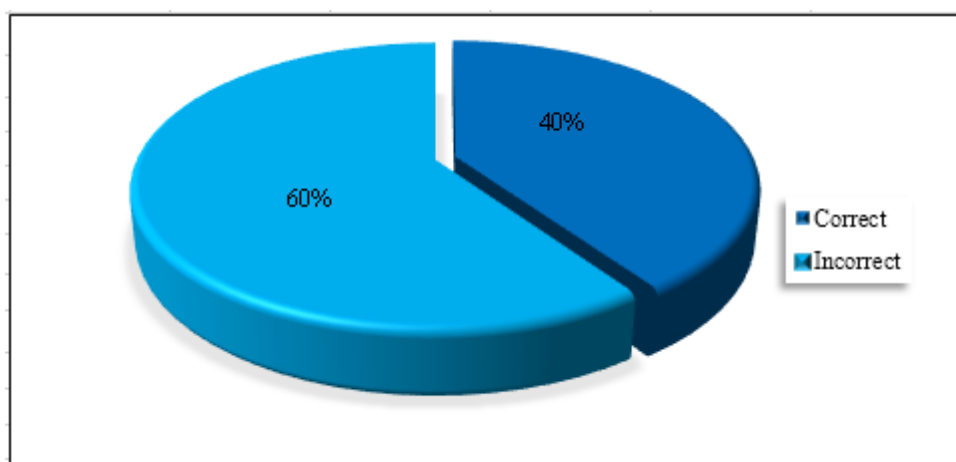
Source: Test applied to second year bachillerato students
Produced by: Morales, R. (2018)

Analysis

Out of a total of 57 students, with 100% correspondence; 26 students who represent 40% can properly read and understand detailed information and the main idea; 34 of them concerning 60% have limitations in reading comprehension of details and main idea.

Interpretation

As can be seen, most students surveyed stated that they do not develop an adequate reading comprehension, let alone understand a main idea, so the teachers in the institution should focus on developing skills for reading comprehension.

Question 5: Reading for detailed understanding.

TABLE Nº 21: Reading for detailed understanding.

Question	Frequency	Percentage
Correct	21	37%
Incorrect	36	63%
Total	**57**	**100%**

Source: Test applied to second year bachillerato students
Produced by: Morales, R. (2018)

Graphic Nº 17: Reading for detailed understanding.
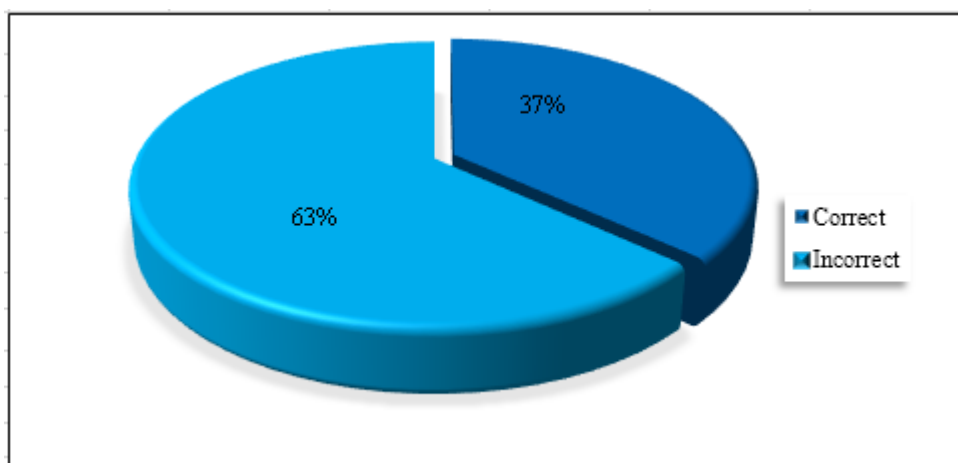
Source: Test applied to second year bachillerato students
Produced by: Morales, R. (2018)

Analysis

From the total number of 57 students, 21 connected to 37% keep a safe, comprehensive and analytical reading that led them to detailed understanding; while 36 students referring to 63% cannot get details or interpret the reading.

Interpretation

It is determined that most students understand a detailed reading to achieve adequate comprehension, however teachers must meet each student and look for strategies that allow 100% of students to understand a reading in detail, identifying the main idea.

Question 6: Reading and identifying appropriate structural words.

TABLE Nº 22: Reading and identifying appropriate structural words

Question	Frequency	Percentage
Correct	42	74%
Incorrect	15	26%
Total	**57**	**100%**

Source: Test applied to second year bachillerato students
Produced by: Morales, R. (2018)

Graphic Nº 18 Reading and identifying appropriate structural words
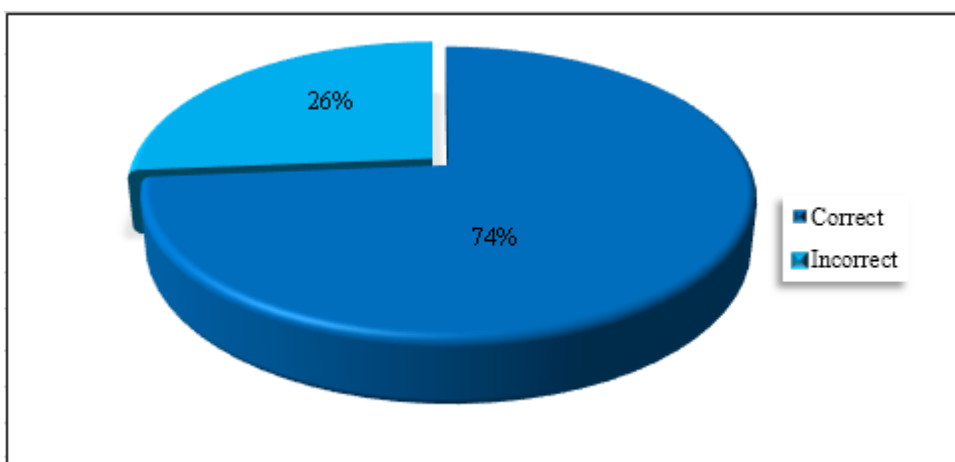
Source: Test applied to second year bachillerato students
Produced by: Morales, R. (2018)

Analysis

From the total number of learners, 42 referring to 74% can read and identify the appropriate structural words from the text. They can order the elements of the sentence correctly; while 14 students equivalent to 26% present difficulty identifying structural words in the comprehension of written texts.

Interpretation

It can be determined that there is a significant percentage of students who identify structural words, allowing an adequate development of reading skills within the English area, however it is essential that attention should be paid to the percentage of students who have difficulty, with new authentic materials.

Question 7: Reading and identifying appropriate lexical items and spelling.

TABLE Nº 23: Reading and identifying appropriate lexical items and spelling

Question	Frequency	Percentage
Correct	31	54%
Incorrect	26	46%
Total	**57**	**100%**

Source: Test applied to second year bachillerato students
Produced by: Morales, R. (2018)

Graphic Nº 19: Reading and identifying appropriate lexical item and spelling
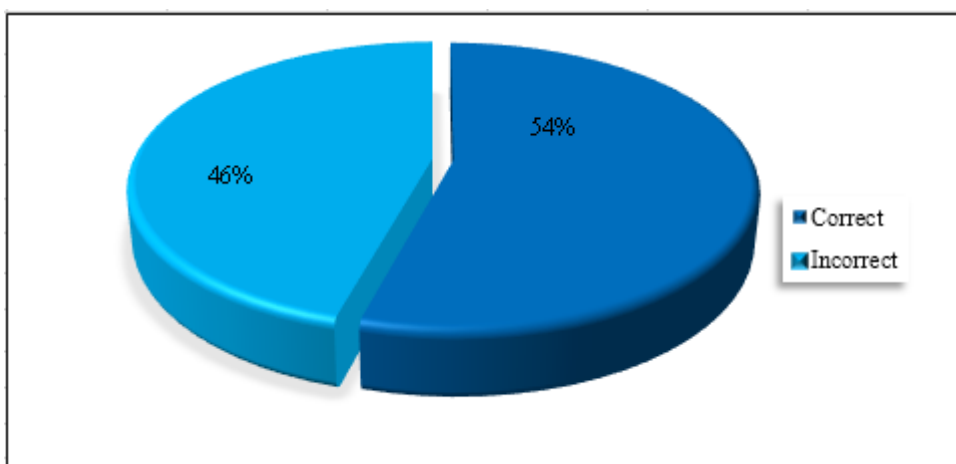
Source: Test applied to second year bachillerato students
Produced by: Morales, R. (2018)

Analysis

Out of a total number of 57 students, related to 100%; 31 of them with 54% equivalence knows and identifies the words and their meaning; while 26 students relative to 46% of cannot identify appropriate lexical items, interpret, understand, establish relationships and produce meaning.

Interpretation

It can be seen that there is a large number of students who analyze the relationships between efficient reading and availability of spelling. However, it is necessary that all students through the use authentic materials understand the importance of the lexicon in reading orthographic.

Question 8: Reading and identifying appropriate word with focus on structure and lexis.

TABLE Nº 24: Reading and identifying appropriate word with focus on structure and l exis

Question	Frequency	Percentage
Correct	46	81%
Incorrect	11	19%
Total	**57**	**100%**

Source: Test applied to second year bachillerato students
Produced by: Morales, R. (2018)

Graphic Nº 20: Reading and identifying appropriate word with focus on structure and lexis
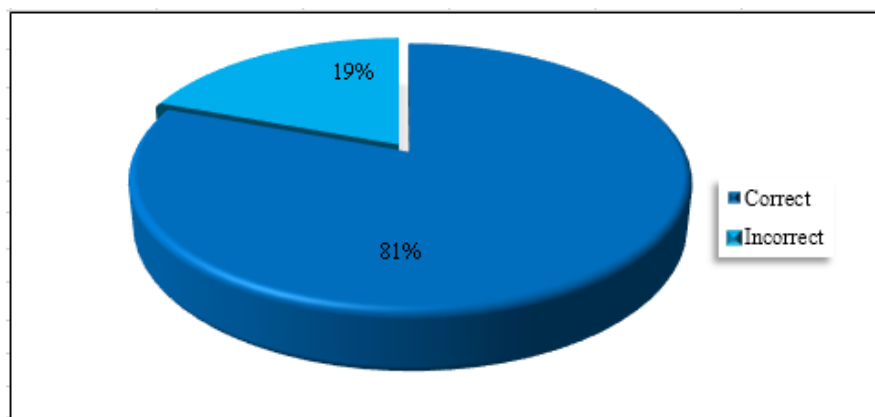
Source: Test applied to second year bachillerato students
Produced by: Morales, R. (2018)

Analysis

From the total number of 57 students; 46 equivalent to 81% are able to understand and learn correctly through reading, focusing on structure and lexis, expand their vocabulary and improve language in general; while 11 students concerning 19% externalize difficulties in the development of reading skills and struggle to choose words to fit structure and lexis within a context.

Interpretation

It can be determined that there are students who accurately understand a text, that is to say that they find it meaningful, but that does not mean that it can be left to the smaller percentage of students who have difficulty understanding a text in English, so that teachers should teach them comprehension strategies, equipping them with the necessary authentic written materials to promote the teaching-learning process.

Question 9: Reading and writing down appropriate words or numbers with focus on content and accuracy.

TABLE Nº 25: Reading and writing down appropriate words or numbers with focus on content and accuracy

Question	Frequency	Percentage
Correct	24	42%
Incorrect	33	58%
Total	**57**	**100%**

Source: Test applied to second year bachillerato students
Produced by: Morales, R. (2018)

Graphic Nº 21 : Reading and writing down appropriate words or numbers with focus on content and accuracy
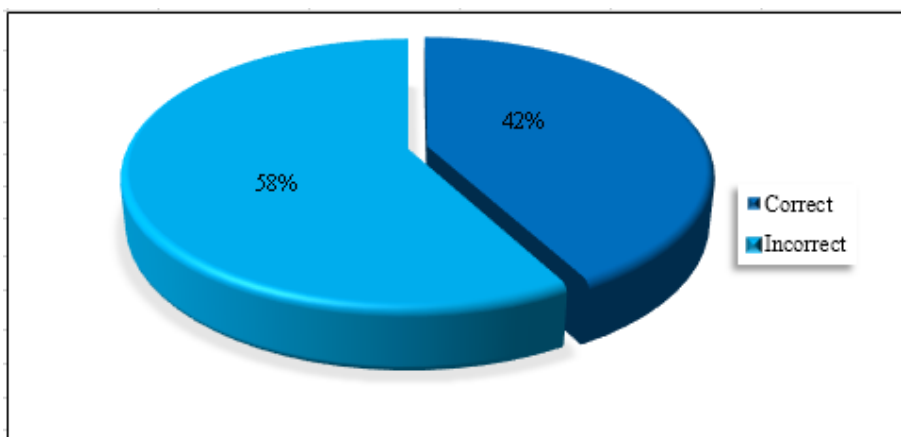
Source: Test applied to second year bachillerato students
Produced by: Morales, R. (2018)

Analysis

The total of 57 students, equivalent to a 100% percentage show to comprehend the reading text. 24 equivalent to 42% they correctly learn, read and write words and numbers accurately, while 33 students concerning 58% externalize difficulties correctly learn, read and write words and numbers accurately.

Interpretation

It is essential to implement a new strategy that allows not only students to understand reading or to learn, read or write words and numbers correctly, but also teachers have a specific resources to strengthen the teaching process in the classroom.

Question 10: Reading to find specific and predictable information in daily life writings.

TABLE Nº 26: Reading to find specific and predictable information in daily life writings.

Question	Frequency	Percentage
Correct	45	79%
Incorrect	12	21%
Total	**57**	**100%**

Source: Test applied to second year bachillerato students
Created by: Morales, R. (2018)

Graphic Nº 22: Reading to find specific and predictable information in daily life writings.
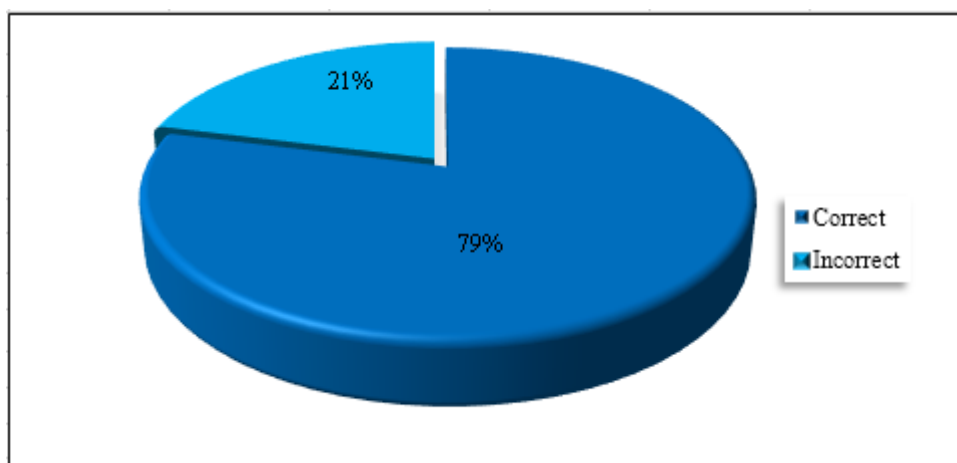
Source: Test applied to second year bachillerato students
Created by: Morales, R. (2018)

Analysis

Out of a total of 57 learners concerning 100%; 45 equivalent to 79% consider that reading to find specific and predictable information in daily life writings correctly, while 12 students that correspond to 21% read incorrectly.

Interpretation

It is important not only within an educational unit to develop interest in reading but also within homes, to develop a taste for reading, to find specific and predictable information in the writings of daily life.

4.1.3 Reading comprehension of students in the post-test in the control group.

Question 1: Reading for the main message.

TABLE Nº 27: Reading for the main message

Question	Frequency	Percentage
Correct	44	92%
Incorrect	4	8%
Total	48	100%

Source: Test applied to second year bachillerato students.
Created by: Morales, R (2018)

Graphic Nº 23: Reading for the main message
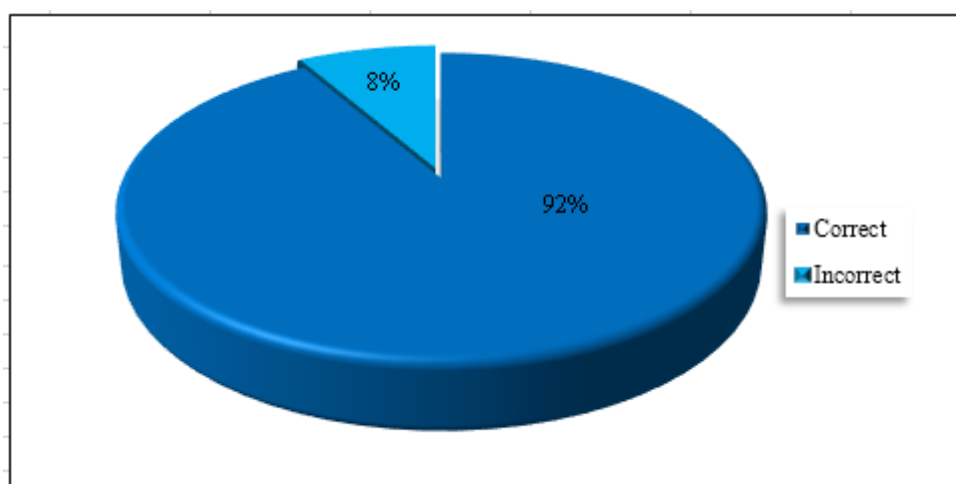
Source: Test applied to second year bachillerato students.
Created by: Morales, R (2018)

Analysis

From the total of 48 students, 44 who are equivalent to 92% consider that they read the main message correctly; while 4 students that correspond to 8% read incorrectly.

Interpretation

These results show the majority of students correctly read the main message what is beneficial to the process of learning English. This means that the educational environment seeks to strengthen linguistic, cognitive and sociocultural skills. In this way, it is possible to transcend the school and academic environment by inserting oneself in personal and social interaction.

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Question 2: Reading and identifying appropriate vocabulary.

TABLE Nº 28: Reading and identifying appropriate vocabulary

Question	Frequency	Percentage
Correct	43	90%
Incorrect	5	5%
Total	**48**	**100%**

Source: Test applied to second year bachillerato students
Created by: Morales, R. (2018)

Graphic Nº 24 :Reading and identifying appropriate vocabulary
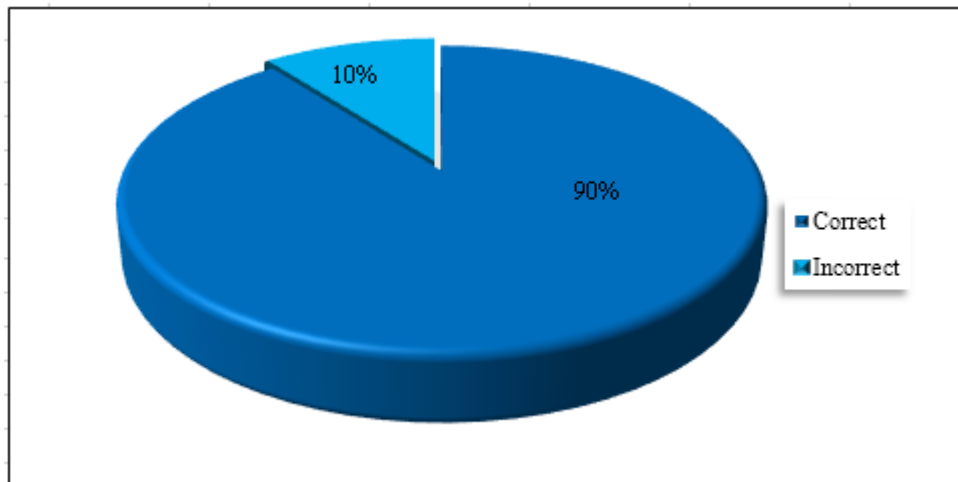
Source: Test applied to second year bachillerato students
Created by: Morales, R. (2018)

Analysis

From the total of 48 students who are equivalent to 100%; 43 pertinent to 90% definitely reads correctly, appropriates and identifies new words; while 5 students related to 5% do not know new words that can be used in conversations in daily life.

Interpretation

From the above data, a specific percentage of students read the texts written in English correctly. In addition, they have acquired an acceptable range of vocabulary and know the meaning of the words. This information indicates that interest in vocabulary, reading comprehension skills in the English language has improved.

Question 3: Reading and identifying appropriate response.

Question	Frequency	Percentage
Correct	44	92%
Incorrect	4	8%
Total	**48**	**100%**
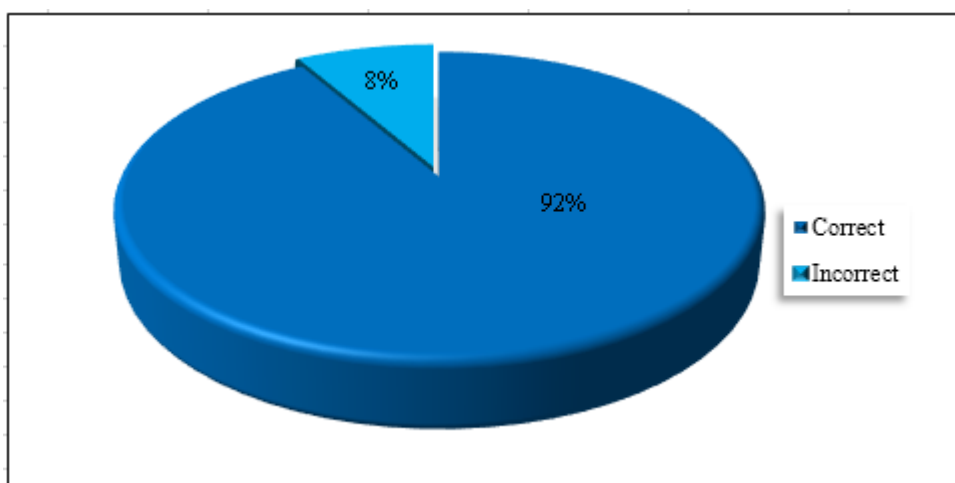
Analysis

From a percentage of 100% of students; 44 of them, related to 92% identify the appropriate response after reading the text; while 4 students related to 8% responds it incorrectly.

Interpretation

A significant percentage reads the text and answers the questions selecting the correct answer, develop the basic competences. This determines that the written materials allow to contribute to the development of reading comprehension skills, active participation and the acquisition of experiences in the English language area.

Question 4: Reading for detailed understanding and main idea

TABLE Nº 30: Reading for detailed understanding and main idea

Question	Frequency	Percentage
Correct	43	90%
Incorrect	5	10%
Total	**48**	**100%**

Source: Test applied to second year bachillerato students
Created by: Morales, R. (2018)

Graphic Nº 26 : Reading for detailed understanding and main idea
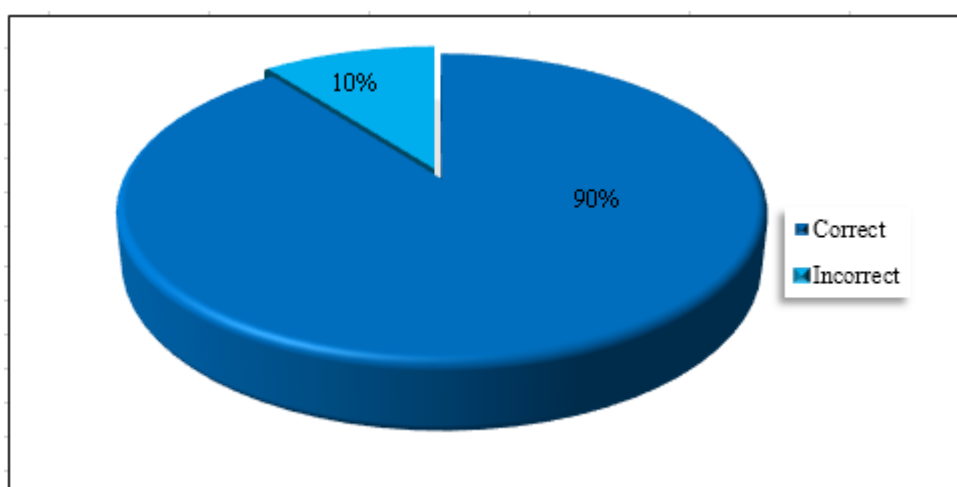
Source: Test applied to second year bachillerato students
Created by: Morales, R. (2018)

Analysis

From 48 students, with an equivalence of 100%; 43 students corresponding to 90% of the learners can read for detailed information and get the main idea. While 5 students concerning to 10% cannot get detailed information.

Interpretation

As can be seen, most students in the English area have improved their interest in reading. Allowing to develop understanding in an active process from a dynamic, reflective and responsible position. This reveals that the development of reading comprehension skills is essential to understand the details, acquire vocabulary and grammatical structures in the English.

Question 5: Reading for detailed understanding.

TABLE Nº 31: Reading for detailed understanding

Question	Frequency	Percentage
Correct	46	96%
Incorrect	2	4%
Total	**48**	**100%**

Source: Test applied to second year bachillerato students
Created by: Morales, R. (2018)

Graphic Nº 27: Reading for detailed understanding
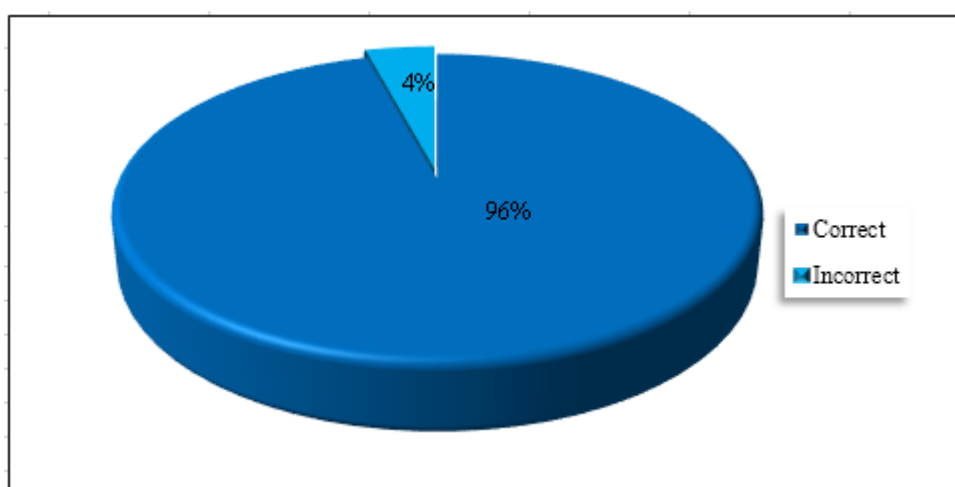
Source: Test applied to second year bachillerato students
Created by: Morales, R. (2018)

Analysis

From the total number of students, 46 who represents 96% Reading for detailed understanding; while 2 students concerning 4% does not understand the text.

Interpretation

From the previous results, a significant percentage have developed activities that improve reading comprehension skills and linguistic ability. This determines that there is an interest on the part of the teachers so that the students understand the details, organize and express ideas using phonetic and grammatical means within a written text.

Question 6: Reading and identifying appropriate structural words.

TABLE Nº 32: Reading and identify appropriate structural words

Question	Frequency	Percentage
Correct	43	90%
Incorrect	5	10%
Total	**48**	**100%**

Source: Test applied to second year bachillerato students
Produced by: Morales, R. (2018)

Graphic Nº 28: Reading and identify appropriate structural words
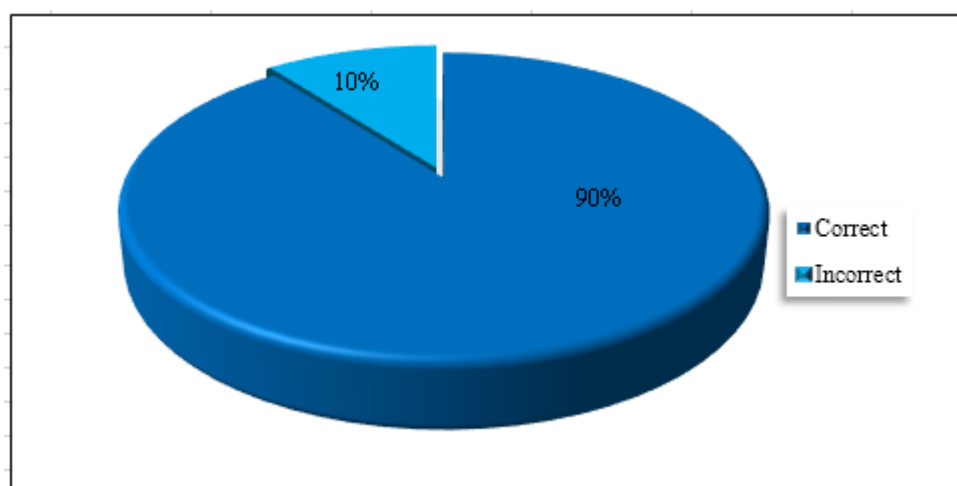
Source: Test applied to second year bachillerato students
Produced by: Morales, R. (2018)

Analysis

From 100% of students, 43 who are equivalent to 90% demonstrate that they read and identify appropriate structural words correctly; while 5 equivalent to 10% maintains an incorrect structure in the expression of thought.

Interpretation

A specific percentage of students presents a development of reading skills and knowledge of theoretical elements for textual comprehension, the expression of ideas or thoughts in the English language. This represents that it is strengthened and motivated in the teaching-learning process, in the treatment of contents, in the analysis of the semantic, pragmatic and syntactic dimensions in the foreign language class.

Question 7: Reading and identifying appropriate lexical item and spelling.

TABLE Nº 33: Reading and identifying appropriate lexical item and spelling

Question	Frequency	Percentage
Correct	46	96%
Incorrect	2	2%
Total	**48**	**100%**

Source: Test applied to second year bachillerato students
Created by: Morales, R. (2018)

Graphic Nº 29: Reading and identifying appropriate lexical item and spelling
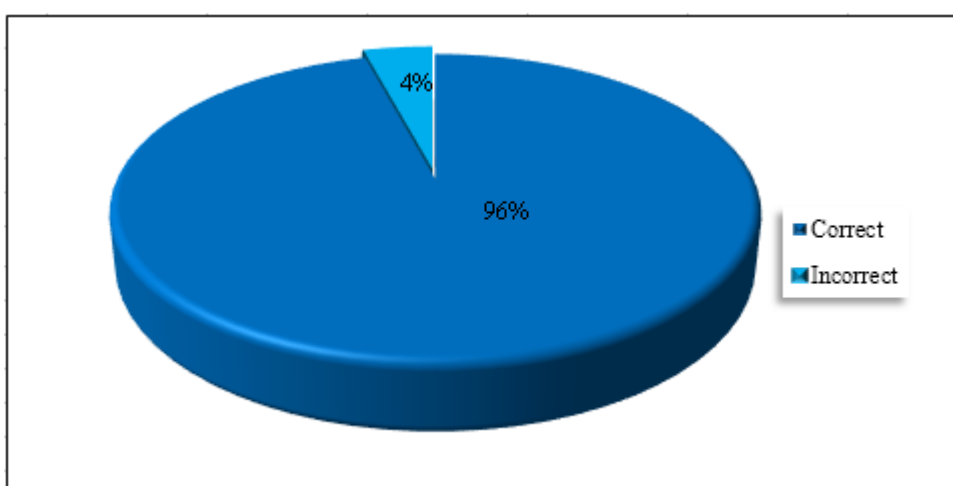
Source: Test applied to second year bachillerato students
Created by: Morales, R. (2018)

Analysis

Out of a total of 48 students, equivalent to 100%; 46 who are related to 96% read and correctly identifies the appropriate lexical elements; while 2 students concerning 2% incorrectly handle the spelling in the English language.

Interpretation

Most students in the English area are interested in the identification of lexical items, exercise with spelling. This determines that there is an improvement in the level of application of authentic written materials that promotes the development of reading comprehension.

Question 8: Reading and identifying appropriate word with focus on structure and or lexis.

TABLE Nº 34: Reading and identifying appropriate word with focus on structure and or lexis

Question	Frequency	Percentage
Correct	47	98%
Incorrect	1	2%
Total	**48**	**100%**

Source: Test applied to second year bachillerato students
Created by: Morales, R. (2018)

Graphic Nº 30: Reading and identifying appropriate word with focus on structure and or lexis
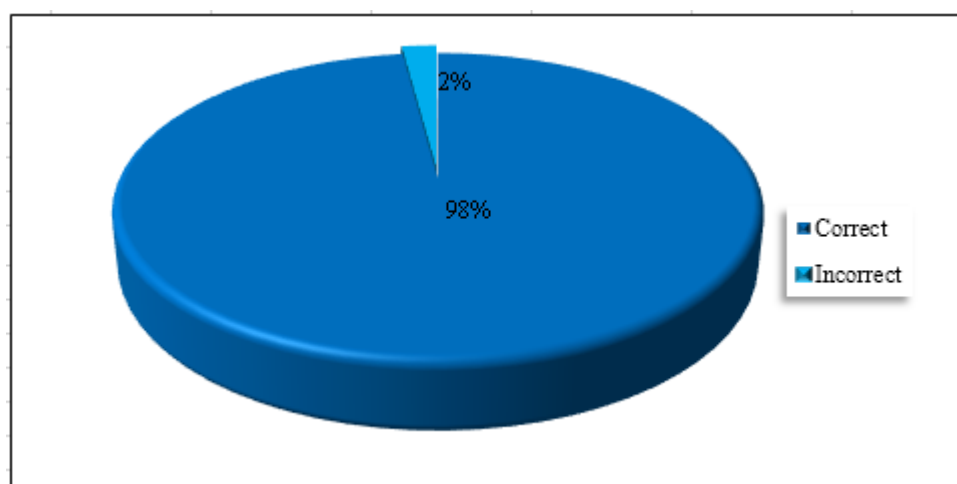
Source: Test applied to second year bachillerato students
Created by: Morales, R. (2018)

Analysis

From the total number of students; 47 who are equivalent to 98% shows to identify appropriate words with a focus on structure and / or vocabulary; while 1 students concerning 2% do it incorrectly.

Interpretation

According to the previous data, it is deduced that a significant percentage of students have managed to understand the text. They have improved the correct use of the vocabulary they have, allowing the structure of sentences and the production of paragraphs of the foreign language. This means that authentic written materials that benefit the interaction and communication of the language are used appropriately.

Question 9: Reading and writing down appropriate words or numbers with focus on content and accuracy.

TABLE Nº 35: Reading and writing down appropriate words or numbers with focus on content and accuracy

Question	Frequency	Percentage
Correct	45	94%
Incorrect	3	6%
Total	**48**	**100%**

Source: Test applied to second year bachillerato students
Created by: Morales, R. (2018)

Graphic Nº 31 : Reading and writing down appropriate words or numbers with focus on content and accuracy
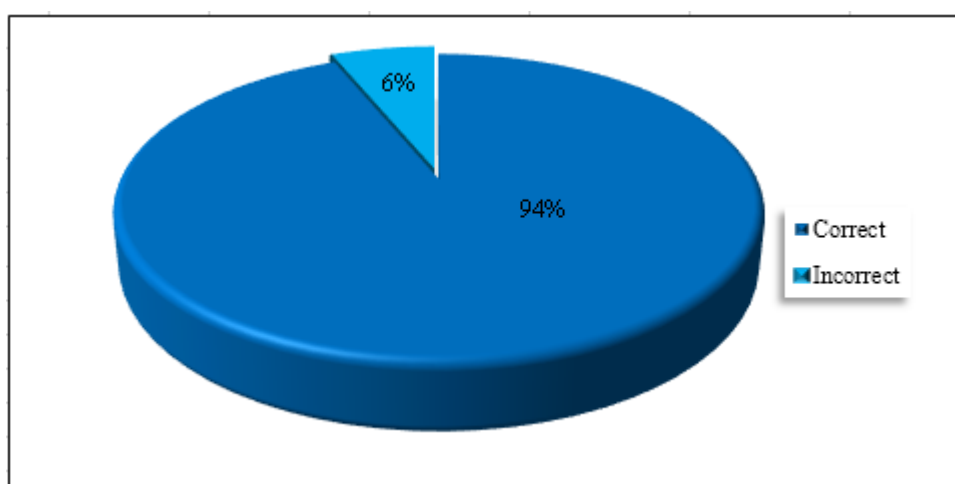
Source: Test applied to second year bachillerato students
Created by: Morales, R. (2018)

Analysis

From the 100% of students; 45 concerning 94% reflect that they read and write using appropriate words or numbers with emphasis on content and accuracy. While 3 students who are equivalent to 6% show that the reader works incorrectly in the understanding process of words, sentences and paragraphs.

Interpretation

It is determined that most students have improved the development of reading comprehension skills in English language learning. In other words, autonomous learning based on knowledge of the foreign language has been strengthened.

Question 10: Reading to find specific and predictable information in texts from everyday life.

TABLE Nº 36: Reading to find specific and predictable information in texts from everyday life.

Question	Frequency	Percentage
Correct	48	100%
Incorrect	0	0%
Total	**48**	**100%**

Source: Test applied to second year bachillerato students
Created by: Morales, R. (2018)

Graphic Nº 32: Reading to find specific and predictable information in texts from everyday life.
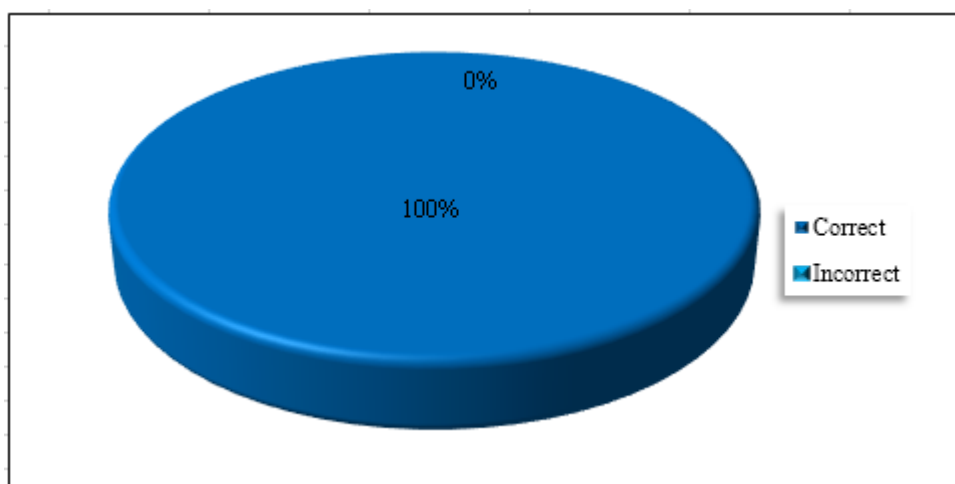
Source: Test applied to second year bachillerato students
Created by: Morales, R. (2018)

Analysis

From the total of 48 students with 100% equivalence; 48 students concerning 100% reflect that they read to find specific and predictable information in everyday life texts; 0 equivalents to 0% answer this question in a wrong way.

Interpretación

It is determined that the students have developed reading skills, constructing the constructive process and interaction. As a result, students can find predictable information in the texts of everyday life. As well as the construction of meanings of written texts, in the interpretation, communication and expression of language.

4.1.4. Reading Comprehension of students in the post-test in the experimental group

Question 1: Reading for the main message.

TABLE Nº 37: Reading for the main message

Question	Frequency	Percentage
Correct	53	93%
Incorrect	4	7%
Total	**57**	**100%**

Source: Test applied to second year bachillerato students
Created by: Morales, R (2018)

Graphic Nº 33: Reading for the main message
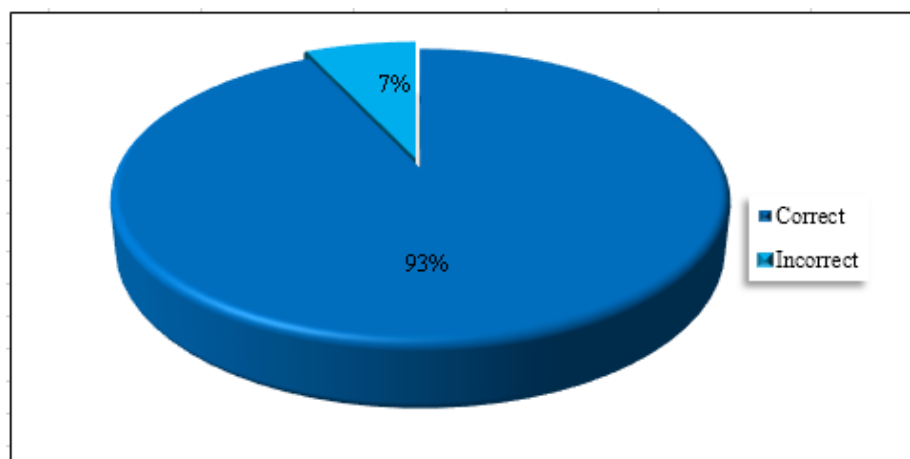
Source: Test applied to second year bachillerato students
Created by: Morales, R (2018)

Analysis

Of the total of 57 students, 53 who are equivalent to 93% read the text correctly and get the main message; while 4 students corresponding to 7% shows an incorrect reading comprehension of the main message.

Interpretation

The majority of students have developed the desired reading comprehension skills in linguistic communication, this means that in the classroom reading to get the main message has led to cognitive development, communication skills and security of expression in the foreign language.

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Question 2: Reading and identifying appropriate vocabulary.

TABLE Nº 38: Reading and identifying appropriate vocabulary.

Question	Frequency	Percentage
Correct	52	91%
Incorrect	5	9%
Total	**57**	**100%**

Source: Test applied to second year bachillerato students
Created by: Morales, R (2018)

Graphic Nº 34: Reading and identifying appropriate vocabulary
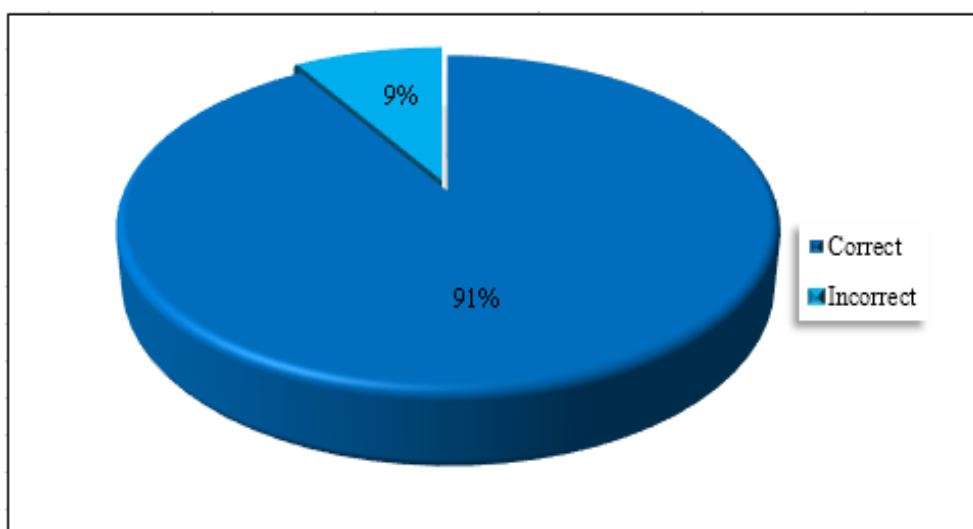
Source: Test applied to second year bachillerato students
Created by: Morales, R (2018)

Analysis

From the total number of students with 100% equivalence; 52 students pertinent to 91% externalizes a correct reading by appropriating the meaning of new words; while 5 students related to 9% externalize difficulties in identifying the appropriate vocabulary in conversations and dialogues.

Interpretation

In the present table it is established that the learners have developed communication skills, the capacity for dialogue, the interaction through the use of authentic written material; this means that the use of materials designed for real communication and applied specifically for language learning have brought a sense of authenticity and motivation to the classroom.

Question 3: Reading and identifying appropriate response.

TABLE Nº 39: Reading and identifying appropriate response

Question	Frequency	Percentage
Correct	53	93%
Incorrect	4	7%
Total	**57**	**100%**

Source: Test applied to second year bachillerato students
Created by: Morales, R (2018)

Graphic Nº 35: Reading and identifying appropriate response
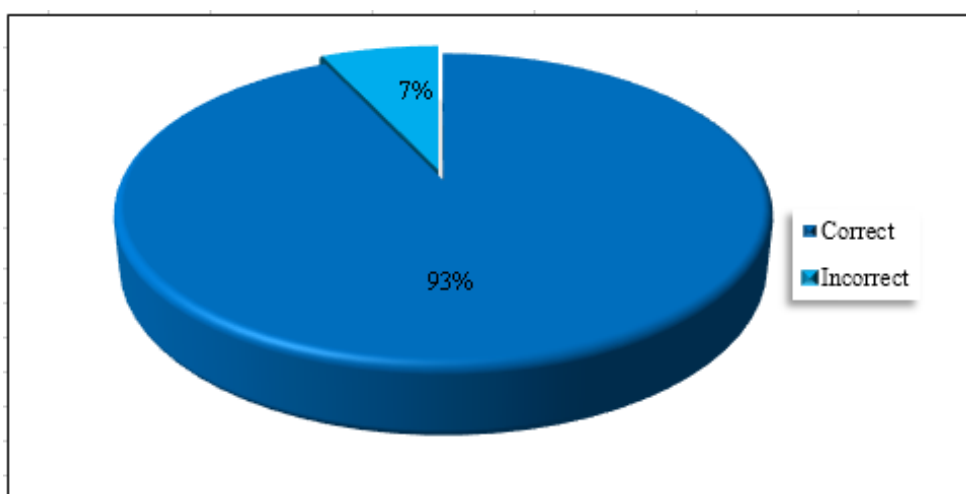
Source: Test applied to second year bachillerato students
Created by: Morales, R (2018)

Analysis

From the totality of 57 students, 53 related to 93% can read to identify the appropriate response of a comprehension question through reading the text; while 4 students related to 7% expresses incorrect answers.

Interpretation

It is deduced that most students have developed understanding it is shown in the proper selection of response, vocabulary acquisition and communication skills, which benefit in the establishment of conversations, in the writing of notes and messages. This means that the use of authentic materials benefits in attention, concentration and enjoyment.

Question 4: Reading for detailed understanding and main idea.

TABLE Nº 40: Reading for detailed understanding and main idea

Question	Frequency	Percentage
Correct	52	91%
Incorrect	5	9%
Total	57	100%

Source: Test applied to second year bachillerato students
Created by: Morales, R (2018)

Graphic Nº 36 : Reading for detailed understanding and main idea
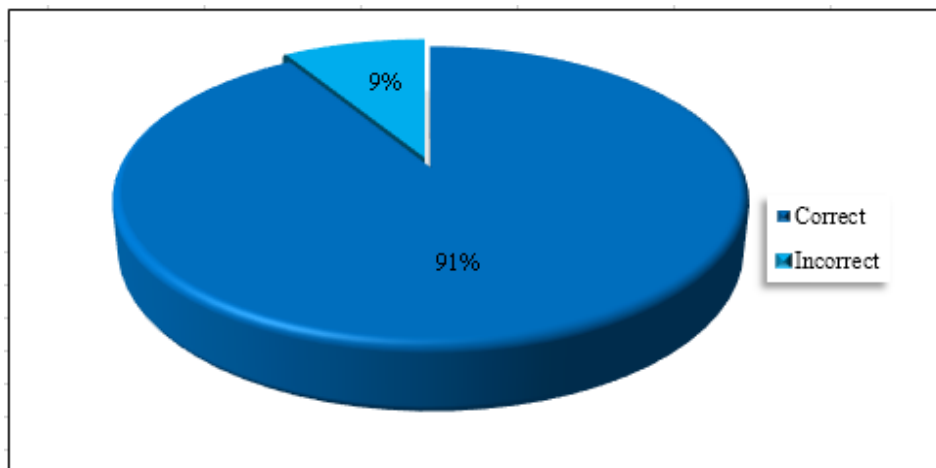
Source: Test applied to second year bachillerato students
Created by: Morales, R (2018)

Analysis

Out of a total of 57 students, with 100% correspondence; 52 students who represent 91% can properly read and understand detailed information and the main idea; 5 of them concerning 9% have limitations in reading comprehension of details and main idea.

Interpretation

In the present question, most students interpret what they read, extract main ideas, infer conclusions and predict results from inferences found in the text; this means that during the teaching and learning process of English language it is necessary to use authentic material that form the active learning p and strengthens the responsibility in the evaluation of the content.

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Question 5: Reading for detailed understanding.

TABLE Nº 41: Reading for detailed understanding.

Question	Frequency	Percentage
Correct	52	91%
Incorrect	5	9%
Total	**57**	**100%**

Source: Test applied to second year bachillerato students
Created by: Morales, R (2018)

Graphic Nº 37: Reading for detailed understanding.
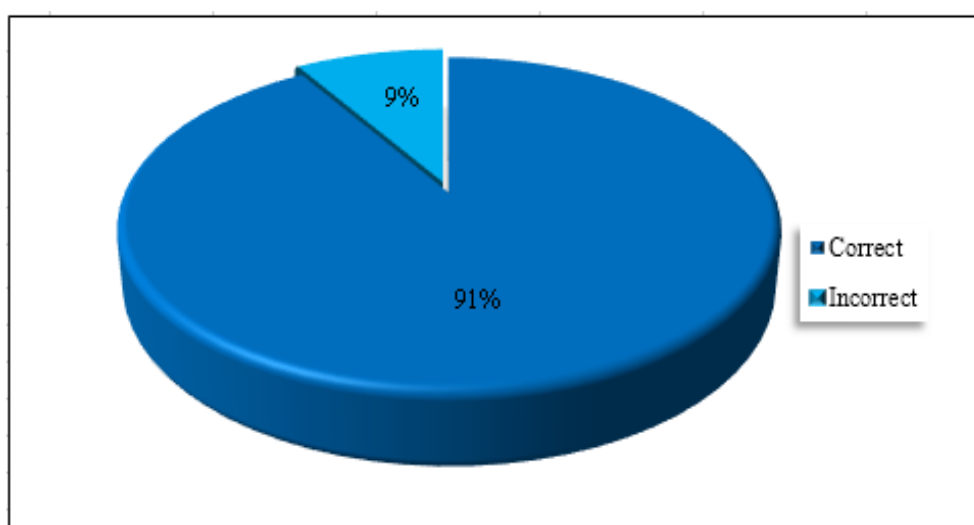
Source: Test applied to second year bachillerato students
Created by: Morales, R (2018)

Analysis

From the total number of 57 students, 52 connected to 91% keep a safe, comprehensive and analytical reading that led them to detailed understanding; while 5 students referring to 9% cannot get details or interpret the reading.

Interpretation

According to the obtained results, the use of authentic written material is determining to facilitate the learning of the foreign language with a genuine intention of transmitting real information, when contributing in a structured learning plan, which integrates linguistic and communicative skills.

Question 6: Reading and identifying appropriate structural words.

TABLE Nº 42: Reading and identifying appropriate structural words

Question	Frequency	Percentage
Correct	53	93%
Incorrect	4	7%
Total	**57**	**100%**

Source: Test applied to second year bachillerato students
Created by: Morales, R (2018)

Graphic Nº 38 :Reading and identifying appropriate structural words
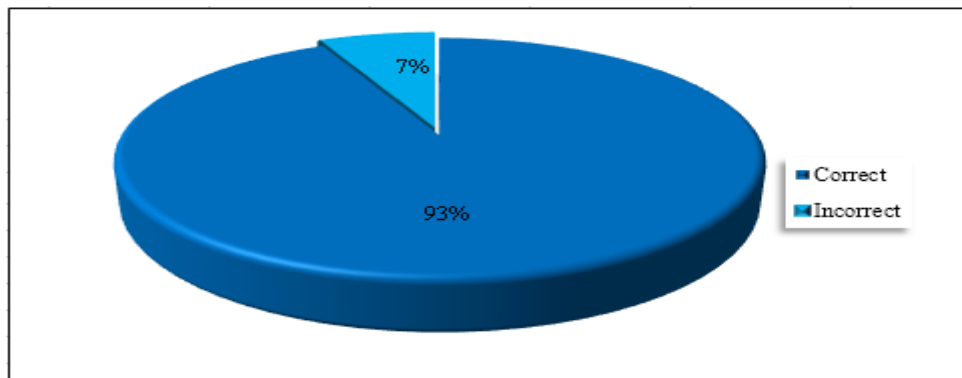
Source: Test applied to second year bachillerato students
Created by: Morales, R. (2018)

Analysis

From the total number of learners, 53 referring to 93% can read and identify the appropriate structural words from the text. They can order the elements of the sentence correctly; while 4 students equivalent to 7% present difficulty identifying structural words in the comprehension of written texts.

Interpretation

Most students have developed reading comprehension skills that promote the structuring of phrases and sentences. This means that authentic written materials strengthens reading comprehension skills through the process of interaction, reading skills and knowledge of theoretical elements for textual comprehension, the expression of ideas or thoughts in the English language.

Question 7: Reading and identifying appropriate lexical items and spelling.

TABLE Nº 43: Reading and identifying appropriate lexical items and spelling

Question	Frequency	Percentage
Correct	53	93%
Incorrect	4	7%
Total	**57**	**100%**

Source: Test applied to second year bachillerato students
Created by: Morales, R. (2018)

Graphic Nº 39: Reading and identifying appropriate lexical item and spelling
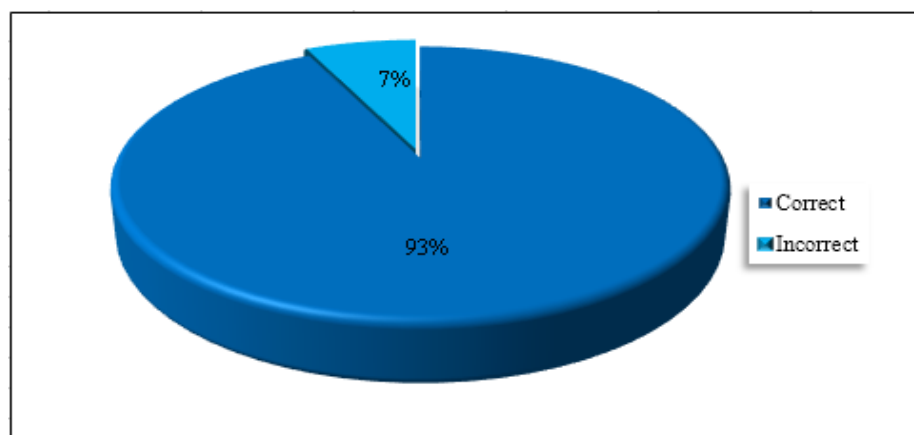
Source: Test applied to second year bachillerato students
Created by: Morales, R. (2018)

Analysis

Out of a total number of 57 students, related to 100%; 53 of them with 93% equivalence knows and identifies the words and their meaning; while 4 students relative to 7% of cannot identify appropriate lexical items, interpret, understand, establish relationships and produce meaning.

Interpretation

It is considered that most students have strengthened their reading comprehension skills through the use of authentic written material for understanding the recognition and hierarchy of ideas, the correct lexical items identification and the analysis of text information. Which means that the production and textual comprehension, activates the foreign language learning.

Question 8: Reading and identifying appropriate word with focus on structure and lexis.

TABLE Nº 44: Reading and identifying appropriate word with focus on structure and lexis

Question	Frequency	Percentage
Correct	52	96%
Incorrect	2	4%
Total	**57**	**100%**

Source: Test applied to second year bachillerato students
Created by: Morales, R. (2018)

Graphic Nº 40: Reading and identifying appropriate word with focus on structure and lexis
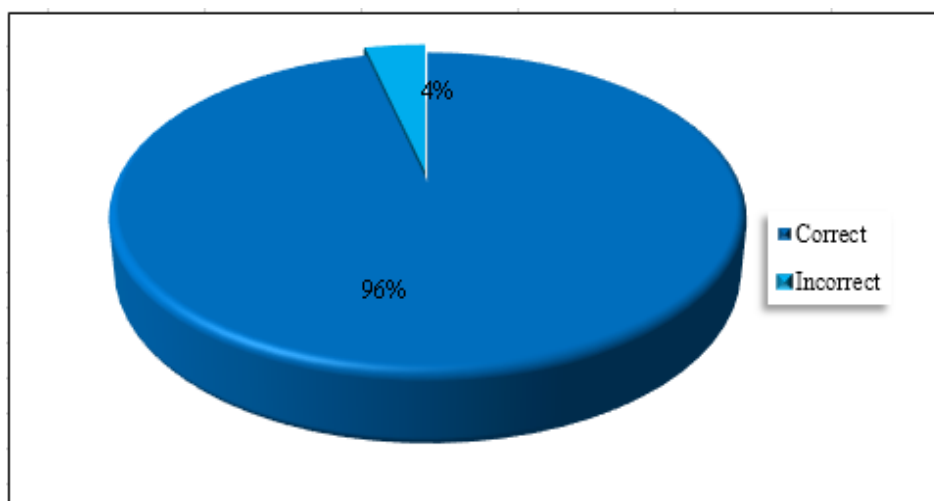
Source: Test applied to second year bachillerato students
Created by: Morales, R. (2018)

Analysis
From the total number of 57 students; 52 equivalent to 96% are able to understand and learn correctly through reading, focusing on structure and lexis, expand their vocabulary and improve language in general; while 2 students concerning 4% externalize difficulties in the development of reading skills and struggle to choose words to fit structure and lexis within a context.

Interpretation
As a result, it is obtained that the students have acquired the skills to understand and elaborate meaning of the relevant ideas of written texts of different nature, assimilating, analyzing and interpreting the message that the text contains; which means that the use of authentic material is necessary in the process of teaching and learning process of English as a foreign language.

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Question 9: Reading and writing down appropriate words or numbers with focus on content and accuracy.

Question	Frequency	Percentage
Correct	57	100%
Incorrect	0	0%
Total	**57**	**100%**

Graphic Nº 41 : Reading and writing down appropriate words or numbers with focus on content and accuracy
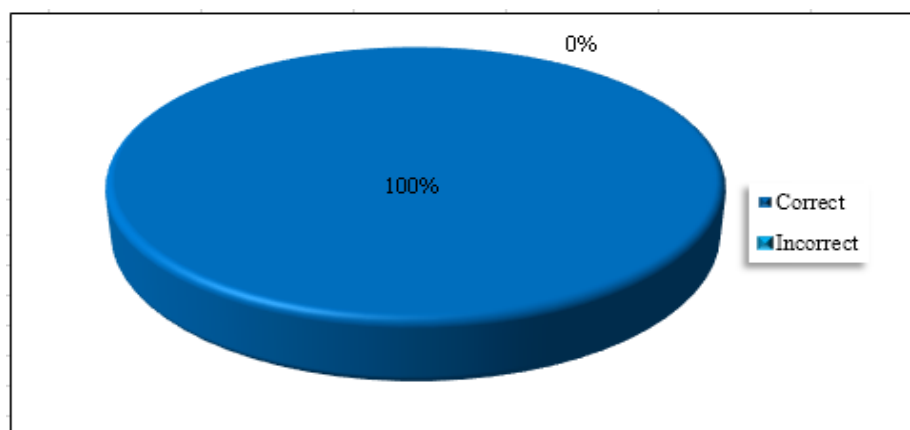
Analysis

The total of 57 students, equivalent to a 100% percentage show to comprehend the reading text. They correctly learn, read and write words and numbers accurately.

Interpretation

It is obtained, as a result, that in its totality the students understand complex contents appreciating distinctions of style, being able to easily read structural or linguistic texts; this means that the handling of authentic written materials in the context of learning the foreign language benefits in negotiating for meaning and understanding situations encountered in real life.

Question 10: Reading to find specific and predictable information in daily life writings.

Question	Frequency	Percentage
Correct	52	100%
Incorrect	0	0%
Total	**57**	**100%**

Graphic Nº 42: Reading to find specific and predictable information in daily life writings**.**
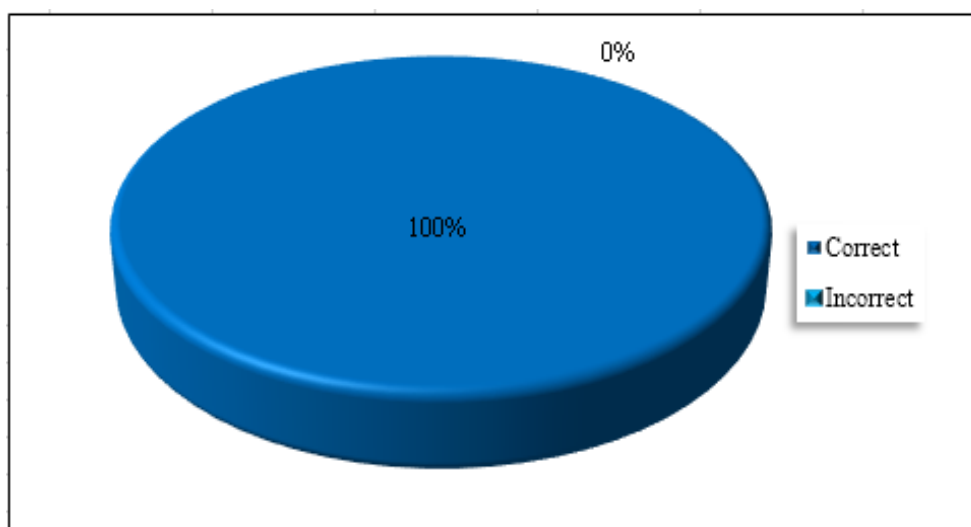
Analysis

Out of a total of 57 learners concerning 100%; all of them concerning 100% are able to read short and simple texts, find specific and predictable information in writings such as advertisements, leaflets, etc.

Interpretation

In relation to the obtained information, it is established that the students as a whole demonstrate interest in learning the foreign language, being able to get the main idea of short, clear and simple notices and messages; this means that the authentic written material reinforces the ability to understand, make predictions and inferences in everyday writings.

4.1.2. Reading comprehension of students in the pretest in the experimental group.

Before the implementation of the proposal: authentic written materials that can be used in the teaching-learning process to develop reading comprehension skills development; to demonstrate its usefulness, a previous test was applied. The preliminary test showed a low level in the development of reading comprehension skills in second year baccalaureate students at Unidad Educativa Agropecuario "Luis A. Martinez".

To test the hypothesis, after the implementation of authentic written materials, a subsequent test was applied; as stated above; by means of the rubric the previous test was evaluated as the subsequent one to obtain concrete results .The rubric was made up by these components: range, comprehension, vocabulary, verbal exchange, spelling and precision detailing the results obtained in the following tables and graphs:

4.1.3. Reading comprehension of students in the pretest and post-test in the control group.

Range

The range is the existing juncture between the maximum value and the minimum value. It shares units with the numerical information and the purpose of obtaining an idea of the data dispersion.

TABLE Nº **47:** Range pre-test post-test

Indicator	Mean
Pre- test	14,12
Post – test	19,68
Expected average	33,80

Source: Pre-test and Post-test scores
Created by: Morales, R. (2018)

Graphic Nº 43: Range pre-test post-test
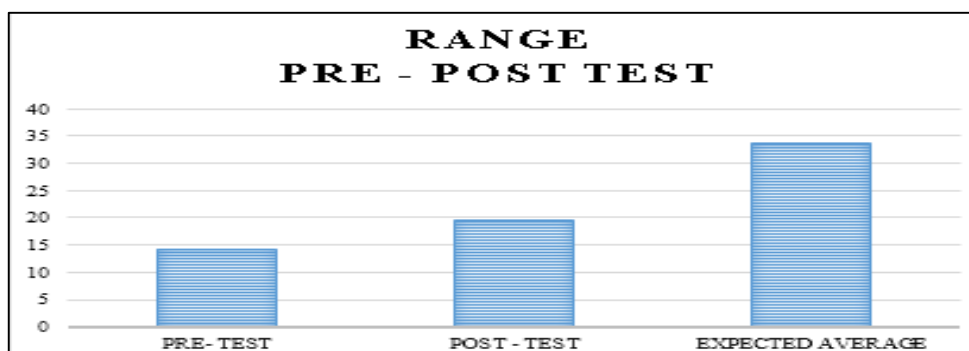
Source: Pre-test and post-test scores
Created by: Morales, R. (2018)

Analysis

According to the collected data presented in the table; the range of components, second-year high school students obtained an average of 14.12 in the previous test. However, after the application of the authentic written materials, the resulting average was 19.68 in the subsequent test.

Interpretation

The results showed a significant range in the progress of the students, after the application of authentic written materials. It is established that the students demonstrated an improvement in reading comprehension skills, cognitive processes, interaction between the reader and the text, benefiting in the teaching-learning process in the English Language.

a. Comprehension

Understanding evaluates the number of errors in the reading of the main message, the main ideas, and the appropriate structural words. The assessment of comprehension helps the teacher to demonstrate the level of knowledge acquired by the students with the purpose of improving the teaching-learning process in the area of English Language.

TABLE Nº 48: Comprehension pre-test post-test

Indicator	Mean
Pre- Test	4,64
Post – Test	5,88
Expected Average	10,52

Source: Pre-test and post-test scores
Created by: Morales, R. (2018)

Graphic Nº 44: Comprehension pre-test post-test
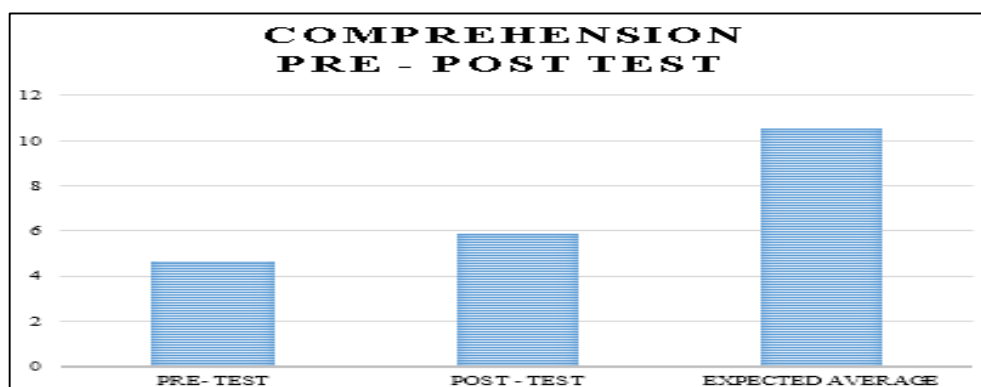
Source: Pre-test and post-tests scores
Created by: Morales, R. (2018)

Analysis

Based on these results, within the comprehension component the students of second year of baccalaureate, obtained an average of 4, 64 in the previous test; while after the use of authentic written materials, they got an average 5.88 in the subsequent test.

Interpretation

It was shown that authentic written materials benefited the students' level of understanding; being this a relevant contribution to the learning process and the reconstruction of meanings from the previous knowledge, the learning objectives and the academic context of the English Area.

b. Vocabulary

Vocabulary is a significant component in the development of reading comprehension skills, it evaluates the verbal exchange, the connecting link of the topic, the functional language, the capacity for expression.

TABLE Nº 49: Vocabulary pre-test post-test

Indicator	Mean
Pre- test	4,46
Post – test	5,87
Expected average	10,33

Source: Pre-test and post-tests scores
Created by: Morales, R. (2018)

Graphic Nº 45: Vocabulary pre-test post-test
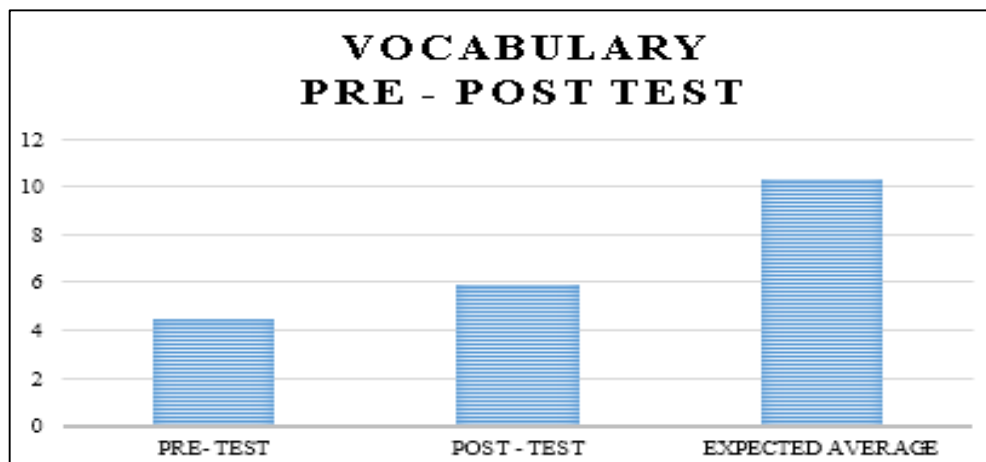
Source: Pre-test and post-tests scores
Created by: Morales, R. (2018)

Analysis

The results in the attached table indicated that, in the vocabulary component, second-year high school students achieved an average of 4.46 in the previous test; while, after the application of authentic written materials, the resulting average in the subsequent test was 5,87.

Interpretation

The use of authentic written materials contributed to the development of correct and fluent pronunciation, communication and lexicon. In this sense, these materials

benefited in the interactive learning process, the comprehension skills, the learning of the English language and the linguistic competence.

c. Verbal exchange

The verbal exchange is important in communication because it involves the participation of teachers and students in the educational interaction, as a component it assesses the level of difficulty in dialogue and oral expression. In addition, it allows the teacher to assess the learning process in the acquisition of the foreign language.

TABLE Nº 50: Verbal exchange pre-test post-test

Indicator	Mean
Pre- test	1,36
Post – test	1,95
Expected average	2,95

Source: Pre-test and post-tests scores
Created by: Morales, R. (2018)

Graphic Nº 46: Verbal exchange pre-test post-test
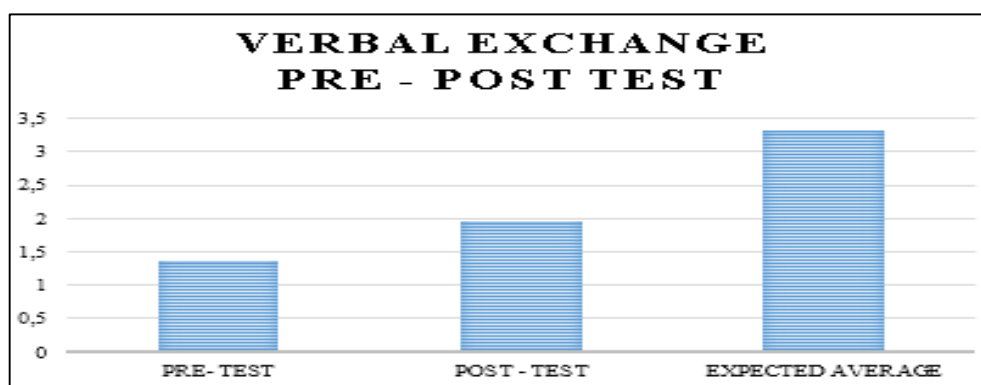
Source: Pre-test and post-tests scores
Created by: Morales, R. (2018)

Analysis

The confirmed results captured in the table, show that second-year students of baccalaureate achieved an average of 1.36 in the previous test concerning the verbal exchange component; however, after the application of authentic written materials, the average of the subsequent test was 1.95.

Interpretation

It is established that authentic written materials facilitate verbal exchange, interaction, dialogue, communicative and interpersonal interaction; in this sense, the materials contributed to the grammatical, sociolinguistic and discursive competence.

d. Orthography

The spelling component is significant in the use of rules and the use of language according to the social context. In this sense, the spelling facilitates the teacher's assessment in the process of learning the foreign language learning.

TABLE Nº 51: Orthography pre-test post-test

Indicator	Mean
Pre- test	3,67
Post – test	1,98
Expected average	7,82

Source: Pre-test and post-tests scores
Created by: Morales, R. (2018)

Graphic Nº 47: Orthography pre-test post-test
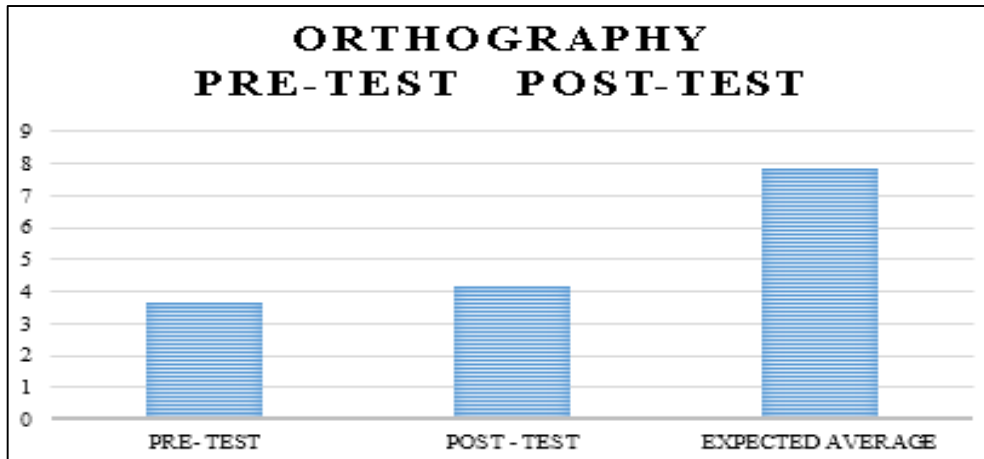
Source: Pre-test and post-tests scores
Created by: Morales, R. (2018)

Analysis

From the analyzed numerical data, it is obtained that in the spelling component, second-year high school students obtained an average of 3.67 in the previous test; however, after applying authentic written materials, the quotient of the post-test was 1.98.

Interpretation

Authentic written materials helped to improve the spelling, achieving different combinations of consonants and vowels creating a predictable pronunciation pattern, inferring its importance in the teaching of the language and the use of punctuation marks in accordance with the regulations in force that allow it to decode and encode texts.

e. Precision

The precision component allows the evaluation of complex psycholinguistic processes, fluency, and reading comprehension. In this sense, it helps the teacher in the phonological assessment, the reading speed, the coherence between the vocabulary and the grammatical structures.

TABLE Nº52: Accuracy pre-test post-test

Indicator	Mean
Pre- test	2,50
Post – test	3,99
Expected average	5,46

Source: Pre-test and post-tests scores
Created by: Morales, R. (2018)

Graphic Nº 48: Accuracy pre-test post-test
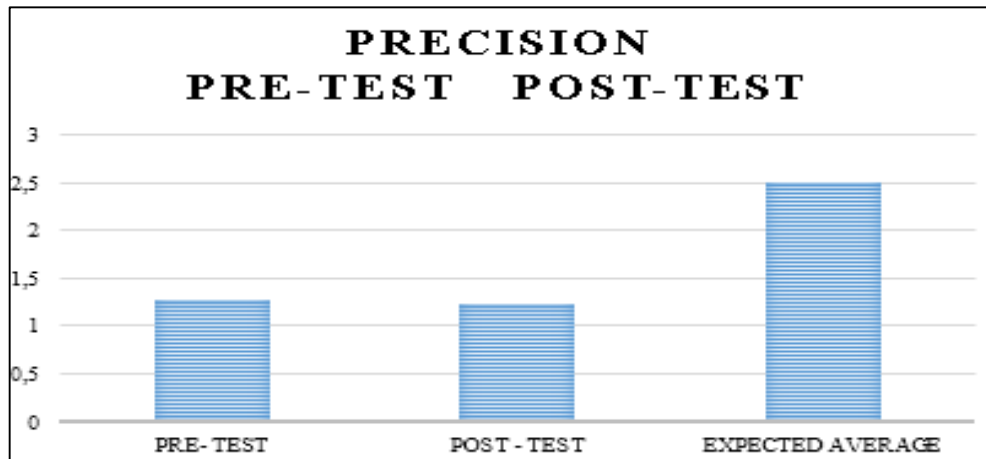
Source: Pre-test and post-tests scores
Created by: Morales, R. (2018)

Analysis

The results indicated that in the precision component of the second year students of baccalaureate they reached an average of 2.50 in the previous test; however, after using authentic written materials, the quotient was 3.99 in the post-test.

Interpretation

Authentic written materials contributed in the teaching and learning process of foreign language, the whole comprehension, all together with the development of the communicative, linguistic, sociolinguistic, pragmatic and cultural competence.

Summary results

Pre-test and post-test

TABLE Nº 53: Pre-test Post-test Results

Rubric components	Pre - test	Post - test
Comprehension	4,64	5,89
Vocabulary	4,46	5,87
Verbal exchange	1,36	1,95
Orthography	3,67	1,98
Accuracy	2,50	3,99

Source: Pre-test and post-tests scores
Created by: Morales, R. (2018)

Graphic Nº 49: Pre-test Post-test
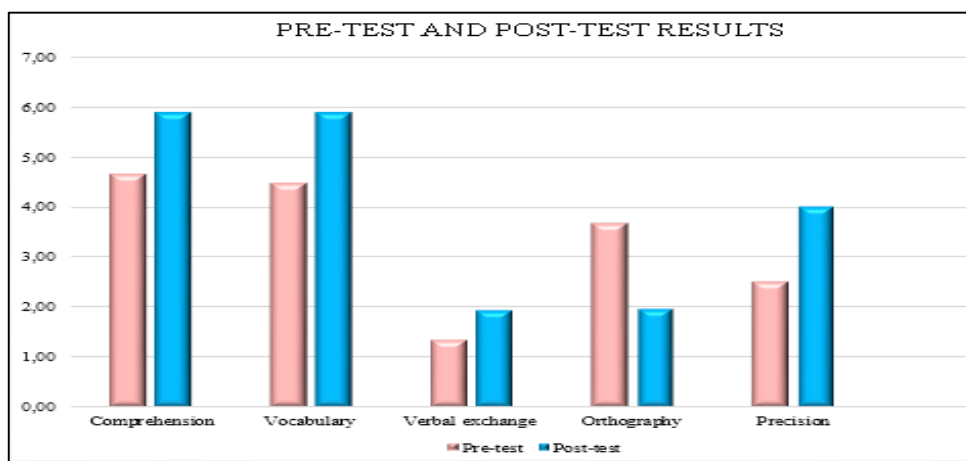
Source: Pre-test and post-tests scores
Created by: Morales, R. (2018)

Analysis

From the numerical data obtained it is possible to summarize the components increase as it follows: comprehension components have incremented in the final scores from 4.64 to 5.89; vocabulary from 4.46 to 5.87; verbal exchange from 1.36

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to 1.95; orthography from 3.67 to 1.98; finally, accuracy from 2.50 to 3.99.

Interpretation

It is observed that the five reading comprehension skills components have increased their scores, in the calculation of the mean, improved significantly, demonstrating the usefulness of authentic written materials in the development of reading comprehension skills in students from second year-bachillerato at Unidad Educativa Agropecuario Luis A. Martinez.

Conclusion: the students made more mistakes in: Comprehension, vocabulary, spelling, accuracy and verb tenses (precision).

4.2. Hypothesis Verification

In the hypothesis verification made in the present research, the Statistical Program SPSS was used, which facilitated the capture and analysis of numerical data and the application of the T-student test with the pre and post-tests results.

According to (Chung, 2015) the T-student test includes the verification of the hypothesis in reference to the mean of a population or groups that are statistically different; from this perspective, the hypothesis verification gave the following results:

Ho: Los materiales escritos auténticos no mejoran el desarrollo de habilidades de comprensión de lectura en inglés aplicadas a estudiantes de duodécimo grado en la Unidad Educativa Agropecuaria Luis A. Martínez en el año académico 2017-2018.

H1: Los materiales escritos auténticos mejoran el desarrollo de habilidades de comprensión de lectura en inglés aplicadas a estudiantes de duodécimo grado en la Unidad Educativa Agropecuaria Luis A. Martínez en el año académico 2017-2018.

T-Test

> The Student t test for a sample allows to check if it is possible to accept that the population mean is a certain value. A sample is taken and the Test allows to evaluate if it is reasonable to maintain the null hypothesis that the mean is such a value.

It is a parametric test; that is, part of the assumption that the variable analyzed in the population as a whole follows a variability, a distribution like that of the Gaussian bell. Therefore, we can think that the normal distribution is a good model of that population. Acosta (2016, p. 82)

Due to the fact that the universe is small, the process and analysis of T-student is used to check the correlation between the variables, applying the following formula:

T-student formula calculation

$$t = \frac{\bar{X} - \mu}{\frac{\sigma}{\sqrt{n}}}$$

$\bar{X}$**:** Average value or arithmetic mean

σ**:** Standard deviation

n: Sample size for the hypothesis test

µ: Comparative average

The explanation why µ equals 0; The comparative mean (µ) results from the subtraction of the response options contained in the questions that are analyzed; in this case questions were asked with two indicators (Yes, No) therefore if we subtract the value 1 (Yes) from the value 1 (No) we obtain a result of zero.

Calculation of the T-student Statistics

From the questions posed in the test, five key criteria elements were released: comprehension, vocabulary, verbal exchange, orthography, accuracy questions that allow inferring the relationship between the pretest and the post test.

Calculation of degrees of freedom

Gl= (5-1)*(2-1)

Gl = 4*1

Gl = 4

Significance level

Once the degrees of freedom have been determined, an investigation is proposed that contains a level of significance of 95% with 5% of the margin of error and 4 degrees of freedom. The values were identified in the T-test distribution table, a value of 2.132 for which the answer of the T-student theorist must surpass said total to accept the alternative hypothesis.

TABLE Nº 54: Percentile values (t) for the T-student distribution, degrees of freedom.

	1 - Percentile values (t) for the T-student distribution with degrees of freedom							
n	0.75	0.80	0.85	0.90	0.95	0.975	0.99	0.995
1	1.000	1.376	1.963	3.078	6.314	12.706	31.821	63.657
2	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925
3	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841
4	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604
5	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032
6	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707
7	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499
8	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355
9	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250
10	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169
11	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106

Source: Percentile values in Pre-test and Post-tests scores
Created by: Morales, R. (2018)

TABLE Nº 55*: Statistics of related samples*

Método de muestreo	Simple
Número de muestras	1000
Nivel de intervalo de confianza	95,0%
Tipo de intervalo de confianza	Percentil

Source: Pre-test and Post-tests scores
Created by: Morales, R. (2018)

TABLE Nº 56*: Statistics of related simples*

Prueba T

Estadísticos de muestras relacionadas

				Bootstrap[a]				
							Intervalo de confianza al 95%	
			Statistic	Sesgo	Típ. Error		Inferior	Superior
Par 1	PreTest	Media	3,3260	,0091	,5475		2,2080	4,3740
		N	5					
		Desviación típ.	1,38549	-,19203	,34517		,40371	1,73236
		Error típ. de la media	,61961					
	PosTest	Media	3,9360	,0314	,7632		2,3820	5,5020
		N	5					
		Desviación típ.	1,95777	-,25082	,42006		,84304	2,15258
		Error típ. de la media	,87554					

Source: Cases processing summary. Pre-test and Post-tests (SPSS)
Created by: Morales, R. (2018)

In the hypothesis verification, the SPSS statistical program was used, obtaining the following results: The results of Pre-Test and Post-Test were analyzed with 5 components: comprehension, vocabulary and orthography of spelling, precision and verb tenses; cases equivalent to 100%, that is, there were no lost cases.

In reference to the statistical results, described by the SPSS Program, the obtained data from the second-year bachillerato students is analyzed, observing that in the post-test the values are higher than the scores in the pre-test.

TABLE Nº 57*: Statistics of related samples*

Statistical Samples				
P	Media	N	Deviation típ.	Typical error of the average
Pre-test	0,80	5	,843	,267
Post-test	0,60	5	,789	,249

Fuente: T-test Statistical samples
Created by: Morales, R. (2018)

In the statistical sample of T-student calculation based on the 5 key criteria elements determined in the Post Test and Pre Test, the total sum is applied analyzing that the value of the average fluctuates between 0.80 and 0.60; the standard deviation takes a value of 0,84 and 0.79; while the typical error of the mean is between 0.27 and 0.25, inferring that authentic written materials improve the development of reading comprehension skills in English language applied to secod-year bachillerato students in the academic year 2017-2018.

TABLE Nº 58*: Statistics of related samples*

Test for a sample						
	Test value= 25					
	t	gl	Sig. (bilateral)	Difference of means	95% Confidence interval for the difference	
					Inferior	Superior
Pre test	-189,65	4	,000	-11,28	-13,53	-13,02
Post test	-177,51	4	,000	-11,64	-12,90	-12,37

Fuente: SPSS software application, reliability Cronbach's Alpha application.
Created by: Morales, R. (2018)

The value of the probability and statistical T-test (Student) corresponding to 5 criteria elements, it is obtained that the value of T is between -189.65 and -177.51 with 4 degrees of freedom, the differentiation of measures between -13 , 53 and -12.90, determining that authentic written materials improve the development of reading comprehension skills in English language applied to secod-year bachillerato students in the academic year 2017-2018.

Conclusion

Regarding the means are equal, the mean standard error is 0.12694 and the bilateral significance value (2 tails) is 0.000; values lower than 0.05, it is concluded that the null hypothesis is rejected: Authentic Written Materials do not enhance the English Reading Comprehension Skills Development applied to second-year bachillerato students at Unidad Educativa Agropecuario Luis A. Martinez in the academic year 2017-2018; as a consequence the alternative hypothesis is assumed: H1 Authentic Written Materials do enhance the English Reading Comprehension Skills Development applied to second-year bachillerato students at Unidad Educativa Agropecuario Luis A. Martinez in the academic year 2017-2018.

CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

After the analysis of the results the current study of the pre-test and pos-test data it is important to consider the following conclusions:

- Authentic written materials like: newspaper articles, song lyrics, brochures, movie reviews, comic and biography were appropriate to improve the understanding and use of new words because this element showed the highest increment after applying from 4,46 to 5,87 average which supports the positive effects on the teaching-learning process of English as a Foreign Language.

- The most relevant differences in reading comprehension skills among students attending reading lessons with authentic materials and students attending lessons based on the Ministry textbook were: reading to identify content words with 100% of accuracy and reading to identify predictable information in everyday writings.

- The reading comprehension components improved through authentic written materials were vocabulary, verbal exchange and accuracy. These components show an increment from 1,36 to 1,95 and at the same time benefit and improve students' abilities to establish conversations, write notes and messages.

- It is evident that reading comprehension skills as a whole were positively affected by the implementation of authentic written materials and the handbook presented in the current study can complement the designed activities contained in the textbook.

5.2 Recommendations

Based on the concussions mentioned before, some important recommendations emerge from this study:

- Teachers should consider using authentic materials like: newspaper articles, song lyrics, brochures, movie reviews, comic and biography for their reading lessons despite the fact of challenging new words because with appropriate activities it is possible to overcome this issue and students show a bigger interest in reading texts.

- It is highly important that EFL teachers choose materials encountered in real life because their content words help learners to identify predictable information by the means of appropriate guided teaching.

- Teachers can promote vocabulary, verbal exchange and communicative competence accuracy through the means of authentic written materials insomuch that motivation was an evident effect on students that directly influenced the comprehension process.

- It is recommended the use of the handbook presented in the current study in order to complement the designed activities presented in the textbooks because the reading section is made up of insufficient activities to develop reading comprehension skills.

CHAPTER VI
THE PROPOSAL

Topic: Handbook of Authentic Written Materials to develop reading comprehension skills.

6.1. Informative data

Name of the institution: Unidad Educativa Agropecuario Luis A. Martínez.

Location: Ambato Avenida Rumiñahui y Pichincha.

Beneficiaries: students of the secondary level.

Estimated execution time: One month.

6.2. Proposal background

This proposal emerges since six authentic written materials have been applied to a group of 57 students of second-year bachillerato students at Unidad Educativa Agropecuario Luis A. Martinez during four weeks. Positive outcomes have been found after the implementation of these resources. The improvement that highlighted among the students who attended reading lessons based on the textbook and students who attended reading lessons with authentic materials was reading comprehension. It is important to mention that students in the control and experimental groups were tested at the beginning of this study by the means of the reading section of Cambridge KET exam 2007. The pre-test showed that both groups had similar knowledge level by the time the study began.

Moreover, based on the results it was evident that students were not used to work with other reading materials besides the textbook because at the beginning of the implementation of these kind of resources they showed surprised to work using materials that they found in their daily lives like: cartoons, manga, you-tubers biographies and so on. These materials based on students' interests show how the most difficult situations in the teaching-learning process can be overcome.

The proposal includes six authentic reading materials that are designed to support the reading section of the Ministry textbook and include six lesson plans with authentic written materials adapted to the units contained in the textbook from the Ministry of Education, with the aim to develop extra activities that guide students into de development of the appropriate reading skills from A2 to B1 levels.

6.3. Justification

Most teachers develop their teaching practices based on the textbook either the one provided by the Ministry of Education or others found in private institutions. However, it is a paramount issue to considerate students' needs and interests when designing the lesson plans especially when the aim of the teaching-learning process has not been achieved. This objective in the specific case of reading comprehension can be reached by using authentic written materials.

The current proposal regards the combination of authentic written materials and students´ needs and interest to enhance reading comprehension skills in order to motivate them and apply tasks that suits their proficiency level.

Students will be involved immerse in activities that help them think about real life situations where they need to analyze, compare and infer the meaning of texts in order to find solutions to daily life problems. This mental processes will help construct high order thinking skills proposed by the implementation of new curriculum since 2016.

6.4. Objectives
6.4.1. General

Design a handbook on authentic written materials for English reading comprehension skills development to support students in bachillerato level.

6.4.2. Specific objectives

- To apply six student-centered and teacher 'experience chosen authentic written materials to develop reading comprehension skills.
- To increase students' interest in reading through the use of authentic written materials.
- To provide English teachers with effective materials and alternative reading texts to develop reading comprehension skills.

6.5. Feasibility analysis

This proposal is feasible due to the following aspects:

Accessibility. - These materials are available in the web, at anytime and anywhere with a web connection. It means that there is no require specific budget for teachers to access to these materials.

Topicality. - All of these authentic written materials are always updated and provide real and useful information from any country and culture in the world.

Administrative. - The present proposal was tested at Unidad Educativa Agropecuario Luis A. Martinez with the consent of its authorities.

Student-centered. - Students were surveyed in their preferences for reading as a result they were open to practice readings based on materials that are not conventional for a traditional class.

Economical. - All the expenses were assumed by the author of this proposal.

6.6. Proposal fundamentals

Handbook

A handbook is basically a didactic material that encompasses instructions, suggestions or guidelines on how to do something. It provides the most significant and helpful information about a specific subject within the educational atmosphere. It is considered a useful tool to motivate students and promote the teaching-learning process (Dom, 2008).

Authentic written materials

Authentic written materials regard to printed texts that are used for real communication purposes. Which are designed by native speakers for native users of the language. According to Tomlinson (2011) in the Book "Materials Development in Language Teaching" it is said that:

Ideally materials at all levels should frequent exposure to authentic input which is rich and varied. In other words, the input should vary in style, mode, medium and purpose and should be rich in features of authentic discourse in the target language. (p14)

Consequently, the infinitive examples of authentic written materials can include: newspaper articles, comics, biographies, movie reviews, touristic brochures and song lyrics.

Reading comprehension

According to Santi and Reed (2015:158) reading comprehension is a process through which a reader constructs a mental schema, or representation, by integrating the information presented in a text with his or her own prior world knowledge of content and language.

The elements that interact in this process are:

- The reader, who uses strategy to comprehend the message.
- The text, input or information.

Consequently, the reader makes use of different strategies to understand the text. These abilities can be improved through the use of appropriate materials that enhances the reader motivation and desire to read and comprehend the message.

6.7 Methodology

The current proposal focuses on the procedure to use authentic written materials to develop reading comprehension skills. This procedure is presented in a practical handbook that contains six kinds of authentic written materials. These materials were carefully student-centered and teacher`s experience chosen.  In order to get the handbook`s objective, the techniques are adapted to fit students' needs, interests and proficiency level, which are aligned to the textbook from the Ecuadorian Ministry of Education.

This handbook was designed and based on the Communicative and Whole Language Approaches, which seek to foster comprehension of texts from the real world for real communication purposes. Whole Language Approach basically, focuses on understanding language as a whole then teaching specific parts of speech and then practicing that part into the whole again (Jhonson A. P., 2016).

The six authentic written materials included in the current handbook are:

Newspaper articles

Newspaper articles provide practical reading experience through analyzing nonfiction text. Integrating newspapers encourages civic engagement and meets the increased focus on reading informational texts. (Sosnowski, 2018)

Song lyrics

Regarding the importance of the use of songs, lyrics and music when learning a foreign language, Pedraza (2013) argues that songs encourage students to learn even more about vocabulary but also phonetics, syntax, and semantics. The cognitive processes going on when listening a song and reading its lyric helps the learner make connections to improve not only pronunciation but rhythm.

Brochures

According to Cappelli (2006) brochures are promotional informative texts that provides a fairy good idea to the reader about the destination, interesting places, food, activities, transportation, etc. This type of texts is very interesting and attractive to the reader because of their information and jazzy pictures about wonderful places in the world that wake the reader interest up.

Movie reviews

Movie reviews are texts that contain relevant information about a movie. This information includes a general overview of the movie, cast, critiques, special features, etc., that gives the reader a general idea of the movie

Biography

Biography is a narrative and documental text that allows us to explore the trajectories and important life moments to which people develop characteristics. The special and most relevant characteristics a person`s life are the principal information contained in a biography. These kind of texts are perfect to develop comparing, analyzing, describing, inferring thinking process in the readers (Jervis, 2014).

Comic

Comic is a narrative form and a means of artistic expression that shows how cultures and societies around the world have evolved. Comics are considered the mirror of social, cultural, political, etc., issues in societies because through history comics have reflected all of these aspects in a way to entertain or even persuade the readers in the cultural behavior (Bongco, 2013).

 Culture, desires and hopes of human beigns are capture in comics because they can present eighter super hero or villain to political or family or any aspects that

characterizes the audience interests. For Pughe (1994) the term comic is related to humor, parody, irony or black humor. However nowadays the comic is one of the most popular contemporary fiction texts.

GRAPHICA

According to Thompson (2008) Graphica is the medium that uses many different different genres like: comic strip, graphic novel, trade paperbacks, manga, etc.

Graphic Nº 50 *:*Genres of graphica

| MEDIUM |
| GRAPHICA |

| FORMAT |
| COMIC STRIP | COMIC BOOK | GRAPHIC NOVEL | TRADE PAPER BACKS | MANGA |

| GENRES |
| FICTION | NONFICTION |
| REALISTIC FICTION
HISTORICAL FICTION
SCIENCE FICTION
FANTASY
SUPER HERO / HEROINE
ROMANCE
HUMOR
MYSTERY
WESTERN
HORROR
ADVENTURE | BIOGRAPHY
HISTORY
SOCIAL ISSUES
HUMAN INTEREST
MEMOIR
INFORMATIONAL AND
EDUCATIONAL
TRUE CRIME
REALITY
CONTENT AREAS
SATIRE |

Source: Thompson (2008:7)
Compiled by: Morales, R. (2018)

These genres have different characterictics and examples that are shown in the following chart.

TABLE Nº 59: Characteristics of different formats of Graphica.

Medium	Format	Characteristics	Example
Graphica or comics	Comic strip	. Three to eight panels . Newspaper "funnies" . Recent rise in availability online	*Peanuts*
Graphica or comics	Comic book	. Periodical issues . Thin-durability similar to magazines . Story generally continues from issue to issue	*Spider-Man*
Graphica or comics	Graphic novel	. Book length . Sturdier durability . Story line starts and ends within same text . Can be anthology of previously printed comic books	*Maus*
Graphica or comics	Trade paperback	. Anthology of previously printed commic books or story lines.	*Spider-Man Team up*
Graphica or comics	Manga	. Japanese-style graphic novels . Stylized drawings . Simplified features and outlines . Some read from back to front	*Dragon Ball Z*

Source: Thompson (2008:8)
Compiled by: Morales, R. (2018)

KEY READING COMPREHENSION SKILLS.

There are many key reading sub-skills that help learners to develop the macro reading skill. According to Brown (2007) states that the most used for their effectiveness are: skimming, scanning, predicting, working out word meaning, understanding writer's purpose and text organization, understanding main idea, understanding detail, understanding complex sentences, understanding graphs and tables, inferring, reading critically.

Skimming

It is when the reader runs the eyes very quickly over a text to get the general idea. For instance, most of us do this when a newspaper is looked through to get a

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general idea of what is going on. This skill is perfect to preview a text. These are some tasks that help to develop this skill: look specifically at picture captions, highlighted words and headings, take notes of words that are mention over and over again, do not read every single word or detail and do not worry about words that are not understood. The purpose of skimming is to set up expectations of the reader will meet in the text in order to help a better understanding.

Scanning

It refers when the reader looks through a text to find specific information like a fact, statistics or quotation. An example of this skill is when a person scan the phone book to find a specific phone number.

These are some ways to scan a text: use headings and highlighted words as a guide to the right spot, moving the eyes quickly looking for the desired information, make a pause and read the text more carefully when a part of the information is found and do not worry about parts of the text that are not understood. The goal of scanning is to read for specific information.

Predicting

Most of the time, the reader is thinking about what comes next. Nevertheless, this process is unconscious.

This process take place when the reader uses what he or she knows about the world, it means the previous knowledge. This skill helps to construct active readers because the importance stands in the thinking process more than in the right or wrong prediction.

Working out word meaning

Effective readers use to work out meaning of words without stopping the reading process. They often figure out word meanings in context by applying some of these processes: using context clues, looking at the words that come before and

after the unknown word, and use the clues to work out the new word, using meaning of similar words, using knowledge of word parts.

Understanding writer's purpose and text organization

In order to understand the writer purpose, the reader needs to notice how the author has organized the ideas, the chronological order, causes-effects, etc.

The understanding of the writer's purpose can be framed in the following examples: explaining how something happens or works, describing something, arguing for or against an idea, discussing ideas, comparing and contrasting two things, classifying and categorizing things, reconstructing what happened or when.

The way in which these activities can be achieved are by using linking words, reading the introduction carefully, taking special notice of the topic sentence. These activities lead the reader to look the text as a whole and get the general correct idea.

Understanding main ideas

It means that the reader must see through all the detailed ideas in the passage or text in order to understand how the bits and pieces of information fit together. It refers to distinguish the main idea from the details that support the first one.

This skill can be achieved by: seeing each sentence as a part of a larger whole, paying attention to the text introduction, taking notice of linking words.

Understanding details

This skill deals with the understanding of the bits and pieces of information in the text, looking beyond the main idea and noticing the smaller facts and ideas, taking time to fully understand every sentence, reading back the parts of the text that were not understood at the first time.

READING COMPREHENSION ACTIVITIES

As it is stated in the CEFR for Languages these are the following reading comprehension skills and activities that EFL (English as a Foreign Language) learners have to develop:

TABLE Nº 60: Communicative Activities

COMMUNICATIVE ACTIVITIES	DESCRIPTION
OVERALL READING COMPREHENSION	. Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language . Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items
READING CORRESPONDENCE	. Can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation etc.) on familiar topics Can understand short simple personal letters.
READING FOR ORIENTATION	. Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables. . Can locate specific information in lists and isolate the information required (e.g. use the "Yellow Pages" to find a service or tradesman). . Can understand everyday signs and notices: in public places, such as streets, restaurants, railway stations; in Workplaces, such as directions, instructions, hazard warnings.
READING FOR INFORMATION & ARGUMENT	. Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.
READING INSTRUCTIONS	. Can understand regulations, for example safety, when expressed in simple language. . Can understand simple instructions on equipment encountered in everyday life - such as a public telephone.

Source: Council of Europe (2011:10-12)
Compiled by: Morales, R. (2018)

Micro skills for reading

There are some micro skills that build up the macro reading skill. Some of these micro skills are: making use of the limited structural and lexical resources at their disposal, be able to understand the main message, and some detail of a variety of short factual reading texts like: signs, notices, instructions, brochures, guides, personal correspondence and informative articles from newspapers and magazines.

Students also need to have strategies for dealing with unfamiliar structures, vocabulary and lexis like:

- Reading for main message: gist understanding of real world notices.
- Reading and identifying appropriate vocabulary: connecting link of topic or story line.
- Reading and identifying appropriate response: verbal exchange patterns, functional language
- Reading for detailed understanding and main ideas.
- Reading and identifying appropriate structural words (auxiliary verbs, modal verbs, determiners, pronouns, prepositions, conjunctions, etc.).
- Reading and identifying appropriate lexical item and spelling.
- Reading and identifying appropriate words with focus on structure and or lexis.
- Reading and writing down appropriate words or numbers with focus on content and accuracy.

Operating model for the proposal.

PHASES	OBJECTIVES	ACTIVITIES	RESOURCES	PEOPLE RESPONSIBLE	TIME
1 PLANNING	To communicate the institution authorities about the proposal socialization. To prepare an activity schedule for the proposal presentation to the English teachers.	Write an official letter to the school principal asking for permission to carry out a workshop for English teachers. - Prepare a workshop with authentic written materials to develop reading comprehension skills	Official letter Handbook	School principal Proposal`s author.	5 hours
2 SOCIALIZATION	To introduce the authentic written materials and how to apply them in reading activities.	Present the different authentic reading texts for the reading comprehension and when and how they work are used in the classroom activities. -Demonstrate their use before, during and after reading	PPP presentations Projector Handbook Didactic material	Proposal`s author English teachers	3 hours
3 APPLIATION	To apply all the activities suggested in the handbook with	-Execution of 1 material per 3 class hour.	Handbook Didactic material	Author of the proposal English teachers	4 weeks

	students in the classroom.				
4 EVALUATION	To assess the effectiveness of the authentic written materials for reading comprehension skills development.	Use standardized tests for reading comprehension (KET Cambridge Test) samples in the Textbook. -Complete a written feedback for the author of the proposal.	Tests samples Feedback sheet	Author of the proposal English teachers	1 week

Created by: Morales, R. (2018)

TEACHER`S HANDBOOK "AUTHENTIC WRITTEN MATERIALS FOR READING COMPREHENSION"

By: Ruth Morales.

TABLE OF CONTENTS

To the teacher.

List of authentic written materials.

Teacher`s resources:

- Lesson plans

- Reading texts

- Worksheets

- Reading Rubric

TO THE TEACHER.

Reading comprehension is one of the struggling issues our students deal with all the time. Most of teachers are used to listen *I don't like to read! Or Reading is boring!* However the truth is that our students read much more that they realize.

The following handbook presents 6 different authentic written materials that carefully selected based on student-centered preferences and teacher's experience that contain different activities and tasks that support the reading section for the Ministry of Education textbook. Moreover, worksheets and a reading comprehension rubric to assess students development. These materials increase students reading comprehension skills and students' motivation and eagerness to reading texts and it is aimed to provide students and teachers a pleasurable reading time as well as achieving the academic objectives from the national curriculum.

LIST OF AUTHENTIC WRITTEN MATERIALS.
- Newspaper article.
- Comic
- Movie review.
- Song lyrics.
- Brochure
- Biography

UNIT 1 BREAKING NEWS	**AUTHENTIC WRITTEN MATERIAL**: NEWSPAPER ARTICLE **OBJECTIVE**: to make students aware of current events through a reading article. **READING STRATEGY**: identify the lead paragraph in the article. **READING SKILLS**: Skanning Predicting Making inferences Summarizing **COGNITIVE PROCESS FOR EFFECTIVE READERS**: Infer Identify important ideas and themes

Unit	Breaking news	Lesson plan: 01

TEACHER:	DATE:	UNIT TOPIC: **BREAKING NEWS**

LEVEL: B1 Pre-intermediate	No OF STUDENTS: 35	UNIT NUMBER: 1	PAGES: 9-20	LENGTH OF CLASS: 90 minutes

CEF Standards ❖ Can recognize significant points in straightforward newspaper articles on familiar subjects.	Indicators: - Predicts the content and topic of a newspaper article by reading the headline. - Identifies key information given in the lead paragraph of a newspaper article. - Scans and skims the text of a newspaper article to locate specific information.

CONTENS	TIME	STAGE	ACTIVITIES / PROCEDURES	RESOURCES	ASSESSMENT

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UNIT 1 **BREAKING NEWS**	**25'**	**PRE-READING**	Prepare students by asking them: if they read newspaper articles, how many newspapers there are in the local city, their characteristics. If they do not read newspapers, talk why they do not read. Give students two minutes to list as many sections of the newspaper as they can Ask students to read the articles headline and predict what they think the article is going to deal with. Ask student to skim the text and find unknown words (maximum 5 words)	article Worksheet	**List of newspaper section**
	40'	**READING**	Organize the class in groups of three or four students. Give each group a different newspaper article. Ask students to read the article and answer the comprehension questions in the worksheet, make sure they underline the place they found the answer. Promote group discussion, if it is necessary a second reading of the article in order to infer what the writer really meant by the words that are used. Ask students to summarize the article for later presentation.	Newspaper article Worksheet	**Answers in the comprehension chart and summary**
	25'	**POST-READingº1**	Ask students to share their newspaper article summary with the whole class. As homework activity ask students to use the photo article at the bottom of the worksheet to write a headline and a short piece of news for next class.	Worksheet	**Creation of their own newspaper article**

NEWSPAPER ARTICLE

South China Morning Post 南華早報

You can't blame the education system once you've reached university

PUBLISHED : Monday, 31 August, 2015, 12:30am
UPDATED : Monday, 31 August, 2015, 1:37pm
Lifestyle › Families › REFLECTIONS

Linda Yeung linda.yeung@scmp.com

Tertiary students have to take ownership of their learning and dump the mindset of intensive coaching and drilling they were brought up in

For many senior secondary students, the holidays ended long before September. For weeks, they have been back at school, having extra lessons in preparation for next year's Hong Kong Diploma of Secondary Education examination.

The extra lessons, of course, include drills that familiarise students with past exams. It is now typical for senior secondary students to spend their August studying rather than relaxing.

However, those who have just entered university have a different life to look forward to. Wide-ranging electives, lectures delivered by accomplished academics, involvement in student activities and overseas exchanges conjure up exciting journeys that could have lasting influence on anyone's life.

ALL ABOUT THE NEWSPAPER ARTICLE / WORKSHEET

Name: _____

Directions: Answer the questions on the graphic organizer as you read the newspaper article. Then draw a picture that would summarize the main idea of the article on the square on the newspaper below.

What is the name and the date of the newspaper?

…………………………………………

…………………………………………

What is the tittle of the article?

………………………………………….

What section of the newspaper does the article belong to?

………………………………………….

…………………………………………

Who were in the article?

…………………………………………

…………………………………………

What happened in the article?

…………………………………………

………………………………………….

When did the event happen?

………………………………………..

………………………………………..

Where did the event take place?

……………………………………………………………………………………

……………………………………………………………………………………

…………

Why did the event take place?

……………………………………………………………………………………

A ……………………………………………………………………………………

…………

A What did I learn from the article that I did not know?

……………………………………………………………………………………

……………………………………………………………………………………

………….

| | | | | UNIT 2
HEALTHY LIFE, HEALTHY WORLD | • **AUTHENTIC WRITTEN MATERIAL: COMIC**
• **OBJECTIVE**: to increase reading eagerness by using comics
• **READING STRATEGY**: identifying specific details in a comic to connect the topic in a story line.
• **READING SKILLS**:
Scanning
Skimming
• **COGNITIVE PROCESS FOR EFFECTIVE READER**
Analyze
Evaluate
Recognize story grammar |

Unit	**HEALTHY LIFE,HEALTHY WORLD**	**Lesson plan: 02**

TEACHER:	DATE:	UNIT TOPIC: **HEALTHY LIFE,HEALTHY WORLD**

LEVEL: B1 Pre-intermediate	No OF STUDENTS: 35	UNIT NUMBER: 2	PAGES: 21-34	LENGTH OF CLASS: 90 minutes

CEF Standards ❖ Can read texts for leisure time on subjects related to his/her field and interest with a satisfactory level of comprehension. ❖ Can identify the main conclusions in clearly signaled entertainment texts.	**Indicators:** • Identify key information given in the bubble speeches of the scenes. • Scans and skims the text of a short comic strip to locate key information and to understand its structure and organization

CONTENS	**TIME**	**STAGE**	**ACTIVITIES / PROCEDURES**	**RESOURCES**	**ASSESSMENT**

UNIT 2 **HEALTHY LIFE,** **HEALTHY WORLD**	25'	**PRE-READING**	Tell students that they are going to have some fun with reading and organize the class in small groups 4 students in each group. SKANNING / SKIMMING 1. Activate students' knowledge by sticking on the board some speech and thinking bubbles. 2. Ask students what kind of texts have these bubbles. 3. Present some (not all) of the characters from the comic by using pictures. 4. Explain the most difficult words they are going to find in the text.	Pictures	**students explanation.**
	40'	**READING**	1. Give students one part of the comic and ask students to describe it without showing the picture to their classmates 2. Ask students to analyze each description, picture and texts to make them agree on the correct sequence. 3. The text of one of the panels is removed. 4. Ask students to analyze what is going on in the story. (Re-reading strategy to get the main idea) and in groups decide which text complete the story. **5.** Check answers and decide which was closer to the right answer. **6.** Correct of any mistake and make choral reading with the whole class.	Comic strip and a task sheet for each group	**Individual and choral reading**
	25'	**POST-READING**	1. Read the sentences in the post-confirmation chart. 2. Explain that for each answer students have to write a clue word that supports the answer. 3. The clue word must come from the text and the number of scene that it appears. **VARIATION** 1. The teacher can remove texts from pictures in order to promote analysis and matching activity. 2. Exchange the comics among the groups. 3. Ask students to read their partners' work. **4.** The teacher can ask students to vote on the funniest, most estrange, creative, etc., comics from the class.	Comic strip and a task sheet for each group	**Post-confirmation chart**

COMICS

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COMICS WORKSHEET

Name: _____

1.- Look at the pictures and write what you know about them.

_____   _____
_____   _____

2.- What is the name of the comic?

_____

3.- Based on their faces, what do you think they are feeling? (Analysis)

_____
_____

4.- Order these panels. (Sequencing)

………………………………
……………………….   …………………..

5.- What could be the last panel text? Why? Give reasons.

………………………………………………………………………
………….

………………………………………………………………………
……………

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UNIT 3 WHAT LIES WITHIN US	• **AUTHENTIC WRITTEN MATERIAL**: MOVIE REVIEW • **OBJECTIVE**: to promote students' interest on reading popular movie reviews to identify the main idea. • **READING STRATEGY**: looking at the sentences that are immediately before and after an idea to infer missing information. • **READING SKILLS**: Simming Scanning • **COGNITIVE PROCESS FOR EFFECTIVE READERS** Analyze Make connections Identify story sequence

Unit	**Breaking news**	**Lesson plan: 03**

TEACHER:	DATE:	UNIT TOPIC: **WHAT LIES WITHIN US**

LEVEL: B1 Pre-intermediate	No OF STUDENTS: 35	UNIT NUMBER: 3	PAGES: 35-46	LENGTH OF CLASS: 90 minutes

CEF Standards ❖ Can understand texts that consist of mainly high frequency words associated with movie topics.	Indicators: • Understands the principal ideas of a short movie review. • Analyzes a movie review organization.

CONTENS	**TIME**	**STAGE**	**ACTIVITIES / PROCEDURES**	**RESOURCES**	**ASSESSMENT**
UNIT 3 WHAT LIES WITHIN US	**25'**	**PRE-READING**	Choose a movie that follows these criteria: Most students are interested in the movie. The plot contains distinguishable words Pre-teach difficult words so guessing from pictures students can predict what the reading might be about. Teacher presents 3-4 pictures related to the movie and asks students to connect them with the words previously taught. Students share their prediction to the class.	**Pictures**	**Students predictions and connections**

	40'	**READING**	Teacher organizes the class in pairs. Teacher presents the worksheet and focus their attention in the main picture about the movie review, it contains a quotation. Teacher reads the quotation then asks students for choral reading. Teacher checks students understanding by asking the pairs to paraphrase the quotation by answering the question: What does it mean? Answer using your own words. Teachers allows some participations to check everybody got the main idea. Teacher presents the "Cause-effect chart" to students and explains that they are going to complete it as they read the movie review. Teacher presents them the movie review and ask to fill the chart. **Scanning. -** teacher ask students to re-read the movie review to find the 10 most used words in the reading.	**Movie review**	**Answers in the cause-effect chart**
	25'	**POST-READINGº1**	Ask students to use the challenging words taught in the pre-reading stage from the movie review to create a poem, acrostic, poster or quotation.	Worksheet	**Creative writing from students**

MOVIE REVIEW

The Pursuit of Happyness

Will Smith shines in The Pursuit of Happyness a rags-to-riches tale about love, family, and pursuing the American Dream.

Smith portrays Christopher Gardner, a salesman struggling to make ends meet for his wife (Thandie Newton) and son (Jaden Christopher Syre Smith). As the family's financial problems mount, his wife caves under the pressure and abandons him and their son.

Gardner's luck goes from bad to worse as he and his son are evicted from their home and must survive on the streets of San Francisco. The father and son are forced to move from place to place seeking shelter wherever they can find it, even spending one night in a subway bathroom.

ENDING

Things start looking up for Gardner when he applies for an internship with a stock brokerage firm. Though the internship is unpaid, one of the 20 interns will be chosen to stay with the company full-time. The ambitious salesman battles insurmountable odds to make himself stand out from his competitors in the hopes of landing the position.

"Don't ever let someone tell you that you can't do something. Not even me. You got a dream, you gotta protect it. When people can't do something themselves, they're gonna tell you that you can't do it. You want something, go get it. Period.

-Will Smith
(The Pursuit of Happiness)

http://www1.cbn.com/movies/pursuit-happyness-movie-review

MOVIE REVIEW WORKSHEET

Name: ....

1.- Look at the pictures and try to predict what are we going to read about?

2.- How do these words relate to the pictures?

family

happiness

problems

son

survive
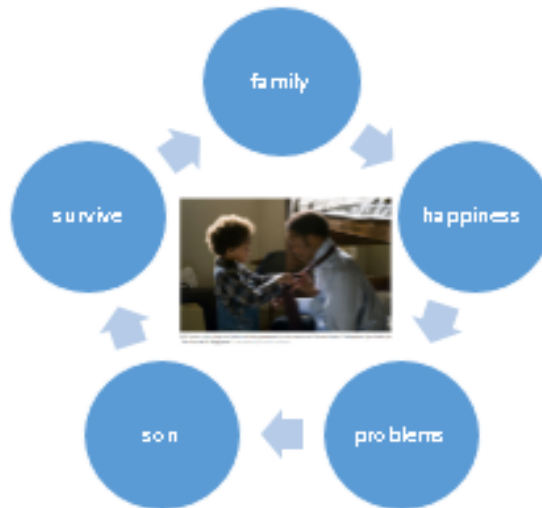
3.- Complete the "Cause-effect chart"

In this movie, three events occur:

Cause	Effect	Line
a. A trip. b. An affair c. Financial problems.	The wife abandons the family.	
a. They like bathrooms. b. They don`t have shelter. c. They were locked.	Father and son stayed one night in the subway bathroom.	
Things start looking up for them.	a. he gets the job. b. he meets a woman. c. he wins the lottery.	

Adapted from: Comprehension intervention activities.

Author: Johnson, A. (2016)

UNIT 4 FOR OLD TIME`S SAKE	• **AUTHENTIC WRITTEN MATERIAL**: SONG LYRICS • **OBJECTIVE**: to promote students' interest on reading popular song lyrics to identify the main idea. • **READING STRATEGY**: looking at the sentences that are immediately before and after an idea to infer missing information. • **READING SKILLS**: Simming Scanning • **COGNITIVE PROCESS FOR EFFECTIVE READERS** Analyze Make connections Identify story sequence

Unit	**FOR OLD TIME'S SAKE**	**Lesson plan: 04**

TEACHER:	DATE:	UNIT TOPIC: **FOR OLD TIME`S SAKE**

LEVEL: B1 Pre-intermediate	No OF STUDENTS: 35	UNIT NUMBER: 4	PAGES: 47-60	LENGTH OF CLASS: 90 minutes

CEF Standards ❖ Can identify detailed information in song lyrics dealing with feelings and emotions.	Indicators: • Completes gaps by placing words into context. • Makes connections to personal experiences • Scans the text to identify details or specific information.

CONTENS	**TIME**	**STAGE**	**ACTIVITIES / PROCEDURES**	**RESOURCES**	**ASSESSMENT**

UNIT 4 FOR OLD TIME`S SAKE	**25'**	**PRE-READING**	Ask students to look at the pictures and predict what the reading might be about. Ask students to read the name of the song and elicit prior information about the song, singers, band, music genre, etc.	**pictures**	**Students previous knowledge**
	40'	**READING**	Organize the class in small groups of 3 or 4 students. Present the lyrics to students and check their predictions. Hand in the reading texts and prepare to model the reading. Teacher reads the lyrics to the class and ask students to follow in silence. Students read the lyrics alone, then in turns in the group to check pronunciation and understand it better. Teacher helps students with difficult or unknown words by providing examples. Teacher asks students to work in groups to answer question 1 in their worksheet. Identify the main idea of the song. Observe students` reading and intervene to clarify task or content, if needed. Ask students to answer questions 2 and 3. Check answers in groups. (scanning and making connections)	**Song lyrics Work sheet**	**Students`pronunciation Students`specific answers.**
	25'	**POST-READING°1**	Ask students to summarize the story going on in the song lyric. Students share their personal experience in order to make a connection to the song. Extension task. - Students could write a letter to the narrator of the song giving advice to solve his problems.	**Students`summaries Letter worksheet**	**Letter to the narrator**

Song lyrics

Lemon Tree

Fools Garden

I'm sitting here in the boringroom
It's just another rainy Sunday afternoon
I'm wasting my time
I got nothing to do
I'm hanging around
I'm waiting for you
But nothing ever happens and I wonder

I'm driving around in my car
I'm driving too fast
I'm driving too far
I'd like to change my point of view
I feel so lonely
I'm waiting for you
But nothing ever happens and I wonder

I wonder how
I wonder why
Yesterday you told me 'bout the blue blue sky
And all that I can see is just a yellow lemon-tree
I'm turning my head up and down
I'm turning turning turning turning turning around
And all that I can see is just another lemon-tree

I'm sitting here
I miss the power
I'd like to go out taking a shower
But there's a heavy cloud inside my head
I feel so tired
Put myself...

https://www.google.com/search?q=song+lyrics+lemon+tree&oq=song+lyrics+lemon+tree&aqs=chrome..69i57j0l5.8009j0j8&sourceid=chrome&ie=UTF-8

SONG LYRICS

WORKSHEET

Student`s name: _____

Directions:

After Reading the lyrics; answer the following questions about the song

Lemon tree

1.- What is the song about? (main idea)

……………………………………………………………………………………

……………………………………………………………………………………

a) What words tell you the singer´s feeling of sadness?

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-------------------------   --------------------------

b) Who is "you" in the line: "I`m waiting for you" (inferring)

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

2.- Based on your previous answers, complete the gaps.

```
                                        ┌─────────────────────┐
                                        │ Supporting details: │
                                        │ _____   │
                                        └─────────────────────┘
                    ┌──────────────┐    ┌─────────────────────┐
                    │  Main idea:  │────│ _____   │
                    │ _____  │    │                     │
                    └──────────────┘    └─────────────────────┘
┌──────────────────┐                    ┌─────────────────────┐
│ Name of the song:│                    │ _____   │
│  _____    │                    │                     │
└──────────────────┘                    └─────────────────────┘
```
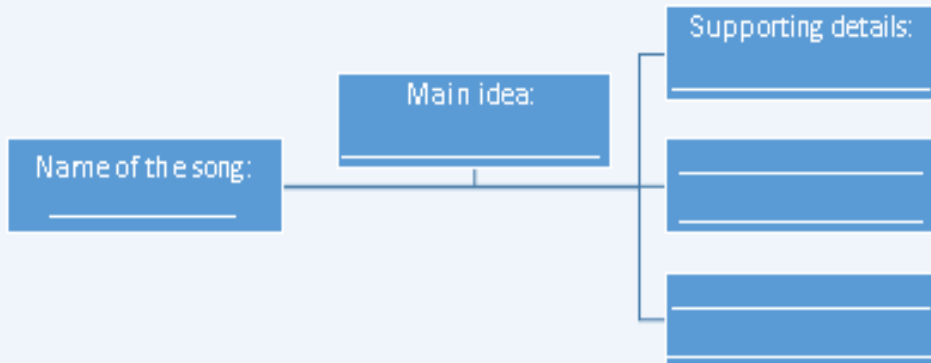
3.- Have you ever feel the same way as the singer? What was the reason? How did you solve the problem? (making connections)

……………………………………………………………………………………
………………………………………

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………………………………………

……………………………………………………………………………………
………………………………………

Author: Ruth Morales.
Material: Song Lyrics.

UNIT 5 GETTING AWAY	• **AUTHENTIC WRITTEN MATERIAL**: BROCHURES • **OBJECTIVE**: to promote students' interest on touristic destinations to identify the main idea. • **READING STRATEGY**: looking at the sentences that are immediately before and after an idea to infer missing information. • **READING SKILLS**: Simming Scanning • **COGNITIVE PROCESS FOR EFFECTIVE READERS** Analyze Make connections Identify story sequence

Unit	Getting Away	Lesson plan: 05

TEACHER:	DATE:	UNIT TOPIC: **GETTING AWAY**		
LEVEL: B1 Pre-intermediate	No OF STUDENTS: 35	UNIT NUMBER: 5	PAGES: 61-71	LENGTH OF CLASS: 90 minutes

CEF Standards ❖ Can recognize facts and opinions in standard input on familiar matters regularly encountered in leisure issues.	Indicators: • Distinguishes facts and opinions in a holiday brochure. • Relates content and conventions to the corresponding subheadings in a holiday brochure.

CONTENS	TIME	STAGE	ACTIVITIES / PROCEDURES	RESOURCES	ASSESSMENT
UNIT 5 GETTING AWAY	25'	**PRE-READING**	Write the headline on the board "Bay of Fundy" Elicit as man ideas as possible based on these three words. Show 3-4 pictures from the brochure to help students imagine what place it might be about. Ask student to guess where in the world is that destination. Ask students to describe people, weather, and activities to help on their guessing.	**pictures**	**Students`predictions**
	40'	**READING**	Organize students in groups of 3-4 students. Present the students the reading comprehension chart. Explain that the "bridge-builder" is used to illustrate connections between background knowledge and new ideas. Give students the worksheet. Ask students to scan the text to find relevant information. Check answers from each group.	**Bridge-builder chart.**	**Answers on the worksheet.**
	25'	**POST-READINGº1**	Check students' answers. Ask students to summarize the information founded in the brochure. Ask students to design a travel brochure similar to the one presented in class about a touristic place in their country.	**brochure**	**Students`brochure.**

TRAVEL BROCHURE

Bay OF Fundy
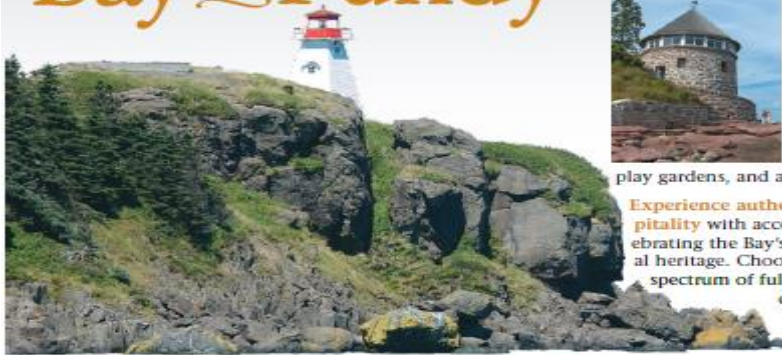
Attractions showcasing Fundy's dynamic ecology and geology are spread throughout the region. Such crown jewels of the Fundy seascape include national & provincial parks, coastal hiking trails, natural history museums, lighthouses and tidal harbours. The region's culture and history are celebrated at Fundy interpretation centres, historic sites, museums, horticultural display gardens, and artisans' studios.

Experience authentic Fundy hospitality with accommodations celebrating the Bay's rich architectural heritage. Choose from a broad spectrum of full-service hotels, distinctive country inns, historic bed & breakfasts, and beautifully crafted coastal cottages.

Between the provinces of **New Brunswick** and **Nova Scotia** lie the highest tides on earth… **Canada's phenomenal Bay of Fundy.** With each daily tide cycle, 100 billion tonnes of seawater flow in and out of the Bay of Fundy — more than the combined flow of the world's freshwater rivers. Fundy's astonishing **50-foot (15 metre) tidal range is five times higher** than typical tides on the Atlantic coast.

Bay of Fundy cuisine is not to be missed! Lobster, scallops, mussels, smoked salmon, and other fresh fish are perfect complements to Fundy's award winning wines. In addition to traditional harvests of wild blueberries and maple products, Fundy restaurants, inns and farm markets feature a great variety of fresh fruit and vegetables. If you dare, sample Fundy's popular edible seaweed snack: *dulse*!

Catch the Fundy action with an exciting range of outdoor adventures. Explore the seasonal habitat of the ocean's most amazing mammals under the caring guidance of whale watch tour companies. Round out your exploration of the Bay with a sea kayaking adventure along Fundy's sculpted coast or a guided horseback ride beside Fundy's serene tidal marshes. If you like your adventure wet and wild, take a roller-coaster-style tidal boat ride as the Bay's incoming waves clash with the outgoing flow of Fundy's rivers.

http://bayoffundytourism.com

BROCHURE
BUILD BUILDERS TO MEANING-WORKSHEET

Names:

_____

_____

Directions: use the context reading and your prior knowledge
to complete the chart.

Topic:
Before/After reading the title: What are my ideas about the topic?
Before: **After:**
Before/After reading the first paragraph: What is the text about?
Before: **After:**
Before/After reading the second paragraph: What is the text about?
Before: **After:**

Adapted from: Teaching reading and comprehension strategies.
Author: Queensland Curriculum Authority (2010)

UNIT 6 TEENAGE MATTERS	• **AUTHENTIC WRITTEN MATERIAL:** Biographies • **OBJECTIVE:** To identify specific information in biographies. • **READING STRATEGY:** using students' interest to develop reading skills • **READING SKILLS:** Skimming Scanning Describing • **COGNITIVE PROCESS FOR EFFECTIVE READERS:** Identify main ideas Visualization Questioning

Unit	**Teenage Matters**	**Lesson plan: 06**

TEACHER:		DATE:		UNIT TOPIC: **TEENAGE MATTERS**
LEVEL: B1 Pre-intermediate	No OF STUDENTS: 35	UNIT NUMBER: 6	PAGES: 73-86	LENGTH OF CLASS: 90 minutes

CEF Standards
  ❖ Can identify specific information in biographies about factual issues.
	Indicators:
	  • Identifies true and false statements in written texts.
	  • Recognizes expressions that make reference to the text.
	  • Distinguishes stated information from that which is inferred in a biography.

CONTENS	TIME	STAGE	ACTIVITIES / PROCEDURES	RESOURCES	ASSESSMENT
UNIT 6 TEENAGE MATTERS	25'	**PRE-READING**	BRAINSTORMING •Present the word "singer" and ask students to say as many words as they can be related to it. •Ask if they have a favorite singer. PRESENT THE UNKNOWN WORDS Prodigy, soul groups, evolving, downside, timorous, androgynous	**flashcards**	**Students`answers**
	40'	**READING**	• Present the biography to the class. Ask students to fill in the biography graphic organizer. Encourage students to read their answers. Check general understanding. Ask students to write one more questions about the singer and put them in an envelope. Play a question-answer ruffle with the whole class.	**Singers biographies**	**Answers in the graphic organizer**
	25'	**POST-READINGº1**	Post-reading maze chart to enhance word identification. Ask students to choose the correct word to complete each sentence. Check student's answers and correct them. Ask students to visualize themselves as writers and ask them to write their auto-biography to share with the whole class.	Worksheet	**Students auto-biography**

MICHAEL JACKSON`S BIOGRAPHY

Michael Joseph Jackson was born on August 29, 1958 in Gary, Indiana, and entertained audiences nearly his entire life. His father, Joe Jackson (no relation to Joe Jackson, also a musician), had been a guitarist, but was forced to give up his musical ambitions following his marriage to Michael's mother Katherine Jackson (née Katherine Esther Scruse). Together, they prodded their growing family's musical interests at home. By the early 1960s, the older boys Jackie, Tito and Jermaine had begun performing around the city; by 1964, Michael and Marlon had joined in. A musical prodigy, Michael's singing and dancing talents were amazingly mature, and he soon became the dominant voice and focus of the Jackson 5. An opening act for such soul groups as the O-Jays and James Brown, it was Gladys Knight (not Diana Ross) who officially brought the group to Berry Gordy's attention, and by 1969, the boys were producing back-to-back chart-busting hits as Motown artists ("I Want You Back," "ABC," "Never Can Say Goodbye," "Got to Be There," etc.).
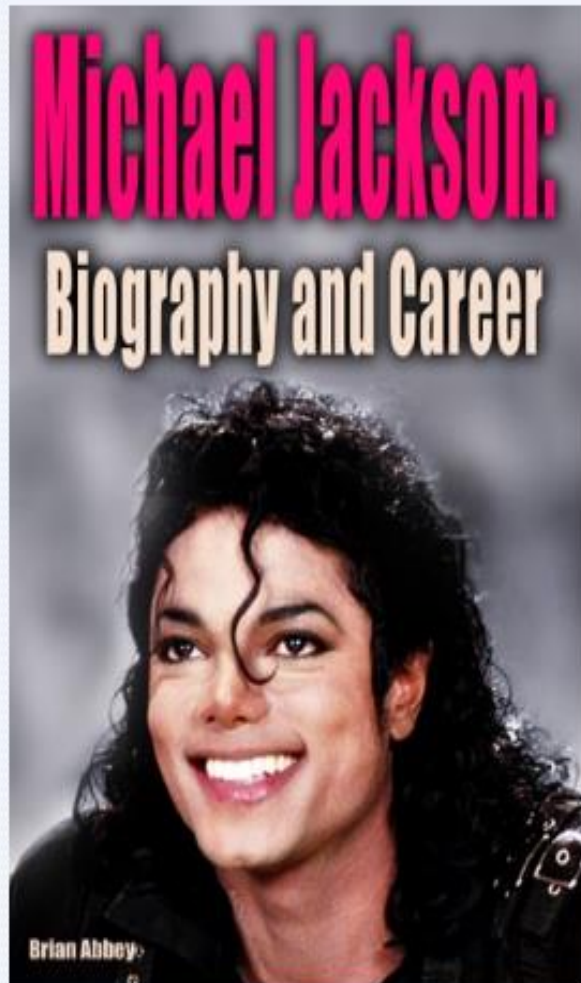
https://www.imdb.com/name/nm0001391/bio

BIOGRAPHY.

As a product of the 1970s, the boys emerged as one of the most accomplished black pop / soul vocal groups in music history, successfully evolving from a group like The Temptations to a disco phenomenon. Solo success for Michael was inevitable, and by the 1980s, he had become infinitely more popular than his brotherly group. Record sales consistently orbited, culminating in the biggest-selling album of all time, "Thriller" in 1982. A TV natural, he ventured rather uneasily into films, such as playing the Scarecrow in The Wiz (1978), but had much better luck with elaborate music videos.

In the 1990s, the downside as an 1980s pop phenomenon began to rear itself. Michael grew terribly child-like and introverted by his peerless celebrity. A rather timorous, androgynous figure to begin with, his physical appearance began to change drastically, and his behavior grew alarmingly bizarre, making him a consistent target for scandal-making, despite his numerous charitable acts. Two brief marriages -- one to Elvis Presley's daughter Lisa Marie Presley -- were forged and two children produced by his second wife during that time, but the purposes behind them appeared image-oriented. Michael Jackson died on June 25, 2009 in Los Angeles, California. His passion and artistry as a singer, dancer, writer and businessman were unparalleled, and it is these prodigious talents that will ultimately prevail over the extremely negative aspects of his troubled adult life.

https://www.imdb.com/name/nm0001391/bio

BIOGRAPHY WORKSHEET

Name: ....

Directions: As you read the biography, fill in the graphic organizer with important information and details.

Name of Important Person:

Title and Author of Biography:

Date of Birth and Death:

Why Is He/She Famous?

Three Important Events in His/Her Life:
1.

2.

3.

Interesting or Strange Fact:

How Does This Famous Person Relate to Me?

Adapted from: 30 Graphic organizers for Reading.
Author: Parker C (2006, pag. 68)

RUBRIC

Section	Units	CEF Standard	Performance	Descriptor
READING	1-4	Can scan longer texts in order to locate desired information, and gather information from different parts of a text to fulfill a specific task.	Excellent (10)	Successfully draws logical conclusions based on the information provided in long texts.
			Good (6-9)	Draws logical conclusions based on the information provided in long texts. Difficulties may be present when inferring some ideas, but these do not affect comprehension.
			Needs practice (0-5)	Fails to draw logical conclusions based on the information provided in long texts.
	5-6	Can recognize significant points in straightforward newspaper articles on familiar subjects.	Excellent (10)	Easily finds and accurately understands the who (people) and the what (activities) the WHERE, WHY and HOW described in straightforward newspaper articles, biographies, comic, brochures, movie reviews, song lyrics about familiar subjects.
			Good (6-9)	Finds and understands the who (people) and the what (activities) the WHERE, WHY and HOW described in straightforward newspaper articles, biographies, comic, brochures, movie reviews, song lyrics about familiar subjects., but gets confused at times, affecting comprehension.
			Needs practice (0-5)	Shows great difficulty to find and understand the who (people) and the what (activities) the WHERE, WHY and HOW described in straightforward newspaper articles, biographies, comic, brochures, movie reviews, song lyrics about familiar subjects. This clearly indicates that comprehension has not occurred.

Source: Chapeton, Nuñez, & Murcia (2016: 230-240)
Compiled by: Morales, R. (2018)

6.8 Administration of the proposal

This proposal is the result of the implementation of authentic written materials in the academic year 2017 -2018 to develop reading comprehension skills. The whole strategies, activities, and objectives related to the proposal are included in the operating model mentioned before and in the lessons plans.

6.9 Evaluation of the proposal

The following evaluation plan is designed in order to monitor the proper execution of the proposal and adapted from Herrera, Medina & Naranjo (2010)

TABLE Nº 61: Evaluation of the Proposal.

MAIN QUESTIONS	EXPLANATION
What to evaluate?	The proposal execution.
Why to evaluate?	To get the proposal's acceptance level and reliability.
For what to evaluate?	To verify the proposal`s efficacy and to see if the authentic written materials proposed are efficient to develop reading comprehension skills.
With what criteria?	Effectiveness, coherence and pertinence.
Who evaluates?	The proposal's author and English teachers.
When to evaluate?	During the assigned time described in the operating model.
How to evaluate?	Examining and observing
With what to evaluate?	Through rubrics, comprehension questions, task performance observations.

Source: Handbook and Research Book.
Prepared by: Morales, R. (2018)

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Annexes

TABLE Nº 62*: Test applied to second-year baccalaureate students.*

N	NOMINA	Q1 READING FOR THE MAIN MESSAGE	Q2 READING AND IDENTIFY APPROPRIATE VOCAVULARY	Q3 READING AND IDENTIFY APPROPRIATE	Q4 READING FOR DETAILED UNDERSTANDING AND	Q5 READING FOR DETAILED UNDERSTANDING	Q6 READING AND IDENTIFY APPROPRIATE	Q7 READING AND IDENTIFYING APPROPRIATE	Q8 READING AND IDENTIFYING APPROPRIATE WORD	Q9 READING AND WRITING DOWN APPROPRIATE WORDS	Q10 READ TO FIND SPECIFIC AND PREDICTABLE INFORMATION IN	GRADE PRE TEST
1	ALBANCANDO ARCOS MATEO ISRAEL	2	2	1	1	1	2	1	2	1	1	14
2	AVALOS BOMBON ERICK DARIO	2	1	1	2	2	1	2	1	2	1	15
3	CALUCHO ALDAS VERONICA DEL ROCIO	2	2	1	1	2	1	1	1	1	1	13
4	CALUCHO DIAZ KEVIN GERARDO	2	2	1	2	1	2	1	1	1	1	14
5	CHICAIZA CAIZABANDA ERIKA GABRIELA	2	2	2	1	1	2	1	2	1	1	15
6	FIALLOS VELASTEGUI ERICK ADRIAN	2	1	2	1	2	1	2	1	2	1	15
7	GALARZA UDARTE ALEX	2	2	1	2	2	2	1	2	1	1	16
8	GUAMAN ALDAS EDGAR DAMIAN	2	1	2	1	2	1	2	1	1	1	14
9	GUAMBO ALLAICA JONATHAN JAVIER	2	1	1	2	2	1	2	1	1	1	14
10	HERRERA PUCHA ANGEL EDUARDO	2	2	2	2	1	1	2	1	1	1	15
11	HURTADO TUBON NAYELI FERNANDA	2	2	2	2	2	1	2	1	1	1	16
12	LEON CARRERA MELANIE MICHELLE	1	2	1	2	1	1	2	1	1	1	13
13	MEJIA CRIOLLO KEVIN	2	2	1	2	2	2	1	1	1	1	15
14	MODUMBA PALLO VICTOR SEBASTIAN	2	2	1	2	2	2	1	1	1	1	15
15	MUNGABUSI TISALEMA TUPAK AMARU	2	1	2	2	1	2	1	2	1	1	15
16	NUÑEZ VALENCIA MARCELO DAVID	2	1	1	1	2	1	2	1	1	1	13
17	PALTRANA BEJARANO MISHELL ABIGAIL	1	2	2	2	1	2	1	1	1	1	14
18	PEREZ SHARIAN RICARDO JAVIER	2	1	2	1	2	2	1	1	1	2	15
19	RAMOS CASTRO DANIEL	1	1	2	2	2	1	1	1	1	1	13
20	SALAZAR VALDEZ JOSUE SEBASTIAN	1	1	1	2	2	1	2	1	1	1	13
21	SANCHEZ SIZA HENRY CHRISTOPHER	1	2	2	2	2	1	2	1	1	1	15
22	TERAN GONZALEZ JOHAN SEBASTIAN	2	2	1	1	2	1	2	1	1	2	15
23	UÑOG PILATASCI JOSELYN ESTEFANIA	1	1	2	1	1	2	2	1	1	1	13
24	VEGA SANCHEZ STEVEN MICHAEL	1	2	1	2	1	1	1	2	2	1	14
25	YANCHALIQUIN NUELA JOHANNA ABIGAIL	2	1	1	1	2	1	1	1	2	2	14
26	YANSAPANTA PUAGO JOSE LUIS	1	2	2	2	1	1	1	1	1	1	13
27	YUGCHA QUINTUÑA LUIS DAVID	1	2	1	1	2	1	2	1	1	1	13
28	AUCANSHALA QUITIO JENNY MARIBEL	2	1	1	2	2	1	2	1	1	1	14
29	AZOGUE CASHABAMBA BLANCA SOLEDAD	2	2	2	2	1	2	1	1	1	1	15
30	CASALOMBO LEMA EVELYN JAMILET	1	2	1	2	2	1	1	1	2	1	14
31	CRIOLLO NICOLE	2	2	1	2	1	1	1	2	1	1	14
32	CHANGO GAVILANES LIZBETH JOHANNA	2	2	2	1	1	2	1	1	1	2	15
33	CHAVEZ LOPEZ MARIA DE LOS ANGELES	2	1	2	1	2	1	2	1	1	1	14
34	CHICAIZA RODRIGUEZ JOSUE FRANCISCO	2	2	1	1	1	1	2	1	1	1	13
35	CHIMBORAZO PUNINA ERIKA ABIGAIL	2	2	1	2	1	1	1	1	1	1	13
36	DE LA TORRE VELOZ ANDREA DENNISE	2	2	1	2	1	2	1	1	1	1	14
37	FREIRE MOLINA MARLON GUILLERMO	2	1	1	1	2	1	2	1	2	1	14
38	FUENTES BARRENO EVELYN ESTEFANIA	2	1	1	2	2	2	1	1	1	2	15
39	GUASHPA LAZO NELLY ROCIO	2	2	2	1	2	1	2	1	1	1	15
40	IZA ROJANO ODALIS ANAHI	2	2	2	2	1	1	2	1	2	1	16
41	MAIRONGO MINA CARMEN ELIZABETH	2	2	2	2	2	1	1	1	1	1	15
42	MANOBANDA PILATASIG DAVID FERNANDO	2	1	2	2	2	1	1	1	1	1	14
43	MOYOLEMA HURTADO ADRIAN ALEXANDER	2	1	1	1	1	2	1	1	1	1	12
44	PAREDES CASTILLO ANTHONY XAVIER	2	1	2	1	2	1	2	1	1	1	14
45	POAQUIZA JONNY	2	1	2	1	2	2	1	1	1	1	14
46	POVEDA SOLANO ALEXIS JOHAN	2	1	1	2	1	2	1	1	2	1	14
47	QUIROLA LUCIO PABLO ALEJANDRO	2	2	2	1	2	1	2	1	2	1	16
48	QUISHPE CHOTO MIREYA GIOCONDA	2	1	1	1	2	1	1	1	1	1	12
49	VACA GRANIZO ERICK ALEXADER	2	1	1	1	2	2	2	1	1	2	15
50	VARGAS BRAVO CESAR DANIEL	2	1	1	2	1	2	1	1	1	1	13
51	VILLACRES GARCIA DEBORA NAYELI	1	2	2	2	1	1	1	1	1	1	13
52	YANCHALIQUIN AZOGUE ANA REBECA	2	2	2	1	1	1	1	1	1	1	13
53	YANCHALIQUIN MASABANDA ALEX ADRIAN	2	2	1	1	2	1	2	1	1	1	14

54	YUGCHA CUJI JENNIFER DE LOS ANGELES	2	2	2	2	2	1	1	1	1	1	15
55	AGUIRRE VILLARES JOSELIN POULETH	2	1	2	1	2	1	2	1	1	1	14
56	BARONA NAVAS JOHN DENNIS	2	1	1	1	1	2	1	1	1	2	13
57	CALVACHE QUINATOA ANA LUCIA	1	2	1	1	1	2	1	1	1	1	12
58	CAMACHO TERAN CHRISTOPHER PATRICIO	2	1	1	2	1	1	2	2	2	2	16
59	CANSECO BEDOYA MASHURY VALERIA	2	2	2	2	2	1	1	1	1	1	15
60	CHASA YANZAPANTA ERIKA YESSENIA	1	1	1	1	2	1	2	1	1	1	12
61	ESCOBAR RAMOS DENNIS ALEXIS	2	1	1	2	2	1	2	1	1	1	14
62	ESPIN TISALEMA EVELIN NAYELY	2	1	1	1	1	1	2	1	2	1	13
63	FREIRE OÑATE BRYAN ENRIQUE	2	2	1	2	2	1	1	1	1	1	14
64	GARCIA PULLUQUINGA KARLA NATIVIDAD	2	2	2	2	2	1	1	1	1	1	15
65	GAVILANES MIRANDA KARLA KATHERINE	2	2	1	2	1	1	2	1	1	1	14
66	JARAMILLO PANIMBOZA DAVID EMMANUEL	2	2	1	2	2	1	1	1	1	2	15
67	JARRIN ROSERO KEVIN XAVIER	2	2	1	2	2	1	1	1	1	1	14
68	LLANGO SILVA JONATHAN WILFRIDO	1	1	1	1	2	1	2	1	2	1	13
69	MEJIA SUQUE JESSICA LISSETTE	2	2	1	1	1	1	1	1	1	2	13
70	NUÑEZ JOSE	2	1	1	2	2	1	2	1	1	1	14
71	PINDUISACA TADAY DEISY JACQUELINE	1	2	1	2	1	1	1	2	1	2	14
72	QUINCHIMBLA CHURACO JOHANNA LIZBETH	1	1	2	2	2	1	1	1	1	1	13
73	RAMOS VELASTEGUI DAVID PATRICIO	2	1	1	1	1	1	2	2	2	2	15
74	REYES GAVILANES HENRY DAVID	2	1	2	1	2	1	2	2	2	2	16
75	RUIZ GUACHAMBOZA FRANCISCO ALEJANDRO	2	1	2	1	2	1	1	2	2	2	16
76	SIGCHA AZOGUE FREDDY BYRON	2	2	2	1	2	1	2	1	1	1	15
77	TELENCHANA TISALEMA JEFFERSON ADRIAN	2	1	1	2	1	1	2	1	1	1	13
78	TRUJILLO CAIZA ODALIS LIZBETH	2	2	1	2	2	1	1	1	1	1	14
79	UVILLUS ALCIVAR LESLIE MONSERRATH	2	2	1	2	1	1	1	1	1	1	13
80	VALDEZ SOLORZANO SARAY DANIELA	2	2	1	2	2	1	1	1	1	1	14
81	VEGA JUAN FAUSTO	2	1	1	1	1	2	2	1	2	1	14
82	VILLACRES GUEVARA MARIA DOLORES	2	1	2	2	2	1	1	1	2	1	15
83	YANGUA JIMENEZ BRYAN DANILO	2	2	1	2	2	1	1	1	1	1	14
84	ACOSTA ALDAS BRYAN ALEXANDER	1	1	1	2	2	1	2	1	1	2	14
85	CANDO CHARIGUAMAN OSCAR DAVID	1	1	2	1	1	1	1	2	2	2	14
86	CHISAG MAISANCHE VIVIANA JACQUELINE	2	1	2	1	1	2	1	2	2	2	16
87	CONGACHA CHANGO ADRIANA ELIZABETH	2	1	2	1	2	1	1	1	2	1	14
88	CORREA VELASCO CONSUELO DE LOS ANGELES	2	1	1	1	1	1	1	1	1	1	11
89	CRIOLLO VALDIVIEZO LUIS ALBERTO	2	2	2	1	2	1	1	2	1	2	16
90	ESPIN GOMEZ JENNY ESTEFANIA	1	2	2	2	1	1	1	1	1	2	14
91	GALARZA QUIROZ MARIO ISRAEL	2	1	2	1	2	1	2	1	2	2	16
92	GUADALUPE QUILLAY LILIAN XIOMARA	2	1	2	1	2	1	1	1	2	1	14
93	GUAMAN TIERRA ANTHONY FERNANDO	2	1	2	1	2	1	1	1	2	1	14
94	GUAMAN TORRES MICHELLE ESTEFANIA	1	1	1	2	1	1	1	2	2	2	14
95	GUASCO ALARCON CRISTHIAN ALEXANDER	1	1	2	2	1	1	2	1	2	1	14
96	HERNANDEZ CAMACHO MELANIE NOEMI	2	2	1	2	2	1	1	1	1	2	15
97	IMBAQUINGO QUITIAQUEZ FATIMA MARISOL	2	2	1	2	1	1	1	2	1	2	15
98	LOJA CARRASCO CHRISTIAN ANDRES	2	1	2	1	2	1	1	1	2	1	14
99	MAYGUA LLAMBA BRYAN STALIN	2	1	2	1	2	1	1	1	2	2	15
100	PILAGUISIN PILATUÑA ALEX STIVEN	2	2	1	1	2	1	1	1	1	1	13
101	SUNTA GARCIA ANDRES SANTIAGO	1	1	2	1	2	2	1	2	1	1	14
102	TRUJILLO VISTIN ANGELO JAIR	2	2	2	1	2	1	1	1	2	1	15
103	YANCHA COCA SHIRLEY DENNISE	1	1	1	2	1	1	1	1	2	1	12
104	YANZAPANTA JINDE LIZBETH ABIGAIL	2	1	2	1	2	2	1	1	1	1	14
105	YANZAPANTA JINDE LIZBETH ABIGAIL	2	1	2	1	2	2	1	1	1	1	14

TABLE Nº 63: *Results obtained after implementing authentic written materials.*

6		A	A	A	A	A	A	A	A	A	A	GRADE
N	NOMINA	Q1 READING FOR THE MAIN MESSAGE	Q2 READING AND IDENTIFY APPROPRIATE VOCAVULARY	Q3 READING AND IDENTIFY APPROPRIATE RESPONSE	Q4 READING FOR DETAILED UNDERSTANDING AND	Q5 READING FOR DETAILED UNDERSTANDING	Q6 READING AND IDENTIFY APPROPRIATE STRUCTURAL WORDS	Q7 READING AND IDENTIFYING APPROPRIATE LEXICAL	Q8 READING AND IDENTIFYING APPROPRIATE WORD	Q9 READING AND WRITING DOWN APPROPRIATE WORDS OR	Q10 READ TO FIND SPECIFIC AND PREDICTABLE INFORMATION IN	PRE TEST
1	ALBANCANDO ARCOS MATEO ISRAEL	2	2	2	2	2	2	2	2	2	2	20
2	AVALOS BOMBON ERICK DARIO	2	2	2	2	2	2	2	2	2	2	20
3	CALUCHO ALDAS VERONICA DEL ROCIO	2	2	2	2	2	2	2	2	2	2	20
4	CALUCHO DIAZ KEVIN GERARDO	2	2	2	2	2	2	2	2	2	2	20
5	CHICAIZA CAIZABANDA ERIKA GABRIELA	2	2	2	2	2	2	2	2	2	2	20
6	FIALLOS VELASTEGUI ERICK ADRIAN	2	2	2	2	2	2	2	2	2	2	20
7	GALARZA UDARTE ALEX	2	2	2	2	2	2	2	2	2	2	20
8	GUAMAN ALDAS EDGAR DAMIAN	2	1	2	2	2	2	2	2	2	2	19
9	GUAMBO ALLAICA JONATHAN JAVIER	2	2	2	2	2	2	2	2	2	2	20
10	HERRERA PUCHA ANGEL EDUARDO	2	2	2	2	2	2	2	2	2	2	20
11	HURTADO TUBON NAYELI FERNANDA	2	2	2	2	2	2	2	2	2	2	20
12	LEON CARRERA MELANIE MICHELLE	2	2	2	2	2	2	2	2	2	2	20
13	MEJIA CRIOLLO KEVIN	2	2	2	2	2	2	2	2	2	2	20
14	MODUMBA PALLO VICTOR SEBASTIAN	2	2	2	2	2	2	2	2	2	2	20
15	MUNGABUSI TISALEMA TUPAK AMARU	2	2	2	2	2	2	2	2	2	2	20
16	NUÑEZ VALENCIA MARCELO DAVID	2	2	2	2	2	2	2	2	2	2	20
17	PALTRANA BEJARANO MISHELL ABIGAIL	2	2	2	2	2	2	2	2	2	2	20
18	PEREZ SHARIAN RICARDO JAVIER	2	2	2	2	2	2	2	2	2	2	20
19	RAMOS CASTRO DANIEL	2	2	2	2	2	2	2	2	2	2	20
20	SALAZAR VALDEZ JOSUE SEBASTIAN	2	2	2	2	2	2	2	2	2	2	20
21	SANCHEZ SIZA HENRY CHRISTOPHER	2	2	2	2	2	2	2	2	2	2	20
22	TERAN GONZALEZ JOHAN SEBASTIAN	2	1	2	2	2	2	2	2	2	2	19
23	UÑOG PILATASCI JOSELYN ESTEFANIA	2	2	2	2	2	2	2	2	2	2	20
24	VEGA SANCHEZ STEVEN MICHAEL	2	2	2	2	2	2	2	2	2	2	20
25	YANCHALIQUIN NUELA JOHANNA ABIGAIL	2	2	2	2	2	2		2	2	2	20
26	YANSAPANTA PUAGO JOSE LUIS	2	2	2	2	2	1	2	2	2	2	19
27	YUGCHA QUINTUÑA LUIS DAVID	2	2	2	1	2	2	2	2	2	2	19
28	AUCANSHALA QUITIO JENNY MARIBEL	2	1	1	2	2	1	2	2	2	2	17
29	AZOGUE CASHABAMBA BLANCA SOLEDAD	2	2	2	1	1	2	2	2	2	2	18
30	CASALOMBO LEMA EVELYN JAMILET	2	1	2	2	1	2	2	2	2	2	18
31	CRIOLLO NICOLE	2	2	1	2	1	1	2	2	2	2	17
32	CHANGO GAVILANES LIZBETH JOHANNA	2	2	2	1	2	1	1	2	1	2	16
33	CHAVEZ LOPEZ MARIA DE LOS ANGELES	2	1	2	1	2	2	1	2	2	2	17
34	CHICAIZA RODRIGUEZ JOSUE FRANCISCO	2	2	2	2	2	2	1	2	2	2	19
35	CHIMBORAZO PUNINA ERIKA ABIGAIL	2	2	1	2	2	2	1	2	2	2	18
36	DE LA TORRE VELOZ ANDREA DENNISE	2	2	2	2	2	2	1	2	2	2	19
37	FREIRE MOLINA MARLON GUILLERMO	2	2	2	2	2	2	2	2	2	2	20
38	FUENTES BARRENO EVELYN ESTEFANIA	2	2	2	2	2	2	2	2	2	2	20
39	GUASHPA LAZO NELLY ROCIO	2	2	2	2	2	2	2	2	2	2	20
40	IZA ROJANO ODALIS ANAHI	2	2	2	2	2	2	2	2	2	2	20
41	MAIRONGO MINA CARMEN ELIZABETH	2	2	2	2	2	2	2	2	2	2	20
42	MANOBANDA PILATASIG DAVID FERNANDO	2	2	2	2	2	2	2	2	2	2	20
43	MOYOLEMA HURTADO ADRIAN ALEXANDER	2	2	2	2	2	2	2	2	2	2	20
44	PAREDES CASTILLO ANTHONY XAVIER	2	2	2	2	2	2	2	2	2	2	20
45	POAQUIZA JONNY	2	2	2	2	2	2	2	2	2	2	20
46	POVEDA SOLANO ALEXIS JOHAN	2	2	2	2	2	2	2	2	2	2	20
47	QUIROLA LUCIO PABLO ALEJANDRO	2	2	2	2	2	2	2	2	2	2	20
48	QUISHPE CHOTO MIREYA GIOCONDA	2	2	2	2	2	2	2	2	2	2	20
49	VACA GRANIZO ERICK ALEXADER	2	2	2	2	2	2	2	2	2	2	20
50	VARGAS BRAVO CESAR DANIEL	2	2	2	2	2	2	2	2	2	2	20
51	VILLACRES GARCIA DEBORA NAYELI	2	2	2	2	2	2	2	2	2	2	20
52	YANCHALIQUIN AZOGUE ANA REBECA	2	2	2	2	2	2	2	2	2	2	20
53	YANCHALIQUIN MASABANDA ALEX ADRIAN	2	2	2	2	2	2	2	2	2	2	20
54	YUGCHA CUJI JENNIFER DE LOS ANGELES	2	2	2	2	2	2	2	2	2	2	20
55	AGUIRRE VILLARES JOSELIN POULETH	2	2	2	2	2	2	2	2	2	2	20
56	BARONA NAVAS JOHN DENNIS	2	2	2	2	2	2	2	2	2	2	20
57	CALVACHE QUINATOA ANA LUCIA	2	2	1	2	2	2	2	2	2	2	19
58	CAMACHO TERAN CHRISTOPHER PATRICIO	2	2	2	2	2	2	2	2	2	2	20
59	CANSECO BEDOYA MASHURY VALERIA	2	2	2	2	2	2	2	2	2	2	20
60	CHASA YANZAPANTA ERIKA YESSENIA	2	2	2	2	2	2	2	2	2	2	20
61	ESCOBAR RAMOS DENNIS ALEXIS	2	2	2	2	2	2	2	2	2	2	20
62	ESPIN TISALEMA EVELIN NAYELY	2	2	2	2	2	2	2	2	2	2	20
63	FREIRE OÑATE BRYAN ENRIQUE	2	2	2	2	2	2	2	2	2	2	20
64	GARCIA PULLUQUINGA KARLA NATIVIDAD	2	2	2	2	2	2	2	2	2	2	20
65	GAVILANES MIRANDA KARLA KATHERINE	2	2	2	2	2	2	2	2	2	2	20
66	JARAMILLO PANIMBOZA DAVID EMMANUEL	2	2	2	2	2	2	2	2	2	2	20
67	JARRIN ROSERO KEVIN XAVIER	2	2	2	2	2	2	2	2	2	2	20
68	LLANGO SILVA JONATHAN WILFRIDO	1	2	2	2	2	2	2	2	2	2	19
69	MEJIA SUQUE JESSICA LISSETTE	2	2	2	2	2	2	2	2	2	2	20
70	NUÑEZ JOSE	2	2	2	2	2	2	2	2	2	2	20
71	PINDUISACA TADAY DEISY JACQUELINE	2	2	2	2	2	2	2	2	2	2	20
72	QUINCHIMBLA CHURACO JOHANNA LIZBETH	2	2		2	2	2	2	2		2	20
73	RAMOS VELASTEGUI DAVID PATRICIO	1	2	2	2	2	2	2	2	2	2	19
74	REYES GAVILANES HENRY DAVID	2	2	2	1	2	2	2	2	2	2	19
75	RUIZ GUACHAMBOZA FRANCISCO ALEJANDRO	2	2	2	2	1	2	2	2	2	2	19
76	SIGCHA AZOGUE FREDDY BYRON	2	2	2	2	2	2	2	2	2	2	20
77	TELENCHANA TISALEMA JEFFERSON ADRIAN	2	2	2	2	2	2	2	2	2	2	20
78	TRUJILLO CAIZA ODALIS LIZBETH	2	2	2	2	2	2	2	2	2	2	20
79	UVILLUS ALCIVAR LESLIE MONSERRATH	2	2	2	2	2	2	2	2	2	2	20
80	VALDEZ SOLORZANO SARAY DANIELA	2	2	2	2	2	2	2	2	2	2	20

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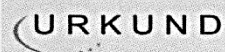|												
81	VEGA JUAN FAUSTO	2	2	2	2	2	2	2	2	2	2	20
82	VILLACRES GUEVARA MARIA DOLORES	2	2	2	2	2	2	2	2	2	2	20
83	YANGUA JIMENEZ BRYAN DANILO	2	2	2	2	2	2	2	2	2	2	20
84	ACOSTA ALDAS BRYAN ALEXANDER	2	2	2	2	2	2	2	2	2	2	20
85	CANDO CHARIGUAMAN OSCAR DAVID	1	2	2	2	2	2	2	2	2	2	19
86	CHISAG MAISANCHE VIVIANA JACQUELINE	1	2	2	2	2	2	2	2	2	2	19
87	CONGACHA CHANGO ADRIANA ELIZABETH	2	2	2	2	2	2	2	2	2	2	20
88	CORREA VELASCO CONSUELO DE LOS ANGELES	2	2	2	2	2	2	2	2	2	2	20
89	CRIOLLO VALDIVIEZO LUIS ALBERTO	2	2	2	2	2	2	2	2	2	2	20
90	ESPIN GOMEZ JENNY ESTEFANIA	2	2	2	2	2	2	2	2	2	2	20
91	GALARZA QUIROZ MARIO ISRAEL	2	2	2	2	2	2	2	2	2	2	20
92	GUADALUPE QUILLAY LILIAN XIOMARA	2	2	2	2	2	2	2	2	2	2	20
93	GUAMAN TIERRA ANTHONY FERNANDO	2	2	2	2	2	2	2	2	2	2	20
94	GUAMAN TORRES MICHELLE ESTEFANIA	2	2	2	2	2	2	2	2	2	2	20
95	GUASCO ALARCON CRISTHIAN ALEXANDER	2	2	2	2	2	2	2	2	2	2	20
96	HERNANDEZ CAMACHO MELANIE NOEMI	2	2	2	2	2	2	2	2	2	2	20
97	IMBAQUINGO QUITIAQUEZ FATIMA MARISOL	2	2	2	2	2	2	2	2	2	2	20
98	LOJA CARRASCO CHRISTIAN ANDRES	2	2	2	2	2	2	2	2	2	2	20
99	MAYGUA LLAMBA BRYAN STALIN	2	2	2	2	2	2	2	2	2	2	20
100	PILAGUISIN PILATUÑA ALEX STIVEN	2	2	2	2	2	2	2	1	2	2	19
101	SUNTA GARCIA ANDRES SANTIAGO	2	2	2	2	2	2	2	1	2	2	19
102	TRUJILLO VISTIN ANGELO JAIR	2	2	2	2	2	2	2	2	2	2	20
103	YANCHA COCA SHIRLEY DENNISE	2	2	2	2	2	2	2	2	2	2	20
104	YANZAPANTA JINDE LIZBETH ABIGAIL	2	2	2	2	2	2	2	2	2	2	20
105	YANZAPANTA JINDE LIZBETH ABIGAIL	2	2	2	2	2	2	2	2	2	2	20

Doctora

Adriana Reinoso Núñez.

PRESIDENTA

UNIDAD DE TITULACION

UNIVERSIDAD TECNICA DE AMBATO.

Presente

De mi consideración:

Por medio de la presente remito el reporte de sistema URKUND del trabajo de investigación con el tema **"AUTHENTIC WRITTEN MATERIALS IN THE ENGLISH READING COMPREHENSION SKILLS DEVELOPMENT"**, elaborado por la Lic. Ruth Mariela Morales Sánchez, el mismo que evidencia 0% de similitud, como se puede observar en la siguiente captura de pantalla:

URKUND

Urkund Analysis Result

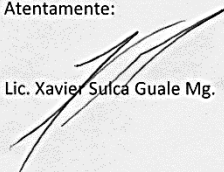|	
Analysed Document:	thesis-RUTH.docx (D45214543)
Submitted:	12/7/2018 3:23:00 PM
Submitted By:	ruthmarielamorales@hotmail.com
Significance:	0 %

Sources included in the report:

Instances where selected sources appear:

0

Particular que comunico para los fines pertinentes.

Atentamente:

Lic. Xavier Sulca Guale Mg.

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