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FACULTAD DE CIENCIAS DE LA EDUCACIÓN,  
HUMANAS Y TECNOLOGÍAS**

**CARRERA DE IDIOMAS**

**THESIS TITLE:**

“THE READING HABIT INFLUENCE IN THE TEACHING LEARNING OF VOCABULARY DE LOS ESTUDIANTES DE OCTAVO AÑO “A” DE EDUCACIÓN BÁSICA DE LA UNIDAD EDUCATIVA “MALDONADO”, IN RIOBAMBA CANTON, DURING THE ACADEMIC TERM 2015-2016”

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**DECANO DE LA FACULTAD DE CIENCIAS DE LA EDUCACION HUMANAS Y  
TECNOLOGIAS DE LA UNACH.**

En calidad de tutora de la tesis titulada **“THE READING HABIT INFLUENCE IN THE TEACHING LEARNING OF VOCABULARY DE LOS ESTUDIANTES DE OCTAVO AÑO “A” DE EDUCACIÓN BÁSICA DE LA UNIDAD EDUCATIVA “MALDONADO”, IN RIOBAMBA CANTON, DURING THE ACADEMIC TERM 2015-2016”**, efectuada por las señoritas: María Liliana Cando Carrillo y Jazmín Marisol Medina Rea; tengo a bien certificar que han cumplido con los requisitos de la investigación y por lo tanto están aptas para su examinación por parte del tribunal correspondiente.

Atentamente,



Msc. Mónica Torres

**TUTORA DE TESIS**

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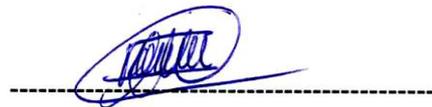
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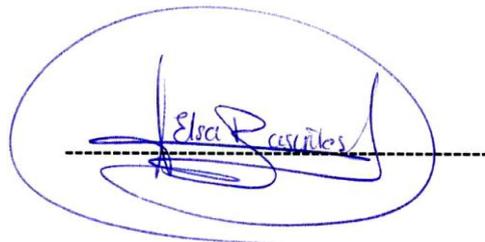
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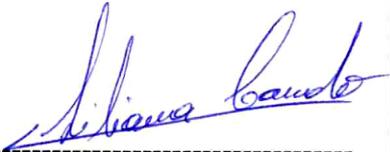
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## AUTHOURSHIP

WE, María Liliana Cando Carrillo, Jazmín Marisol Medina Rea students of language career, declare that we are the only one author of the research work named; **“THE READING HABIT INFLUENCE IN THE TEACHING LEARNING OF VOCABULARY DE LOS ESTUDIANTES DE OCTAVO AÑO “A” DE EDUCACIÓN BÁSICA DE LA UNIDAD EDUCATIVA “MALDONADO”, IN RIOBAMBA CANTON, DURING THE ACADEMIC TERM 2015-2016”**, the ideas opinions and commentaries specified in this document are responsibility of its authors.

Riobamba, December 09, 2016



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## **DEDICATORY**

This thesis is dedicated to God, to my parents who gave me life and especially to my aunt and cousin who have been a support for me. I thank my best friend Jazmin because she has always been there in good and bad moments. This work is dedicated to all my whole family who help me in my difficulties. Thank you very much to my English teachers for sharing their knowledge.

*Liliana*

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## GENERAL INDEX

PORTADA.....	I
CERTIFICADO DE APROBACIÓN.....	II
CERTIFICATE OF MEMBERS OF COMMITTEE OF THE TRIBUNAL.....	III
AUTHORSHIP.....	IV
DEDICATORY.....	V
ACKNOWLEDGEMENTS.....	VI
GENERAL INDEX.....	VII
CHARTS GENERAL INDEX.....	X
GRAPHICS GENERAL INDEX.....	X
TABLES GENERAL INDEX.....	X
SUMMARY.....	XI
RESUMEN.....	XII
INTRODUCTION.....	XIII
<b>CHAPTER I.....</b>	<b>1</b>
1 REFERENTIAL FRAMEWORK.....	1
1.1 RESEARCH PROBLEM.....	1
1.2 PROBLEM DEFINITION.....	1
1.3 PROBLEM FORMULATION.....	2
1.4 GUIDELINE QUESTIONS.....	2
1.5 OBJECTIVES.....	2
1.5.1. GENERAL OBJECTIVE.....	2
1.5.2. SPECIFIC OBJECTIVES.....	2
1.6 JUSTIFICATION.....	3
<b>CHAPTER II.....</b>	<b>4</b>
2.1. BACKGROUND.....	4
2.1.1. THEORETICAL FOUNDATION.....	4

2.1.2.	Scientific Theory.....	4
2.1.2.2	WHY IS IT IMPORTANT TO READ? .....	5
2.2	WHAT IS MOTIVATION?.....	5
2.2.1.	HOW TO MOTIVATE STUDENTS TO READ? .....	6
2.2.2	TYPES OF MOTIVATION.....	6
2.2.3.	MOTIVATIONAL STRATEGIES .....	7
2.3.	READING TO LEARN .....	8
2.3.1.	FOUR BASIC STEPS FOR READING TO LEARN .....	9
2.3.2.	THE ROLE OF THE TEACHER .....	10
2.3.3.	THE ROLE OF THE STUDENT .....	10
2.3.4.	CREATING INTEREST IN READING .....	11
2.3.5.	TYPES OF READING .....	11
2.3.6.	READING STRATEGIES.....	12
2.4.	WHAT IS A HABIT? .....	14
2.4.1.	HOW TO CREATE READING HABITS?.....	14
2.5.	VOCABULARY .....	15
2.5.1.	IMPORTANCE OF VOCABULARY .....	16
2.5.2.	HOW VOCABULARY IS LEARNED? .....	16
2.5.3.	WHAT MAKES A WORD DIFFICULT TO LEARN?.....	17
2.5.4.	TECHNIQUES FOR TEACHING VOCABULARY.....	18
2.5.5.	Body Technique .....	19
2.5.6.	Word Sets Technique .....	20
2.5.7.	Definition Technique .....	20
2.5.8.	Synonyms / Antonyms technique .....	21
2.5.9.	Illustrative Sentences or Contextualization Technique.....	23
2.5.10.	Scales Technique.....	24
2.5.11.	Hyponyms Technique .....	25

<b>CHAPTER III.....</b>	<b>26</b>
3. METHODOLOGICAL FRAMEWORK .....	26
3.1. DESIGN OF THE RESEARCH .....	26
3.2. TYPE OF THE RESEARCH.....	26
3.3. LEVELS OF THE RESEARCH.....	26
3.4. POPULATION AND SAMPLE .....	26
3.5. TECHNIQUES FOR DATA RECOLECTION.....	27
3.6. DATA PROCESSING AND ANALYSIS TECHNIQUES.....	28
<b>CHAPTER IV .....</b>	<b>29</b>
4. DATA PROCESSING, ANALYSIS AND INTERPRETATION OF RESULTS ....	29
4.1. ANALYSIS OF THE INTERVIEW GUIDELINE APPLIED TO THE TEACHER	31
4.1.2. INTERPRETATION OF RESULTS .....	33
<b>CHAPTER V .....</b>	<b>35</b>
5. CONCLUSIONS AND RECOMMENDATIONS .....	35
5.1. CONCLUSIONS.....	35
5.2. RECOMMENDATIONS .....	36
5.3. BIBLIOGRAPHY .....	37
5.4. ANNEXES .....	39

## **CHARTS GENERAL INDEX**

CHART 1: EXAMPLES OF WORD SETS	20
CHART 2: EXAMPLES OF DEFINITION TECHNIQUE	21
CHART 3: EXAMPLES OF SYNONYMS	22
CHART 4: EXAMPLES OF ANTONYMS	22
CHART 5: EXAMPLES OF ILLUSTRATIVE SENTENCES	23

## **GRAPHICS GENERAL INDEX**

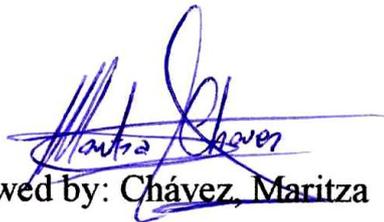
GRAPHIC 1: SCALE OF SIZE	24
GRAPHIC 2: SCALE OF DARKNESS	24
GRAPHIC 3: SCALE OF HAPPINESS	25
GRAPHIC 4: EXAMPLES OF HYPONYMS	25

## **TABLES GENERAL INDEX**

TABLE 1: PROCESSING DATA	29
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## SUMMARY

The purpose of the thesis was to determine the reasons why students do not improve their learning of vocabulary when reading. Besides it was researched the types of reading and techniques used by the teacher to teach vocabulary. This research was diagnostic and the ethnographic method was used to describe and analyze the population behavior. The data were obtained through the participative observation technique, whose instrument was an observation sheet made during the months of May and June 2016. The population was 28 students and 1 teacher. An observation sheet was applied during the months of May to June, 2016 to collect data in eight year "A". It was also applied an interview to the teacher with open and closed questions to know about the types of reading that she uses with her students. Also it was formulated questions about the techniques that she uses to teach vocabulary and the reasons why students don't improve their knowledge of vocabulary. In the research it was determined that students have a bad habit of reading. It was noted that students need guidance from their teachers to improve their reading habits. They do not follow a technical process of reading. The lack of motivation to read affects in the teaching-learning of vocabulary. The techniques to teach vocabulary are not used properly. The students are not comfortable to ask to the teacher for unknown words and most of them don't try to get the meaning of those words by themselves. There are students that never have been exposed to the English language because they come from rural areas.



Reviewed by: **Chávez, Maritza**

Language Center Teacher



## RESUMEN

El propósito de la tesis fue determinar las razones por las cuales los estudiantes no mejoran su aprendizaje de vocabulario cuando leen. Además se investigó los tipos de lectura y las técnicas utilizadas por el profesor para enseñar vocabulario. Esta investigación fue diagnóstica y el método usado para describir y analizar el comportamiento de la población fue el etnográfico. Los datos fueron obtenidos mediante la técnica de observación participativa cuyo instrumento fue una hoja de observación realizada durante los meses de mayo y junio de 2016. La población fue de 28 estudiantes y 1 profesora. Una entrevista también fue aplicada a la profesora con preguntas abiertas y cerradas para conocer los tipos de lectura que ella utiliza con sus alumnos. También se formularon preguntas sobre las técnicas que utiliza para enseñar vocabulario y las razones por las que los estudiantes no mejoran su conocimiento de vocabulario. En la investigación se determinó que los estudiantes tienen un mal hábito al leer. Se observó que los estudiantes necesitan orientación de sus maestros para mejorar sus hábitos de lectura. Ellos no siguen un proceso técnico de lectura. La falta de motivación para leer afecta en la enseñanza-aprendizaje del vocabulario. Las técnicas para enseñar el vocabulario no se utilizan correctamente. Los estudiantes no se sienten cómodos para preguntar al profesor por palabras desconocidas y la mayoría de ellos no tratan de obtener el significado de esas palabras por sí mismos. Existen estudiantes que nunca han estado expuestos al idioma inglés porque provienen de áreas rurales.

## INTRODUCTION

The students often come from different environments and localities with different levels of academic achievement. While some students have good reading habits, others tend to exhibit poor reading habits.

The Unidad Educativa “Maldonado” is more than 100 years to the service of the community. It has a history around its creation and academic function because of the building where it is placed. Nowadays, it is considered one of the most important Unidades Educativas in Riobamba because of its history and the number of students and teachers. Other campus was created to supply the large number of students.

The present thesis is a research project that has the objective to analyze the reasons why students cannot improve their learning of vocabulary when reading. The data were collected from the students of eight year of basic education of Unidad Educativa “Maldonado”.

When the observations were made, it was noticed that students have bad reading habits, they need to know techniques and a process to read. This is a big difficulty when they try to learn vocabulary through reading. For this reason the research project was formulated: “The reading habit influence in the teaching learning of vocabulary de los estudiantes de octavo año “A” de Educación Básica de la Unidad Educativa “Maldonado”, in Riobamba canton, during the academic term 2015-2016”, the main objective was to determine the reasons why students do not improve their learning of vocabulary when reading.

In the content of this thesis the information obtained from the observed classes is analyzed and explained, and the results of our research are shown in this document.

In *Chapter I* all about the location of the school and its features is explained. The main theme of the thesis is expressed there too. In *Chapter II* the theory is presented which serves as the basis of the research. The topics involved are: what is reading, why it is important to read, motivation to read and the types of motivation, how to motivate students to read, motivational strategies, reading to learn, reading strategies, types of reading (intensive, extensive,

skimming, scanning), what is a habit, vocabulary definition and techniques for teaching vocabulary are the basis of the research. *Chapter III* contains the design of the research, the type and the levels of the research, the observation was made with 28 students both women and men. The techniques were the survey and participant observation with their instruments guidelines of survey and observation. *In Chapter IV* the analysis of the guidelines of survey and observation is presented. *Chapter V* deals with the conclusions and recommendations of the research results.

## **CHAPTER I**

### **1 REFERENTIAL FRAMEWORK**

#### **1.1 RESEARCH PROBLEM**

“THE BAD READING HABITS INFLUENCE IN THE TEACHING LEARNING OF VOCABULARY DE LOS ESTUDIANTES DE OCTAVO AÑO “A” DE EDUCACIÓN BÁSICA DE LA UNIDAD EDUCATIVA “MALDONADO”, IN RIOBAMBA CANTON, DURING THE ACADEMIC TERM 2015-2016”

#### **1.2 PROBLEM DEFINITION**

In our country, the English language has not been seen as a priority because it is a Spanish-speaking country, but with the advancement of the technological world and extent of global development it is fundamental to master the language.

The Unidad Educativa "Maldonado" has over 100 years of service to the community and it was created by Ministerial Agreement No. 020-12 on December 24, 2013, in order to accommodate students from rural and urban areas. It is located in the city of Riobamba in the Veloz parish with a total of about 2709 male and female students, 120 teachers in different areas, of which 14 belong to the English department.

This problem was formulated because when the pre-professional practices were developed, it was observed that students had difficulties learning vocabulary when they were reading. That is why the actual situation is analyzed considering the influence of the reading habit in the teaching practice of vocabulary to the students of eight year “A” of Basic Education of Unidad Educativa “Maldonado”, in Riobamba City, during the academic term 2015-2016”.

Although students in eighth year "A" receive a total of 5 hours a week divided in 1 hour daily and they have the English Student`s book and workbook Level 1 by (Jorge Enrique Muñoz Oyola) of the Ministry of Education. It is believed the problem arises due to the bad reading habits in students and teachers as seen during the development of practices. It was noted that

during their free time the students do not take a book, magazine, a newspaper or a novel in order to read.

### **1.3 PROBLEM FORMULATION**

Why can't students improve the learning of vocabulary when reading in octavo año de educación básica de la Unidad Educativa "Maldonado", in Riobamba Canton, in the academic term 2015-2016?

### **1.4 GUIDELINE QUESTIONS**

- What are the techniques used by the teacher to teach new vocabulary when reading?
- How the students are motivated in class to read and to learn new vocabulary?

### **1.5 OBJECTIVES**

#### **1.5.1. GENERAL OBJECTIVE**

To determine the reasons why students do not improve their learning of vocabulary when reading in octavo año "A" de educación básica de la Unidad Educativa "Maldonado", in Riobamba canton, during the academic term 2015-2016.

#### **1.5.2. SPECIFIC OBJECTIVES**

- To discover the types of Reading that the teacher uses in class to teach vocabulary to the students of octavo año "A" de educación básica de la Unidad Educativa "Maldonado".
- To identify the techniques used by the teacher to teach vocabulary when Reading.
- To infer the reasons why the students of octavo año "A" de educación básica de la Unidad Educativa "Maldonado" lack of vocabulary when reading.

## **1.6 JUSTIFICATION**

Through the research, it was possible to know the degree of effect that the habit of reading has on the vocabulary learning of students of eighth year "A" of basic education of Unidad Educativa "Maldonado".

From a social perspective, this research allows to further spread the benefits of reading and understanding the attitudes of EFL (English as a Foreign Language) aspects. Also, this research has an influence on the cultural area to study the impact of reading habits of students of eighth year "A" of the Unidad Educativa "Maldonado".

The research is also important because as future teachers we are interested in the influence of the habit of reading to teach vocabulary in the process of learning the English language.

Moreover, the research serves as a reference point for other investigations that seek to analyze the influence of the habit of reading on learning vocabulary, or change the attitude and levels of reading comprehension in the students of the Unidad Educativa "Maldonado".

Similarly, the results of this research represent a reliable source of information for prospective teachers interested in reading in English; it allows them to reflect on the implementation of new teaching approaches that support the development of reading skills and vocabulary.

Finally, this project was possible because it was authorized and supported by the authorities of the Unidad Educativa "Maldonado" as well as the teachers of English. Besides, materials and library resources were easily accessible to find and collect the necessary information. Furthermore, this research work was financed exclusively by the authors.

## **CHAPTER II**

### **2. THEORETICAL FRAMEWORK**

#### **2.1. BACKGROUND**

After reviewing the files of the libraries of the Universidad Nacional de Chimborazo as well as the library of Facultad de Ciencias de la Educación, Humanas y Tecnologías, we were able to determine that there are no studies about this topic and that if other libraries use it, if necessary, the respective authors should be mentioned.

##### **2.1.1. THEORICAL FOUNDATION**

##### **2.1.2. Scientific Theory**

###### **2.1.2.1. What is Reading?**

For researchers interactive model of reading, (Goodmann & Goodmann, 1998) "reading is obtained meaning from written text and therefore the reader must process, as language, visual information offered by the text; Moreover, reading is a psycholinguistic process of creation and confirmation of hypotheses from prior knowledge of the language and the world, a phenomenon exclusively perceptive".

This means that the reading process is not simple, but entails much more than that, to the extent that through reading not only what is written but also the feelings that the author wanted to express when he wrote his composition can be perceived. He mentions in their statement that from prior knowledge about a topic, it is possible to create and confirm hypotheses, make us agree with their thinking because the more one reads and prior knowledge is obtained, better reading comprehension.

Some authors say, "There's no meaning without reading." But, on the other hand, it is believed that understanding cannot be achieved without using the meaning to decode the text. Others say that the meaning reader appoint to the text will depend on factors, as the purpose of the reader, its social culture, their background, their linguistic control, attitudes and

conceptual schemes. This suggests that both writing and reading processes are dynamic and constructive.

Reading is the ability to understand words contained in a document and make use of the knowledge for personal growth and development. This implies obtaining meaning from recorded information either printed or non-printed in the life of an individual. People read for different reasons and purposes, some of which include for pleasure, leisure, relaxation, information and for knowledge.

### **2.1.2.2 WHY IS IT IMPORTANT TO READ?**

Reading is very important because it helps the students to understand and acquire new knowledge. The reading lesson is used as an opportunity to teach pronunciation, practice fluency and expressive speaking. Learning to read enriches people's vocabulary and helps to express the opinions of students correctly in a dialogue, discussion, conferences and so on.

Reading helps the teacher and the students to improve their lives because it allows students to have more practice concerning the different types of reading. In this way they can increase their ability to understand, contribute in the classroom, give opinions about reading, and find the principal idea of the different kinds of texts.

Reading magazines, novels, history books, telephone directories, newspapers and other reading materials is good because it helps the students to understand that reading can be more interesting and satisfactory for their future.

Reading improves the concentration in the students, they learn to be more creative, to use punctuations marks correctly, to find new vocabulary, to find different meanings, and so on.

## **2.2 WHAT IS MOTIVATION?**

Motivation is the most important factor for success in language leaning. The teachers should motivate their students in each class because the students have problems at home, for this reason they don't concentrate in the English classes.

The teachers have a big challenge with their students, they must use different techniques to motivate them. When the students are motivated in class, they feel sure of themselves and demonstrate their abilities and newly acquired knowledge in the classroom. It helps them to gain confidence or stay confident. (Anonimo, 2003)

### **2.2.1. HOW TO MOTIVATE STUDENTS TO READ?**

The students must have confidence in themselves. The teacher should encourage them to learn a new language.

The teacher should know the causes why students don't concentrate on the text. The teacher should have confidence in the students so they feel important in class and everybody demonstrates their knowledge.

### **2.2.2 TYPES OF MOTIVATION**

The following are types of motivation: (Reed, 2005)

**Intrinsic motivation.** - Students who read for the sheer enjoyment of reading are intrinsically motivated. When students have done a reading activity satisfactory without rewards of the teacher, it helps them to read during their free time, in their houses, on the bus, while they are traveling and so on.

**Extrinsic motivation.** - It means that students read for rewards that the teacher gives them. In this way the students become dependent of the rewards and it is a problem because the students reduce internal motivation to read. The teacher should use a good methodology for the motivation of reading without rewards, for example, as nontangible incentives the teacher should use words of praise such as: congratulations, good job, excellent and constructive feedback. It is better motivation than tangible rewards.

### **2.2.3. MOTIVATIONAL STRATEGIES**

These are some strategies to motivate students. (Torres, Basic Methodology for Teaching English, 2010)

- **Introduce variety**

The teacher should let students choose the type of reading that they like and she/he should use new approaches to teach as: debates, discussions, role plays, brainstorming and so on.

- **Enhance the English classroom atmosphere**

The students must have confidence in themselves, it means if students feel motivated, they are able to take many risk. The teacher improves the classroom atmosphere with posters, pictures, puppets etc. It is a good way for students to not be afraid to participate in the class and they feel more comfortable.

- **Use stimulating material**

Students like to learn with teaching materials related to the topic; it helps to make the class more interesting and the students don't get bored.

- **Make students use English in class**

The teacher has to be sure that his/her students are learning to read in English in every class and at home too.

- **Reward learner`s performance**

Students always need a reward of the teacher like encouraging words, candy, notes and applause. It is a good way to motivate students to learn.

- **Provide care**

Students pay more attention and they are always motivated when they feel that the teacher is their friend, because the teacher is sharing their personal experience.

- **Have students participating**

Teachers must work with all the students in class. The students are responsible for each activity and the teacher has to monitor each student.

- **Show enthusiasm and energy**

The teacher has to be active, dynamic, and enthusiastic in his classes so the students do not find the class boring.

- **Help students see the importance of Reading**

The students must read often because when they are reading they learn new things, enrich their vocabulary, they have a healthy lifestyle. Then they can motivate their family members with the habit of reading.

### **2.3. READING TO LEARN**

Reading is an essential part of language instruction at every level because it supports learning in multiple ways. (Nuttall C. , 1982)

- **Reading to learn the language**

It is important in our daily life especially when the students are learning a new language. Teachers should provide a variety of texts such as; magazines, love stories, novels, short stories, newspaper, and so on. Students are able to choose the best option for them and they learn new vocabulary and they convey the meaning of the text.

- **Reading for content information**

It allows students to evaluate other students and they get a good idea how to better their reading skills. For this reason when students read, they summarize a text easily.

- **Reading for cultural knowledge and awareness**

When the students read, they know things that are happening in their country and they learn new styles of life, to interpret the obtained texts, and they may even contact people from different cultures.

### **2.3.1. FOUR BASIC STEPS FOR READING TO LEARN**

The following steps need implementing to help students to achieve a good level of reading. (Nuttall C. , 1982)

- **Figure out the purpose for reading**

Activate background knowledge of the topic in order to predict or anticipate content of the reading.

- **Attend to the parts of the text that are relevant to the identified purpose and ignore the rest.**

It helps the students to focus on the principal information of the book and they get ideas in their minds easily.

- **Select strategies that are appropriate to the reading task and use them flexibly and interactively**

Students understand and they improve their self-esteem, they use different skills to read as bottom-up and top-down and they built the meaning easily.

- **Check comprehension while reading and when the reading task is completed**

The teacher should constantly monitor the student when they are reading because when they have trouble with some unknown words for this reason the teacher should use alternative strategies to help the students understand.

### **2.3.2. THE ROLE OF THE TEACHER**

The teacher has a very important role with the students because he/she has to help them to have a positive attitude towards reading. (Nuttall C. , 1982)

The teacher`s responsibilities include these:

- Enjoying and valuing reading.
- Understanding what reading involves, how language conveys meanings and how texts are put together.
- Finding out what the students can and cannot do.
- Choosing suitable texts to work on.
- Choosing or devising effective tasks and activities.
- Preparing the students to undertake the tasks.
- Monitoring progress to make sure that everyone in the class improves steadily according to their own capabilities.

### **2.3.3. THE ROLE OF THE STUDENT**

The role they have assigned to the teacher implies a reciprocal role for the student.

- **Taking an active part in learning**

It is said that reading is learnt rather than taught and only the learners can do the learning.

- **Monitoring comprehension**

Students need to understand how texts work and what they do when they read. They monitor their own comprehension of the text. Students have the ability to think what is going on in their minds.

#### **2.3.4. CREATING INTEREST IN READING**

It is to ensure that students reach interest in reading. Here are some suggestions that the teachers should practice with their students.

- Read aloud. It helps the class to speculate about what happens next and encourage them to read on by themselves.
  
- Get a student who has enjoyed a book to talk about it or write a brief note for display (without giving away the end of the story).
  
- Show the class new books and talk a little about each one- enough to create the appetite but not to give away the plot.
  
- Encourage students to make or do things arising from their reading; they might prepare pictures for display or tape a dramatized version of the story. Students enjoy preparing materials of this kind to interest their friends in lower classes, with benefits to both.

#### **2.3.5. TYPES OF READING**

Several types of reading may occur in a language classroom. One way in which these may be categorized, as follows:

- Intensive
- Extensive
- Skimming
- Scanning

**INTENSIVE READING.** – It explains that intensive reading "calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like." He draws an analogy to intensive reading as a "zoom lens" strategy.

Intensive reading involves approaching the text under the guidance of a teacher (the right kind of guidance) or a task which forces the student to focus on the text. The aim is to arrive at an understanding, not only of what the text means, but of how the meaning is produced.

**EXTENSIVE READING.** – Nutall argued the case for Extensive Reading programs citing research studies that showed "impressive" gains in reading ability, motivation and attitude, and overall linguistic competence. There was also evidence of gains in vocabulary and spelling.

It is often assumed that in order to understand the whole (e.g a book), we must first understand the parts (sentences, paragraphs, chapters) of which it is made up.

The following are strategies for reading: (Beale, 2014)

**SKIMMING.** - It is a very important type of reading because the students get the main ideas of the book, it is used to read more in less time and the students read only what is important to them in this way It requires the reader to organize and remember some of the information given by the author, not just to locate it.

**SCANNING.** – It is a very important for speeding up the reading, when scanning is used, specific and important information is looked at, such as: sports scores, telephone guide, final of novel and so on. Scanning allows the students to find details and other information in a hurry. Finally, the most important benefit of scanning is the ability to help students become a more flexible reader.

### **2.3.6. READING STRATEGIES**

The reading strategies are:

- **Read the content**

It refers to that when we read first we should read the main idea of the story, newspaper, and book or underline the key idea to improve our reading habit.

- **Look up unfamiliar words**

It is a very important point because students need to know definitions of the unfamiliar words to understand them and this helps contextualize the words. However some words have multiple meanings.

- **Learn and appreciate the context**

When encountering unfamiliar words or ideas, often the literary, historical, or social context of the text can offer clues as to what the character or writer is talking about.

- **Getting a dictionary in the select language**

For the student it is necessary to carry the dictionary in his/her bag, thus they understand to read in other language more easily.

- **Beginning with children`s book**

It is a good suggestion because it is easier for the young learners to read at this basic level.

- **Go to the library**

In all cities there are libraries. For this reason we should go and choose a book to read, it helps to better our dedication and develop the reading habit.

## **2.4. WHAT IS A HABIT?**

A habit is a learned behavior that a person repeats so often that he or she begins to do it without even thinking about it. Certain habits can be helpful, like the habit of brushing teeth before going to bed or buckling the seatbelt when people get into a car. These are habits that a person builds on purpose, to achieve a positive objective.

The habits are created at home. Children learn from adults. Children grow up in different cultural environments that is why they do or don't have habits. It strongly influences in the learning.

### **2.4.1. HOW TO CREATE READING HABITS?**

The following are promotions in the interest of creating Reading Habits: (Bamberger, 1975)

#### **(a) Promotion by parents**

Reading readiness is determined to a great extent by the book and language climate in the child's home. Parents should read aloud and tell the child about it, looking at the pictures with him and naming the things in them. Language develops together with his interest in books. If the parents point out the words which explain the picture books, interest in reading will also be awakened and the first "eye for vocabulary" will be built up, which is a good preparation for reading.

#### **(b) Possibilities for promotion in nursery school and kindergarten**

The educators here have the same tasks as the parents: promotion of reading readiness by helping the children become accustomed to listening and looking at picture books, expanding vocabulary and awakening interest in books. The means of promotion must be altered a bit. In modern pre-school work the child receives much individual attention, so that a genuine family situation is established. But it is also possible to use group work for the developing of reading readiness and reading interests.

### **(c) The influence of the teacher**

Teachers who try to make these little "habit doses" effective in daily leisure-time activities and as homework, teachers who do this systematically throughout the child's school career - without forcing, but naturally - these teachers will have made a majority of their pupils so accustomed to working with books that they will not give it up later.

The teacher's work is not limited to awakening conviction in and enthusiasm for the importance of books: he must be in a position to present the children with specific books and must therefore have read a sufficient number of children's books himself.

If the children sense in classroom discussions that the teacher is not merely generalizing but is encouraging them to read one book or another, his contact with his students will be strengthened and they will both accept his advice with trust and actually seek it.

### **(d) The libraries**

It is hardly possible today to buy all the books one needs for one's enjoyment and work.

When it is especially difficult to awaken reading interest, other interests being so much stronger. At first, perhaps, only in school work, but later the students should finish reading or working with a book at home.

## **2.5. VOCABULARY**

Wilkins wrote that “. . . while without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. Vocabulary is essential for communication, although it is true, learning vocabulary is not everything but it helps to have more fluidity and improve the communication process. (S, 2002)

Knowing a word involves knowing:

- its form, and
- its meaning

Knowing the meaning of a word is not just knowing its dictionary meaning-it also means knowing the words commonly associated with it (its collocations) as well as its connotation, including its register and its cultural accretions.

Vocabulary is to have a broad knowledge of words, which lead to have a correct expression during communication. Vocabulary acquisition begins at an early age, such as the child begins to associate terms with images. He associates the word Mom with the woman who cares for him all the time.

### **2.5.1. IMPORTANCE OF VOCABULARY**

Teaching vocabulary helps students understand and communicate with others in English. Voltaire purportedly said, “Language is very difficult to put into words” Without the knowledge of vocabulary people aren’t able to create sentences, phrases, expressions to communicate their thoughts to the world around them. (Anónimo, Vocabulary and Its Importance, 2016)

To expand the vocabulary depends on each one, it is challenging because students don’t have the habit of reading to absorb new words so it’s a personal choice.

English vocabulary is a big challenge for students because there are words that are memorable and others that cost a lot to learn. Teaching and learning vocabulary is not just words but involves lexical phrases. In different languages vocabulary acquisition is crucial to express themselves fluently. Students should expand their vocabulary through creating reading habits which help them use the words and phrases more frequently.

### **2.5.2. HOW VOCABULARY IS LEARNED?**

To learn a second language requires learning a new conceptual system, and constructing a new vocabulary network. When they learn a second language there are difficulties, especially in the area of words because there are similarities with the first language. So this is a barrier that must be overcome by teachers and students of language.

- **Indirectly.** Children learn the meanings of most words indirectly, through everyday experiences with oral and written language--e.g., through conversations with others, it includes watching TV, videos and also through reading extensively on their own.
- **Directly.** Children learn vocabulary directly when they are explicitly taught both individual words and word-learning strategies. It means the teacher is the one who guides children to read and learn new vocabulary. Children are exposed to the teacher's teaching.

### 2.5.3. WHAT MAKES A WORD DIFFICULT TO LEARN?

Many words are difficult to understand but it depends on contexts or the readers.

Nuttall found some problems when learning words: (Nuttall C. , 1996)

- **IDIOMS**

An idiom is a lexical item consisting of several words, with a meaning that cannot be deduced from the individual words. As students of the English language they can't base their experiences because they aren't native speakers and it's one the big problems that they have when learning vocabulary. There are idioms composed of simple words that people can understand but others that have their own translation and it's difficult to understand the whole sentence.

- **SEVERAL MEANINGS**

There are words that have more than one meaning. It tends to confuse the reader. When people look up a word in the dictionary they find several meanings of it. To avoid this problem people must take into account the context in which these words were used.

- **IRONY**

Irony is related to words that mean the opposite of what you really think especially in order to be funny.

It's a big difficulty because it depends on trying to interpret a whole text instead of isolated sentences and it can confuse anyone.

#### **2.5.4. TECHNIQUES FOR TEACHING VOCABULARY**

A technique is a practical procedure which requires physical and intellectual skills, the teachers are used to develop a specific task and get an effective result. (Torres, Basic Methodology for Teaching English, 2010)

The following are several techniques focused on the teaching of vocabulary:

- **Realia Technique**

Realia is a useful technique used to teach vocabulary through real objects. It is especially used with children.

Realia allows students to see, hear, feel, and even smell the object being explored. It means students have direct contact with the new word to be learnt. The students can observe, touch and create a visual image to record in their mind and when it will be necessary, to remember and use it. We think it's a memorable technique to learn vocabulary. The words come to mind by remembering the real object before seen. (Anónimo, Realia Strategies)

The steps in implementing the use of realia are the following:

**-Identify opportunities to use Realia:** Be aware of opportunities to include realia in lessons as you plan. Preread any stories to be read aloud or used for reading instruction to identify vocabulary that may be unfamiliar to the students and locate realia that will be helpful to their understanding.

**-Collect Realia:** Begin to collect items that can be stored in the classroom and organize them so that they can be easily accessed for instruction.

The teacher has to be conscious about the unfamiliar words that appear in each English class and choose them according to the difficulty that words represent for students. After that, she/he can organize the words according to the topics and teach them to the students topic by topic. It means that the teacher has to organize how the vocabulary must be taught, not in isolated words.

### **2.5.5. Body Technique**

It is about using the body to teach vocabulary. The teacher can use mime, actions, and movements to make students understand the meaning of the word without saying it directly.

This technique uses gesturing. It helps students to understand certain key vocabulary and phrases without having a direct translation. In this way students are associated with common words and phrases through memorable actions. These actions accelerate their learning and give them more confidence.

#### **What is a teaching gesture?**

In communication, gestures and words work together, and one relies on the other to have meaning; in other words, both of them complement each other. Gestures are a key to try to understand what the teacher says. This means that the gestures need to convey enough meaning to be understood alone (without verbal language), and have to help one to infer the meaning of the words they are associated with.

It is believed that gestures are important in communication because it helps students to understand more unknown words and try to understand the whole sentence to know what the other person wants to express.

Despite that, teaching gestures are implicit in the process of memorizing words because as students of a second language teachers have experience with the teaching and learning of this technique and it works especially with early age learners.

### 2.5.6. Word Sets Technique

Word sets are groups of words that belong to a determined field. A lexical field denotes a segment of reality symbolized by a set of related words. The words in a semantic field share a common semantic property. Most often, fields are defined by subject matter, such as body parts, landforms, diseases, colors, foods, or kinship relations.

**Examples of word sets:**

**CHART 1: EXAMPLES OF WORD SETS**

<b>FIELD</b>	<b>WORD SETS</b>
<b>Parts of the face</b>	Forehead, chin, cheeks, lips, mouth, nose, ears, jaw, eyes
<b>Jewelry</b>	Ring, watch, pin, earring, necklace, bracelet, tiara, crown
<b>Colors</b>	Blue, yellow, green, gray, orange, red, pink, purple, brown, black

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### 2.5.7. Definition Technique

The technique of giving definitions or explanations of words is called definition.

Giving the meaning of a word directly is one of the significant techniques to teach vocabulary, so when the teacher asks students to apply the definition technique she is making students search new vocabulary and try to find words that explain the meaning of a word. From a known word, students are exposed to find new words.(13)

Definition is usually a technique used with high levels because they have more knowledge of vocabulary, students from low levels cannot give a definition of a more complicated word.

They sometimes are ashamed because they think they are not doing well in their learning process.

However, this technique could work for them, but depending on the difficulty of words. For example, students of eight year can understand and express the meaning of simple words such as car, apple, book, pencil. This kind of vocabulary is simple and students can develop a simple definition of them.

### **CHART 2: EXAMPLES OF DEFINITION TECHNIQUE**

<b>WORDS</b>	<b>DEFINITION</b>
<b>Car</b>	It is a means of transportation that goes on the roads. It can transport four people at least. It has four wheels.
<b>Computer</b>	It is an electronic machine designed to accept data, perform prescribed mathematical and logical operations at high speed, and display the results of these operations.
<b>Tie</b>	A cord, string, or the like, used for tying, fastening, binding, or wrapping something.
<b>House</b>	It is a place to live. It has bedrooms, bathrooms, living room, and kitchen.

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#### **2.5.8. Synonyms / Antonyms technique**

**-Synonyms:**

They are items that mean the same or nearly the same as the unknown word and words that have an opposite meaning of it.

They are words that share a similar meaning. They can be lifesavers, especially when you want to avoid repeating the same words over and over. Also, sometimes the word you have in mind might not be the most appropriate word, which is why finding the right synonym can come in handy. (Anónimo, Examples of Synonyms, n.d.)

**Examples:**

**CHART 3: EXAMPLES OF SYNONYMS**

<b>WORDS</b>	<b>SYNONYMS</b>
<b>Beautiful</b>	Attractive, Pretty, Lovely, Stunning
<b>Fair</b>	Just, Objective, Impartial, Unbiased
<b>Funny</b>	Humorous, Comical, Hilarious, Hysterical
<b>Happy</b>	Content, Joyful, Mirthful, Upbeat

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**-Antonyms**

They are words with opposite meanings. An **antonym** is a word that means the opposite of another word. The root words for the word 'antonym' are the words 'anti,' meaning 'against' or 'opposite,' and 'onym,' meaning 'name.' (Notari, s.f.)

**Examples:**

**CHART 4: EXAMPLES OF ANTONYMS**

<b>WORDS</b>	<b>ANTONYMS</b>
<b>Introvert</b>	Friendly, Sociable, Warm, Extroverted
<b>Poor</b>	Affluent, Wealthy, Well-off, Well-to-do

<b>Weak</b>	Stable, Secure, Solid, Tough
<b>happy</b>	Sad, Depressed, Melancholy, Miserable

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### 2.5.9. Illustrative Sentences or Contextualization Technique

This technique works well with young learners. It consists of giving a real or imaginary context in which the word is placed. The result is several sentences which illustrate the meaning of the word which is included at the beginning, middle or end of the sentences.(13)

This technique is useful to apply the new words to the real life situations of each student.

**Examples:**

**CHART 5: EXAMPLES OF ILLUSTRATIVE SENTENCES**

<b>WORDS</b>	<b>ILLUSTRATIVE SENTENCES</b>
<b>Hit</b>	A girl was getting fun about me and I say her: If you don't stop bothering me, I'm going to <b>hit</b> you.
<b>Flower</b>	I was walking around my neighborhood and suddenly, I saw my boyfriend who brought me a beautiful <b>flower</b> .
<b>Beach</b>	When I was a child I always wanted to go to a wonderful place with a lot of sand to play to make castles. My mother surprises me and she carry me to the Salina's <b>beach</b> .

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### 2.5.10. Scales Technique

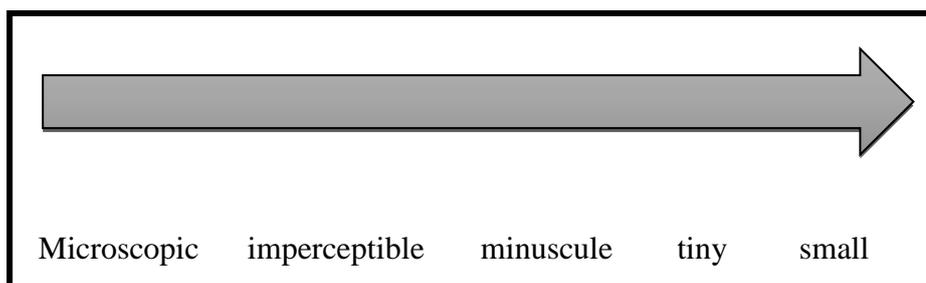
A scale follows an ordered continuity of words that have a starting point and an end; this marks the value of each word until a final limit.(13)

The words are shown on the scale according to their value and they are placed from one end to another. This is a technique to learn three or more words with respect to a given set.

They are learned together and that is why they are memorable for students and every person who want to learn vocabulary.

#### Example 1: Scale of size

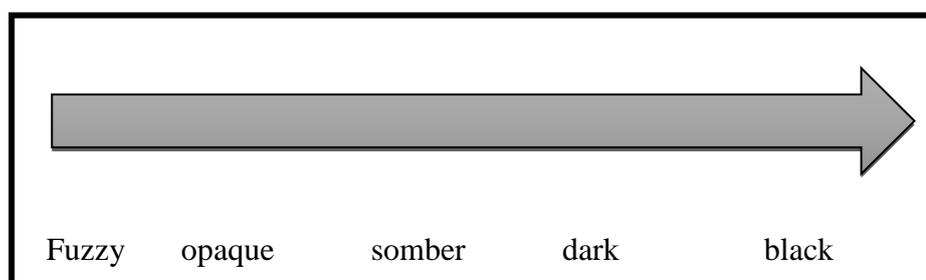
**Graphic 1: SCALE OF SIZE**



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#### Example 2: Scale of Darkness

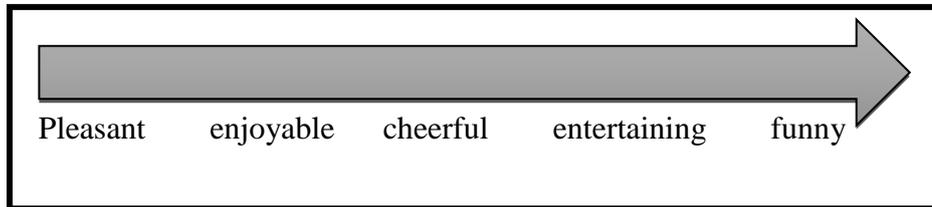
**Graphic 2: SCALE OF DARKNESS**



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**Example 3:** Scale of happiness

**Graphic 3: SCALE OF HAPPINESS**



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The scales technique is a good technique for teaching new words because from one word the meaning of others. Can be derives the words are related to the first one and in this way it is possible to remember them into a scale.

**2.5.11. Hyponyms Technique**

The hyponyms are words that are within a specific group. These words are included in the groups for their definition and the word that names the group is covering the other. (13) They are items that serve as specific examples of a general concept. It is a specific term used to designate a member of a broader class. Also called a subtype or a subordinate term.

**Graphic 4: EXAMPLES OF HYPONYMS**



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## **CHAPTER III**

### **3. METHODOLOGICAL FRAMEWORK**

#### **3.1. DESIGN OF THE RESEARCH**

The research is a qualitative approach because it is based on the use of performing descriptions to analyze human behavior. This study will be carried out by using the techniques: direct observation, and structured interviews.

Ethnographic method is used to describe and analyze the sociocultural environment of a specific group to collect data through participative observation.

#### **3.2. TYPE OF THE RESEARCH**

The research is inductive, since it will seek to obtain general conclusions from observation, classification and study of facts or phenomena. It is also considered like a field research, since it is based on direct collection of information from reality to be investigated. Finally, it is a documentary research because it will require the collection and analysis of information, bibliographic as well as academic.

#### **3.3. LEVELS OF THE RESEARCH**

**Diagnostic research:** The level of research is diagnostic, because of the initial research into a hypothetical or theoretical idea. This is where a researcher has an idea or has observed something and seeks to understand more about it.

#### **3.4. POPULATION AND SAMPLE**

##### **POPULATION**

The population of this research was integrated by 28 students and 1 teacher in 8th, class “A” at Unidad Educativa “Maldonado” so; we worked with a total of 29 people.

The population was chosen based on previous experiences such as pre professional internships when it observed the excessive number of students, most of them have a middle economic status. They come from rural areas. In addition, many students do not have a familiar stability. However, most of them show interest in English class. At the same way, the techniques used by teacher most of the times are developed in a monotonous way to control students' behavior.

## **SAMPLE**

As the population was small, a sample was not applied, in consequence the researchers worked with all that involved in the research process.

### **3.5. TECHNIQUES FOR DATA RECOLECTION**

This topic was chosen because there were previous experiences related with the topic (pre-professional internship and direct observation), that allowed us to analyze the problem that there was on the reading habits. Besides there was not work related with this topic in the library at Universidad Nacional de Chimborazo.

To collect data of this project, we did legal requirements which started at Unidad Educativa "Maldonado". It facilitated us the authorization to enter to the institution. In this way the principal of the Unidad Educativa "Maldonado" designated us an English teacher of 8th class, who helped us in data collection. The connection with the teacher and students was positive. Our participation was active because the detected problem during the observation was communicated to the teacher at the end of each class.

To collect the data we used the following techniques:

**Survey:** Directed at students of eight year "A" of Educaciòn Bàsica at Unidad Educativa "Maldonado".

**Participative Observation:** Directed at students of eight year “A” of Educaciòn Bàsica at Unidad Educativa “Maldonado”.

## **INSTRUMENTS**

**Observation sheet:** Set of items to be observed in the population of eight year “A”

**Interview Guidelines:** Set of questions based carefully on facts and aspect interested in the investigation to be answered by the teacher.

### **3.6. DATA PROCESSING AND ANALYSIS TECHNIQUES**

The main aspects observed during this research were based on items of an observation guide that helped to determine the reasons why students do not improve their learning of vocabulary in the reading habit process. Which were adapted in eight year “A”, class.

Therefore, this research was developed as a descriptive study so it was used statistical tables to collect and interpret information. Therefore, it followed the follow scheme.

- Review the information. - After applied the observation guide; It was taken as the 100% of data collected to classify the information in qualitative way and do a corresponding analysis.
- Tabulation of the getting data according to proposed parameters used during one month to categorize and identify the data.
- Analysis and interpretation of results.

## CHAPTER IV

### 4. DATA PROCESSING, ANALYSIS AND INTERPRETATION OF RESULTS

Analysis of the Observation Sheet applied to the class with the students of 8th Año de Educación Básica “A” and teacher at Unidad Educativa “Maldonado”.

**TABLE 1: PROCESSING DATA, ANALYSIS**

OBJECTIVES	ITEMS	ANALYSIS
1.- To discover the types of Reading that the teacher uses in class to teach vocabulary to the students of octavo año “A” de educación básica de la Unidad Educativa “Maldonado”.	Students know and apply different types of Reading in the class.	During the observations made, the teacher applied scanning as the main type of reading with her students.
	Students skim the Reading (get the general idea).	The students applied only skimming and they obtained the general ideas of the text and therefore they didn't give adequate answers to the questions formulated by the teacher.
	Students scan the Reading (get details).	The 36% of students used scanning for details (names, addresses, dates) of the texts. They were able to answer questions asked by the teacher with respect to details of the text. On the other hand it was observed that 64% of the students did not use scanning.
	Teacher uses the following types of reading: -Extensive -Intensive	Talking about the types of reading (intensive and extensive) the item number six, the teacher didn't use the extensive and intensive reading techniques with the students. So the 100% of students didn't know or practice this type of reading in the classroom and outside of it.
2.- To identify the techniques used by the teacher to teach	Teacher teaches vocabulary using realia, body language, word sets, definition technique, synonyms and antonyms, illustrative or contextualization technique,	According to the use of techniques (realia, body, word sets, definition, synonyms and antonyms, illustrative and contextualization,

<p>vocabulary when Reading.</p>	<p>scales, and hyponyms.</p>	<p>scales and hyponyms) to teach vocabulary. Students did not learn vocabulary with any of the techniques mentioned above because the teacher did not use them in the classroom. The meanings of unknown words were given by direct translation.</p>
<p>3.- To infer the reasons why the students of octavo año “A” de educación básica de la Unidad Educativa “Maldonado” lack vocabulary when reading.</p>	<p>Students try to get the meaning of unknown words by themselves.</p>	<p>The 29% of students tried to get the meaning of unknown words and the other 71% didn't do it. Showing that most students didn't know how to use a dictionary or they did not bring a dictionary to the English class.</p>
	<p>Students ask to the teacher for unknown words meaning.</p>	<p>The 7% of students asked to the teacher for the meaning of unknown words. On the other hand the 93% didn't do it. It is believed that students are ashamed or afraid to ask something to the teacher. They do not trust in their teacher.</p>
	<p>Students uses new words in real life situations.</p>	<p>When discussing the vocabulary used for real-life situations, 100% of students did not apply the new learned vocabulary in the classroom to their actual situations. These students weren't able to use new learned words in dialogues, telling stories, and views on real life topics and issues.</p>
	<p>The teacher practices the reading habit with students.</p>	<p>It was noticed that 36% of students practice the reading habit inside the class, while 64% of them don't have a good guidance to read. They don't follow the process of reading.</p>
<p>Students are encouraged by the teacher to read.</p>	<p>It was observed that the 100% of students are not encouraged by the teacher to read so students lose interest for reading in English.</p>	
	<p>Students understand the text.</p>	<p>In the class of 28 students, it was noted that 6 of them understood the text because they had</p>

		prior knowledge of vocabulary while the other 22 students did not. Then it is said that 79% of students did not understand the content of the reading because the teacher did not introduce new words in the text before starting to work with her students.
	Students underline the unknown words.	The 64% of students underlined unknown words as they read. On the other hand 36% of them did not. They weren't interested in reading the text.

**Source:** Observation guide applied to 8th Año de Educación General Básica “A” at Unidad Educativa “Maldonado”

**Made by:** Liliana Cando and Jazmín Medina

#### **4.1. ANALYSIS OF THE INTERVIEW GUIDELINE APPLIED TO THE TEACHER**

The survey guideline applied to the teacher revealed the following results:

According to the questions one, the teacher practices the reading habit with her students. In question number two; she argued that a good option for motivating her students is to give them interesting topics, different kind of readings, warm up according to the reading.

The students weren't motivated with warm up activities for reading. In question number three; she talked that she uses many kinds of readings or texts with her students as: newspapers, novels, stories or history books, books and so on. She used those kinds of reading but they weren't following a sequence of reading.

According to question number four; the teacher always uses scanning with her students when reading. In the observations, it was noted that a minor percentage of students used skimming in the reading. This caused that those students who skimmed the reading weren't able to get important details of the reading. According to question number five, the teacher said that scanning is the most appropriate type of reading for her students because they can find

important information (key words, addresses, names) through exploring the text. In question number six: the teacher said that English is very important in our lives, because nowadays the English language is used everywhere.

The students need to learn vocabulary because this is a main source to learn the English language. Knowing English lets students meet and discover different people and cultures. In question seven, the teacher teaches vocabulary in different ways by using: flash cards, pictures, body, gestures. According to the observations, the meaning of words were given directly without using any technique to teach vocabulary.

According to question number eighth; the teacher was presented with various techniques of teaching vocabulary and she pointed that she knows and uses the following: realia, body, gesture, illustrative sentences. When her classes were observed she didn't use any of these techniques. In question number nine; the teacher argued that all techniques are good but the students learn better with realia because it helps them to understand the readings. But during the observations she didn't apply realia to teach vocabulary to her students.

By the last question, she commented some reasons why students don't learn vocabulary: They don't like to learn English. The students don't learn vocabulary because they easily get distracted. There are students that never have been exposed with the English language. They come from rural parishes.

#### **4.1.2. INTERPRETATION OF RESULTS**

By attending each English class, it was noted that there are several drawbacks with students from eighth year, one of them is that students have bad reading habits, during several observations made, students don't follow a process of reading. They are not oriented with an ordered sequence of steps to read. Scanning is used by the teacher in all reading assignments. It is used because it is required in each task in the students' English books.

Students used scanning during the development of the tasks of the book. This type of reading is required to answer questions or fill items with details of reading. They scan the reading more than once in order to obtain small details and finish their assignments. However they were not completely successful because they were not able to understand the whole content. It was assumed that it is because they don't follow a good sequence in reading like skimming and working out the unknown words at the beginning.

Most students didn't understand the text when they read because teacher didn't teach enough vocabulary and students didn't try to learn more words by themselves. Also along our observation we noticed that some students used the English dictionary to look up the meaning of unfamiliar words. But many of them didn't know the correct use of the dictionary and they didn't obtain the required meaning. So they got frustrated. We have noticed that students underline unknown words but they are waiting for the teacher to tell them the meaning of some words that may be unfamiliar to her but sometimes she omits words that students do not know.

Then it left a great void of ignorance of words by the students. This is also because students do not dare to ask the teacher because of embarrassment or because their classmates make fun of them. This also depends on the personality of each student and confidence that students have towards their teacher.

The teacher didn't use techniques for teaching vocabulary. It is a big problem because the teacher didn't try to explain the definition in words of different ways to avoid that students get bored and lose interest in learning English. We think that the teacher is the one who must encourage students to use new words in real life situations and she didn't do that. She is not

worried if students uses learnt words in class. She didn't exposed them to dialogues, expressing opinions and to be critical during the reading class. Most students do not use the words in real life, because the teacher does not motivate them to use everyday words with things at school, home, daily activities or all real things around them. Students do not use the new words in real life situations so they forget them easily.

## CHAPTER V

### 5. CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. CONCLUSIONS

As a result of the research work presented, it is possible to conclude that:

- The type of Reading used in class is scanning with poor results in its development. During the Reading process, the teacher didn't orient to the students to improve their Reading habits by following a logic sequence of steps.
- When vocabulary is taught, the techniques are not applied and the meaning of unknown words is given directly by using the translation into Spanish.
- Students are not motivated by the teacher to read. They do not feel confident to ask meanings of unknown words and neither try to learn vocabulary by themselves; sometimes because they don't know how and sometimes because some of them come from rural areas and they don't have bases of English Language.

## **5.2. RECOMMENDATIONS**

Based on the findings of the study, the following recommendations are made:

- The Unidad Educativa “Maldonado” should implement a course for teachers on how to help students to improve their reading habits and implement the types of reading by following an ordered sequence of steps to achieve the required learning.
- The authorities and the English teachers should design a guide book containing the techniques, strategies and the methodology steps for teaching vocabulary. As a result of professional courses promoted into the institution.
- The English teachers should use the information of this thesis and its theoretical framework to promote the reading habits in their Unidad Educativa.

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## 5.4. ANNEXES

### ANNEX 1: REQUEST TO THE DIRECTOR OF THE UNIDAD EDUCATIVA "MALDONADO"

Riobamba, 13 de enero 2016

Dr.  
Edy Castillo  
**RECTOR DE LA UNIDAD EDUCATIVA "MALDONADO"**

Presente.

De nuestra consideración:

Nosotras, **JAZMIN MARISOL MEDINA REA** y **MARIA LILIANA CANDO CARRILLO** estudiantes de la Escuela de Idiomas de la Facultad de Ciencias de la Educación, Humanas y Tecnologías de la Universidad Nacional de Chimborazo, solicitamos de la manera más comedida, se nos permita realizar en esta noble institución nuestro proyecto de tesis titulada **"THE READING HABIT INFLUENCE IN THE TEACHING LEARNING OF VOCABULARY IN THE STUDENTS OF 8vo AÑO DE EDUCACION BÁSICA, UNIDAD EDUCATIVA "MALDONADO", IN RIOBAMBA CANTON, IN THE ACADEMIC YEAR 2015-2016"**, para la obtención del título de Licenciatura en Idioma Inglés.

Por la gentil atención que sirva dar a la presente, anticipamos nuestro sincero agradecimiento.

Atentamente,

  
Jazmín Marisol Medina

  
María Liliana Cando



## ANNEX 2: LIST OF STUDENTS

	UNIDAD EDUCATIVA “PEDRO VICENTE MALDONADO”
STUDENTS’ LIST	
EIGHTH YEAR OF BASIC EDUCATION	
<b>1.-Amaguaya Gusqui Jessica Lizbeth</b>	
<b>2.-Asadobay Lema Tifanny Daniela</b>	
<b>3.-Barragan Buñay Jairo Joel</b>	
<b>4.-Cabay Vásquez Anthony Dario</b>	
<b>5.-Cali Cuenca Priscila Belén</b>	
<b>6.-Castillo Logroño Dayana Carolina</b>	
<b>7.-Chávez Llamuca Richard Estalin</b>	
<b>8.-Colcha Guashpa Karina Fernanda</b>	
<b>9.-Garcés Manotoa Kerly Araceli</b>	
<b>10.-Guamán Guamán Elvis Mateo</b>	
<b>11.-Guerrero Rodríguez Marlon Patricio</b>	
<b>12.-Guijarro Montero Eduardo Sebastian</b>	
<b>13.-Lliquin Cuñez Lesly Cristina</b>	
<b>14.-Mata Freire Kevin Paúl</b>	
<b>15.-Minaya Paguay Alisson Daniela</b>	
<b>16.-Morocho Duchi Edison Fabian</b>	
<b>17.-Moyón Berrones Victoria Nayely</b>	
<b>18.-Paredes Rosero Evelyn Yamilex</b>	
<b>19.-Parreño Hidalgo Génesis Dayana</b>	
<b>20.-Pilco Ramirez Alex Geovanny</b>	
<b>21.-Quinte Morocho Paola Estefania</b>	
<b>22.-Ruiz Sampredo Heidy Yadira</b>	
<b>23.-Stán Sanunga David Orlando</b>	
<b>24.-Valdiviezo Rosero Talia Vaneza</b>	

<b>25.-Vargas Urgilés Steven Efraín</b>
<b>26.-Villacís Arce Jorge Alejandro</b>
<b>27.-Vimos Barrionuevo Mélida Alexandra</b>
<b>28.-Yumi Rodriguez Jennifer Alexandra</b>

### **ANNEX 3: INTERVIEW GUIDELINES**

- 1.- Title:
2. - Object:
3. - Place:
4. – Date:

#### **A. - GENERAL DATA:**

Interviewed's name:

Profession:

Institution where work:

#### **B. - INTERVIEWERS' NAMES :**

#### **C.- QUESTIONS**

1.-Do you practice the reading habit?

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2.-How do you motivate to your students to read?

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3.-What kind of readings do you apply with your students?

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4.-Which of the following types of reading do you use with your students in class?

-Extensive

-Intensive

-Skimming

-Scanning

5.-Why do you think that this type of reading is the most appropriate to use with your students?

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6.-Why is important to teach vocabulary to your students?

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7.-What techniques do you use to teach vocabulary when reading in class?

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8.-Which of this techniques do you apply to teach vocabulary to your students?

-Realia

-Body

-Word Sets

-Definition

-Synonyms and Antonyms

-Illustratives sentences or contextualization

-Scales

-Hyponyms

9.-Which of these techniques do you think are better to teach vocabulary to your students?

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10.-Wat are the reasons why you think that your students don't learn vocabulary?

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**ANNEX 4: CLASS OF EIGHT GRADE “A”**



Students and teacher in a reading class.