



**CATHOLIC UNIVERSITY
OF SANTIAGO DE GUAYAQUIL
FACULTY OF ARTS AND HUMANITIES
SCHOOL OF PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES-ENGLISH**

TITLE OF PAPER

**Vocabulary learning strategies for the development of EFL
reading skills among 10th graders at Lemas school.**

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OBTAINING THE BACHELOR'S DEGREE IN EFL PEDAGOGY**

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CERTIFICATION

We certify that this research project was presented by Robert Andrés Proaño Proaño and Angélica Gabriela Santana Hungría as a partial fulfillment of the requirements for the **Bachelor's Degree in EFL Pedagogy**.

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We, **Robert Andrés Proaño Proaño** and **Angélica Gabriela Santana
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HEREBY DECLARE THAT:

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We, **Robert Andrés Proaño Proaño** and **Angélica Gabriela Santana
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ABSTRACT

The development of students' varied academic duties is aided by their ability to read comprehension, which is a crucial talent. It aids children in text analysis, explanation, and the expression of their own opinions regarding written materials. Learning to read and comprehend written information is a skill that students need to master in order to succeed in the academic work that their teachers assign them. If students wish to become proficient readers, one of the main goals of reading comprehension is to help them develop their reading abilities and comprehension of texts.

The foundation of learning a second language is vocabulary, and the level of success in learning any language depends on the learner's vocabulary knowledge. Understanding vocabulary helps one master language abilities (reading, listening, writing, and speaking). There are numerous reading strategies that can be used to help students become better readers and better grasp given texts. Reading comprehension of students has a significant part in how EFL (English as a foreign language) learner interact with the text. Furthermore, some characteristics have a discernible impact on reading comprehension.

Language internationalization is inevitable given the march toward globalization. The most significant role will probably be played by English. Grammar, vocabulary, and pronunciation are all included. Vocabulary is without a doubt the most vital and dynamic of the three components. The results of this review paper showed that effective reading methods are essential for raising reading comprehension in EFL students.

Key words: *vocabulary, interactive skills, reading comprehension, Vocabulary size, reading techniques, EFL*

INTRODUCTION

Reading is one of the four most important language skills for academic success and career development. This ability should be cultivated from a child's early years because it is scent-intensive. Reading written texts is different from understanding them.

Students are unable to develop reading skills due to low vocabulary and insufficient resources. Several studies have shown a link between vocabulary knowledge and reading comprehension. Unfamiliarity with vocabulary in test passages and questions is a strong factor affecting reading comprehension tests.

Learning a foreign language is fundamental and relies heavily on vocabulary knowledge. Vocabulary knowledge plays an important role in language learning/acquisition and cannot be ignored in second or foreign language studies. Vocabulary knowledge performs a significant role in the process of language learning/acquisition and cannot be neglected in second or foreign language research (Nouri & Zerhouni, 2016).

Vocabulary is the core of language and is very important for language learners. Words are the building blocks of language because they represent objects, actions, and ideas without which people cannot convey the intended meaning. The prominent role of lexical knowledge in learning a second or foreign language has recently been recognized by theorists and researchers in the field.

Recently, there have been many studies about research on the effectiveness of digital game-based learning (DGBL). Researchers are studying how interactive games can support pupils in learning English vocabulary. In addition, when learning English, students need more interesting learning media to avoid the boredom of traditional teaching methods.

Additionally, another study examined the effects of students playing games. The results showed that when students found the game beneficial and enjoyable, their interest increased, while also making them knowledgeable.

The effectiveness of learning with digital tools was also measured by testing the game for students with a pre- and post-test. It was concluded that the results of the test comparison showed that games as a learning tool can increase students' interest and motivation. Another previous study also showed that the game method motivates students to learn more than non-game methods.

The present study proposes some interactive reading activities for the development of EFL reading skills among 10th graders at Lemas School through the use of educational technology, and to motivate them to comprehend what they are reading and how important reading is in their daily lives.

JUSTIFICATION

Numerous studies have demonstrated how background information and language knowledge can improve learners' reading and comprehension. Students' ability to decode and comprehend what they read improves with increased vocabulary knowledge.

Teaching reading is a difficult task in the classroom because teachers must overcome difficulties that may affect students' ability to grasp and comprehend a text. This work could be a source of strategies for teachers who want to improve their students' reading abilities while contrasting difficulties in reading, such as slow reading speed, poor comprehension when reading a text or omitting words while reading, among others.

The following research work is going to be useful for teachers and students since they need to become proficient readers, one of the main goals of reading comprehension is to help learners develop their reading abilities and comprehension of texts.

PROBLEM STATEMENT

Most students struggle with reading because they lack the specific strategies that are required for efficient reading. EFL students are often unwilling to read in the target language when English reading is a tedious, unpleasant, and ineffective process. This explains why most EFL students dislike reading in English. Simply put, they don't understand what they're reading. Besides which, most EFL students struggle with text reading because they lack knowledge and awareness of how to use reading strategies.

It is important for EFL students to master sufficient reading strategies in order to construct the meaning of the text. The high school English curriculum in non-native English-speaking countries frequently adopts a reading skill-oriented textbook that focuses on vocabulary, sentence structure, and grammar. The content consists primarily of articles with exercises to help students expand their vocabulary and sentence patterns. However, most students are either unaware of or partially employ appropriate EFL reading strategies.

One of the most important factors contributing to successful language learning is the use of adequate EFL reading strategies. Using these strategies provides EFL learners with good writing models, opens up new topics for discussion, and allows the student to be aware of linguistic components such as vocabulary, grammar, and cultural references.

Reading strategies can also assist EFL students in overcoming reading challenges. This study offers constructive suggestions, such as how teachers could "correct" poor EFL readers' strategic knowledge and assist them in dealing effectively with academic reading. As a result, it is necessary to investigate the EFL reading strategies currently used by high school students in order to determine what reading strategies the students require in order to comprehend what they read, develop reading skills, and unconsciously increase their vocabularies and syntactic knowledge.

The problem that this study focuses on is one that 10th graders at Lemas school struggle with, when it comes to reading practices in class. The students

have 10 hours of English classes per week. In the class they use a book called "Prepare 3" as a main tool. In order to have a clear idea about the details regarding the issues the 10th graders are having when practicing EFL reading, they were requested to take a reading test. The evaluation used was a sample of a standardized test from "CAMBRIDGE". The results pointed out that most of the participants have several feebleness regarding vocabulary. The test results also showed, in a very general way, problems with reading comprehension skills, among the students. Because of the findings that were gathered and given by the test, the aim of this study was to examine vocabulary acquisition among 10th graders at Lemas School and its role regarding reading comprehension.

Reading comprehension depends on vocabulary because it is a component of prior knowledge. The more words readers are familiar with, the simpler it will be for them to comprehend what they read.

RESEARCH QUESTION

What elements in the teaching process hinder the vocabulary acquisition for reading comprehension among 10th graders in the EFL class, at Lemas School-Guayaquil, in the year 2022?

OTHER RESEARCH QUESTIONS

- What is the level of vocabulary knowledge and reading comprehension skills that 10th graders have from classroom A at Lemas school?
- What teaching strategies are applied during the EFL class, so that the students can achieve an effective vocabulary acquisition and reading comprehension?
- What challenges do the 10th graders face, when acquiring vocabulary in the EFL class?
- What complementary vocabulary activities can help the development of EFL reading skills among 10th graders at Lemas School?

MAIN OBJECTIVE

Describe the teaching process regarding the vocabulary acquisition for reading comprehension among 10th graders in the EFL class, at Lemas School-Guayaquil, in the year 2022

SPECIFIC OBJECTIVES

- 1) To diagnose the level of vocabulary and reading comprehension skills among 10th graders from classroom "A" at Lemas School, by applying an assessment tool.
- 2) To identify possible challenges that the students face during vocabulary acquisition practices by using research techniques.
- 3) To gather up and analyze information from literature, regarding EFL vocabulary and its role for the development of reading skills.

- 4) To suggest complementary activities related to vocabulary acquisition for better reading comprehension.

CHAPTER I: THEORETICAL FRAMEWORK

1.1 Reading Comprehension

Reading comprehension is one of the most crucial language abilities, and kids who want to succeed in school need to be able to grasp reading passages. Pressley and Birsch defined reading comprehension as “the ability to get meaning from what is read” (as cited in Abbas Pourhosein Gilakjani¹ & Narjes Banou Sabouri, 2016, p.181). Reading is a skill that requires interaction between the reader and the text as well as the reader themselves. The development of reading abilities is a crucial component of literacy in both the first (L1) and second (L2) or foreign languages. When reading in an L2 or in another language, students use a range of skills and strategies along with background information, L1-related information, and real-world knowledge to come to an understanding of the written material.

Becker, McElvany, & Kortenbruck pointed out that “Reading comprehension means the perceiving of the vocabularies which are used in a written text and making a relationship between them to achieve a comprehensive understanding” (as cited in Abbas Pourhosein Gilakjani¹ & Narjes Banou Sabouri, 2016, p.10). Reading comprehension is a difficult talent because it requires other abilities like vocabulary and decoding abilities. Even if a phrase is simple, understanding still requires attention. When learners' linguistic skills are insufficient, finishing the decoding may cause them to lose focus. As a result, they are not paying much attention to what they are reading.

According to Ahmadi Ahmadi and Pourhossein Gilakjani “reading comprehension is not an easy process because students need to be able to read the written text, decode the words, and identify the meanings of the words” (as cited in Nahid Mohseni Takaloo ¹ & Mohammad Reza Ahmadi, 2017, p.13). This is a difficult process because pupils must be able to comprehend the written material, decode the words, and determine the meanings of the words. Reading comprehension is an important component of English language acquisition for all students because it serves as the basis for a significant amount of educational learning. Reading comprehension is logically linked to academic success so it may be claimed that getting a student interested in reading is crucial. Motivation is one of the most significant

elements that might affect reading comprehension. Reading activities and reading behavior alone do not fully explain the relationship between reading motivation and reading comprehension.

According to studies, teachers can motivate their students by giving them engaging texts, which gives students options for reading and writing while also assisting them in setting realistic reading goals. When students enjoy reading, they feel confident about the materials and, as a result, find it simpler to comprehend them. For the reader to swiftly understand the material, reading comprehension requires a variety of reading skills, including word recognition, fluency, lexical knowledge, and prior knowledge. Making sense of the text by using pre-existing skills is a crucial part of the challenging process of reading comprehension.

Reading comprehension abilities are necessary to understand the information or concepts that an author conveys through written language and to interpret the ideas that are found in the text, both explicitly and implicitly. Making sense of the text is the process of reading comprehension. Instead than deciphering the meaning of each piece of information contained in the discourse, the goal is to have a general knowledge of what is explained in the text so that the discourse may be understood. One of the elements that kids need to understand reading is critical thinking. In order to analyze, dissect, classify, identify, match, and take the meaning conveyed in the reading, children need to use critical thinking. When a child confronts an issue that needs to be solved, critical thinking plays a crucial part in helping them understand what they are reading.

To identify which components are worth measuring, some components serve as “pressure points” that, if changed, would significantly impact students’ comprehension ability. Such components should be integral to reading comprehension, vary across individuals, and represent malleable instructional targets (Perfetti & Adlof, 2012)

According to the automaticity theory, two steps are involved to get meaning from printed words: decoding and comprehension. In reading, decoding is a process wherein printed words are translated into spoken words (Samuels, 1994). Eskey (1988) claimed that decoding is believed to play a major role in the reading process. He also argued that the rapid and accurate decoding of words is crucial to any kind of reading, especially L2 reading.

Rasinski (2004) argued that there are three dimensions in reading fluency: accuracy in word decoding, automatic processing, and prosodic reading (p. 46). He claimed that learners' automatic processing in decoding can be assessed by looking at their reading speed.

1.2 Vocabulary Knowledge

Biemiller & Slonim stated that "Vocabulary is a robust predictor of reading comprehension across development. Children acquire vocabulary at an astounding rate, on average 2 to 8 root words per day". (as cited in Amy M. Elleman¹ and Eric L. Oslund¹, 2018, p.5). Vocabulary acquisition depends on exposure to print, not oral language or teaching, after kids learn to read independently. Oral language encounters do not give enough new words compared to written language to encourage significant vocabulary increase.

Numerous studies have demonstrated how background information and vocabulary knowledge can improve pupils' reading and comprehension. Students' ability to decode and comprehend what they read improves with increased vocabulary knowledge. In contrast, background information aids pupils in drawing accurate conclusions. It is still unknown how vocabulary learning works since it necessitates having a variety of word knowledge skills and because vocabulary learning is a progressive process that fosters continuity.

What is commonly referred to as a language's vocabulary is made up of all of its terms. It can also stand for all the words used during a specific historical time in addition to the total number of words in a language. The most crucial

aspect of learning a foreign or second language is developing one's vocabulary. Therefore, it is impossible to overstate how crucial vocabulary knowledge is for both reading comprehension and language learning.

The development of various reading skills, including previewing, skimming, scanning, summarizing, reviewing, critical thinking, understanding text structure, and most crucially, vocabulary growth, is a common theme in many of the textbooks used in foreign language education. Because vocabulary knowledge is a component of background knowledge, it is crucial for reading comprehension. The easier it is for readers to understand what they read, the more words they are familiar with.

Joshi and Aaron found that “vocabulary knowledge is a strong predictor of reading ability when factoring reading speed with decoding and comprehension” (as cited in Peter Tze-Ming Chou, 2011, p. 110). Research on language acquisition must now recognize that vocabulary knowledge plays a significant role in language learning and acquisition. Foreign language learners, including EFL learners generally, are aware that limitations in their lexical knowledge are a significant contributor to communication issues. Such restrictions impede both language production and comprehension.

Schmitt stated that “Vocabulary knowledge is a complex construct that involves the acquisition of multiple word knowledge components” (as cited in Gonzalez B. and Schmitt N, 2019, p. 481). Learning vocabulary is crucial since it is a key sign of language competency. Similar to how learning a second language is profoundly impacted by vocabulary knowledge, studying any foreign language is hampered by a lack of vocabulary words. Without sufficient vocabulary knowledge, EFL learners may not demonstrate the required results in their language learning process or competence. The absence of vocabulary knowledge significantly impedes EFL students' ability to communicate in real life. It is expected that EFL students in their first year of college will possess the necessary vocabulary. In order to reach a certain level of vocabulary competency, students must apply a specific set of approaches and procedures.

The acquisition of diverse types of knowledge about each word as well as the formation of semantic networks among numerous lexical items are both necessary for vocabulary knowledge, which goes beyond simply knowing a large number of words. Consequently, it may be said that vocabulary knowledge is not a single competency but can instead be divided into various competencies or masses of cognition.

While vocabulary neglect in language teaching and learning studies has been a recurrent topic of concern for a considerable amount of time, vocabulary knowledge is a crucial component of linguistic competence.

1.3 Vocabulary Size

Karakoçe & Kose pointed out that “Vocabulary size refers to the amount of vocabulary needed to understand and use the language” (as cited in Al-Khasawneh, 2019, p.26).

Reading comprehension seems to be greatly influenced by vocabulary size. One of the elements that goes into understanding what you read is vocabulary knowledge. Many academics and writers have highlighted the connection between vocabulary size and reading comprehension.

Vocabulary is one of the three parts of language, as well as a building material and a fundamental component of language. The first principle is that we need to have a specific number of languages in order to communicate with people effectively. With so many words to learn, it's important to look into vocabulary learning techniques.

Language learners need to increase the quantity of their vocabulary because vocabulary is a perpetually changing entity with new words and new applications of old terms being added and old words falling into oblivion. For native speakers or language learners, it is impossible to determine the precise quantity of words they know because vocabulary is constantly changing.

When a learner's vocabulary is far smaller than the necessary threshold, they will have trouble understanding the text. It is also crucial to keep in mind that there are other elements besides vocabulary knowledge that influence reading

comprehension, such as the impact of L1 transfer, individual differences, and the complexity of texts.

1.4 Strategies for Improving Reading Comprehension

Reading comprehension can be greatly enhanced by using reading methods when learning a new language. According to studies, proficient readers attempt to employ broad ways to comprehend a text. On the other hand, low-proficiency readers often attempt to understand a text by using certain methods that are harmful. Finding better approaches to help learners improve their reading comprehension requires understanding the complicated process of reading comprehension and all of its components, processes, and influences.

It would be simple to attribute stagnating scores to strategy education because this method does a good job of boosting comprehension. Additionally, even when they have the essential background knowledge to draw inferences, students who struggle with understanding are passive in how they apply their knowledge. Thus, enhancing vocabulary and background knowledge is only a portion of the solution to enhancing reading comprehension. So, students must develop their ability to read texts critically and independently.

Readers should employ multiple reading techniques if they want to read a variety of materials. Good readers interact with texts to deepen their comprehension of the material they are reading. Predicting, forecasting, deducing, summarizing, scrutinizing, and assessing are some effective reader tactics. There are numerous exercises that teachers can employ to support reading methods in specific subject areas. When students desire to increase their reading comprehension ability, applying efficient comprehension tactics is crucial.

According to Oxford, learning strategies are the acts or behaviors that students do to increase the success, autonomy, and enjoyment of their language learning. However, according to Wen Qiufang, "learning techniques are behaviors or actions that learners utilize to make learning more successful." According to the definition, utilizing strategies serves to improve learning

efficacy; learner behaviors or acts, not ideas, constitute strategies. Therefore, vocabulary learning techniques may be described as "behaviors or acts that learners perform to make vocabulary learning more successful."

There are a few effective tactics for enhancing reading comprehension. They include pair reading, multiple reading strategies, visualization, instructional discussions, running records, assessments, and reciprocal teaching. EFL students should read more real texts to improve their comprehension of the many types of written texts in their language. Despite the fact that some texts may not be relevant to their interests, having a solid reading habit aids student in understanding authentic materials. Successful readers make an effort to use a variety of techniques and abilities to understand texts. EFL instructors should help their students recognize the elements that can help them comprehend what they read deeply. These students should participate in the reading process by using a variety of meaning-monitoring tactics. Together, these elements and techniques help meaning to be processed clearly and efficiently.

Goldenberg noted that "class discussions assist learners in generating viewpoints and fresh inquiries." To increase their understanding of the many kinds of written materials in their language, he advocated that EFL students should read more authentic literature. Having a good reading habit helps students absorb real content, even when certain works may not be related to their interests. Successful readers make an effort to grasp texts using a range of methods and skills. EFL teachers should guide their students in identifying the components that might improve their reading comprehension. These pupils ought to engage in the reading process by employing a number of meaning-monitoring strategies. These components and methods work together to facilitate the efficient and effective processing of meaning.

Learning how to read can help students comprehend a paragraph's main idea, define unfamiliar terms or sentences, and condense their reading. These techniques can aid readers in overcoming their reading-related challenges. Studies on the growth of reading comprehension have led to the creation of various reading comprehension recommendations that enable teachers to provide significant assistance to their EFL students.

The difficulty of the texts is one of the elements that affects students' ability to comprehend what they read. This aspect is determined by the readers' command of the language, their fluency with it, and their understanding of its nuances. Because students hear words and pick up a lot of terminology, oral skills play a big role in determining how skilled a reader can be. The second element concerned the surrounding circumstances that have an effect on students who attempt to read a paragraph. When reading in a chaotic setting, readers may find it far more difficult to comprehend the content than when reading in a relaxed setting. It is challenging for students to concentrate on their reading if they are in a dangerous environment. Their capacity for reading comprehension will increase in circumstances where they feel protected.

It might take a lot of time and effort to teach and have pupils practice a variety of reading skills. As a result, language teachers should experiment with teaching multiple types of reading methods that are acceptable for the students' requirements, suitable for their level of English proficiency, and appropriate for the genres of texts - especially when and where students have difficulty understanding the texts, especially if they employ wrong strategies in this regard.

When reading speed, decoding, and comprehension are taken into account, vocabulary knowledge is a powerful predictor of reading ability. The importance of vocabulary knowledge in language learning and acquisition must now be acknowledged in research on language acquisition. Foreign language learners, especially EFL learners in general, are aware that communication problems are significantly impacted by restrictions in their lexical knowledge. Such limitations make it difficult to produce and understand language.

1.5 EFL

The term "EFL" stands for "English as a Foreign Language." Learning a foreign language is useful for tourism, connecting with native speakers, reading foreign journals, and other purposes. The language that plays the same significant role as the mother tongue is referred to as the second language. Based on Yoko Iwai (2011) EFL refers to those who learn English in non-

English speaking countries. EFL is mainly used by non-native English learners, such as Ecuadorian learners of English in Ecuador.

Foreign language acquisition takes place in the learner's native language culture. The target audience for EFL includes nations like Ecuador, Colombia, and Chile where English is not the native tongue or the official language. For daily conversation in these nations, English is not required. Language learning is a difficult process. It is influenced by the environment as well as cognition, psychology, emotion, and interests.

English as a foreign language (EFL) teacher must stay current with educational trends in order to present students with meaningful learning opportunities that will allow them to successfully acquire this language. It is also essential that EFL teachers have a thorough understanding of the core principles and theories underlying EFL teaching and learning. These notions encompass pedagogical and other ideas such as curriculum, culture, instruction, assessment, and today's teaching evolution, technology, all of which frame EFL programs.

1.6 Reading techniques

As explained by iEdunote.com (2022) there are several techniques for increasing reading skills like comprehension. These are skimming, scanning, active reading, detailed reading, speed, structure-proposition-evaluation and survey-question-read-recite-review. Once mastered these seven techniques, readers could enhance their skills.

Scanning is a reading technique that allows the reader to identify some specific points in the complete text, for example when a reader needs to find an answer to a question.

Skimming is a reading technique where the reader gets the core idea of the text to establish the genre and the main message that the author is trying to express through his/her story. In this technique, the reader also wants to get the main point and avoid any type of details.

Active reading is also a technique where the reader gets actively involved with the text while reading it and to understand the story better by doing a profound reading, in order to get the deep concept, the reader has to read the whole text and understand it, for these reasons it is not possible to apply scanning either skimming.

Detailed reading, another technique where the reader extracts accurate information from the whole text, while applying this technique, it is important to read every single word and understand it. It is possible to start reading by using the skimming technique for getting the main idea and later on read one more time and if necessary, use a dictionary for unknown words in order to understand much better what we are reading.

Speed reading is not a technique, but it is a mixture of various techniques. It has an aim, where the reader can increase the reading speed without compromising the understanding of the text. The reader should follow the next strategies; identify words without focusing on each letter, not sounding-out all words, spending less time on some phrases than others and skimming small sections.

Structure-Proposition-Evaluation is a technique suggested by Mortimer Adler and it is mainly applied in non-fictional writings, the reader should follow this pattern; study the structure of the work, study the logical propositions made and organize them into chains of interference, finally evaluate the merits of the arguments and conclusions.

Survey-Question-Read-Recite-Review is a technique that have as a purpose to help the reader to understand the text the most clear way possible, the reader should follow these five steps; survey, this step involves getting a quick idea of the paper, for example reading the introduction or summary of the text. The next step is a question, the reader is looking for the meaning of the text, so he or she can start making up some questions in their minds while reading the text and getting the answers. Then, comes the step of Read, where the reader should read according to what they are looking for. Later on, comes the step of Recite, where the reader should answer their questions, but only using

keywords and his own words in order to get a complete idea. Finally, the step of Review, where the reader should review the entire things that he has got in his or her mind.

In concordance with Planet Spark (2021) There are plenty techniques for reading and the most relevant are skimming, where the reader is going through the text and grasping the main idea of the paper, this does not allow to focus in details, because those details can become distractors and the main attention should be in getting the core of the text. Scanning refers to getting a particular piece of information, it ignores or rejects irrelevant information, so it can locate a specific information from the text. Intensive reading, this technique needs more time in contrast with scanning or skimming, while in those techniques, the reader omits details, the intensive reading is aimed for giving attention to those details, this technique is accurate when trying to use reading comprehension, because as it was mentioned before, it puts special attention to those details in order to comprehend better the text. Finally, the last but not least, extensive reading, has more emphasis on fluency rather than accuracy, this technique is often used outside the classroom, specially by readers who read by pleasure. It is not recommended for reading as a classroom activity, because the main aim of this technique is to read quietly and understand the complete text and since this is not made for people who don't love reading, it is preferable to not use it in a class.

In consonance with Sumaria, Q. (2014) there are several strategies for reading which are Cognitive strategies, these ones are subdivided into Activating Prior Knowledge, that is where the reader makes a connection between the previous knowledge and the upcoming information. Previewing, that in literal terms means that the reader has to guess before starting to read. Prediction is a very similar strategy, but this one is while reading. Finally, there is self-questioning, which consists of creating interrogations to ask yourself about the text.

After that, it is found out, Compensation strategies, which are also subdivided into Vocabulary identification, this strategy implies knowing how words work and the importance of vocabulary instruction in relation with reading. Drawing

Inferences, where the reader has to fill in the gaps that the author left by linking different segments where the writer wasn't explicit. Finally, the strategy of Making Connections, that is reading beyond the lines, the reader looks for an accurate information in the text and link it to his or her life experiences.

Finally, it is mentioned the Memory strategies that is subdivided into seven subcategories, the first one is Visualizing, where the reader creates mental images of the textual content. The following one is Determining importance, this technique is based on excluding details that the reader consider not relevant, in order to extract the "essence" of the paper. Then, it is mentioned Skimming, where the reader gets the heart of the text and to avoid answering to particular questions. Later on, it is mentioned Scanning, this technique is used for obtaining a particular extract of information from the text. After that, it is mentioned Synthesizing Information, this involves rearranging information and combining it with information obtained from different sources. Lastly, it is mentioned the technique of Evaluating which consists on checking the probability or improbability of the text, this technique allows the reader to agree or disagree with the author's view.

CHAPTER II: METHODOLOGY

2.1 Mixed Methods Approach

The research objectives of this study point out diagnosing the vocabulary and reading comprehension level of 10th graders from room "A" at Lemas School; and, to identify possible challenges in reading, specifically word recognition, All of this was established in order to understand the situation going on with the students, regarding the struggle they go through when acquiring vocabulary and practicing reading comprehension. This is why a descriptive research design was used for this work.

Descriptive research is defined as a research technique used to correctly represent current events. The primary objective of a descriptive research is to thoroughly characterize the phenomena that is being studied. Some

subcategories of research methods, including survey, correlation study, qualitative study, or content analysis, are covered under descriptive research.

In concordance with, Dulock H. (1993) Identifies descriptive research as a system that describe systematically and accurately the facts and characteristics of a population or a specific area of interest.

In conformity with, Lans, W. (2002) Descriptive research is based on detailed description of facts, processes, while answering the question “What is going on?” and “How it is going?”

Descriptive research is a type of analysis that focuses on outlining the features of the population or issue under study. This descriptive methodology emphasizes the "what" of the study issue more so than the "why."

This research work is framed within the mixed methods focus. It is believed by Tegan G. (2021) that mixed methods are the combination of quantitative and qualitative research in order to answer your research question and it can help you obtain a complete picture of a situation. In consonance with Shorten, A. and Smith, J. (2017) mixed methods is a research approach where researchers collect and analyze both types of data, quantitative and qualitative data, getting the best of both types of data and how it can be interpreted by using both methods.

In conformity with Halcomb, E. and Hickman L. (2015) Mixed methods implicates the mixture of two different approaches, quantitative approach and qualitative approach, combining them could guide the researcher the overview of these two different data collection methods.

As well as, quantitative research looks for numerical information and qualitative research looks for perceptions or regular data, mixed methods get the best of them and help the researcher to obtain a complete figure of the problem that is being studied. In other words, it can be said that according to the numerous factors that are involved in the research, researchers can apply quantitative, qualitative or mixed methods. In this paper it was implemented mixed methods approach

2.2 Data Gathering Tools

For collecting data, two sources were selected: A sample of standardized test from Cambridge University was adjusted and applied on the students. The learners were assessed according to their English level, in order to gather up information about their EFL vocabulary knowledge and reading skills.

The EFL teacher was interviewed. The questions focused on the opinion she had about the remarkable low interest and performance her students had while carrying out reading activities. The test, interview and the analysis of the students' Grade Point Average (GPA) was considered for contrasting all the findings. The information is well explained in the Research Analysis section of this paper.

2.3 Population

In concordance with Momoh O. (2022) Population is a set of individuals with common characteristics that live in a country or region. In statistics, it is the pool of individuals where a sample is drawn for study.

As stated in the Merriam-webster dictionary (2022) population is the complete number of people that live in a country, region or city. Regarding the concept of statics, it is the group of individuals, persons or objects taken for a sample.

The participants of this study involve 10th graders from classroom "A" from Lemas School, Guayaquil, Ecuador. The participants include thirteen boys and thirteen girls, as a total of twenty-six students, whose ages range between twelve and thirteen years. The educational system allows mixing male and female students in a classroom. The students have been learning English since the age of nine and others since 10. According to the English teacher they were supposed to reach an A2 level during those years. These students are Spanish native speakers.

2.4 Protocol

The research was done through the use of a protocol, which started with a letter issued by the Catholic University of Santiago de Guayaquil. The letter was a request that asked the school for permission, to allow the research to

be carried out, through a list of activities that needed to be done in order to complete the study.

The next step was to coordinate a meeting with the English coordinator of the school, for a better understanding of the problem that this research focuses on.

Some days later, a test was carried out in a classroom, for gathering and analyzing all the information from the learners, and establish details of that specific classroom, for better understanding of the problem that was stated in this research. Only one class was selected because the teacher considered them as a group of students that were needing some improvement in their reading skills.

After the data collection, an adapted interview was done via WhatsApp. The structure and questions of the interview were taken from a journal called Project Practical, same that was created by the members of the editorial department of the same journal, where some interesting questions that could give the necessary support to this paper, were found.

Finally, the analysis of the results shown in the Grade Point Average were contrasted with the results obtained from the test and in addition, the responses of the teacher given in the interview were according to the results that it has been mentioned before.

CHAPTER III: RESEARCH ANALYSIS

In this segment, the results obtained by the application of the test it was analyzed. It is relevant to mention that these students are not habituated to be assessed through formal evaluations but with projects, where the educator contemplates all the skills as a whole unit and not as subskills. This is not a matter of the instructor, this was established in the institutional norms and teachers are just following what the headmaster orders.

3.1 Analysis of Average Score.

In this case, the average score (see figure 1 in the Appendix) they have in the English subject was given according to what the students have obtained until July, because they continue receiving classes and getting more grades. It is important to mention that The assignments and the grading structure in this school is quite different from other schools, due to the fact that the teachers,

instead of using traditional assessments for testing and grading, they use finished projects, built and written by the students, to see how they are doing regarding the knowledge they In this school, teachers often assess students not by a formal test, but from projects. Learners are assessed by putting into practice everything that they have learned. According to the results shown in the average score, it can be said that they have been improving during the month of July. Therefore, regarding the results of some averages, several shortcomings related to reading and vocabulary skills have been shown.

3.2 Results of the TEST

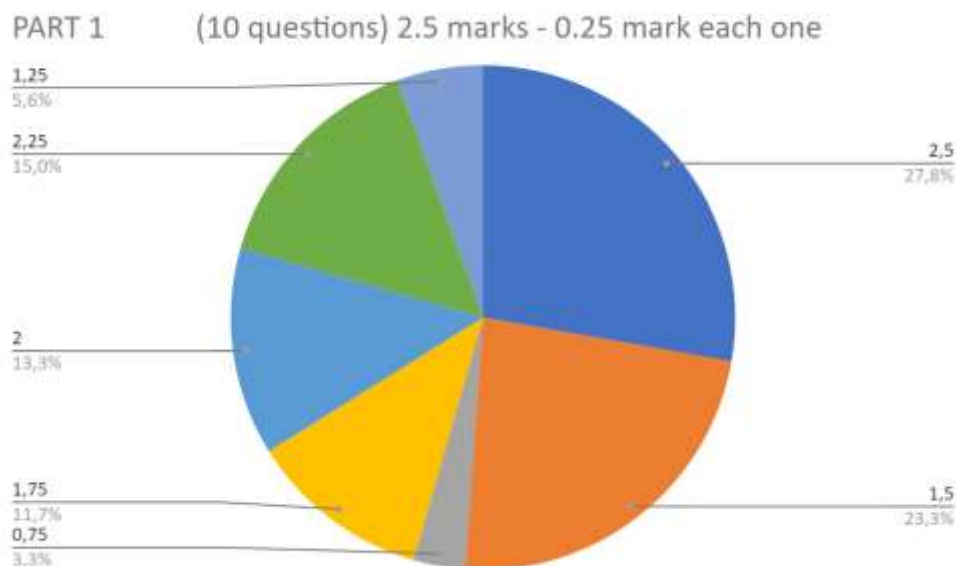
In this case a sample of a standardized A2 level test taken from Cambridge University was adjusted and applied. This test was structured according to the Council of Europe and the Common European Framework of Reference for Languages. Some instruments for evaluating the acquisition of the English Language specifically vocabulary acquisition make reference to a Basic level acquired by an English learner.

This test was administered to students around 12- 13 years of age. According to the English teacher the students were supposed to be able to manage the A2 level, but according to the results of the test it can be said that they are currently having some trouble, related to vocabulary and reading comprehension.

The test had six sections, each part had different punctuation going from 1.25 points to 2.5 points, giving a total of ten points for the global test. The first part consisted of ten questions, marking 0.25 each one, giving a global mark out of 2.5. The second part consisted of five questions with a global mark of 1.25, each question was graded out 0.25. The third part consisted of six questions with a global mark of 1.5 and each question was graded 0.25. The fourth part consisted of ten questions, but in contrast with the first part, each one was graded 0.175, this part had a global grade of 1.75. The fifth part consisted of seven questions, each question was graded 0.25 and as a global mark it was graded 1.75. Finally, the part sixth that had five questions and each one was

graded 0.25, giving a total of 1.25. Adding each global mark, it can be obtained a total of ten points, as it was mentioned before.

Part 1



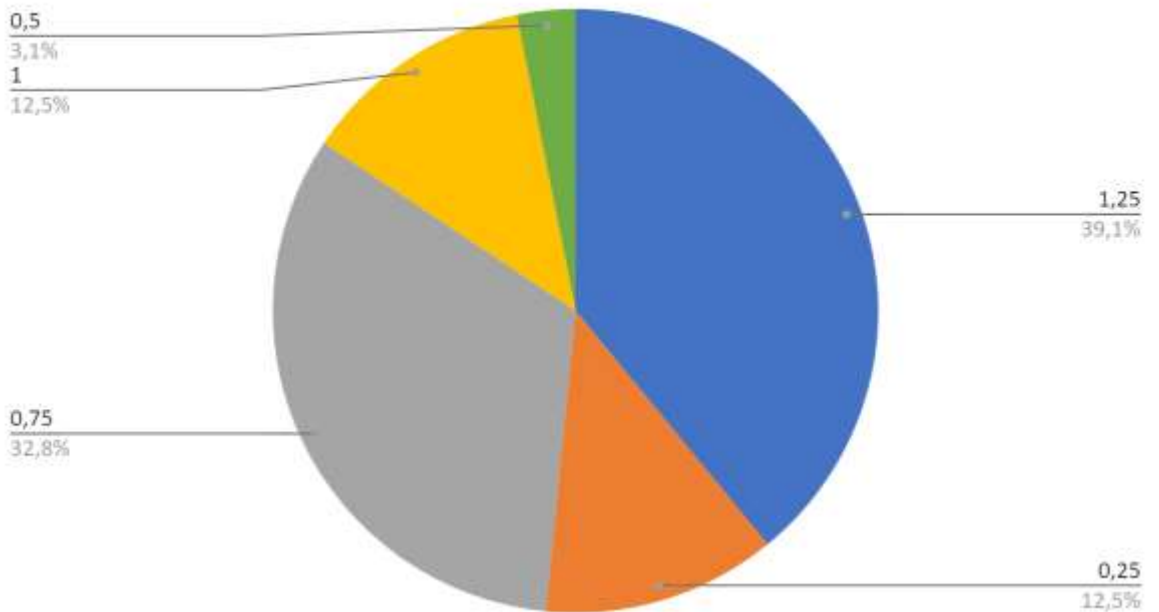
Graph 1 Words and definitions, fill in the gaps, part 1, chart created by the authors.

In this part, students should look at the words and read the definitions and match them. There are fifteen words surrounding ten definitions, so here students have to demonstrate that they are able to read and select which word is the correct according to the definition given. There were ten questions giving a total of 2.5 marks, each question was graded in 0.25.

According to the results obtained from the students, most of them were able to read and identify the correct word for each definition that was given in the test. Here is evaluated vocabulary acquired and reading comprehension in order to write down the word that matches correctly to the meaning.

Part 2

PART 2 (5 questions) 1.25 marks - 0.25 mark each one



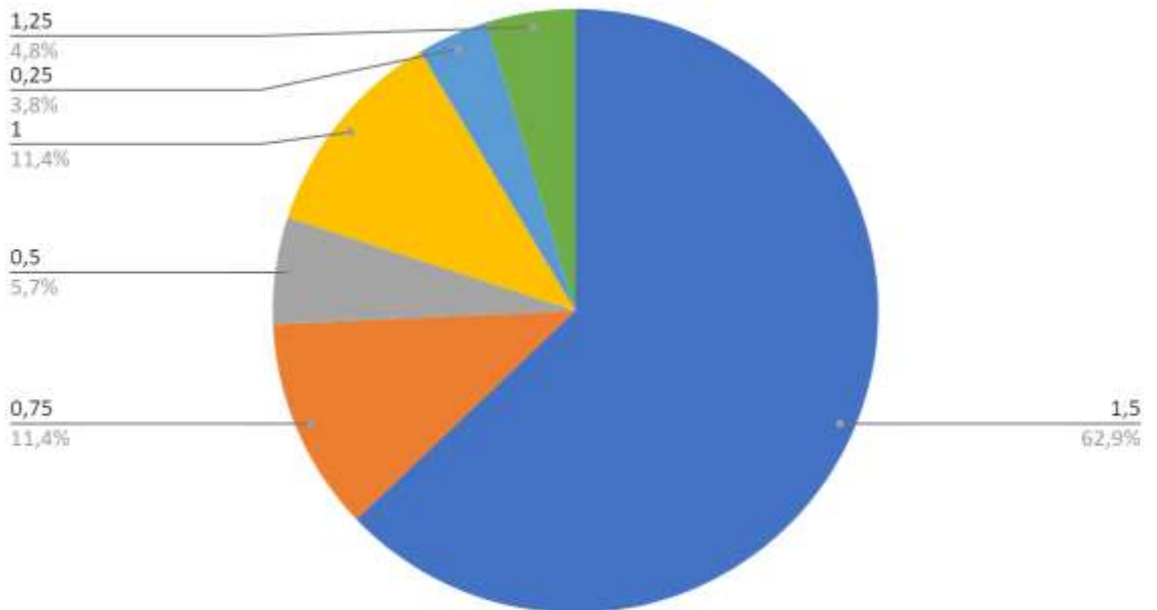
Graph 2 Dialogues given with gaps

In this part, a dialogue was given with gaps, and students had to choose the correct answer from the list (A to H). There were two distractors that didn't fit in the gaps. In this part, there were five questions, each one was valued at 0.25, giving a total result of 1.25 for this section. This part asked the students to read the complete dialogue and select appropriately the corresponding answer.

Regarding the results of this part, it can be inferred that most of the students got good grades, but contrasting with the previous part they got less marks, this indicates that they are able to read and select the best answer that completes a dialogue. Nevertheless, the grades were not so good in contrast with part 1.

Part 3

PART 3 (6 questions) 1.50 marks - 0.25 mark each one

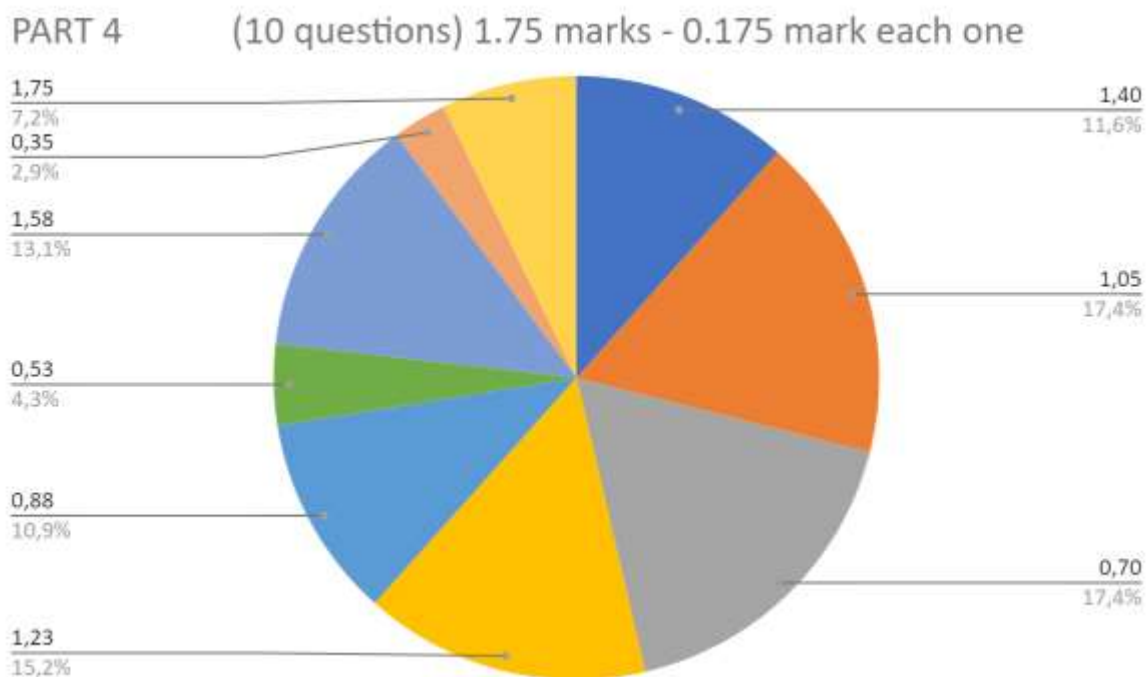


Graph 3 Graph 3 fill in the gaps with word box

In this part there was a picture and a word box with ten words in it. Under this box there was a text with five missing words. The students had to decide which word could correctly complete the gaps and also, they had a last question where they were asked to select a title for text and they had to select from three options that were given. Apart from that, in this part of the test it was assessed on their reading comprehension based on specific information. This part had six questions, each question was graded out of 0.25 and as a total result, this section was valued 1.5 points.

According to the results, they were able to answer part of the test, but there were some questions where they didn't get the right guess or they were quite far away from writing a possible correct answer. Especially in the last question, where they had to read and analyze the text given and select the appropriate title.

Part 4



Graph 4 Multiple choice item with fill in the gaps

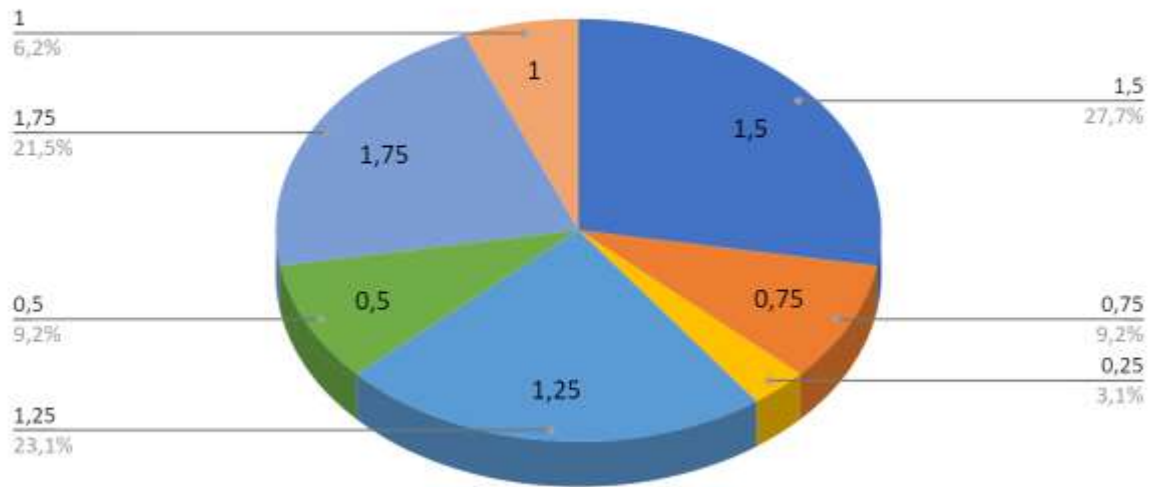
This part had two pages, where students at first had a text with ten missing words, later, they found for each word three different possible choices and according to the reading they had to be able to select the option that better fitted in the blank spaces.

In this section, students were assessed, according to the nouns, adjectives they have learned along those months, and they had to remember some forms of regular and irregular verbs and prepositions. This part consisted of ten questions, and each one was graded in 0.175, the total for this section was 1.75.

According to the results, students do not have enough shortcomings when remembering certain words, but yes when conjugating certain verbs. It can be mentioned that from this section on, some issues started to appear.

Part 5

PART 5 (7 questions) 1.75 marks - 0.25 mark each one



Graph 5 Story with blank spaces and multiple choice

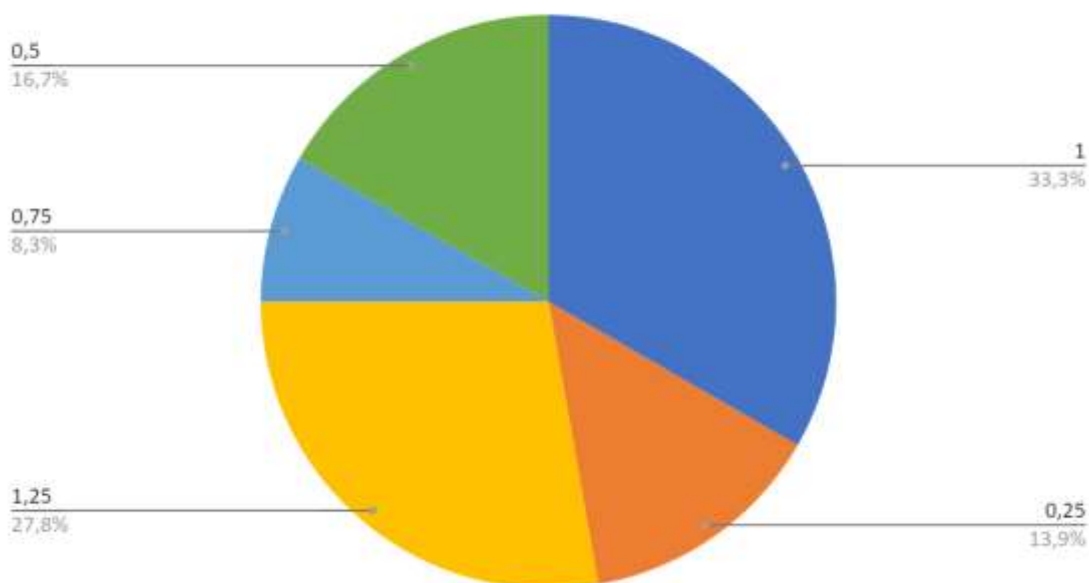
This section had an image and a story and after this story there were some sentences with gaps to fill, each gap had to be completed by the students using one, two, three or four words that were related to the previous story or could be inferred from the context.

In this part students were assessed, through the use of connecting ideas by the use of adverbs, pronouns that they already know, and the words that they had to complete were according to their level. This section consisted of seven questions and each one was valued 0.25, giving as a total result of 1.75.

According to the results it can be said that they got several troubles while completing the gaps in the sentences or using in an incorrect way the words they knew, leading this to a sentence without coherence and did not express a correct idea and also it was found out that they lack certain expressions or vocabulary or even they were clueless and preferred to keep the space in blank and skip the question.

Part 6

PART 6 (5 questions) 1.25 marks - 0.25 mark each one



Graph 6 Story with blank spaces

This was the final section of the test and here the test had only a text where there were some gaps and, in this case, there was not a wordbox, nor a list or option where students could select from, but they have got an image for getting the context of the story below.

In this section, students were assessed to read and understand the short text and produce some words and some expressions that were related from the story and also conjugation of certain verbs in the correct tense. This final section consisted of five lastly questions and each one of them was graded 0.25, giving a total for this section 1.25. Adding the previous total for each section, the complete test was graded out of ten points.

According to the results of the test, most of the students were not able to answer this section, some of them even left the gaps in blank, it could be mentioned that they were not able to comprehend the text and did not acquire the vocabulary needed for the level they were supposed to be.

3.3 INTERVIEW

In the opinion of Tegan, G. (2022) The interview is a method from qualitative research and implies the fact of collecting data from other professionals, in

here, the questions that are going to be asked should be done accurately, depending on the type of information that the researcher is looking for (Types of Interviews in Research | Guide & Examples)

As stated in Questionpro.com (2022) an interview is a technique derived from qualitative research that involves open-ended questions. Interviews are similar to focus groups or surveys, in terms of gathering information. There are several types of interviews, such as structured interviews. These kinds of interviews are often rigid, they usually have close-ended questions as well as open-ended questions and its intention is to maintain uniformity regarding all the interview sessions. Another type of interview is the semi-structured interview, where, it can be said that still is guided, it keeps the basic structure of the Structured interview, but in this case, it is noticed an appreciable flexibility. By keeping the structure in mind, the researcher can follow any idea or take a creative lead of the interview. Finally, we have Unstructured interviews, that are also known as in-depth interviews, these types of interview are usually described as conversations. Their purpose is to build a nexus between the interviewer and the interviewee, where they could feel more comfortable and respond to the stimulus and share all the information needed for the research.

For research purposes a data collecting tool was chosen. The tool was an interview from the journal called Project Practical and it was created by the members of same company, the people who work at the editorial department, this questions were elaborated in 2022 that is attached to the link that is provided in the reference list, where the questions were adapted for the aim of the research. As it was mentioned before, this was done to ask a professional, in this case the teacher and it was important to consider what and how she was conducting the class and what aspects she considered when teaching reading.

Interview - English Teacher

Teacher's name: Elena Montoya Date: Wednesday, July 13, 2022.

(Done via WhatsApp)

In what level do you think your English students are, regarding their reading comprehension?

I consider that our students are at a low-intermediate level, and they can understand basic instructions, also vocabulary, but sometimes at the moment they have to use connectors or punctuation, they need to improve that part.

<https://drive.google.com/file/d/1bheWQ0ue8B5dbL4tmalh9eYc5pTotntn/view?usp=sharing>

Is it necessary to apply complementary activities in the English class, to enhance reading comprehension? Why?

It is always necessary to apply different strategies at the moment they are reading, because of several situations. We can mention that the lack of interest of some topics they're reading in class, at the moment that you engage your students at the begging, with an interesting activity, maybe you can work better at the moment that you or they start reading and at the end, they can have a better conclusion about they read, because nowadays we know that we don't like reading, so if we can find an interesting topic or they try to take in a real life context, so I consider that they can find more interesting facts, maybe or at least they can give their conclusions of the topic or text they were reading.

https://drive.google.com/file/d/1aVEGaBXZxpNX33oCA3FR0fBJ1xJ3am_k/vi/ew?usp=sharing

Do you consider that the methodology suggested by the English book for teaching reading is adequate? Why?

The material that we are using here in Lemas, in the part of the reading skills, offers different strategies, in which teachers can work with their students in a useful language. I mean from the beginning they establish some strategies, and then they have to read the whole text and at the end the questions that they mention are important, because students can give their opinions and also they can have their ideas according what they have lived, so they are immediately involved in the topic that is presented in the book.

https://drive.google.com/file/d/1oL1AJFRkfTHclF-Z_s33PEi2724lhKv_/view?usp=sharing

Do you consider that the length of time for English reading practices, suggested by the school authorities, is enough to effectively develop student reading skills?

I consider we need more and more time to work effectively with our students, especially with reading skills, because nowadays they don't like reading so we have to try to find some different strategies we are working with some hours just one per week, so maybe if we work in a different way, of course time is important and we can improve this skill.

https://drive.google.com/file/d/1dA5eDFqdNqgo8zwtwc_HXGcvRdBxmWcw/view?usp=sharing

In case of the teacher pointing out that the students have bad grades in reading, we shall ask the following question:

What teaching strategies can you suggest for improving the students' reading comprehension?

Well, about reading strategies, I can mention the one that we are working on, for example; to work in groups, no more than 4 people in the group, and they have to read chapter by chapter, for example in one week we work on chapter 1. In that chapter 1, you have to read and you have to feel identified with the characters that they mention in the chapter, also if you are involved in the situation that they say, and at the end they have to fill a reading worksheet in which they have to write to all the things they could read, for example the characters, the scenery and also as I already mentioned, the questions that they can give their opinions and how they feel during this moment that they share reading the chapter, also I can mention that maybe they can find some texts that are interesting for them, for example they have different likes, for example psychology or maybe futuristic or sci-fi, so they can find an interesting story according to their likes, so you at the end you can ask them and they can search on the internet more information about this, maybe we can find that they want to be one of the characters in their own story.

CONCLUSIONS

https://drive.google.com/file/d/13hvL0BdYECCDOZFa_bbQTxKf8QNPhiO/view?usp=sharing

In the current work, it is argued that vocabulary is an important part of language, and learning vocabulary is an important part of learning English as a foreign language.

Based on the findings gathered through research tools and a sample test that was adjusted for this work, it can be said that 10th graders at Lemas High school require a broad range of target language words to successfully complete production and comprehension activities in English language.

Also, it was found that the teacher doesn't offer separate vocabulary classes, not even additional time teaching academic vocabulary to students so they are not able to learn the terms that are used most frequently in academic writings. The results obtained by the interviews also pointed out that the time span for

vocabulary practices was low. This was another factor that made the students have a low level of word inventory.

Rooted, the teacher keeps using the same old techniques that have been applied for decades in the educational field, such as repeating, dictation, among others.

Based on the results given by the evaluation, it can be said that the students have a low level of vocabulary knowledge.

The information that was obtained when interviewing the teacher reflected that the EFL classes urgently need strategies that could help the students, regarding their vocabulary acquisition for reading comprehension. Strategies that can allow them to become independent learners, not only in the EFL class but outside too.

Thanks to the interview, another factor came up that influenced the reading comprehension skills of the 10th graders, and this was the small amount of strategies that the teacher applied when teaching vocabulary, before, during and after reading practices.

Additionally, according to the results of the sample test, it was identified that 10th graders have issues with vocabulary, but especially with prepositions of time or place and quantifiers.

The teacher mentioned that 10th graders lack of motivation for reading, but according to the research, it was found out that they have poor knowledge of prepositions of time, place and quantifiers, but this paper was mostly focused on vocabulary knowledge.

RECOMMENDATIONS

There are several techniques for vocabulary acquisition, for example, implementing a word wall, word cards and some others, as it is going to be well explained in the proposal. Based on the findings of the current investigation, it is suggested:

The teacher should make an effort to vary their vocabulary teaching tactics and strategies and avoid traditional ones.

Students should be provided with many opportunities to practice the new vocabulary by creating quality vocabulary practices such as word consciousness and word-play activities to motivate and enhance learning.

Students should constantly be encouraged to use the hints suggested in the reading texts in order to improve their general language ability and, in particular, their reading comprehension abilities.

Translation of new vocabulary should be avoided at all costs. Letting go of the dictionary-copying model of teaching and switching to explicit, direct teaching of vocabulary is a necessary step change in order to set students up for long-term success.

The teacher should motivate students to read more texts to expand their word knowledge through a wide or extensive independent reading.

Regarding the results of the test applied and some thoughts that the English teacher expressed in the interview, it is important to create new strategies or new ways to approach students and encourage them to read. There are several activities that can be applied for motivating students to read and comprehend what they are reading.

3.4 Research Proposal

Interactive activity

According to Vocabulary.com Whenever you can dialogue or interact with something else (IXL learning,)

It is also known as the adjective of the verb to interact which is related to dynamic, or someone that causes effect in somebody else.

According to Goodwin M. (1980) An interactive activity is a dynamic activity where there exists a group of people interchanging ideas, co-participating and getting involved as a group.

Regarding the results of the test applied and some thoughts that the English teacher expressed in the interview, it is important to create new strategies or new ways to approach students and motivate them to read. There are several

activities that can be applied for motivating students to read and comprehend what they are reading.

There were some activities recommended in the proposal for improving students' reading skills, the activities that are going to be developed by the English teacher are designed not only for improving reading, also vocabulary and grammar, even more students' creativity and imagination.

Details of the proposal

3.5 PROPOSAL

This proposal is developed for being implemented by the English teacher who works at this institution and whenever the institution approves him or her to generate certain changes in their classrooms for improving students' reading skills. In addition, these activities are going to improve students' general English and its usage.

It is also developed, taking in consideration time and how the activities are going to be carried out by the English teacher, as it was mentioned it has a budget and the time for carrying out these activities are structured in a Gantt Chart.

The main objective is to design interactive vocabulary activities for the development of EFL reading skills among 10th graders at Lemas School through the use of educational technology.

All the activities that are detailed, were structured based on the results of the analysis and what is intended to improve, reading skills, but they go beyond reading and involves vocabulary, grammar skills and they are designed to be interactive and create a new approach for motivating students to read and analyze the text that they could have read. Each recommended activity accomplishes the research questions and the specific objectives that were mentioned previously in this paper.

Main objective of the proposal

To enhance reading comprehension using pre-teaching activities related to vocabulary acquisition within the first term along 3 units from the English book "PREPARE" in EFL classroom among 10th graders at Lemas school.

Specific objectives of the proposal

- 1) To implement reading comprehension activities.
- 2) To design vocabulary teaching strategies for better reading comprehension.
- 3) To recommend other complementary activities for better vocabulary acquisition.

A variety of interactive activities to carry out during the scholastic year are propose in the present research paper. These activities are designed to be done inside the classroom with the purpose of improving students' reading comprehension skills, in addition their vocabulary, imagination and creativity. The students will get work on some hands-on activities so learning could become memorable. This will allow them to know how their language can be used in real life situations.

The proposal for this study is based on a series of activities that can be done in or outside of the EFL class. The aim of these activities is to create a more interactive class, where students can have fun while learning and using their imagination for combining their own ideas and the knowledge that they have already acquired during reading lessons.

This proposal was elaborated in order to be applied during a period of two months. A budget for this proposal was done and was based on the activities and the study material that is going to be needed.

General Data	
Project Title:	Vocabulary learning for the development of EFL reading skills among 10th graders at Lemas school.
Project Team:	Robert Proaño and Gabriela Santana

Main Objective:	To enhance reading comprehension using pre-teaching activities within the first term along 3 units from the English book "PREPARE" in EFL classroom among 10th graders at Lemas school				
Specific Objectives:	S.O. 1) To implement reading comprehension activities.				
	S.O. 2) To design strategies for better reading comprehension.				
	S.O. 3) To recommend complementary activities for better vocabulary acquisition.				
Execution time:	Starting	September 5th, 2022	Ending	November, 2022	4th,
Evaluation time:	Starting	October 31st2022	Ending	November, 2022	4th,

Project Description

This project seeks improving tenth graders' reading skills through the use of creative and interactive activities during the scholastic year 2022-2023. This project is going to be carried out in three phases.

In phase one, Students are going to be motivated to read stories, through the use of interactive activities.

In phase 2, pupils are going to develop effective reading skills through the use of pre-reading, reading activities.

In phase 3, learners are going to be tested through the production of some texts and reading magazines. The project is going to be monitored and assessed by two teachers in four weeks. In the last week of the project, the evaluation is going to be carried out using an adapted rubric.

Execution Matrix

Objective (number)	Activity	What will be done	What change is expected - Outcomes	Resources	Time	Responsibility
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S.O. 1	Create a mindmap	Students will create a mind map about the story's vocabulary and the vocabulary that they don't know.	Students are going to use their imagination and create a mindmap and they will write down some unknown vocabulary.	Piece of paper Colors Pencils Markers	1 session	English teacher
	Create a wordwall	Students will create a wordwall in the whiteboard, they should be able to use the vocabulary already acquired.	Students should be able to remember certain words related to the story and write them down on the whiteboard.	Cardboard	2 sessions	English teacher
	Play snowman from study stack	Students will guess certain words that they have already learned from the story that they have been reading through these weeks.	Students should be able to remember certain words related to the story and tell the teacher the possible words that could be in order to win the game.	Whiteboard/ Computer Flashcards Tape	3 sessions	English teacher
SO 2	Design a comic strip	Students will complete a scheme of a comic strip by writing down a conversati	Students should be able to use some vocabulary and design certain situations that they	Comic strip scheme	2 sessions	English teacher

		on between some characters of the story.	have read during the storytelling and imagine how they think it happened or could be in real life.			
	Building Block Plot Lines	In groups of 4 or 5 students should use elements like legos or Lincoln legos	Students should be able to read and imagine how to recreate a scene from the chapter of "Moby Dick" by using legos.	Legos	2 sessions	English teachers
	Word Bingo	Students are going to play bingo using the vocabulary that they have learned through the reading activity.	Students should be able to recognise some vocabulary words and encircle them.	Piece of paper	1 session	English teacher
SO 3	Mini Books	Students are going to follow the teachers' instructions and create a mini book, where they are going to put a summary of the possible plot if they were	Students are going to use their imagination and create a mini book with a possible change in the plot of the story.	Piece of paper	1 session	English teacher

		writing the story.				
	A creative shopping	In pairs, they gather together, read some advertisements from an English magazine and select 3 or 5 of them.	Students are going to read some ads and cut them from the magazines or newspaper.	Magazines Newspaper Scissors Papers	1 session	English teacher
	Creative Coupons	According to the ads selected they are going to create a creative coupon.	Students are going to select some ads from the magazines and write down some creative coupons.	Magazines Scissors Papers	1 session	English teacher

Strategies or activities

Strategy #1: Create a mindmap	
Objective	To improve learners structuring of a mindmap write down some difficult vocabulary.
Resources	Piece of paper Colors pencils Markers
<p>Description:</p> <ol style="list-style-type: none"> 1. Teacher is going to give an example of a mindmap. 2. Previously, the teacher asked the students to read a chapter of the book "Moby-Dick". 3. Students are going to produce a well-structured mindmap related to the plot of the story they have read. 	

Strategy #2: Create a wordwall	
Objective	To enhance students' vocabulary acquisition.
Resources	Cardboards Tape Whiteboard Box
<p>Description:</p> <ol style="list-style-type: none"> 1. Teacher is going to bring some words written down in cardboards inside a box. 2. Teacher is going to paste or write down on the whiteboard some family words for grouping the vocabulary related to the story. 3. Students are going to group in the whiteboard the words that are related to the family word group. 	
Strategy #3: Play snowman form the platform study stack	
Objective	To enhance students' vocabulary recall.
Resources	Whiteboard/Computer Flashcards Tape
<p>Description:</p> <ol style="list-style-type: none"> 1) The teacher is going to place the flashcards creating the drawing of a snowman. 2) Teacher is going to ask the students what letters would form the word that the teacher is asking for. 3) Each time the students make a mistake, the teacher is going to disassemble the snowman. 	

Strategy #4: Design a comic strip	
-----------------------------------	--

Objective	To relate the images created by the students with the vocabulary they know.
Resources	Paper Drawing pencil Colors Ruler
<p>Description:</p> <p>1) Teacher is going to demonstrate how to draw a comic strip scheme.</p> <p>2) Teacher is going to give the students a sheet of paper to draw a comic strip scheme.</p> <p>3) Students are going to use their imagination and draw possible scenes for the chapter of Moby Dick that they have read as homework.</p>	

Strategy #5: Building Block Plot Lines	
Objective	To analyze the plot of "Movie Dick" to recreate a scene of the chapter that they have read as homework.
Resources	Legos
<p>Description:</p> <p>1) Teacher is going to present the students an image or a recreation based on another chapter of the book "Moby Dick"</p> <p>2) Teacher is going to give Legos for building scenery to a group of 4 - 5 students and they are going to work together in order to maximize the activity.</p> <p>3) Students are going to present a scene of the chapter of "Moby Dick" and a student chosen by the group is going to talk about their creation.</p>	

Strategy #6: Word Bingo	
Objective	To reinforce students' vocabulary memory
Resources	Paper Markers Pens

Description:

- 1) Teacher is going to give to students a sheet of paper with a chart of Word bingo with the vocabulary related to the last chapter of Moby Dick that they've read as homework.
- 2) Teacher is going to explain with an example how they are going to play Word Bingo and how they should exclaim "Bingo" whenever they get the words.
- 3) Students are going to play Word Bingo and they should be able to recognize the words that are related to Moby Dick's chapters.

Strategy #7: Mini Book	
Objective	To create a mini book based on the students' creativity according to the chapter they have read previously.
Resources	Paper Scissor Color pencils Pencil
Description:	
<ol style="list-style-type: none"> 1) Teacher is going to present a pre-elaborated mini book as an example for the students and explain how they should do it. 2) Students are going to choose a scene of the chapter that they have been working on previously and start creating the mini book. 3) Students are going to present their final mini books with their own version of that part of the story. 	
Strategy #8: A creative shopping	
Objective	To read real material, magazines and understand how functions language
Resources	English Magazines Newspapers Scissors Glue Paper
Description:	
<ol style="list-style-type: none"> 1) Teacher asked the students as homework to bring some magazines or newspapers preferable in English and make pairs. 2) Teacher asks students to read and select some advertisements, the ones that caught their attention and cut them. 3) In pairs, they are going to paste at least 3 or a maximum of 5 of them and write down each one how would they improve the advertisement. 	

Strategy #9: Creative coupons	
Objective	To read real material, magazines and understand how functions language
Resources	English Magazines Newspapers Pencils Colour Pencils Paper
Description: 1) Teacher is going to demonstrate how to create a coupon based on an advertisement. 2) According to the previous activity, students are going to work in groups of 3 and start designing some coupons. 3) Students are going to present their coupons and show the teacher how they can use them in an imaginary situation.	

Gantt Chart

A Gantt chart was developed in order to specify the dates and the order of the activities that are going to be carried out while implementing the project, also it was considered the evaluation time for assessing students once the project had finished.

In this chart it is important to describe and establish correctly how and when the different phases of the project are going to be carried out. Also, it is specified the different activities and in what moments they are going to be implemented by the teacher.

Strategy	Starts	Ends	2022				
			July	Aug.	Sept.	Oct.	Nov.

1	Design and planning of the proposal	04/07/22	30/08/22																	
2	Create a mind map	05/09/22	09/09/22																	
3	Create a word wall	12/09/22	16/09/22																	
4	Play snowman from study stack	19/09/22	23/09/22																	
5	Design a comic strip	26/09/22	30/09/22																	
6	Building Block Plot Lines	03/10/22	07/10/22																	
7	Word Bingo	10/10/22	14/10/22																	
8	Mini Books	17/10/22	21/10/22																	
9	A creative shopping	24/10/22	28/10/22																	
10	Creative Coupons	25/10/22	28/10/22																	
11	Project Assessment	31/10/22	04/11/22																	

Budget

It was structured as a budget for future implementation of the present project, based on the materials that are going to be needed in each activity for improving reading comprehension and ameliorate students' vocabulary that goes along with reading activities. It was also considered the accommodations of the institution and a contingency percentage for probable extra activities that could happen while implementing the project.

PROJECT	Developing EFL Reading skills.		
RESPONSIBLE	Robert Proaño & Gabriela Santana		
DATE	16/08/2022		
INSTITUTION	Lemas School		
		UNIT COST	SUBTOTAL

DIAGNOSTIC PHASE	Equipment	0	0
	Traveling spendings	\$4,50	\$22,50
	Material resources		
	Office supplies		
	Cardboard	\$1,25	\$37,50
	Ream of Paper	\$5,00	\$25,00
	Tape	\$1,00	\$2,00
	Printer ink	\$4,50	\$40,50
	Scissors	\$0,50	\$1,50
	Glue	\$1,00	\$4,00
IMPLEMENTATION PHASE	Office supplies Subtotal	\$13,25	\$110,50
	Software		
	School supplies		
	Labor Hours	\$2,00	
	Office supplies		
PROJECT EVALUATION	Ream of Paper	\$5,00	\$25,00
	SUBTOTAL	\$38,00	\$270,50
	Contingency reserves	5%	\$13,53
TOTAL BUDGET			\$284,03

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APPENDIX

UNIDAD EDUCATIVA LEMAS
REGISTRO ACADÉMICO

* Average of: Projects, Homework, Liveworksheets and Class activities

	STUDENTS' NAMES	JUNE*	JULY*
1	ALVARADO MENDOZA MATHIAS URIEL	8	10
2	ARRICIAGA RAMIREZ GEOVANNA ANDREA	5	10
3	BARZOLA SERRANO NICOL JAMILETH	5	8
4	BUSTAMANTE GONZALEZ DAVID ALEJANDRO	7	10
5	CARREÑO MARTILLO PAULA DAYANA	5	8
6	CONTRERAS TROYA BRITTHANY GABRIELA	7	9
7	CORONEL NUÑEZ ASHLEY STEPHANIE	6	9
8	EMEN COBEÑA ELIAS SAMUEL	7	10
9	FLORENCIA PANTOJA BRUNO ALESANDRO	5	8
10	FLORES CHEVEZ DANNA GABRIELA	7	10
11	GRISALES MONTOYA LAURA VANESSA	8	10
12	GUTIERREZ QUITO RONALD DANIEL	8	9
13	GUZMAN ARIAS JAVIER JOEL	8	10
14	LEON VICUÑA MARIA POULET	7	9
15	MALDONADO MORAN MARIA FERNANDA	5	9
16	MARISCAL GONZALEZ ANDRES KENNETH	6	9
17	MEJIA SANCHEZ CESAR GABRIEL	6.50	10
18	PARRA PONCE AILIN LUISSANA	6	9
19	REYES MARIÑO ADRIAN	5,5	9
20	ROSALES ALVARADO RUTH MELISSA	9	10
21	RUBIRA PEREZ MATHIAS FRANCISCO	9,5	10
22	SUAREZ JUNCO FRANCISCO JOSE	5	8
23	TREJO MEZA MIA FABIANA	5	9
24	VARAS VILLAGOMEZ CAMILA DAYANARA	8	10
25	VELECELA RODRIGUEZ ADRIAN ADRIEL	9	10
26	VILLOTA SANCHEZ NAJIB ALFONSO	6	8

Figure 1 External fount of information for the realization of the interview

Scan 1

Cambridge Assessment English

Score Number: _____ Candidate Number: _____

A2 Flyers Reading and Writing

2.50/10

2.13

There are 44 questions.
You have 40 minutes.
You will need a pen or pencil.

My name is: Andre Gabriel Gonzalez

George R 14225 2019

0.75

Part 1

- 10 questions -

Look and read. Choose the correct words and write them on the lines. There is one example.

	A plane	a gift	a card
	The person can fly to the moon in a rocket.		
	1. This is made from fat and you can put it on your bread with a knife.	<u>spread</u>	<u>spread</u>
Football	2. Players in this game throw, catch and hit the ball on a sports field.	<u>baseball</u>	<u>hockey</u>
	3. These have pictures on them and you can write on the back and send them to friends when you're on holiday.	<u>postcard</u>	<u>postcard</u>
	4. It is the person's job to write about news in a newspaper.	<u>journalist</u>	<u>journalist</u>
post	5. You buy these and put them on your envelopes before you post them.	<u>stamps</u>	<u>stamps</u>
	6. The person flies a plane and usually wears a uniform.	<u>pilot</u>	<u>pilot</u>
press	7. People like reading these because they have stories with pictures or photos on their pages.	<u>magazine</u>	<u>magazine</u>
	8. You can play this game inside on ice or outside on a field.	<u>hockey</u>	<u>hockey</u>
	9. Some people like this in their tea or coffee and they put it in with a spoon.	<u>spoon</u>	<u>spoon</u>
stamps	10. People don't usually play this game in teams. They use a small, hard white ball.	<u>golf</u>	<u>golf</u>

a journalist a letter a photographer

0.75

Part 2

- 5 questions -

Katy is going to go with her Aunt Emma to her office today. Katy is asking Emma some questions about her work. What does Emma say?

Read the conversation and choose the best answer. Write a letter (A-H) for each answer. You do not need to use all the letters. There is one example.


Example

Katy: Emma, is it time to go to your office?
Emma: E

Questions

- Katy: Do you always walk to work?
Emma: B
- Katy: How many people work there?
Emma: H
- Katy: Where do you eat your lunch?
Emma: D
- Katy: Can I play on the computer in your office?
Emma: A
- Katy: What time do you come home?
Emma: G

Cambridge Assessment English




- Sometimes I sit at my desk and sometimes I go out.
- Yes, everyone did this time.
- Oh, but only when I am in a meeting.
- No, there aren't many tables near the office.
- Yes it is. I don't want to be late. **(example)**
- Usually when I've finished everything that I've got to do.
- I take the bus if it's raining.
- Only a few. It's a small business.

A2 Flyers

Part 3
4 questions

Read the story. Choose a word from the box. Write the correct word next to numbers 1-5. There is one example.



example	island	bridge	pushed	restaurant	missing
	ready	pepper	sky	storm	cut.

Last weekend, Harry and his parents went to a small hotel on an island in a lake. On Saturday afternoon the hotel cook went by boat to the town to see a friend. But then suddenly a (1) storm came, with rain and strong winds, and he couldn't sail back to the hotel.

At six o'clock everyone in the hotel went to the (2) restaurant to have dinner, but it was closed. 'What's the matter?' Harry's mum asked the waiter. 'The dinner isn't (3) ready,' he said, 'because there is no-one to cook.'

Cambridge Assessment English

So Harry's parents decided to do something. They went into the kitchen where they looked in the (4) cupboard and in the cupboards they found some flour, tomatoes, cheese and vegetables. Dad made pizza and Mum (5) pepper the vegetables into small pieces for a salad.

'That smells good,' said the waiter.

Harry ate a piece of pizza. 'And it tastes very good!' he said. Everyone loved the dinner and thanked Harry's parents.

(6) Now choose the best name for the story.

Tick one box.

Harry buys pizza	<input type="checkbox"/>
Luca's on a boat	<input type="checkbox"/>
The new cooks	<input type="checkbox"/>

A2 Flyers

Part 4
10 questions

Read the text. Choose the right words and write them in the lines.

The Seasons



Example In many countries there are four seasons in the year. There are called spring, summer, autumn and winter. Other season is about three months long and then a new season comes.

1 In the north of our planet summer usually begins in June. It is the warmest time of the year and it sometimes does not get dark for 10 hours at night. In September it gets colder and the trees lose their leaves. The season is called autumn. Winter comes in December. After it is usually very cold and a lot of countries have snow. On some winter days, it gets dark at about 4 o'clock at the afternoon so the days are very short and the nights are long.

In March the weather gets warmer and plants and flowers start to grow again. This season is called spring.

2 In the south of the planet the countries have the same seasons, but they happen at different times of the year. They have summer in December and winter in June.

Cambridge Assessment English


Example	many	wish	one
1	each	other	All
2	begin	begin	beginning
3	until	for	during
4	lose	lose	lose
5	which	when	where
6	at	in	on
7	shorter	short	shortest
8	after	again	already
9	both	some	more
10	of	up	with

A2 Flyers

Part 5
- 7 questions -

Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2, 3 or 4 words.

Mr Park's class visit a castle



Paul's class at school are studying castles in History. In last week their history teacher, Mr Park, took them to visit an old castle on a hill next to the lake. They went by bus and stopped at the bottom of the hill.

Mr Park pointed to the castle at the top of the hill and said, 'There is no road up there so we have to walk.'

The children were tired and thirsty when they arrived at the castle. But Mr Park had juice for all of them. It was very interesting because Mr Park showed them all the different parts of the castle and explained its history.

On the way down the hill Paul's friends said, 'Let's have a race.' So Paul and his friends started to run.

'Stop running!' shouted Mr Park. But the boys ran faster and faster and then Paul fell over and hurt his leg. It wasn't broken, but he couldn't walk very well.

Mr Park saw a farmer on his horse in a field. He went to speak to him and the farmer let Paul ride his big brown horse down the hill to the bus.

'Sorry we didn't listen to you on the hill,' Paul said to Mr Park, 'but we listened in the castle. It was great! Can we come again?'

Cambridge Assessment English

A2 Flyers


Example
The children are learning about _____ in history at school.
Mr Park _____ a bus to the castle.

Questions

- Mr Park and the children went in a _____ to a castle.
- The castle that they visited was near _____ and on a hill.
- Mr Park gave everyone _____ when they arrived at the castle.
- The children looked at the _____ of the castle.
- Some of the children had _____ on the way down the hill.
- Paul _____ because he fell over when he was running.
- Paul went back to the bus on a _____.

Part 6
- 5 questions -

Read the diary and write the missing words. Write one word on each line.



Example
We are _____ a great time on this holiday. Today we've been _____ the pyramids. My teacher told me about them in our Geography _____ and she showed us some pictures of them, but in the pictures they looked much smaller _____ they are. We went inside one and I _____ lots of photos with my camera. We are going to go and see some camels tomorrow. I am very excited _____ I have always wanted to ride one. Mum doesn't want to go near them. She says camels are usually not very friendly.

Cambridge Assessment English

Cambridge Assessment English

A2 Flyers
Reading and Writing

There are 44 questions.
You have 40 minutes.
You will need a pen or pencil.

My name is: Walter José Almeida de Azevedo

15
9,25/10

Cambridge Assessment English

Part 1
10 questions

Look and read. Choose the correct words and write them in the boxes. There is one example.

The person who plays the music in a radio. DJ DJ

1 This is made from fruit and you can put it in your hand with a stick. juice

2 Flyers in the game throw, catch and hit the ball in a sports field. baseball

3 There are pictures on them and you can write on the back and send them to friends when you're on holiday. postcards

4 It is the person's job to write about news in a newspaper. a journalist

5 You buy them and put them on your envelopes before you post them. stamps

6 This person flies a plane and usually wears a uniform. a pilot


7 People like reading them because they have stories with pictures or photos on their pages. magazines

8 You can play this game inside on ice or outside on a field. hockey

9 Some people like this in their tea or coffee and they put it in with a spoon. sugar

10 People don't usually play this game in teams. They use a small, hard white ball. table tennis

a journalist a pilot a journalist



A Sometimes I sit at my desk and sometimes I get out.

B Yes, everyone did this one.

C OK, but only when I am in a meeting.

D No, there aren't many riffs near the office.

E Yes it is. I don't want to be late. **(example)**

F Usually when I've finished everything that I've got to do.


G I take the bus if it's raining.

H Only a few. It's a small business.

Cambridge Assessment English

Part 3
4 questions

Read the story. Choose a word from the box. Write the correct word next to numbers 1-4. There is one example.



example
blatant judge pushed measure raising
ready answer shy storm out

Last weekend, Henry and his parents went to a small hotel on an island in a lake. On Saturday afternoon the hotel cook went by boat to the town to see a friend. But then suddenly a storm came, with rain and strong winds, and he couldn't get back to the hotel.

At six o'clock everyone in the hotel went to the restaurant to have dinner, but it was closed. 'What's the matter?' Henry's mum asked the waiter. 'The dinner isn't ready,' he said, 'because there is no-one to cook.'

Cambridge Assessment English

In Henry's parents decided to do something. They went over the kitchen when they looked in the (4) fridge and in the cupboard. They found some flour, tomatoes, onions and vegetables. Dad made pizza and Mum (5) cut the vegetables into small pieces for a salad. 'That smells good,' said the water. Henry ate a piece of pizza. 'And it tastes very good!' he said. Everyone loved the dinner and thanked Henry's parents.

(A) Now choose the best name for the story.

Tick one box.

Henry buys pizza

Learn on a boat

The new coats

A2 Flyers Cambridge Assessment English

Part 4
- 14 questions -

Read the text. Choose the right words and write them on the lines.

The Seasons

Example In 1992 countries there are four seasons in the year. These are called spring, summer, autumn and winter. All season is about three months long and then a new season comes.

- In the north of our planet summer usually begins in June. It is the warmest time of the year and it sometimes does not get dark until 10 o'clock at night. In September it gets colder and the trees lose their leaves. This season is called autumn. Winter comes in December when it is usually very cold and a lot of countries have snow. On some winter days it gets dark at about 4 o'clock at the afternoon so the days are very short and the nights are long.
- In March the weather gets warmer and plants and flowers start to grow again. This season is called spring.
- In the south of the planet the countries have the same seasons, but they happen at different times of the year. They have summer in December and winter in June.

A2 Flyers Cambridge Assessment English

Example	many	much	any
1	each	Other	All
2	begin	begin	beginning
3	until	for	during
4	last	late	lose
5	which	when	where
6	at	in	on
7	shorter	short	shortest
8	after	again	already
9	both	same	more
10	of	up	with

A2 Flyers

Examples

The children are learning about castles in history at school.

Mr Park is Paul's history teacher.

Questions

- Mr Park and the children went in a bus to a castle.
- The castle that they visited was near to the sea and on a hill.
- Mr Park gave everyone guide when they arrived at the castle.
- The children looked at the top of the castle.
- Some of the children had a road on the way down the hill.
- Paul hurt his leg because he fell over when he was running.
- Paul went back to the bus on a horse.

A2 Flyers

Part 6

– 5 questions –

Read the story and write the missing words. Write one word on each line.



Example

We are having a great time on this holiday. Today
1 we've been and visit the pyramids. My teacher told
2 me about them in our Geography class and she
showed us some pictures of them, but in the pictures they
3 looked much smaller than they are. We went inside
4 one and I took lots of photos with my camera.
We are going to go and see some camels tomorrow. I am very
5 excited because I have always wanted to ride one. Mum
doesn't want to go near them. She says camels are usually not
very friendly.


UNIVERSIDAD CATÓLICA
DE SANTO DOMINGO


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ASOCIACIÓN
DE PROFESORES
DE INGLÉS


PEDAGOGÍA
IDIOMAS

FAN 080-087-2022

Sábado, 3 de septiembre del 2022

Lda. Kelly Elena Merino, Mg.
Coordinadora del departamento de Inglés
Unidad Educativa Lemas

De mis consideraciones:

Reciba un cordial saludo. Por el presente solicito a usted muy comedidamente, según su mejor criterio, se permita a la Ing. Gabriela Santana Hengria con C.I. 0023889634 y al Sr. Robert Proaño Proaño con C.I. 0912052673 estudiantes del Bus ciclo de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros - Inglés, de la Facultad de Artes y Humanidades de la Universidad Católica de Santo Domingo, realizar observaciones áulicas que le permita recolectar información para elaborar su trabajo de Integración Curricular.

Los señores Santana y Proaño, estarían realizando dicha actividad durante la clase de Inglés que reciben los estudiantes, durante los meses de julio y agosto del presente.

Aprovecho la oportunidad para agradecer la apertura que les ha brindado a nuestros estudiantes para ingresar a la institución que usted acertadamente representa como Coordinadora del Área de Inglés.

Atentamente,


Lda. Stanley González Urbizu, M.Ed.
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DECLARACIÓN Y AUTORIZACIÓN

Nosotros, **Robert Andrés Proaño Proaño** con C.C: # **0932052673** y **Angélica Gabriela Santana Hungría**, con C.C: **0921689634** autores del trabajo de titulación: **Vocabulary learning strategies for the development of EFL reading skills among 10th graders at Lemas school**, previo a la obtención del título de **Licenciado/a en Pedagogía de los Idiomas Nacionales y Extranjeros - Inglés** en la Universidad Católica de Santiago de Guayaquil.

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Nombre: **Angélica Gabriela Santana Hungría**

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REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA			
FICHA DE REGISTRO DE TESIS/TRABAJO DE TITULACIÓN			
TÍTULO Y SUBTÍTULO:	Vocabulary learning strategies for the development of EFL reading skills among 10th graders at Lemas school.		
AUTOR(ES)	Robert Andrés Proaño Proaño y Angélica Gabriela Santana Hungría		
REVISOR(ES)/TUTOR(ES)	Liz Stephanie Espinoza Pinzón M. Ed.		
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PALABRAS CLAVES/KEYWORDS:	vocabulary, interactive skills, reading comprehension, Vocabulary size, reading techniques, EFL		
RESUMEN/ABSTRACT (150-250 palabras):			
<p>The development of students' varied academic duties is aided by their ability to read comprehension, which is a crucial talent. It aids children in text analysis, explanation, and the expression of their own opinions regarding written materials. Learning to read and comprehend written information is a skill that students need to master in order to succeed in the academic work that their teachers assign them. If students wish to become proficient readers, one of the main goals of reading comprehension is to help them develop their reading abilities and comprehension of texts.</p> <p>The foundation of learning a second language is vocabulary, and the level of success in learning any language depends on the learner's vocabulary knowledge. Understanding vocabulary helps one master language abilities (reading, listening, writing, and speaking). There are numerous reading strategies that can be used to help students become better readers and better grasp given texts. Reading comprehension of students has a significant part in how EFL (English as a foreign language) learner interact with the text. Furthermore, some characteristics have a discernible impact on reading comprehension.</p> <p>Language internationalization is inevitable given the march toward globalization. The most significant role will probably be played by English. Grammar, vocabulary, and pronunciation are all included. Vocabulary is without a doubt the most vital and dynamic of the three components. The results of this review paper showed that effective reading methods are essential for raising reading comprehension in EFL students.</p>			
ADJUNTO PDF:	<input checked="" type="checkbox"/> SI	<input type="checkbox"/> NO	
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