



UTMACH

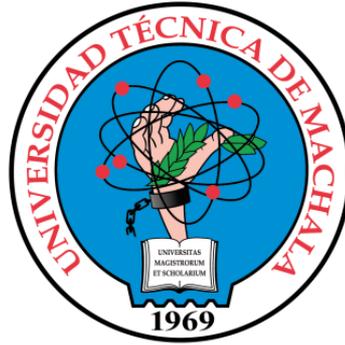
UNIDAD ACADÉMICA DE CIENCIAS SOCIALES

CARRERA DE CIENCIAS DE LA EDUCACIÓN MENCIÓN
INGLÉS

IMPACT OF DIDACTICS RESOURCES IN PERFORMING THE READING
SKILL IN STUDENTS OF NUEVE DE OCTUBRE HIGH SCHOOL IN
MACHALA

CARREÑO GODOY KIRA KATTUSKA

MACHALA
2016



UTMACH

UNIDAD ACADÉMICA DE CIENCIAS SOCIALES

**CARRERA DE CIENCIAS DE LA EDUCACIÓN MENCIÓN
INGLÉS**

**IMPACT OF DIDACTICS RESOURCES IN PERFORMING THE
READING SKILL IN STUDENTS OF NUEVE DE OCTUBRE HIGH
SCHOOL IN MACHALA**

CARREÑO GODOY KIRA KATIUSKA

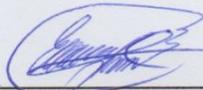
**MACHALA
2016**

Nota de aceptación:

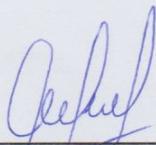
Quienes suscriben CHAMBA ZAMBRANO JOHN MARCELO, ZALDUA MORAN EDDY MARSHEL y JIMENEZ BARRETO TANIA DEL ROCIO, en nuestra condición de evaluadores del trabajo de titulación denominado IMPACT OF DIDACTICS RESOURCES IN PERFORMING THE READING SKILL IN STUDENTS OF NUEVE DE OCTUBRE HIGH SCHOOL IN MACHALA, hacemos constar que luego de haber revisado el manuscrito del precitado trabajo, consideramos que reúne las condiciones académicas para continuar con la fase de evaluación correspondiente.



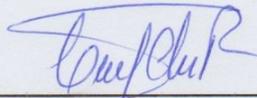
CHAMBA ZAMBRANO JOHN MARCELO
0702018177
ESPECIALISTA 1



ZALDUA MORAN EDDY MARSHEL
0702640103
ESPECIALISTA 2



JIMENEZ BARRETO TANIA DEL ROCIO
0701906299
ESPECIALISTA 3



CHAMAIDAN ROMERO MARIA CECILIA
0703774034
ESPECIALISTA SUPLENTE

Machala, 22 de septiembre de 2016

Urkund Analysis Result

Analysed Document: CARREÑO GODOY KIRA KATIUSKA.pdf (D21115739)
Submitted: 2016-07-19 02:22:00
Submitted By: k-itty25@hotmail.com
Significance: 0 %

Sources included in the report:

Instances where selected sources appear:

0

CLÁUSULA DE CESIÓN DE DERECHO DE PUBLICACIÓN EN EL REPOSITORIO DIGITAL INSTITUCIONAL

El que suscribe, CARREÑO GODOY KIRA KATIUSKA, en calidad de autor del siguiente trabajo escrito titulado IMPACT OF DIDACTICS RESOURCES IN PERFORMING THE READING SKILL IN STUDENTS OF NUEVE DE OCTUBRE HIGH SCHOOL IN MACHALA, otorga a la Universidad Técnica de Machala, de forma gratuita y no exclusiva, los derechos de reproducción, distribución y comunicación pública de la obra, que constituye un trabajo de autoría propia, sobre la cual tiene potestad para otorgar los derechos contenidos en esta licencia.

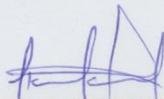
El autor declara que el contenido que se publicará es de carácter académico y se enmarca en las disposiciones definidas por la Universidad Técnica de Machala.

Se autoriza a transformar la obra, únicamente cuando sea necesario, y a realizar las adaptaciones pertinentes para permitir su preservación, distribución y publicación en el Repositorio Digital Institucional de la Universidad Técnica de Machala.

El autor como garante de la autoría de la obra y en relación a la misma, declara que la universidad se encuentra libre de todo tipo de responsabilidad sobre el contenido de la obra y que él asume la responsabilidad frente a cualquier reclamo o demanda por parte de terceros de manera exclusiva.

Aceptando esta licencia, se cede a la Universidad Técnica de Machala el derecho exclusivo de archivar, reproducir, convertir, comunicar y/o distribuir la obra mundialmente en formato electrónico y digital a través de su Repositorio Digital Institucional, siempre y cuando no se lo haga para obtener beneficio económico.

Machala, 22 de septiembre de 2016



CARREÑO GODOY KIRA KATIUSKA

0704311190

Dedication

Who else but you, you are the engine that drives, motivates and encourages me in each of my projects. You, who are the strength I need to continue.

To you, I dedicate this work beloved mother for being my friend, counselor, confident, and my all...

Kira Katuska Carreño Godoy

Gratitude

Few things in the world cause feelings of gratitude as achievements in life, fulfilled objectives in each of the lived stages, professional goals established for the sole purpose of guaranteeing future. What better than the gratitude to my parents and siblings who believed in my ability and trusted my determination to conclude my career through support and understanding.

There is not satisfaction better than the gratitude of someone to people that help him rate people such as institutes that were part of training process, in my case this feeling is reward to the Universidad Técnica de Machala and its university community for the opportunity to develop mi skills professionally in a field as complex as teaching, through the knowledge they taught me in the classroom, learnings that give me confidence that I will be an excellent professional in the near future.

The gratitude is also extending to all the people that in one way or another have contributed to the realization of this project with their knowledge, advices and supports. To all eternal thanks.

ABSTRACT

The current research is based on scientific references sources, and it assumes to show the impact that the didactics resources have as support of the English classes, and teacher's role in the classroom at the moment of doing a task or activities related to this skill in the students of Nueve de Octubre High School in Machala city.

The domain of a skill as the reading requires of a constant and regular process, culturally reading rates are too low in young people because this is an activity which has been developed very little in their mother language by the educators, this complicates in part at the time to carry out the assignments in other language such as English, this circumstance demands for part of teachers of innovating classes with other extras alternatives that go beyond the text or work book.

The time of planning activities which concern to the reading skill, should be taken into account, factors such as the students' type and their English level, in order to achieve an equitable teaching because in activities related to this skill, the aim is to accomplish the reading comprehension, addition new vocabulary and the most important analysis and synthesis of information results that will be shown in the mastery and fluency of the reading skill.

For this reason, with this project is expected to promote the importance that didactics resources have with relative to the reading and the impact it has on students at moment of application them in the classes.

Keys Words: *didactics resources, teacher's role, reading skill, reading comprehension, new vocabulary, analysis and synthesis of information.*

RESUMEN

Con el presente trabajo se pretende mostrar en base a fuentes bibliográficas científicas el impacto que tienen los recursos didácticos como soporte de las clases de inglés que se imparten y el rol del profesor en el aula al momento de realizar tareas o actividades relacionadas a esta habilidad en los alumnos de bachillerato del colegio Nueve de Octubre de la ciudad de Machala.

El dominio de una habilidad como el Reading requiere de un proceso constante y habitual, a nivel cultural los índices de lectura son muy bajos en los jóvenes puesto que es una actividad que ha sido desarrollada muy poco en el idioma materno por parte de los docentes, esto complica en parte al momento de desarrollarla en otro idioma como el inglés, esta circunstancia requiere por parte de los profesores de innovar las clases con otras alternativas extras que van más allá del libro de texto o trabajo.

Al planificar actividades que conciernen al Reading se debe tener en cuenta factores como el tipo de alumnos y el nivel que posean, para así lograr una enseñanza equitativa, puesto que en actividades relacionadas a esta habilidad el objetivo es lograr la comprensión lectora, adición de nuevo vocabulario, así como el análisis y síntesis de la información lo que repercutirá en el dominio y fluencia del Reading.

Por consiguiente, con este estudio se promueve la importancia que tiene el uso de los recursos didácticos con respecto al Reading y el impacto que genera en los alumnos su aplicación.

Palabras Claves: *recursos didácticos, role del profesor, habilidad Reading, comprensión lectora, nuevo vocabulario, análisis y síntesis de información*

INDEX

1. INTRODUCTION	3
2. DEVELOP	5
2.1. Reading Skill in relation with The English Language	5
2.1.1. <i>Importance</i>	5
2.1.2. <i>Weaknesses</i>	5
2.1.3. <i>Teacher's Role</i>	6
2.1.4. <i>Kind and Strategies</i>	7
2.2. Didactics Resources as Learning Tools	8
2.2.1. <i>Importance</i>	8
2.2.2. <i>Purpose</i>	9
2.2.3. <i>Authentic Didactics Resources to Reading</i>	10
2.2.4. <i>Reading Aloud</i>	10
3. CONCLUSION	12
REFERENCES	13
ANNEXES	15

1. INTRODUCTION

As time goes by, English has become the most used language in lot of countries, which gets shorter existing linguistics walls for different barriers imposed by each country, which gives the importance it has earned. Learning this language is very important to people, especially the development of their skills, because these give tools to carry out in the globalized environment in which they live.

In Ecuador, English teaching has been disappointing for different factors that have generated a negative impact, because teachers' training was basic and sometimes very similar to their students making it a behaviorist education in which the applications of didactics resources are limited (Rivas & Cuellar, 2013). Despite the latest reform that have undergone the education system regarding this topic, it still remains some reticence to learn and even more in the development of productive and receptive skills.

One of the receptive skills that students have with a low development is reading, this is due largely part to a lack of students' management it. Since in most of educational institutions, the resources that provide their teachers are limited in textbook and blackboard, which limits the knowledge process when reducing comprehension and retentive capacity of students, environment that discourage to student to practice this activity, therefore it generates a low academic performance thus triggering a restricted productivity and lacking human talent.

Today's society gets in the habit of this skill is a big problem, due to cultural student community which has a little familiarity to read in their own language, a lot less do it in a foreign language, because English teacher does not use didactics resources to encourage learning another language at students, this problem leads to pose questions following: How do didactics resources inside performing the reading skill in English for students of Nueve de Octubre high school in Machala city?

Is for this reason, the general aim is to determine the impact that the didactics resources have in the developing of the reading skill in the English learning in students of Nueve de Octubre high school in Machala, and hence the importance that generate the use and application of them for students to get optimal results in activities involving this skill.

When teachers carry out the reading skill improperly, this brings several problems to students; this leads to consider the importance of identifying which problems are being generated for not using appropriate teaching resources with learners at the moment of

doing the activities in class, which involve reading, since this represents a setback in the skill development because it would discourage students by the subject being taught.

Although there are a lot of didactics resources, the lack of knowledge about them used by teachers, restrict their applications. Therefore, it is important to establish the types of effective didactics resources to develop the reading skill in the students, since that a diversity of resources would bring back students' interest in practice reading.

The classic activities used in classes just requires resources such as textbook, which generates very little production of students in relation to reading works since they do not have the opportunity to carry out different tasks involve new materials, it is the reason of the importance to determine an activity that needs new teaching resources to help students in their comprehension and retention of information when reading is being carrying out, ensuring the progress and improvement of skill and thus the effectiveness of teaching.

With these aspects, it is expected to establish in this work, the importance of didactics resources at the time of imparting knowledge in learning a foreign language, and above all reading skill, this is why one of the categories proposed in the project is *Reading skill in relation at the English language* because it reflects the skill's importance in learning another language and the abilities of students acquired with it, the other category to consider is the use of *didactics resources as learning tools*, due to they are the teachers' support in the knowledge process. All aspects and the basis of scientific references that support the project are reflected in the final conclusions of research, the same is representing the solution to the problem posed demonstrating the confidence of learning in the classroom.

“Impact of Didactics Resources in performing the reading skill in students of Nueve de Octubre High School in Machala”

2. DEVELOP

2.1. Reading Skill in relation with The English Language

The reading skill requires in its process of recognizing, to comprehend, to identify and analyze a group of words in a text, irrespective of language. With respect to different language, the situation becomes complex, since it requires the knowledge of vocabulary and grammar in which the comprehension and interpretation of this plays a very important role to do the efficient reading (Osorno González & Lopera Medina, 2012), these aspects make this skill indispensable within the learning of a foreign language.

For an effective reading, it is essential some factors to interfere such as the purpose of reading, vocabulary and previous information to help the reader in the synthesis of it (Akyol, Çakiroglu, & Kuruyer, 2014), since this will determine the effectiveness of the development of ability in class.

2.1.1. *Importance.* The importance of this skill is to foster in the students the capacity to interpret, reason and understand a text, making it an effective tool for English learning, since this entails a management of vocabulary and its meaning to identify words and relate with grammatical structures of the document or book, improving the mental capacity of information extracting and therefore the skill's develop, regardless of their level (Ahmadi, Ismail, & Kabilan, 2013) due to not only the above is enriched, but for the proficiency when interpreting words before seeking their dictionary meaning through context of the information, which is reflected in the domain, use and fluency of learned by them.

2.1.2. *Weaknesses.* The reading has different problems in its young readers that limit the development of this prowess. Among these are the lack of reading comprehension, because it is not a recurring activity in the practice. Largely due to the easiness with what students have at the moment of acquiring information about various topics when using technology as a source, which generates a deficient assessment of information since they do not use a thoughtful reading, creating with this a rejection to the traditional readings, which causes various aspects limiting at learners as thinking ability, memory and imagination that are cognitive processes that occurs in the brain, consequently bring about a production deficient and low reading level in students. Given that a recurring reader carried out features as:

- ∞ The ability to understand, analyze and troubleshoot several situations.
- ∞ Students develop their memory and obtain new vocabulary.

- ∩ They improve their oral and written expression accordingly getting a critical thinking.

Not to create in the learners a habit in relation to the reading, it would provoke a setback in the knowledge's process, especially in another language (Kamalova & Koletvinova, 2016), partly because the students' disinterest is generated by the lack of incentives of the teachers, largely due to inadequate didactics resources used as teaching support which gives a poor effect on productivity of academic activities.

Another aspect to keep in mind is the orientation that the teachers' textbooks have to work in class. These are orientated to context of grammar, which generated a risk in the development of communicative skills, because the workbooks' tasks focus on the repetition of words or grammatical structures leaving aside the skill's developed (Gómez-Rodríguez, 2010).

As it is stated in the previous paragraph, it can be seen how important it is to use other teaching resources, independently of the text or workbook that usually is used by the teachers, partly because of these tools help to create an enabling environment and active learning, the same are support and reinforcement at moment to practice the English skills.

2.1.3. Teacher's Role. The teacher in the academic environment is the facilitator of knowledge that the pupils learn in classes, since he is the person in charge of handling the pedagogical resources required to improve the teaching and knowledge of his students. The teacher as cognitive process guide of his learners, confronts diverse challenges when he teaches his class, because he should not only have knowledge of methodologies strategies and command of language, but also to know the use of didactics resources that contribute with the training. At the same time, his work is not only inside of classroom but outside as well when the teacher does the planning and selecting the most beneficial resources to give the awareness, which implies not only be mentor, but being also guide and moderator of his apprentices. As a result of this, the teacher should take into account the following aspects:

- ∩ Use of language to teach
- ∩ Way to teach
- ∩ Manage the teaching

Because of this, it is not enough to be a native speaker of English to become a teacher, it also requires a professional training to develop the communicative language skills in his learners (Bhowmik, 2015).

The above clarifies the teacher's role in the teaching process, because of his magnitude of the responsibility he has upon the students' training, what turns it into an active guide that the learners need for their success, since he should decide the selection and implementation of strategies and pedagogics resources that guarantee the achievement of the course.

2.1.4. Kind and Strategies. When referring to reading, it should take into account the kinds and strategies that exist, for choosing the best option that the students need. With relation to kinds, there are some such as extensive, intensive, oral and silent reading. The analysis of the advantages of each one, will give guideline to make a beneficial choice with relation to the development of the skill.

Extensive reading: It references to long texts that are required to turn reading into a habit, since it represents great advantages for students in another language, because the students increase their vocabulary with new words and grammatical structures using texts or books with a lot of information. The readers may be free to choose the text genre.

Intensive Reading: The reading is more specific, student should be focused more in identifying the main ideas in each paragraph or chapter, this kind of reading includes specific topics that require a short time to carry out them.

Oral Reading: The reader is exposed to an evaluation of the auditorium, hence it entails of a correct intonation and pronunciation (Jose & Raja, 2011), that which represents a challenge due to the fact that he cannot overlook an unknown word, which it is evident in the reading since the reader changes the tone of reading and does even pauses that evidence his mistakes. In contrast, this kind is very useful because the teacher can make corrections as it is required.

Silent Reading: The reader can analyze the text carefully but the assessment of his reading can be see with understanding of the reading, in other words when he can identify the main idea and summarize it. (Akbar, Taqi, Dashti, & Sadeq, 2015).

In connection with the reading strategies, these are applied at the moment of giving classes to help students improve their reading comprehension (Izquierdo Castillo & Sonia, 2014). As the Following:

Skimming: It consists in extracting the main idea without needing to read all the information, through a quickly reading with the objective to determine the text's importance. The key to this strategy is to do a fast revision of the reading to identify the essence of it.

Scanning: This strategy is focused on specific information of a text such as dates, names or places to help the reader in his search of the principal data. With the scanning, the students can see several lines until find the most important part of information.

Making Predictions: It is based on a reading through the deduction about the text, in which students can lead by the topic or images book to verify then the information.

These kinds and strategies give the guidelines to encourage the reading in students, this beginning should be progressive to start with basic text until the complex readings in which it is necessary more comprehension and management of new words. Thus achieving the mastering, accuracy and fluency of reading comprehension which it would reflect a skill development successfully.

2.2. Didactics Resources as Learning Tools

Didactics resources are the teachers' tools when share their knowledge and build learning on students, facilitating the teaching-learning process in the classroom in an effective way. The feature of these lies in the applications and innovation of them, since learning a language like English requires of interactive materials that go beyond common textbook used in educational institutions, because the complexity to learn a foreign language requires of development original materials to satisfy the learning, as well as know at the students with who work because each student is different and the teacher wants of the resources the capture the interest and productivity of students (Bhowmik, 2015), these become the best working tools for the knowledge construction.

2.2.1. *Importance.* The didactics resources importance is in the purpose of their use, as it was said previously, they are tools that the teacher uses with objective to help their students in the knowledge comprehension process in classes. In the case of foreign language, these resources are very importance and vital because they are essential in learning considering that these help students to recognize new words when they heard them, also the relation between images and the context to improve retention of learning. The foregoing mentioned leads to determine the functions on which to base any kind of teaching resources to ensure learning in students, as follows function:

- ∩ Support to learning: The resources' contents are good support for acquisition of knowledge in the learning process.
- ∩ Structuring Function: The learning is concrete and specific, which facilitates the extraction of information by making it simpler.
- ∩ Motivating Function: The resources should be interesting to learners, because they must get attention and interest in the class.
- ∩ Innovative function: to encourage the learning with resources different from conventional, which should be creative and original to attract attention of learner.

On the basis of this lies the importance of didactics resources, above all in the practice of tasks in class, the same that requires of these tools to produce and reinforce the learning (Moreno Lucas, 2015).

2.2.2. *Purpose.* Didactics resources are the most important tools in learning process for teachers. This is the reason of resources purpose, which help actively and creatively the students' learning, motivating them in classes making the environment more interactive, which makes them a support and help for teachers.

The aim is in focusing in the necessity and requirement of students to improve their knowledge production. This requires of three factors necessities to elaborate the resources, in which should consider the following:

- ∩ Carrying out modification: the manner as can be applied or modifier to benefit students' learning.
- ∩ Subjective: what is expected or require of the resources both teacher and students.
- ∩ Objective: the approach of the topic to teach.

These factors determine the effectiveness of didactics resources, since the features and approaches will be determined for them. To determine the types of resources that should be kept in mind the following:

- ∩ Topic or specialization
- ∩ Student's Condition
- ∩ Competences in the language
- ∩ Knowledge previous
- ∩ Skills to develop
- ∩ Goal learning

All this falls within the different resources such as textbooks, visual aids, the Internet, electronic, and others. The materials should attract attention and motivate students to learn, this should be their goal, because when doing more realistic and dynamic tasks or activities without forgetting about learnings, the best result is obtained (Laborda, 2011).

2.2.3. *Authentic Didactics Resources to Reading.* Didactics resources classical have used teachers over the years in activities for reading which have generated a lack of interest in students with respect to develop reading skill, that makes them adopt an indifferent attitude in class. The texts used in class provided the information necessary to teach but this is not enough to encourage students.

Consequently, the use of authentic materials becomes a good choice to teach. By their nature, students are more motivated to learn because these materials contain a language that become acquainted with their reality. That represents a real learning in which students can carry out their learning for the daily life in a real context.

Among these are materials:

- ∩ Literature
- ∩ CDs
- ∩ DVDs
- ∩ News
- ∩ Movie
- ∩ Story
- ∩ Brochure
- ∩ Online

Awaken interest of students promote reading. For this reason they improve their reading skill, in which the comprehension and analysis of information is the most important, because students are able to debate about the topic and give their personal opinion, at the same time it integrates the other English communicative skills (Guo, 2012).

2.2.4. *Reading Aloud.* Reading is the less developed skill in a class, not being a very common practice in the surrounding, it causes lack of interest at the moment of practicing it, but when doing a reading aloud, it sets a connection between the information and classroom environment.

When reading a story aloud, the readers recreate the context of information through their imagination, therefore it is easier for the comprehension and critical approach. When

performing a reading of this type, it creates a preamble to retell the story, analyze, synthesize and personalize, making the reading more interactive and creative (Norato Cerón, 2014).

An important point is to lead the relation of students with the didactics resources in some activities, because student becomes in active part of the class, leaving free choice topics or stories to be used in the activity. Based on this, student can select topics of his interest which creates a more interesting classroom environment, at the same time, encourages the other learners in classes (Palanques, 2011).

As mentioned, student is encouraged to participate in activities and has the responsibility to select the reading's topic and to be leading in a principal role so the class will be more active and dynamic.

According to the research an activity has been provided to focus on this reading kind and appropriated didactics resources, will be used. See in annexes.

3. CONCLUSION

English learning as a foreign language, requires several elements that interfere in the process, above all the didactics resources as work tools of teachers. Through this work and its references, it supports the impact of resources, when a skill as reading is developed with students of high school, which influence directly in motivation and interest in them.

The lack of appropriate didactics resources for activities concerning the reading, represents serious problems, due to largely resources teacher uses in his classes, such as the text and work-book, the limited used of these teaching tools, leads students to generate tedium and carelessness that have as challenge to learn a new language. Among these problems are the lack of comprehension and retention reading, which is evidenced at the moment of tasks, which are shown in the results, because students cannot analyze and synthesize reading information.

As previously expressed, when the teachers limit themselves to use the classical didactics resources, it causes unsatisfactory consequences. For this, they should innovate the resources that they use to develop the reading skill; for which it is advised to use authentic materials such as literature book, magazines, newspapers, short stories or brochures, because these lead students to familiarize the knowledge with their surrounding and reality to create an interest in reading, hence the skill development.

For this reason, it is important to establish an activity that the new didactics resources need, such as reading aloud funny and short stories, in which students are involved in resources selection and they have a leading role of their learning process, this will give success to the class because learners will be able to understand the information; at the same time, increase their vocabulary which improve their English learning.

REFERENCES

- Ahmadi, M. R., Ismail, H. N., & Kabilan, M. K. (2013). The Importance Of Metacognitive Reading Strategy Awareness in Reading Comprehension. *Canadian Center of Science and Education, 6*(10), 235-244. doi:<http://dx.doi.org/10.5539/elt.v6n10p235>
- Akbar, R. S., Taqi, H. A., Dashti, A. A., & Sadeq, T. M. (2015). Does E-Reading Enhance Reading Fluency? *English Language Teaching, 8*(5), 195-207. doi:<http://dx.doi.org/10.5539/elt.v8n5p195>
- Akyol, H., Çakiroglu, A., & Kuruyer, H. G. (2014). A Study on the Development of Reading Skills of the Students Having Difficulty in Reading: Enrichment Reading Program1. *International Electronic Journal of Elementary Education, 6*(2), 199-212. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1053627.pdf>
- Bhowmik, S. K. (2015). World Englishes and English Language Teaching: A pragmatic and humanistic approach. *Colombian Applied Linguistics Journal, 17*(1), 142-157. doi:<http://dx.doi.org/10.14483/udistrital.jour.calj.2015.1.a10>
- Gómez-Rodriguez, L. F. (2010). English Textbooks for Teaching and Learning English as a Foreign Language: Do They Really Help to Develop Communicative Competence. *Educación y Educadores, 13*(3). Retrieved from http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S0123-12942010000300002&lang=pt
- Guo, S.-c. (2012). Using Authentic Materials for Extensive Reading to Promote English Proficiency. *English Language Teaching, 5*(8), 196-206. doi:<http://dx.doi.org/10.5539/elt.v5n8p196>
- Izquierdo Castillo, A., & Sonia, J. B. (2014). Building up Autonomy Through Reading Strategies. *Profile, 16*(2), 64-85. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1053813.pdf>
- Jose, G. R., & Raja, B. W. (2011). Teacher's Role in Fostering Reading Skill: Effective and Successful Reading. *Journal on English language Teaching, 1*(4), 1-10. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1071046.pdf>
- Kamalova, L. A., & Koletvinova, N. D. (2016). The Problem of Reading and Reading Culture Improvement of Students-Bachelors of Elementary Education in Modern High Institution. *International Journal of Environmental & Science Education, 11*(4), 473-484. doi:10.12973/ijese.2016.318a
- Laborda, J. G. (2011). Revisiting Materials for Teaching Languages for Specific Purposes. *3L: The Southeast Asian Journal of English Languages Studies, 17*(1), 102-112. Retrieved from <http://files.eric.ed.gov/fulltext/ED524345.pdf>
- Moreno Lucas, F. M. (2015). PEDAGOGICAL FUNCTION OF MATERIAL RESOURCES IN EARLY CHILDHOOD EDUCATION. *Revista de Comunicación Vivat Academia*(133), 12-25. doi:<http://dx.doi.org/10.15178/va.2015.133.12-25>

- Norato Cerón, C. (2014). The Effect of Story Read-Alouds on Children's Foreign Language Development. *Gist Education and Learning Research Journal*(8), 83-98. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1062717.pdf>
- Osorno González, J. A., & Lopera Medina, S. A. (2012). Interaction in an EFL Reading Comprehension Distance Web-Based Course. *Íkala, Revista de Lenguaje y Cultura*, 17(1), 45-59. Retrieved Junio 13, 2016, from http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S0123-34322012000100004&lang=pt
- Palanques, V. B. (2011). Teaching the four language skills from a communicative perspective: some pedagogical implications. *Fòrum de Recerca*(16), 519-527. Retrieved from http://repositori.uji.es/xmlui/bitstream/handle/10234/77254/fr_2011_5_9.pdf?sequence=1
- Rivas, C., & Cuellar, C. (2013). ENSEÑANZA DE LA COMPRESIÓN LECTORA DEL INGLÉS EN LA EDUCACIÓN UNIVERSITARIA: UNA VISIÓN CRÍTICA. *Gaceta Técnica*, 10, 73-78. Retrieved from <https://dialnet.unirioja.es/servlet/articulo?codigo=4753060>

ANNEXES

(Activity)

READING ALOUD WITH FUNNY AND SHORT STORIES

Process in Class

The base of this activity is to encourage students to practice reading based on funny and short stories in which students are active part of the process to be responsible for selecting the stories according to their preferences and interest. The reading's selection is carried out a week before the class, given that the didactics resources should prepare to be used to develop the activity.

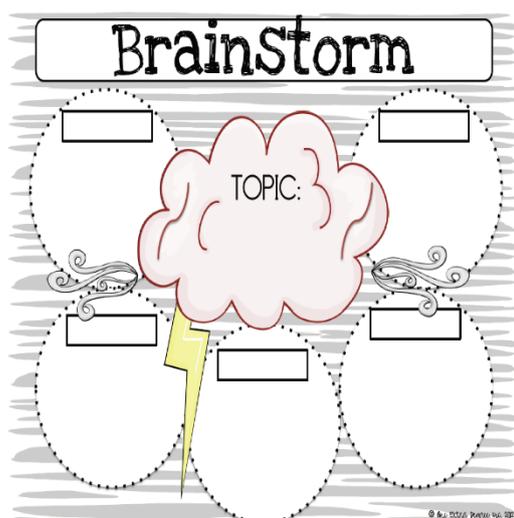
This activity requires for each class the following resources:

- ∞ Short Reading
- ∞ Flash Cards or pictures
- ∞ Summary Notebook

The activity has three sections very important to help students in reading comprehension, which are:

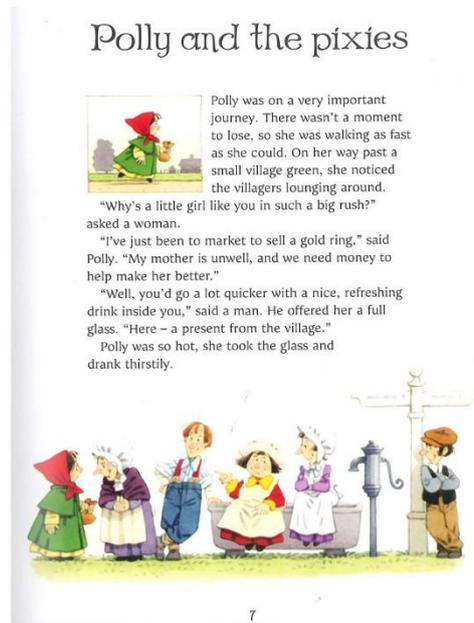
Pre Reading

Student Reader should prepare his/her partners with activities such as brainstorm about the topic or pictures similar to reading characters for students are related with the thematic of the story and its vocabulary.



While Reading

The reader should reading aloud the story to the other attendees of the class. This reading requires of students their attention and interest in order to can understand and make the post activities.



Post Reading

At the end of reading the attendees speak about the most relevant points of it well as the central axis of the plot among the listeners, and based on this make an alternate ending that is related with the story and writes on summary notebook.

