UNIVERSITY OF THE ARMED FORCES-ESPE

DEPARTMENT OF LANGUAGES

APPLIED LINGUISTICS CAREER

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TITLE:

"THE INFLUENCE OF MOTIVATION IN THE DEVELOPMENT OF READING SKILLS IN STUDENTS ATTENDING 8TH YEAR OF BASIC EDUCATION AT INEPE HIGH SCHOOL DURING THE SCHOOL YEAR 2012-2013"

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2014

CERTIFICATE

We; Mg. Marcos Morales and MSc. Lilian Avalos, director and co-director, are pleased to certify the Research Project under the title **"THE INFLUENCE OF MOTIVATION IN THE DEVELOPMENT OF READING SKILLS IN STUDENTS WHO ARE ATTENDING 8TH YEAR OF BASIC EDUCATION AT INEPE HIGH SCHOOL DURING THE SCHOOL YEAR 2012-2013"**, developed by Gabriela Paola Salgado Jaya, who has finished all the subjects of the Applied Linguistics Career at University of the Armed Forces-ESPE. This Research Project has been studied and verified in all its parts, and performed under our guidance and supervision, so its presentation and oral sustaining, are authorized on the correspondent University instance.

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Mg. Marcos Morales   Mg. Lilian Avalos

Thesis Director   **Thesis Co-director**

RESEARCH STATEMENT

The criteria, results, ideas and exposed doctrines on this research project under the title **"THE INFLUENCE OF MOTIVATION IN THE DEVELOPMENT OF READING SKILLS IN STUDENTS ATTENDING THE EIGHTH YEAR OF BASIC EDUCATION AT INEPE HIGH SCHOOL DURING THE SCHOOL YEAR 2012-2013"**, are under exclusive responsibility of the author.

Gabriela Paola Salgado Jaya

Authorization

I, Gabriela Salgado

Authorize to the University of the Armed Forces-ESPE the publishing of my research work under the title of **"THE INFLUENCE OF MOTIVATION IN THE DEVELOPMENT OF READING SKILLS IN STUDENTS ATTENDING 8TH YEAR OF BASIC EDUCATION AT INEPE HIGH SCHOOL"** in the library of the institution, the content, ideas, and criteria are my responsibility and ownership.

_____

GABRIELA SALGADO

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DEDICATION

I want to dedicate this project to my family especially to my little son Mathias for his unconditional love that motivates me to set higher targets in my life.

I also want to dedicate this project to all people who were involved and were always there to lending me a hand.

Gabriela Paola Salgado Jaya

ACKNOWLEDGEMENT

First I want to thank God for blessing me every day of my life and allowing me to reach my goals.

I am deeply grateful to my supervisors MSc. Marco Morales and MSc. Lilian Avalos for their assistance and patience in the process of my work. I would also like to thank my family; Mom, Dad, Sister, my husband Andres and my little son Mathias for their unending help and support.

GENERAL INDEX OF CONTENTS

Index Chart

Graphic chart

Summary

This project provides a research on motivation in the development of reading skills in a second language focusing our attention on students from eighth year of basic education. In part one; it describes briefly the background of this study, problem identification, research question and objectives. In part two, it contains the theoretical frame detailing and summarizing all information found about motivation and reading skills. It is divided in three chapters. Chapter one contains specific information about motivation in education and motivation in a second language. This part explains the different types and theories of motivation and motivation in second language learning. Also it chapter provides us information about the different ways to motivate students in the English class. Chapter two, it has a complete review of literature about reading strategies, reading skills and reading activities. This information helps teachers to know the most common reading strategies and skills that are used in a reading English class and also the different reading tasks to apply before, during and after reading. Chapter three, it is a fusion of chapter two and three linking motivation with reading skills and how it works. This part describes the different ways to motivate students to read in the English class and the most important factors to raise students' interest towards reading. In part three, it is a description about the methodological design that was used for this research, the population and the instruments that were applied to this research project. In part four, it contains the hypothesis formulation. In this part are exposed the surveys' result with their respective graphic, analysis and interpretations of results of the surveys applied to students and teachers. Conclusions and the recommendations are present based on the research's results. To conclude this project, Part five presents an interesting strategy that helps students to increase their interest and enthusiasm towards reading.

Keywords: motivation, reading, strategies, methods, skills

PART ONE

RESEARCH PROBLEM

Problem Identification

Learning a second language involves four important skills in this process such as listening, speaking, reading and writing. However, it has been noticed that, reading is a complex and challenging topic for some students and also when they are learning English the process presents additional challenges because their grammar, pronunciation and linguistic background is different to Spanish language. In addition to, in some cases students show a negative attitude towards reading because there isn't motivation or good strategies in this process and reading becomes boring for students.

Most of the students have difficulties when learning to read in a second language because they lack of sufficient vocabulary and grammar construction that generate problems to understand the text. Therefore, it is important that students develop understanding and analysis of what is read, making connections between what they read what they already know. One big part of comprehension is having a sufficient vocabulary or knowing the meanings of an adequate mount words. Students cannot understand the text without knowing what most of the words mean. Students learn the meanings of most words indirectly, through everyday experiences with oral and written language. To be specific students show a high level of ignorance in the development of reading skills.

On the other hand, lack of motivation is the cause that students confront in the reading process because they are not exposed to strategies and material that increase their attention and their interest. Hence, lack of motivation leads to lack of concentration and effort and ultimately disinterest in class.

Furthermore, students have confusing explanations due to the low academic performance that some teachers have, the use of old and traditional strategies leading to lack of interest and attention by students. Instructors should find effective strategies to motivate students to increase their reading skills.

PROBLEM IDENTIFICATION

EFFECTS

Problems to understand the text	Lack of interest	Confusing explanations

Low reading skills development

Scarce vocabulary	Lack of Motivation	Low Academic performance
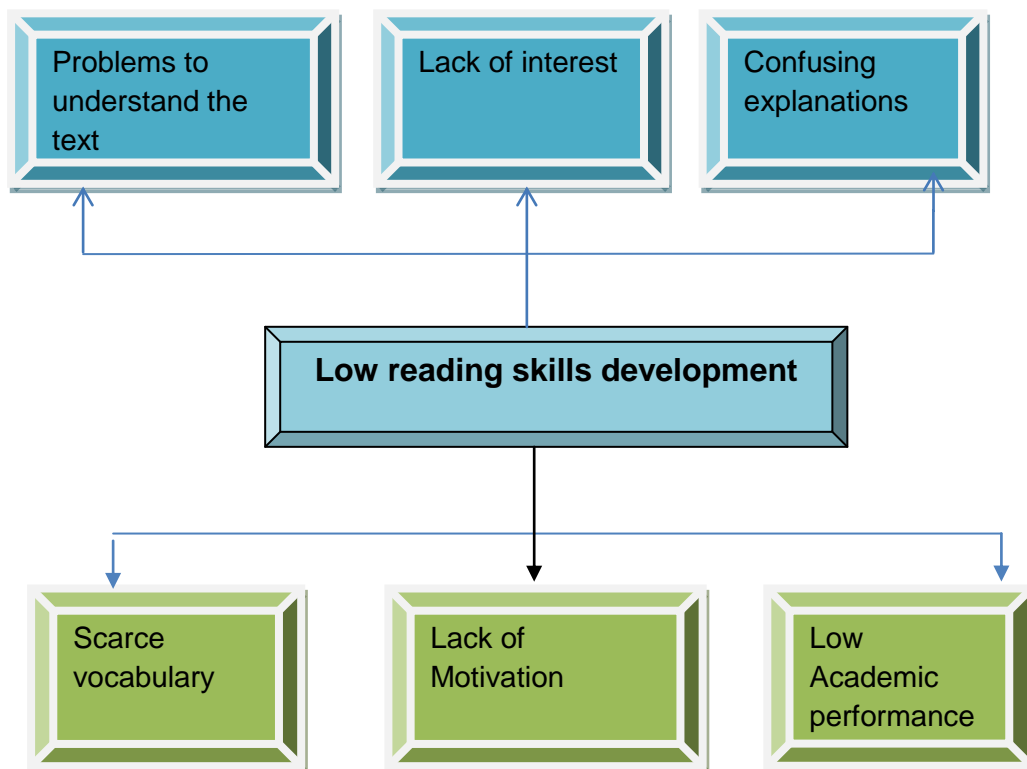
CAUSES

Problem formulation

Main Problem

How does motivation influence in the development of reading skills in the students from 8th year of basic education at INEPE High School?

Secondary problems

How do inadequate texts affect the development of the reading skills of students from 8th year of basic education?

How do old practices influence in the development of reading skills with the students from 8th year of basic education?

How does the lack of teachers' training affect the improvement of reading in students from 8th year of basic education?

This leads to settle the following thesis hypothesis:

The motivation in the development of reading for students from 8th year of basic education at INEPE High School will affect their reading skills.

Variables matrix

Independent variable: Motivation

Dependent variable: The reading skills

Objectives

General objectives

To analyze the influence of motivation in the development of reading skills in students attending 8th grade at INEPE high school.

Specific Objectives

- To involve the students with authentic material in order to increase the interest for reading
- To apply appropriated motivational strategies in order to develop reading skills
- To design a sample of interactive reading activities for teachers

Justification

The domination of the English language globally is undeniable. English is the language of diplomacy and international communications, business, tourism, education, science, computer technology, media and Internet.

Reading is one of the basic skills at the moment to learn a second language even though all skills are important, reading usually emphasizes a lot of advantages contributing with other skills such as listening, writing, speaking. Namely, students who are exposed to readings can assimilate a big mount of words and improve oral and writing productions and the same time improves listening comprehension.

Most of the individuals know that to read in any language has to do with the difficulty of explaining cognitive processes. Therefore, it is related to care coordination, memory, perceptual processes and the processes of understanding. Undoubtedly, reading in a second language is a process that requires more effort, making the reading is less efficient, as many researchers have highlighted. The recognition of words is a good example. While the person who is reading in the first language does it automatically, a

second language learner has to invest more time to focus attention on new vocabulary item, and thus reduce the attention to be fixed in other processes that occur when reading a text. Clarke (1) specifies the effort that the recognition of an unfamiliar word as it becomes an obstacle to understanding and reducing the availability of resources that help to care in higher-order processes of interpretation.

Motivating students to read is an important process that should be discover with interesting teaching strategies in order to achieve different goals. It is a duty in education considers the importance of sensitize students from the earliest age for reading and help step by step through the whole term, to develop the process reader through activities to promote the love of reading. In fact, students can read in a comprehensive way, with authentic material related to their experiences and their interests extracting general and specific information according to a previous order.

Consequently, with these strategies the student is directly involved in learning and becomes an individual who can make decisions, solve problems, gain values, which are provide greater independence. For students to learn independently and significantly which is set to the objectives of the institution must have not only the aforementioned elements but also have knowledge about cognition of students; is considered that this is where the problem lies not only to learn some stuff have some difficulty but to make students aware of their situation and how they can improve it. The changing roles of both teacher and student are essential for the learning becomes meaningful. To develop and assume the role of guide or facilitator, the teacher gives students the opportunity to realize and discover skills, knowledge and values that will be useful in the future. Thus, combining the reading with enjoyable strategies, students will be able to cope with these difficulties at the moment to read, they will make connections between prior knowledge and new information, constructing meaning and understanding the text.

PART TWO

THEORETICAL FRAMEWORK

CHAPTER I

Motivation

There are different forms to define the word "motivation" and different authors that define this word too. However, a widely accepted definition of motivation is that it represents the hypothetical construct used to describe the internal or external forces that lead to the initiation, direction, intensity and persistence of behavior. (Moreno , Cervelló, & Gonzales , 2010) Thus, when we refer to education, it is focus on promote the students interest in learning and become them confidence in their own capacities and attributes. Motivated students feel that impulse to act in order to get some result or achieve a goal. To understand why students increase or decrease their motivation it is transcendental to know some dimensions about motivation. These definitions help teachers to understand motivation in the classroom and why students loss or increase their enthusiasm. In fact, motivation is composed of many different factors such as interest, curiosity, or a desire to achieve.

1.1 Types of Motivation

Over the years two types of motivation has been of interest to researches in psychology: intrinsic motivation and extrinsic motivation. The first one based on interest in the activity and the second one based on rewards.

- **Intrinsic Motivation**

Intrinsic motivation refers to the satisfaction and interest that people feel when develops an activity, this experience generates enjoyment and pleasure. Thus, when people have an intrinsic motivation his or her performance is by their own interest. An intrinsic incentive could be in any focus of interest like for example to learn a new language or to learn to play the piano. Once students reach a feeling of satisfaction, learning occurs more effectively. Students are intrinsically motivated for some activities and not others, and not everyone is intrinsically motivated for any particular task.

Csikszentmihalyi and Nakamura (1989) provide an example of this definition. **"When the experience of doing something generates interest and enjoyment, and the performing the activity lies within the activity itself, then the motivation is likely to be intrinsic".** (William & Burden , 1997)

Intrinsic motivation can occur as people are intrinsically motivated for some activities; there are different activities which teachers can do to trigger this type of motivation in their students such as games and interactive activities. In addition, intrinsic motivation promotes important benefits to the individual, including persistence, creativity, conceptual comprehension and subjective well-being. A person with high intrinsic motivation has a big persistence when develop an activity. In fact, creative people feel motivated primarily by the interest, enjoyment, satisfaction and challenge of the work, rather than by external pressures. Some of the factors that are involved with intrinsic motivation are challenge, curiosity, control, fantasy, competition, cooperation and recognition. Challenge gives performance feedback. Curiosity stimulates the learner's interest. Control allows learners to freely choose what they want to learn and how they will learn it. Fantasy makes a game out of learning. Competition helps learners feel satisfaction by comparing their performance with others. Cooperation makes students feel satisfaction by helping others and recognition supports to appreciate their accomplishments.

❖ **Types of intrinsic motivation**

Vallerand and his collaborators (e.g. Briére et al., 1995, Pelletier et al., 1995) proposed three types of intrinsic motivation. (Moreno , Cervelló, & Gonzales , 2010)

Intrinsic Knowledge: students develop his/her curiosity in order to get knowledge about a topic only for pleasure

Example: I learn a language for the pleasure of knowing more about that language

Intrinsic accomplish students feel an enjoyable sensation when mastering a difficult task. The importance is on the process of achievement and not the end of result.

Example: I learn a language for the pleasure of improving one's skills

Intrinsic stimulation students are stimulated by sound, melody and rhythm of a piece of prose poetry in the foreign language

Example: I learn a language for the pleasure of having simulating experience

To conclude, intrinsic motivation is important in the acquisition of a second language because it occurs naturally only for the desire to learn a second language by pleasure or by travel to another country and can talk with other people in order to know their customs or their culture. In fact, while learners are intrinsically motivated there is no need of external rewards. This means that learners can perform tasks because they get fun and interest in the activity and not because they anticipate some rewards from the teacher. Intrinsic motivation drives to do things just for the fun of it.

- ▪ **Extrinsic Motivation**

Extrinsic motivation is done with the purpose to get a reward or achieve a goal, in other words attain some separable outcome. Hence, extrinsic motivation contrasts with intrinsic motivation that refers to the development of an activity for the enjoyment that produces to do that.

Every time we act to get a grade, to pass an exam, to get a degree or win a trophy we are developing an extrinsic behavior and we are generating the desire of take part in that activity in order to achieve a goal or to obtain results. In other words, this kind of person works on the activity even when they have little interest in it because they need some reward. For example, a student who accomplish his/her homework by fear to be sanctioned is extrinsically motivated because he or she is doing the activity for its instrumental value rather than because he or she finds it interesting.

Csikszentmihalyi and Nakamura (1989) provide an example of extrinsic motivation **"When the only reason for performing an act is to gain something outside the activity itself, such as passing an exam, or obtaining financial rewards, the motivation is likely to be extrinsic".** (William & Burden , 1997)

In 1985, Decy and Ryan published a book titled "Intrinsic motivation and self-determination theory in human behavior" in this book they proposed different types of extrinsic motivation such as external regulation, introjected regulation, identified regulation and integrated regulation.

➢ Types of extrinsic motivation

- **External regulation**

Here people are moved in order to get a reward or to satisfy some external demand. Thereby, the rewards or threats regulate either the increase or decrease in motivation. For instance, A student begins to study only when has to take a test or do a job when the deadline approaches. Without the test or deadline, the student would not have the motivation to fulfill his or her job or test. However, people who are motivated by external regulation show a low performance and poor results.

Example: I do sports because it allows me to be well regarded by the people I know.

- **Introjected regulation**

This is a type of internal regulation where people perform actions or activities with the feeling of pressure. In fact, people are rewarded emotionally either to avoid guilt or to attain pride.

Example: I must do sport to feel good about myself

- **Identification regulation**

This type of motivation is internalized and autonomous. Thus, a person voluntarily accepts the merits and usefulness of a belief and behavior because it is considered useful and important for him or her.

Example: I do sports for health by not for pleasure or satisfaction

- **Integrated regulation**

This occurs through self-examination and bringing new regulations into congruence with one's other values and needs.

Example: a person who practices sport because is a part of his/her active a healthy life style

1.2 Motivation theories

A lot of research has been conducted in the field of motivational theories. However, to list all motivational theories would be an impossible process since theories are being revised, developed and criticized. The motivational theories included in this research are linked to intrinsic and extrinsic motivation to find out what their possible influence could be on those two constructs. In fact, they are the most relevant in this research.

Achievement goal theory

Achievement goal theory is focus on *what* individuals are trying to achieve instead focus on understanding *why*. In fact, there are different types of examples to demonstrate why people want something. (Wentzel & Wigfield, 2009) For instance, a student want a high grade because she/he wants to learn or understand the subject or she/he may want the high grade to demonstrate that she/he is smarter than others, getting a high grade indicates academic ability but not content mastery. Thereby, achievement motivation does not refer to observable achievements as obtaining high grades in exams but involves attitudes to achieve excellence.

Furthermore, this theory states that the probability to reach a goal depend of oneself, this theory has a risk of failure when people develop some activity that is not satisfied for his or her or to show a good appearance in front other people. Also, if people don't understand their goals they can accomplish them.

Different studies have shown the personal characteristics of people with high achievement motivation, this kind of people shows a great interest for their relevance in themselves rather that rewards, they choose effective partners as co-workers, also they prefer situations where they can assume a personal responsibility through their own efforts, they tend to be successful people but tend to assume moderate risks.

- **Self-efficacy theory**

According to (Wentzel & Wigfield, 2009) Self-efficacy theory was proposed by Bandura (1977) to the psychological literature. In fact, this theory has been studied in a lot of areas like business, education, athletic careers, health and wellness. However education is the area which has a great influence on individual's motivation, it affects the students' choices of activities, persistence and interest.

According this theory people develop self-concept about their capabilities and through these capabilities they feel able to develop or not some activity in order to get a goal and also to take control in their own environment. For instance, a student show expectative of result if he or she believe that to do a list of math exercises will lead him/her to approve an examination. However, the student can perceive that he/she is not able to do it. This occurs when the individual has an expectative result but not perceives a self-efficacy.

In 1986 Bandura proposes a cognitive social theory that results from a dynamic interplay among personal, behavioral and environmental influences. Students who feel more efficacious are able to use strategies, seat goals, evaluate their own progress, at the same time they create effective learning like for example work in groups with effective partners or find a place without distractions

But how people acquire information to gauge their self-efficacy? It occurs through interpretation as vicarious experiences, forms of social persuasions and physiological indexes. In fact, is important to know the students

capabilities to evaluate his or her self-efficacy students acquire information about their capabilities observing the behavioral of others

Vicarious influences it is defined as the process that involves observing the performance of one or more other individuals coding the observed information, noting the consequence of the performance and then using this information to form judgments about one's own performance (Bandura, 1997, Maddux, 1995). For instance, a person who observes the success in other person is motivated to believe that if others can do it they can as well

Social perceptions, here individuals can create and develop self-efficacy beliefs as a result of social perceptions, that mean, verbal persuasion for instance when someone say "I know you can do it" the individual received perceptions from others. In fact, persuaders must cultivate people's beliefs in their capabilities while at the same time ensuring that the proposed success is possible and not only empty praise or inspirational statements. For instance "I know you can do it" just as positive persuasions may work to encourage negative persuasions.

Psychological and emotional states like anxiety and stress are established when people experience fear, anxiety or stress when they are confronting an uncomfortable situation for instance feeling nervous giving a discourse in front the class. However, this kind of thinking can lower self-efficacy and generate tension and agitation that help to ensure the inadequate performance they fear. In fact, people have to improve physical and emotional well-being and reduce negative emotional states. Lastly, self-efficacy information are not directly translated into judgments of competence (Bandura, 1997) the selection, integration, interpretation and recollection of information influence judgments of self-efficacy

- **Self-concept**

Self-concept refers to the amalgamation of all of our perceptions and conceptions about us, which give rise to our sense of personal identity (Wentzel & Wigfield, 2009). Also, Purkey and Novak (1984) defined self-

concept as 'the totally 'of a complex and dynamic system of learned beliefs which each individuals holds to be true about his or her personal existence and which gives consistency to his or her personality. In other words, Self-concept is the self-perception of a learner's beliefs about his or her attributes.

- **Expectancy-value theory**

This theory establishes two key factors or components: the individual's *expectancy* of success in a given task and the *value* the individual attaches to success in that task.

- **Expectancy for success**

Three important factors to develop student's expectancy theory

- Processing past activities (attribution activities)
- Judgment one's own abilities and competence (self-efficacy theory)
- Attempting to maintain one's self-esteem (self-worth theory)

Value

This term has been labeled in different ways by various psychologists, valence, incentive value, attainment value, task value, achievement task value etc.

Ecles and Wigfield developed a model of task value and they define it in four components.

- Attainment value or importance refers to the subjective importance of doing well on a task with reference to one's basic, personal values and needs.
- Intrinsic interest value or interest refers to the satisfaction or fun what that task can provoke.
- Extrinsic utility value refers to the utility of the task in accomplishment future goals.

- Value type, cost refers to the negative valence of a task and this involves factors such as expended effort and time, and emotional costs, for instance anxiety, fear of failure.

1.3 Motivation in second language learning

Social psychologists were the first to initiate serious research on motivation in language learning. However, the most significant model was that developed by Gardner called "Socio-educational Model". Gardner defined motivation as a **"combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language"** (Gardner C., 1985)

In fact, motivation is a key factor that influences the success of second language learning, despite of sufficient skills that an individual possesses without sufficient motivation cannot reach his/her goals.

It is well known that learning a second language is a challenge for many people. In fact, there are some people who have tried to learn a second language and they have not achieved it. Furthermore, learning a foreign language involves far more than simple learning skills, system rules, or grammar; it involves understanding the culture and how people use the language, so it is very important to motivate students to use the second language in different situations

Therefore, it can occur by the desire or need that person feel to learn the language for example student's personal factors which refer to the desire to learn a second language only for the satisfaction to know about it or the need to know about it

The research literature shows that three kinds of motivation affect language acquisition

- ✓ Integrative motivation
- ✓ Instrumental motivation
- ✓ Social group identification

- **Integrative motivation.**

Gardner and Lambert (1959) defined integrative motivation as **"the desire to achieve proficiency in a new language in order to participate in the life in the community that speaks the language"** (Heidy, Burt , & Krashen, 1982)

In fact, Integrative motivation involves an interest in learning a second language because of a sincere and personal interest in the people and culture represented by the other language group. For instance, this motivation can be part on an English class because English is one of the most spoken languages all over the world; so many people need to speak this language for several purposes such as business, trips, adventure, meet people, and be a well pay employee. In addition, this motivation called integrative motivation is the combination of effort and desire to achieve the goal of learning the language plus favorable attitudes towards learning the language.

- **Instrumental motivation.**

Instrumental motivation is defined as the desire to achieve proficiency in a new language for utilitarian reasons. In other words, instrumental motivation has a practical object it is why students want to do something to get an advantage to learn a new language for instance approve an exam, obtain a degree or get a job abroad.

Instrumental motivation reflects the practical value and advantages of learning a new language where little or no social integration of the learner into a community using the target language takes place.

- ## **Social group identification**

Social group and integrative motive can result similar, however integrative motive refers to the wish to take part in the social and cultural life of the target language retaining their identification with their own native language group, in the other hand social group identification refers to take part and become members of the group that speaks the new language or language variety.

A clear example of social group identification is applicable to immigrants or migrants who want to become part of the group in that country.

1.4 Motivational strategies in class

Most of teachers are worried about how they can motivate their students each day. In fact, they are planning different methodologies and strategies that help students to increase their enthusiasm in order to develop their desire for learning. The use of different methodologies open the child's curiosity, it's refer to intrinsic interest. Hence, develop curiosity implies children to the use of his/her imagination and creativity.

Students who are well motivated develop a healthy sense of self and learn more easily, they put interest in the subject, patience and persistence. They feel comfortable and take part in the class asking and answer questions, they create a good environment and also they have the desire to get a goal. (Enoamen , 2009)

In fact, there are different ways to motivate students in the classroom

- ## **Group work**

As teachers, it is important to be resourceful and skillful enough in order to get our students encouraged to participate in all activities and lessons. Group work, is one of the most success ways to motivate students to participate in these activities. The acquisition of a new language is acquired through interaction, communication and collaboration with others. In fact,

discussions groups are formed with two or more students, it will be impossible if the students work alone. So, work in groups is necessarily important in the acquisition of a new language and also this strategy help students to feel more comfortable and sure about them. Learners can help each other while working on different types of tasks such as writing dialogues, interviews, drawing pictures and making comments about them, play roles, etc…

Finally, communicative language teaching involves a sense of community and an environment of confidence which "pair work" or "Group work" can provide.

- **Games**

Game is a natural way that has students to learn and a useful strategy to keep students motivated to learn, games helps students to sustain their interest and also create context in which language is meaningful. Some of the advantages of use games are: students have a creative and spontaneous use of the language, promotes communicative competence, motivates and entertains, reinforces, focus grammar communicatively, promote healthy competition.

- **Role play**

Teachers are advised to use the role- play activity in order to motivate their students and to help the less motivated learners take part in the activity. It can be conducted in groups, in pairs or with a single person.

The aim of role play involves the students into the second language learning acquisition in a fun way and also students don't feel force. As good examples of that we can state: the hide (item) and guessing game, dramatizing an interview of customer and shop assistant, doctor and patient conversation, etc…

▪ **Using interesting material in class**

Material as realia, flashcards, stories and songs are useful tools in teaching a second language. In fact, this material plays an important role of facilitator in the teaching vocabulary especially beginners' attention.

In addition, realia helps students to develop their learning through real objects introduced in the class in order to elicit vocabulary and also students can describe their colors, sizes and materials too. Flashcards help students to associate words with pictures. In order to develop speaking and writing skills is important the use of stories' creations. In creating stories some problems are revealed such as: a) fluency, b) whether the students have enough language to create the story, and c) accuracy. Songs is way to teach a new language in an interesting way. So, teachers can elicit students' ideas about the song through activities such as prediction, mind maps, word splashes, etc.

▪ **Using audio visual material: cassette player, video, computer…**

Most of the schools are equipped with technology such as cassette recorders, videos, computers, projectors, magic boards and many others; this material help teacher to make their class more attractive and interesting for the students and also teachers should use these materials when teaching. For example, we should include a cassette player in a lesson based on listening, while we need to include a computer in lesson about the topic that will be introduced to the students, there are a lot of attractive games with specific topics on internet and also we can use that important resource to practice the students' English. Whereas, we can use an overhead projector in presenting writing drafts for classroom correction or to read. (Enoamen , 2009)

Finally, it is important that educators ask themselves questions in order to motivate students in an effective way. There are several ways of making learning interesting for students in order to achieve teacher and students 'goals. Learners who enjoy their class are more likely to understand and use

the foreign language. Having a good atmosphere in the class helps the teacher to explain and obtain a positive feedback of the class. There are different strategies that teachers are able to use in the class in order to make learning interesting.

1.5 How to help students to strive

Know about your students

Each student is different, each one has different interest, curiosities, ambitions and hopes as teachers is important create situations where students have the opportunity to dialogue about their potential and encourage them to raise their aspirations.

Challenging activities

Offering challenging learning activities help students to know they have to take risks. Many activities we offer students simply fail to equip them to stand on their own feet, and students then flounder when they have to raise their game to strive for excellence in situations related to real life.

Offer some choice

As teachers, we have the control over what students do and how they do and this is an advantage in learner motivation and can help students take their achievement the highest level. (Classroom Management Success)

1.6 Rewards to encourage positive attitude

As teachers know, it is important consider classroom rewards like a way to motivate students in the classroom. Students feel more motivated when they have an incentive to do some activity; it includes intrinsic and extrinsic rewards, it is important to reward a student consistently each time he or she does the desired behavior. In fact, the idea of rewarding students is to help them internalize positive behaviors so that they will not need a reward.

➢ **Kinds of rewards**

Social rewards

Social rewards include attention, praise or thanks sometimes more valued than a toy. Simple gestures like a smile or verbal praise can mean a lot for some students who need of this kind of rewards.

Recognition

There are different ways of recognition that can include a trophy, plaque, ribbon, or certificate in recognition of achievement. It also includes stickers with an affirming message (e.g., "Great job"). A note from the teacher to the student commending his or her achievement

Privileges

It can include:

- Choosing a class activity
- "No homework" pass
- Playing an educational computer or other game
- Helping the teacher
- Having an extra few minutes of recess with a friend
- Sitting by friends

Rewards for a class

Some of rewards for class include

- Extra recess
- Going to the lunchroom first
- Extra art, music, PE or reading time
- Listening to music while working
- Playing a game or doing a puzzle together
- "Free choice" time at the end of the day
- Song, dance, or performance by teacher or students
- Book read aloud to the class by the teacher

CHAPTER II

Reading

Reading is one of the four language skills (reading, writing, speaking, listening) is that, in a well-balanced course, equal time is given to each of the four skills of meaning-focused input that involves getting input through listening and reading and meaning-focused output that involves the learners producing language through speaking and writing. In fact, meaning-focused output includes understanding the message while meaning-focused output occurs when learners write essays and assignments. Reading is a receptive skill like listening. This means it involves responding to text, rather than producing it. Very simply we can say that reading involves making sense of text. To do this we need to understand the language of the text at word level, sentence level and whole text level. We also need to connect the message of the text to our knowledge of the world. (Spratt , Pulverness, & Williams, 2010)

In their first language children are prepared for reading at an early age in his or her native language by listening to stories to interact with. This interaction involves asking questions about what is going to happen in the story, talking about the interesting and scary parts of the story, and generally having fun. Children who are starting to read have already acquired a large vocabulary which includes words they will meet in early reading an also they have acquired control about the grammar of the language. Most of the children start with this process at the age of about five or six, their books are appropriated for his or her age and they are interesting and well-illustrated, the use of language is close to spoken language and is not too long, some of them contains repetition but in an interesting way in order to learners become familiar with the language. Different techniques are used to involve the students in this process; however the first technique that is used for little ones is through understanding and enjoyment to the story it occurs when we use shared reading, guided reading and independent reading. Shared

reading is when learners listening a story around the teacher and teacher show them pictures and the written words, teacher asks some questions like "what will happen next?" or asks to comment to the story. Guided reading can be done silently or aloud, this is look at the tittle of the book and make sure that all the words in the title are known, after that students talk about the pictures in the story and the previous knowledge that students have about the story. In other hand, independent reading is when the learner chooses a book to read and quietly gets on with reading it.

Learning to read in another language includes the use of different factors that affect the difficulty of the text one of them is the age of the learner. Students, who already have solid reading skills in their own language, seem to be in the best position to acquire a new language efficiently. Motivated, older learners can be very successful too, but usually struggle to achieve native-speaker-equivalent pronunciation and intonation. Other important factor is the use of the different skills that students have to confront when read a text in English as comprehension, decoding, fluency and construction of meaning.

2.1 kinds of reading skills

- **Decoding**

As native speakers, it is necessary to know that the first step to achieve comprehension in reading is decoding. In fact, this skill is important either L1 or L2 language. Terms such as the code, word attack, word recognition, phonics, and sight words are associated with decoding. However, this term is referred to "a system of signals used to represent assigned meanings." (Beck & Juel , 2002)

In other words, after a child has gained phonemic awareness, and after a person learns to talk and be able to hear the different sounds that make up a word, he or she needs to be made aware of the relationships between written letters and spoken sounds, or phonics.

Decoding is the first step for young L1 readers acquire reading ability in order to obtain comprehension, this skill is developed in early ages and in the first years of school, for example preschool children start to acquire knowledge about reading with signals like letters, numbers, dots, dashes. In fact, these signals represent a code that represents assigned meanings. Once a reader realizes the relationship between letters and sound they begin to recognize familiar words accurately and automatically.

Furthermore, it refers to the print to sound correspondences. For instance, when the student reads the word "tree" he or she says "tree". Hence, decoding is the ability to produce the sound correspondences to the printed letters.

Thus, this kind of skill help children to develop reading practices both in and out of the school. Hence, developing reading skills is essential to generate vocabulary and concepts. Lesgold and Resnick (1982) found that "a child's speed of word recognition in first grade was an excellent predictor of that child's reading comprehension in second grade". (Beck & Juel , 2002)

The role of decoding in L2 acquisition is similar to L1 language, given the fact that both languages are necessary developing decoding skills. However, research state that is easier to learn to read in a new language if people develop good foundations of literacy skills in their native language. Hence, is important to develop this skill as soon as student begins to learn the first language.

- **Comprehension**

Most of people know that reading comprehension is a skill so important to develop acquisition in second language learning and researches affirm that good L1 readers should also be good L2 readers too. In fact, without reading comprehension students can't develop significant learning and they can't progress in his/her reading ability and also in the rest of language skills. Reading comprehension is an integral part of learning a language.

Reading comprehension involves processes beyond mere visual word identification. The reader has to select the appropriate word meaning depending on the context of the text. Furthermore, the reader needs to be able to parse sentences, to analyze the sentences in terms of grammatical constituents. A reader also needs to be able to construct an integrated understanding of the text across sentences using memory and metacognitive skills

In order to develop reading comprehension in second language learning is important to generate a language specific factor such as L2 vocabulary, grammar, metacognitive awareness of reading strategies. **"Metacognitive awareness is referred to a component of general reading knowledge that may be transferred from L1 to L2 reading".** (Guo & Roehrig, 2011)

Thus, Comprehension refers to the ability to extract or construct meaning to get the correct message from a text. This occurs through interaction and involvement with written language more specifically, with the distribution of information in the text, and the reader's integration of this information with his/her own knowledge.

Three important elements are involved in reading comprehension such as reader, text and activity

Elements associated with the reader

Reader develops reading comprehension through cognitive capacities, motivation and various types of knowledge. In other words, the previous capacities and abilities that reader has in his/her knowledge like vocabulary, grammar, memory or comprehension strategies help to comprehend the text, this can occurs in both the first and second language acquisition.

Such as the native language acquisition is important that reader develops decoding skills and fluency in the second language in early ages too in order to get capacities and abilities to comprehend the text (vocabulary, grammar, memory, motivation etc...). Hence, it can be achieved with the constant

preparation in reading activities and the time that is given for reading in the school.

In the other hand, the interest that the reader may have in the text will influence in the degree of learning or attention. Hence is easier to understand the reading with some purpose.

Good readers employ strategies before, during, and after reading that help them comprehend text, when a reader has the habit of reading often he/she develops reading strategies for example summarize facts and details and confirm or challenge our existing thinking about the subject at hand. Thereby, reader gains reading experience and knowledge

Elements associated with the text

Different features about the text are related with the comprehension that reader can get of the text these features include surface code (the exact wording of the text), the text base (idea units representing the meaning) and a representation of the mental models embedded in the text.

To be more specific in this definition, reader can find the text easy or difficult depending on his/her knowledge and abilities. The text can result difficult when the vocabulary is unknown to the reader so the reader can read but doesn't comprehend the text by his/her poor vocabulary.

Furthermore, in the first levels of school children are only focus on the writing code, however with each grade level the syntactic complexity increases. Hence, to comprehend the meaning of one phrase is necessary to know the structure of this phrase and the meaning of each word.

The activity

A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity. Prior to reading, a student has a purpose, it can be externally imposed (complete an assignment) or internally generated (waiting to program a VCR), in order to follow a purpose students are influenced by motivational

variables including interest and prior knowledge. When the purpose is externally mandated as an instruction, the reader accepts the purpose and completes the activity. If the reader does not fully accept the mandated purpose it is because don't exist comprehension about the text.

- **Fluency**

Fluency refers to the ability that has a person to read accurately, quickly, and uses proper expressions. In the other hand, people without fluency make errors and sometimes they read slowly, their reading lack of expressions and spend so much time trying to identify unfamiliar words.

In order to increase fluency abilities students have to develop decoding and comprehension skills at the same time (identifying words and construct meaning). Thus, fluency lead students to increase comprehension, they can incorporate more words and larger vocabulary.

In addition to being able to decode words, a reader needs to develop sight recognition of frequent and common words. Research has shown that lack of reading fluency appears to be the area of greatest deficiency in reading.

Fluency involves some components or fluency indicators such as accuracy, automaticy and prosody. Accuracy, when a person generates a phonological representation of each word. Automaticity of word recognition refers to the ability to quickly recognize words automatically through reading practice also this requires the quick and accurate identification words as well as speed and fluidity in reading connected text (Torgesen & Hudson, 2006) and Prosody of oral text reading refers to the ability to read with proper phrasing and expression, this include the study of volume, stress, pitch and intonation.

Some of the strategies for enhancing fluency include speed drills, phrase reading, guided oral reading with a student, guidelines for repeat reading, partner reading, assisted reading, use of decode text, echo reading, choral reading, readers' theater, computer assisted fluency practice and books on

tape. Thereby, these strategies improve reading fluency and help students to work with enjoyable activities.

Vocabulary

Vocabulary is critical in reading comprehension .The more words you know, the more you will be able to understand what you hear and read. Thus, students need to learn how to understand and use vocabulary in everyday situations. When we talk about learning vocabulary in second language we immediately envision a list of words. However, know vocabulary not only involves knowing single words but also setting phrases, variable phrases, phrasal verbs and idioms too.   High frequency words constitute 80 percent of all text in English. Students who master those 2,000 words, therefore, are well on their way to being able to comprehend the texts in English. And for students in academic setting, Coxhead (2000) has published a list of 570 high frequency words (the academic word list) which students should also learn. To motivate students, it is important to explain the usefulness of mastering the high frequency words and how that will improve reading comprehension. (Mikulecky, 2008)

 Vocabulary instruction

Vocabulary instruction in a second language is one of the most important parts in the reading process because vocabulary is one of the skills which have to be achieved by students. In fact, a reader understands that an essential part of learning to read in a second language is learning the meaning of the words, or vocabulary development. Students need to be actively built and expand their knowledge of written and spoken words, what they mean and how they are used.

Pre-teaching vocabulary words

As teachers, we have to preview reading materials to determine which words are unfamiliar. Teachers have to define and discuss the words. In fact, teacher should not be limited to the meaning of the word but also discuss it.

This permits the students to develop knowledge of the word's connotations as well as its denotation. Also, discussion provides the adult with feedback about how well students understand the word. After pre-teaching vocabulary words, the children should read the text.

Repeated exposure to words

In order to understand the word and also the pronunciation teachers have to create repeated exposure to new vocabulary words. Students need to hear and use a word several times before truly becomes a part of their vocabulary.

Keyword Method

Keyword method occurs before student reads a particular text. In this method, unfamiliar words are introduced prior to reading. This keyword and also called "word clue" might be a part of the definition, for example, an image that the reader connects to the word to make it easier to remember the meaning when reading it in context.

Word Maps

Students create a graphic organizer for the unknown word, teacher writes at the top or center of the organizer the vocabulary word. Branching off of the word are three categories: classification (what class or group does the word belong to), qualities (what is the word like) and examples. This method help readers develop complete understandings of words.

2.3 Reading strategies

Strategies are defined as learning techniques, behaviors, problem solving or study skills which make learning more effective and efficient (Oxford & Crookall, 1989). When we are talking about reading it refers to "the mental operations involved when readers purposefully approach a text and make sense of what they read"

There are different styles of reading situation. The technique of strategy you choose will depend on the purpose for reading.

- ▪ **Previewing a text**

In order to understand the text is important picking the main idea and the important information before digging into details. Previewing refers to the ability to become familiar with its contents and goals before you start to read, with this information reader can understand the information easier and faster.

Previewing is an important part of active reading because this strategy helps students to form predictions about what is to be read. Also previewing a text may encourage students to discuss pictures and answer questions before reading, at the same time help to develop his/her imagination.

A clear example to define previewing is when we read a trailer of a movie in that moment we are sum up the information about the movie and it gives us a good hint what the movie is about and whether it's worth watching or not. Hence, when reader begins a reading activity there must always be a purpose that precedes it in order to determine the way that reader will interpret the text.

Previewing has been examined by researchers as an effective reading strategy that helps the students to retain text book material, following this strategy students become able to establish predictions in order to reinforce their reading comprehension. (Perry , 1959)

However, students open their books and just start reading from page to page and they don't realize that without previous knowledge, simply will be impossible construct some meaning about the text. Reader won't have the elements to understand the text or construct some representation about the text.

As teachers is important that our students can see the value of previewing before reading because it help them to construct previous knowledge about the text and they can feel the text more enjoyable and interesting. Bu the question is "how can we motivate our students to use this strategy in their text? The answer is stated by Stauffer (1969) model directed reading-thinking activity for teaching students to preview. Three steps are involved in this model that encourages students to preview their textbook material.

a) Before reading

   In this step three important questions are proposed before reading
   a) What is my purpose for reading?
   b) How is the material organized?
   c) What will be my plan of attack?

In order to follow this activity students are giving a copy before read they must observe, think and ask questions as "what kind of information does in the table of contents provide? Why are diagrams important? What is a summary? With these questions students can understand the relationship of the textbook sections.

b) While previewing

   Choose a reading selection from their English student book for example, then have students read a little and ask them three questions a) what is this selection about?, b) what do you think might happen in this section? And c) which of these predictions do you agree with? (Stauffer, 1969)

c) After previewing

Have the students silently read the first page or paragraph then ask the students comprehension questions like "were your predictions correct? And what do you think what happen now? Have students to make predictions about events in the next paragraph or page

- **Reading for specific information or scanning**

It is used to get specific information about the text. This is one of the most common activities done in the classroom by second language students. When students use this sub-skill they don't need to read the whole text. In fact, they have to hurry over of text until find the information they are interested in.

In other words, scanning is a quick reading, focusing on locating specific information and involves quick eyes movements until the reader finds the piece of information needed such as a name, date, symbol, formula, or phrase.

As teacher is important selects passages that do include specific information, for example authentic material such as telephone directory, menus, bus schedules etc. Furthermore, the teacher needs to remind students that as they read carefully to find the required information, they should pay particular attention to titles and keywords.

Teacher asks the students form questions before reading. What specific information are they looking for? Also, they look for contextual clues and try to anticipate what the answer might look like and what sorts of clues would be useful.

- **Reading for gist or skimming**

Reading for gist or skimming means to read quickly to through a text in order to get a general idea of what it is about. For example, someone glance at a newspaper article to see if it is worth reading in detail.

In addition, skimming is a more complex task than scanning because it involves the reader to organize and remember some of the information given by the author, not just to locate it.

Teacher should guide students to ask themselves the following questions:

- What kind of audience was the text written for?
- What type of text is it?
- What was the author's purpose?

Students can skim read by looking at headings and sub-headings, pictures, diagrams, read the introduction or the first paragraph, read the first sentence of each of the following paragraphs, read the summary or last paragraph.

- **Reading for detail**

If you read a letter from someone you love who you have not heard from a long time, you probably read like this, getting the meaning out of every word.

- **Extensive reading**

Extensive reading involves reading long pieces of text, for example a story or an article. As you read, your attention and interest vary. You may read some parts of the text in detail while you may skim through others. In other words, Brown (1989) explains that extensive reading is carried out "to achieve a general understanding of a text."

Some of the characteristics that are involved in extensive reading programs are
- Students select what they want to read
- Reading is individual and silent
- Reading speed is usually faster than slower

- The teacher is a role model of a reader for the students.
- Students read as much as possible

Regarding to the materials teachers can use authentic material such as newspaper, magazines, also web resources, stories and. As teacher, it is important gives recommendations on reading materials, based on student's interests.

- **Intensive reading**

Sometimes, especially in language classrooms, we use texts to examine language. For example, we might ask learners to look for all the words in a text related to a particular topic, or work out the grammar of a particular sentence. The aim of these activities is to make learners more aware of how language is used. These activities are not language skill but they are learning language activities.

Some of the characteristics about intensive reading are

- Students identify key vocabulary
- Reader is *intensely* involved in looking inside the text
- Students focus on linguistic or semantic details of a reading
- Students focus on surface structure details such as grammar and discourse markers

Regarding to the materials it is necessary to choose very short texts not more than 500 words in length and for level of difficulty. Reading is a complicated process that involves understanding letters, words and sentences, understanding the connections between sentences, etc. Reading may be receptive skill but it certainly is not a passive one.

2.4 Planning activities for improve reading before, during and after

In order to involve the students into a really reading experience is important develop activities that help readers to understand the particular text they are reading and also develop good reading strategies for reading other texts. (Gibbons, 2002)

As teacher is vital explain the unknown words before students read in order to understand the text but also teaching reading strategies help students to improve their knowledge and the way that they read and sum up the information.

Planning for reading is divided into three sections

- What you will do before reading
- What you will do and the students will do while the reading is going on
- What you will do after the book or the text has been read

Before reading activities

These kind of activities help to active prior knowledge and also prepare the students for linguistics, cultural and conceptual difficulties, in order words, these activities are a skill of anticipation and form predictions about what is to be read and also is an important part in active reading

These activities involves discussions about pictures or answer the questions in a getting stared section, with these activities students will understand a reading better if they realize how much they already know about the topic.

Some of these activities are:
- **Predicting from words:** teacher put a word or phrase on the board and then ask students to say what they think the topic is about.
- **Predicting for title or first sentence:** write the title or the first sentence of the text also help students to predict the text will be about.

- **Predicting from key illustrations:** photocopy a key illustration from the book and ask the students to work in pairs or groups to say what they think the topic is about
- **Sequencing illustrations** students put the pictures relating to the story in a sequence that they can image.
- **Reader questions:** give the students the title of the book or a key illustration and encourage them to pose questions about this.
- **Storytelling** tell the story before reading it, using illustrations from the book
- **Storytelling in mother tongue**
- Sharing existing knowledge

During reading activities

When students have some idea about the text it is time for reading itself. These activities described below are recommended as regular activities to use.

- **Modeled reading**

Read the text aloud to the class help students to model the reading using appropriate pausing and expression, also teachers have to try to give meaning to the reading and not only a functionality empty exercise.

- **Reading for detail**

This time students have to read the text again but more carefully in order comprehend the information. Work in pairs is recommended for this activity. As teachers it is important remain them some strategies to work out meaning of unknown words

- The language that surround the word in the text
- Our knowledge of the topic
- What we know about similar words

Also, while a student read a text is not essential to know every meaning of the word because it can stop the reading information.

- **Shared book**

Sometimes called "shared reading" it is an effective reading activity where a big book is used in a group or whole class. It involves getting meaning from print. Also, this method is important when students are at an early stage of reading development. Generally, teacher introduces shared book as before reading activity and then read it aloud several times in order to students can recognize words and phrases

- **Word masking**

When a big book has been read several times it is time to mask some of the words with small pieces of paper so students can predict what the word is.

This activity includes not only "content" words but also "functional" words such as pronouns and conjunctions in order to enable readers to use syntactic cues.

- **Pause and predict**

While students are reading teacher stops them in important points of the text to ask questions as:

What do you think is going to happen?

What's he is going to do?

This activity engages students in the process of meaning of the text.

- **Shadow reading**

Record the students 'reading and use this recording with small groups of students, who should listen and follow the text from their own copy. Besides, allow student to read along aloud with the tape. This is a value activity because it demonstrates how meaning is made through the text and also how intonation, stress and the patterns of spoken language works in the text.

- **Summarizing the text**

If students are unable to summarize what they have read it is probably that they have not understood the text fully.

We can find some ways to help students to practice summarizing skills

- Have students to write a summary focus on the most important points

- Ask students to suggest a title for each paragraph

- With teacher's help or alone, students write sentences under each paragraph, they can use that information to write a summary of the whole passage.

- Ask students explain the key points to someone else in less than one minute

- Ask students to write on one sentence from the text that best sums it up.

- **Jigsaw reading**

Use different readings around the same topic divide the readings between groups and assign each group member one segment to read. Students meet with members from other groups who are assigned the same aspects and after mastering the material to the group's members. Hence, each student in the group serves as a piece of the topic's puzzle and when they work together they create the complete jigsaw puzzle.

After reading activities

In this step students are already familiar with the text, and no longer have basic comprehension difficulties in reading it.

A variety of exercises follow the reading selection. These are intended to help students acquire in English the same skills that good readers already have naturally in their native language.

- **Story innovation**

In this activity students use the original story as a basis, after that, the words are changed to make a new story. Students can change the

characters for example in the story the lion and the mouse students can change by the dog and the cat

- **Innovating on the ending**

Write a new ending to the story. In groups or as a whole class

- **Cartoon strip**

This is a fun activity where students turn the story into a cartoon strip using the words of the dialogue in the original to write in the "speech bubbles"

- **Reader's theatre**

Each student chooses the dialogue of one of the characters to read, while other student shares the narration. Puppets can also be used in reader's theater

- **Wanted posters**

Students design a wanted poster for a character in a story including information about the topic (who they are, description, what events are associated with them)

- **Story map**

Students create a visual representation of the main features of a story .Obviously; it will draw after a story is read or while the story is being read to adding details.

- **Hot seat**

This activity is based on a narrative text. Children are in a circle, with one chair being designated the "hot seat". The students in the hot seat represent a character from a book that has been shared by the class. Other student asks him or her questions to find out more about the characters' life. Questions might include the following: where do you live? Can you tell us

about some of your friends? What do you enjoy doing? How did you feel when?

- **Freeze frames**

It is a kind of drama activity that show a series of tableaux representing keys stages in a story

CHAPTER III

Motivation in the development of reading skills

Without motivation a reading program is impossible and it can result incomplete. It's true that to be a good reader is necessary to know and develop different reading skills such as phonological awareness, phonics, vocabulary development, comprehension strategies, fluency, and automaticity and also reading strategies. But even with all of that, a good reader will be incomplete if it doesn't integrate motivation. Students with higher reading motivation performed significantly better on a number of reading comprehension measures (Grabe, 2009)

3.1 Using extrinsic and intrinsic motivation in reading skills

▪ **Intrinsic reading motivation**

It refers to the excitement or enjoyment that students feel when they are reading a book or article and the personal interest that they have in the topic or text, also it includes the direct involvement with one's environment

Researches have proposed that intrinsic motivation facilitates readers' engagement in reading and also they have found that the influence of home and family on students' reading motivation is an important aspect in the development of this skill.

Intrinsic motivation consists of three constructs

▪ **Curiosity** is a pleasant motivational state involving the tendency to recognize and seek out novel and challenging information and experiences, for example when students want to read about a specific topic because they want to know new information. In other words curiosity refers to the desire to read interesting texts and topics

▪ **Involvement:** readers are involvement in the text because they feel it interesting. In other words involvement refers to the enjoyment experienced from reading or "absorption in the text"

▪ **Preference for challenge:** synthesizing complex ideas in a text. That means, to the desire to figure out the reading texts and willingness to read a more difficult level of texts.

▪ **Extrinsic reading Motivation**

It refers to external rewards or recognition such as good grades, gifts or attention from parents and teachers. Hence, a good example of extrinsic reading motivation is when students get a good grade or award for reading a book and complete the activities.

Extrinsic reading motivation consist of five constructs

▪ Recognition: students feel a satisfaction when they receive some recognition or reward for their goals
▪ Grades: students feel the necessity to be well evaluated by teachers and get high grades
▪ Social reading: the process of share the meanings gained from reading with friends and family
▪ Competition: the desire to outperform others in reading
▪ Compliance: reading can result an internal requirement in order to develop a research or do homework

3.2 Strategies to motivate learners to read

There are some strategies to help students to become more successful readers and involve them with the text.

➢ **Teacher's enthusiasm**

A teacher's enthusiasm is a crucial factor in student motivation the teacher's enthusiasm motivates students the most. If teacher is bored or do a boring class, students will too. For instance, when students feel that the teacher has little or no interest in them, they are likely to lose their motivation. However, when the teacher is helpful and caring, they are likely to have a higher motivation and their self-esteem is likely to increase. (Zoltan, 2001)

One of the most effective teaching strategies is incorporate laughter and fun into the class. If students are not enjoying what they are learning, it is more difficult for them to retain what they have learned. Studies show that humor or jokes in the classroom will help facilitate a sense of ease and convenience to help facilitate learning. The mood to learn English also helps students make the transition to a colloquial conversation with native speakers with ease.

How students read a text is also important and the teacher should pay particular attention to this process so they can read efficiently. Normally, an instructor's enthusiasm comes from confidence, excitement about the content and genuine pleasure in teaching.

In order to enhance your students' learning and motivation to read, consider the following actions in the classroom.

- **Show enthusiasm.** Teacher is a major source of stimulation for the course content of the classroom. Being excited about the content, presenting the information and activities in a planned and interesting manner, and showing an interest in teaching will go a long way in maintaining student attention.

- **Avoid excessive competition.** As teacher is important avoid create an environment that is conducive to comparison, divisions, or derisive dialogue among students.

- **Provide constructive, timely feedback.** Appropriated feedback motivates students to learn. Students want to be recognized for the hard work and effort they put into their classes. The way that students feel about and perceive themselves affects their expectations and consequently their performance. A simple comment can have a major impact; it could be positive or negative on a student's motivation. It is important to consider cultural appropriateness when giving feedback. In the other hand, if students don't receive feedback on their work, it is

often difficult for them to know whether or not they are fully meeting your expectations and learning the material.

> **Helping students to understand the text**

Different problems confront the students when they read a text especially in second language learning. Most of them don't have the ability to understand the text in his/her native language and probably they will have big problems in L2 language too.

For these reasons it is essential that ESL students are helped as much as possible and necessary to understand what they read.

Most of teachers are looking for solutions in help the students to involve and understand the text. However there are some problems that make texts difficult to understand.

- **Illegibility:** the legibility of a text is so important in the students' comprehension; sometimes the text has been poorly printed or copied or in a very small type-face
- **Unfamiliar Words:** the text can result difficult to the students because it can contain many words that are unknown for them, in the next example the sentence is easy to understand but the language in which it is expressed is not
- **Lack of background knowledge:** in order to understand a text is important to have background knowledge. It can occur when teacher gives the students a space to looking up the unknown words or apply different strategies as for example look at the pictures and discuss them

- **Complex Syntax** The above text about art is also difficult because of its syntactic complexity. Long sentences containing subordinate or embedded clauses tend to be intelligible than shorter, simpler ones.

- **Polysemy:** as is known polysemy refers to the words with multiple meanings. Most of the students only know one meaning of the word, however this word can have multiple meanings and students probably won't understand the text.

- **Poor writing:** difficulty is associated with poor language, it occurs when texts are not organized logically or punctuation is lacking. Here an example of poor cohesion. *A bar code is often found on produce sold in supermarkets and, by means of a bar code reader, a computer can directly identify that item.* Students may fail to comprehend that 'that item' refers to 'produce'.

➢ Authentic reading material

Authentic material is a tool very useful in the second language acquisition because it involves to the language in a real situation and creates a more positive attitude toward learning. For many years English teachers have found that they complement their classes creating a positive environment with this kind of material.

Rogers (1988) defines authentic materials as "appropriate" and "quality" in terms of goals, objectives, learner needs and interest and "natural" in terms of real life and meaningful communication. In the other hand, Harmer (1991) defines authentic texts as "materials which are designed for native speakers; they are real texts; designed not for language students, but for the speakers of the language". In fact, authentic materials are materials that we can use with the students in the classroom and that have not been changed in any way for ESL students. In addition, research has shown that students learn to read well when they are engaged in reading materials that are not only at appropriate English proficiency level but are also interesting and relevant to them. As teachers, it is important include reading material according students' interests, level and age. Also, it is important include new material and not only their traditional books that use in the class. The use of

authentic materials help students in the process of reading and also increase their interest, these materials may include.

Newspaper and magazines: these are useful tools in the ESL classroom for improving reading skills and increasing students' knowledge. Newspapers and magazines can help students to develop not only reading skills but also writing, grammar, vocabulary, and speaking skills.

Supermarket Ads supermarket ads help the students to develop food vocabulary, recipes etc. A good idea is that teacher brings multiple copies of supermarket circulars and asks the students to prepare a dinner party in groups of three or four where one student have to present it to the class

Delivery Menus--You can pick up delivery menus from many Chinese or Mexican restaurants then review menu/food vocabulary and have the students in groups of three or four. Students have to decide collectively on what they will have for dinner. Teacher gives each student a role card. After each group decides they should elect one member of the group to participate in a telephone role play in front of the whole class.

Labels: Review clothing/laundry vocabulary with the class. Then, give each pair a short worksheet which describes each clothing item (e.g. the plaid Gap shirt, or the wool sweater) and asks the same set of questions for each item.

Simple Comic Strips--White-out the text bubbles. Make multiple copies of the same strip. Distribute one per pair. Students work together to fill in the bubbles while you circulate and assist. Once the students are finished, post their comic strips to allow their classmates to compare with the other versions. You may then want to give them the original for class discussion.

Stories are illustrated books that attract the children's attention. Students become motivated working with books that contain images that provide them a creative learning. Most of students learn vocabulary through images the same thing is when students are exposed to this kind of material because

students can relate the image with the text and they can learn in a natural way. Students learn best when they have reading material to look at.

Choosing authentic material

Important steps at the moment to choose authentic reading material

- Make sure to have enough copies of the material for each student or pairs of students
- Remember to choose appropriate material for the students' level
- Don't use materials with many pages
- If you want to give an article or magazine make sure the date, update articles or magazines have more impact on students because it has more actual information.

➢ **Grouping practices**

Group works provides many benefits for English as a second language ESL[1], however when you place students in reading groups, you must place them in groups that help them.

Teachers' experience has shown that having students to work in groups or pairs is a good way to increase students' motivation and also they work harder. Students share different abilities when they are working in groups, for example students tend to complement abilities and strengths to the completion of the task. Furthermore, the advantage of working in groups offers intensive, realistic practice in speaking and listening, and it promotes a friendly classroom environment that is helpful to learning. Hence, students have opportunities to express what they know and receive feedback from other students and the teacher.

Some elements to do effective the process of group work in class are.

- Have children with similar reading ability together in small groups for direct explicit instruction.

[1] "English as a Second Language"

- Select texts at the appropriate reading level that let children to accomplish reading tasks independently.
- Give introductions that show students how the text "works," explain difficult words or concepts, and prepare them to read independently.
- Support independent reading with brief, specific prompts to help children use the strategies you have previously demonstrated.
- Provide reading response experiences which include vocabulary development, sequencing, summarizing events, character analysis, creative thinking, synthesis and evaluation.
- Employ comprehension strategies.

> **Web resources**

Nowadays, web resources are useful tools for instruction because they provide advantages in the reading process such as improving reading comprehension, grammar and vocabulary construction also they fostering students' motivation toward reading. There are many ways that teachers can build technology into literacy education. They can have students work with interactive reading software. They can use video to introduce students to topics and get them pumped up before they start reading more about it. Even if a student isn't especially motivated to read, if the technology gets the student going because he or she gets to work on a computer, it motivates them to continue.

Furthermore, web resources provide good online reading activities with interesting activities and the use of it let students see their scores and monitor their improvement by receiving immediate feedback. Web resources give the students the opportunity to read topics such as business, health, science, education, sports, entertainment or art. However as teachers is important motivate the students to read topics that they really like, this kind of activities additionally fostered autonomy in that learners have the right to choose their own reading text depending on their interests.

- ➢ **Creating a reading environment**

One of the most important prerequisites for motivating students to read is create a good reading environment having access to a safe, comfortable, and stimulating physical ESL reading area and providing high quality children's collections that support ESL self-selected reading. As institution is important create a place with interesting reading material such as novels, magazines, journals, newspapers, novels etc. (Phyllis , 2005)

PART THREE

METHODOLOGICAL DESIGN

Methodological design

3.1. Research type and design

According to the characteristics in this study with the relation to the objectives proposed the type of investigation was descriptive and of field and the design was correlational. The technique to collect data was through two surveys administered to teachers and students from INEPE High school.

3.2. Population size and sample

The study population is formed by an Eight year of Basic Education in a total of 31 students from INEPE high school during the second term in the school year 2012-2013 and six English teachers in the same high school. The population was not large that is why it was worked with the whole group of students.

3.3. Field work

The research was applied at INEPE high school. INEPE (Instituto de investigation, Educación y Promoción popular del Ecuador) is located in the south of Quito town, Pichincha province in "LA DOLOROSA DE CHILIBULO" once called ISOLOMA this area is located in "Metropolitano de Chilibulo" park where has been implemented ecological, cultural and educational activities.

3.4. Instruments for data collection

SURVEY: Directed to the students of the eight year of basic education at INEPE high school whose instrument is a questionnaire with close questions in order to collect the necessary information to the research.

SURVEY: Directed to the teachers at INEPE High School whose instrument is a questionnaire with close questions in order to collect the necessary information to the research
In fact, surveys were instruments applied to gathering data

3.5. Data processing and analysis.

The data was collected among the students and teachers from INEPE high school. 31 students and 6 teachers filled the surveys.

The survey's results were tabulated using excel and also this program help to design the graphics.

PART FOUR

TESTING THE HYPOTHESIS

HYPOTHESIS SYSTEM

Working hypothesis

Motivation in students does influence in a positive way in the development of reading skills

Alternative hypothesis

The poor academic performance of the teacher influences in a negative way in the development of reading skills in students

Null Hypothesis

Motivation in students does not influence in positive way in the development of reading skills

Data collection

Students and teachers from 8th grade at INEPE high school filled in the survey prepared for this purpose obtaining different points of view.

Testing the hypothesis

Survey by teachers

Question 1: Are your students interested in the English class?

Chart 1: Interest in the English class

ALTERNATIVE	FREQUENCY	PERCENTAGE
YES	1	17
NO	4	67
SOMETIMES	1	17
TOTAL	6	100
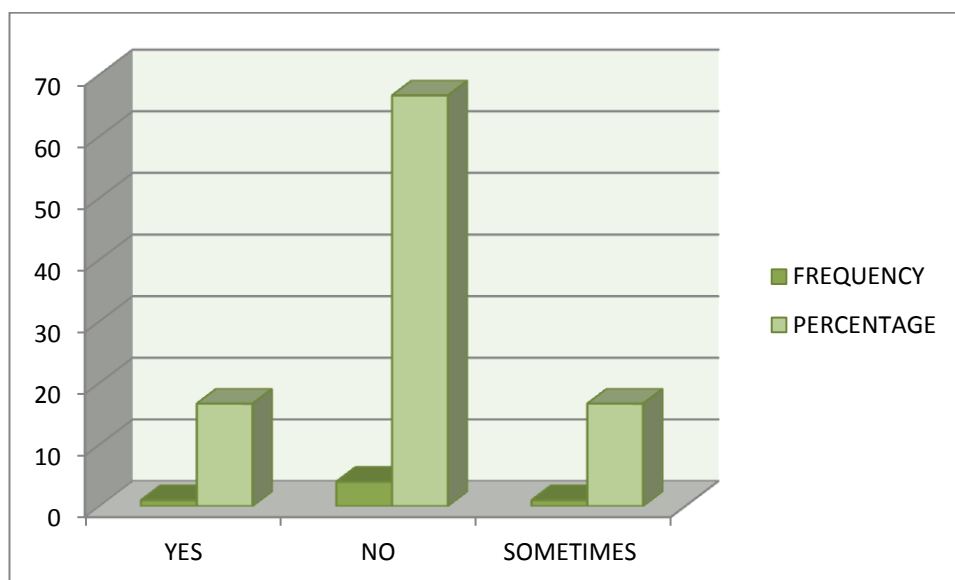
Graphic 1: Interest in the English class

Analysis and interpretation

According to the results 17% say "yes", 67% say "no" and 17 % say sometimes. It can be appreciate that most of the teachers consider that their students are not interested in the English class and only 17 % say "yes". Even though English can be an active class not all the students show a genuine interest, only one teacher said students have a genuine interest in ESL and one sometimes

Question 2: Do you motivate your students during the reading class?

Chart 2: Motivation in reading class

ALTERNATIVE	FREQUENCY	PERCENTAGE
YES	1	17
NO	2	33
SOMETIMES	3	50
TOTAL	6	100
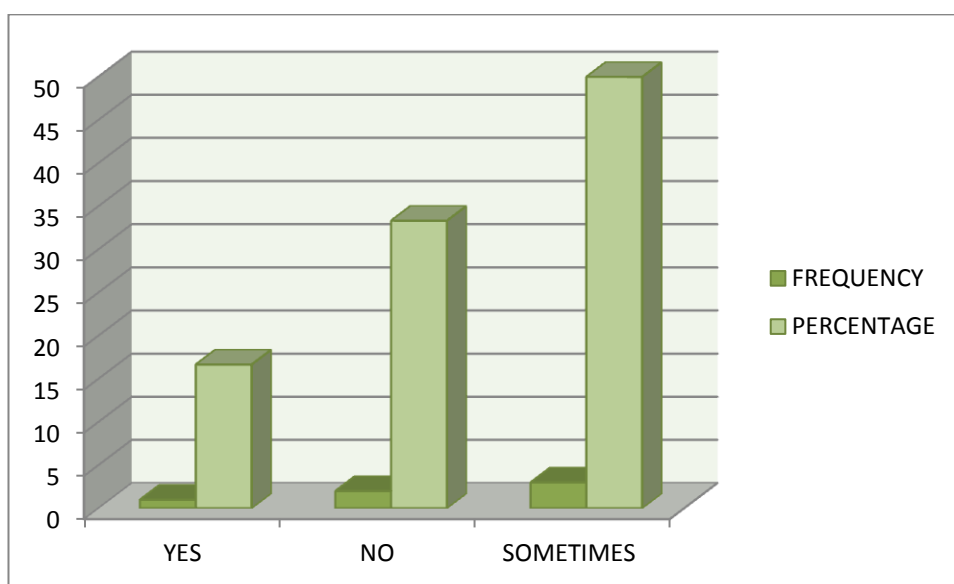
**Graphic 2: Motivation in reading class**

Analysis and interpretation

According to the results 17% say "yes", 33% say "no" and 50 % say "sometimes".

Following the results, most of the teachers answer "sometimes" respect to the question about motivation in the class and the rest of the group say "no" 33%. This results show the low interest and the low knowledge that teachers have about the different strategies that exist to motivate to their students in the class and just 17 % say "yes". This provokes a serious disinterest from students towards English language.

Question 3: Do your students have a positive attitude towards reading?

Chart 3: Positive attitude towards reading

ALTERNATIVE	FREQUENCY	PERCENTAGE
YES	1	17
NO	4	66
SOMETIMES	1	17
TOTAL	6	100
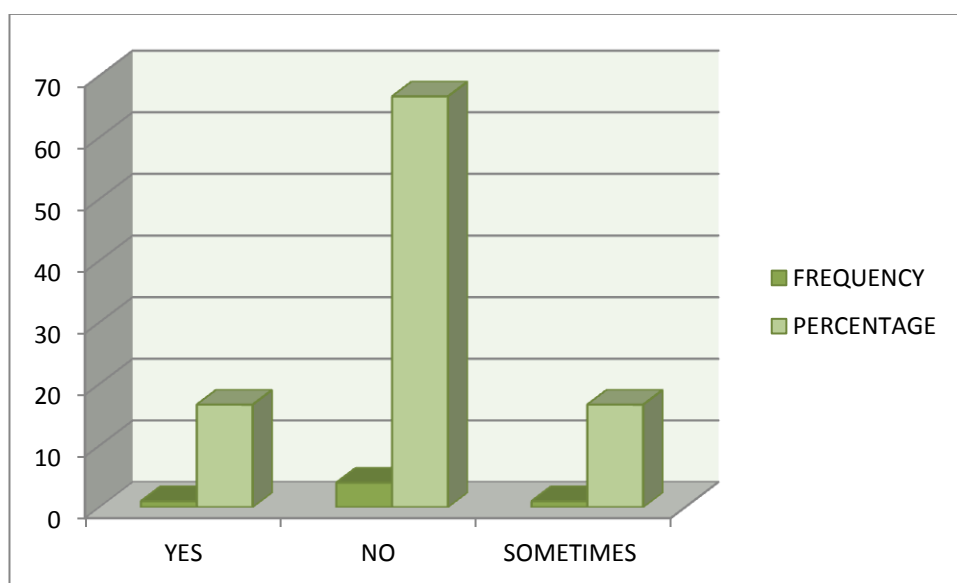
Graphic 3: Positive attitudes towards reading

Analysis and interpretation

17 % of the teachers answered "yes". While 66 % of the teachers answered "no" and 17% of the teachers answered "sometimes".

It indicates that most of teachers consider that students have a negative attitude towards reading. Also the obtained results can reflect the lack of interest that students have towards reading.

Question 4: Do your students have problems to understand the text when they read?

Chart 4: Problems to understand the text

ALTERNATIVE	FREQUENCY	PERCENTAGE
YES	4	66
NO	1	17
SOMETIMES	1	17
TOTAL	6	100
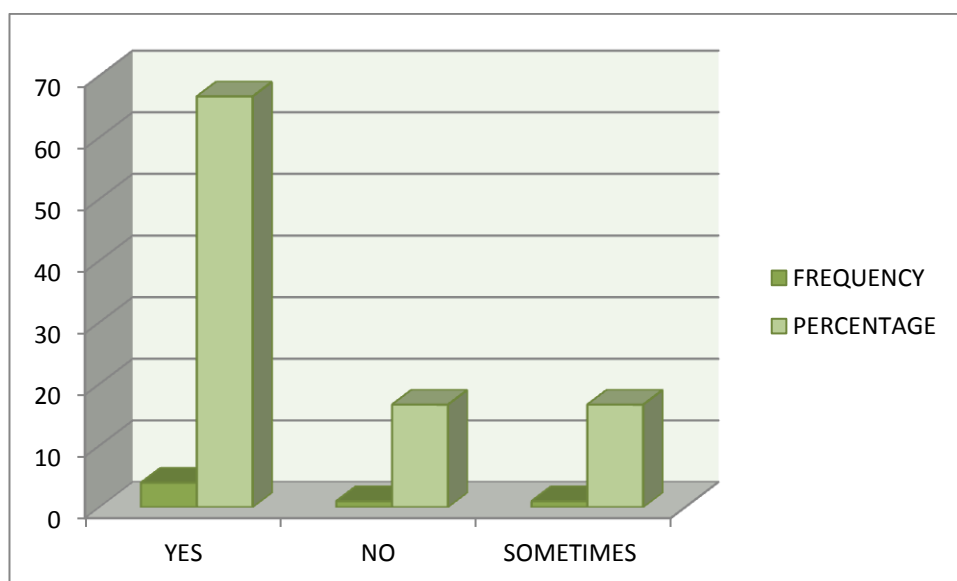
Graphic 4: Problems to understand the text

Analysis and interpretation

66 % of the teachers answered "yes". While 17% of the teachers answered "no" and the 17% answered "sometimes".

The results indicate that most of teachers consider that students have problems to understand the text and it reflects the lack of vocabulary that students have when they read a text. Also, the teachers realize what students have reading problems due to deficits in phoneme awareness and phonic development.

Question 5: Do you allow your students to read in groups?

Chart 5: Group work

ALTERNATIVE	FREQUENCY	PERCENTAGE
YES	2	33
NO	1	17
SOMETIMES	3	50
TOTAL	6	100
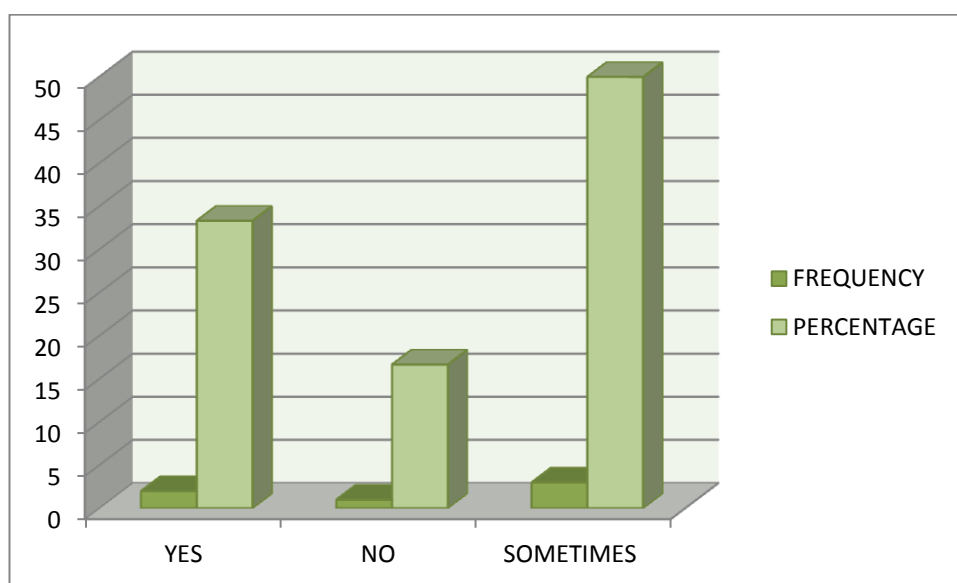
Graphic 5: Group work
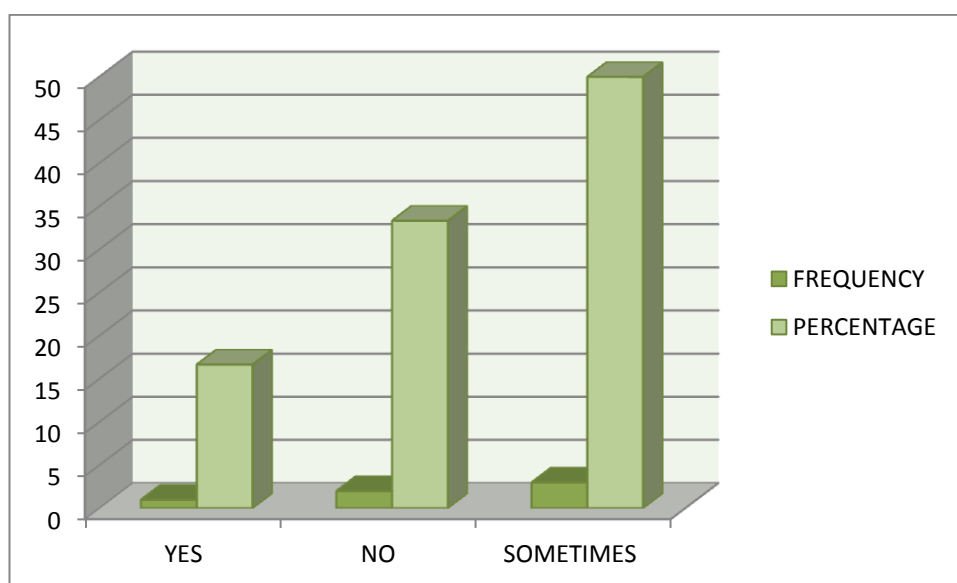
Analysis and interpretation

33 % of the teachers answered "yes", 17 % answered "no". While 50% of the teachers answered "sometimes".

The results indicate that teachers rarely allow students to read in groups and only 33% answered yes. It is important to have students to read in groups in order to share knowledge among students with high and low levels of knowledge. So they can complement their skills.

Question 6: Do you employ games as strategy to motivate students to read?

Chart 6: Games as strategy

ALTERNATIVE	FREQUENCY	PERCENTAGE
YES	1	17
NO	2	33
SOMETIMES	3	50
TOTAL	6	100

Graphic 6: Games as strategy

Analysis and interpretation

17% of the teachers answered "yes", 33 % answered "no". While 50% of the teachers answered "sometimes".

Teachers occasionally use games as a motivational strategy to increase interest towards reading. Only 17% of teachers answered yes to this question and the rest of them forget the importance of include games in the reading process. It is important to know that students learn easily trough games because they are learning in a natural way.

Question 7: Do you allow students to select reading material according their interests?

Chart 7: Select reading material

ALTERNATIVE	FREQUENCY	PERCENTAGE
YES	1	17
NO	1	17
SOMETIMES	4	66
TOTAL	6	100
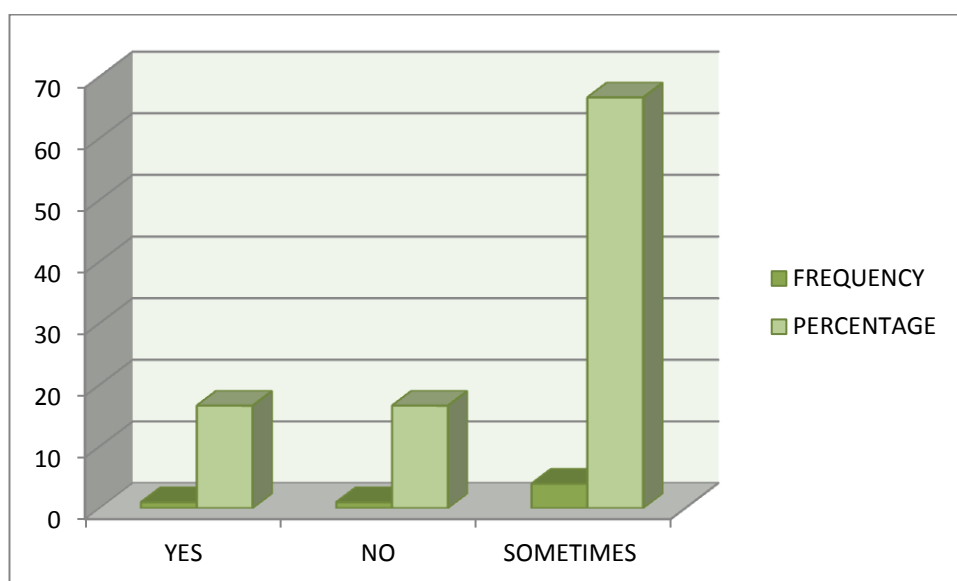
Graphic 7: Select reading material
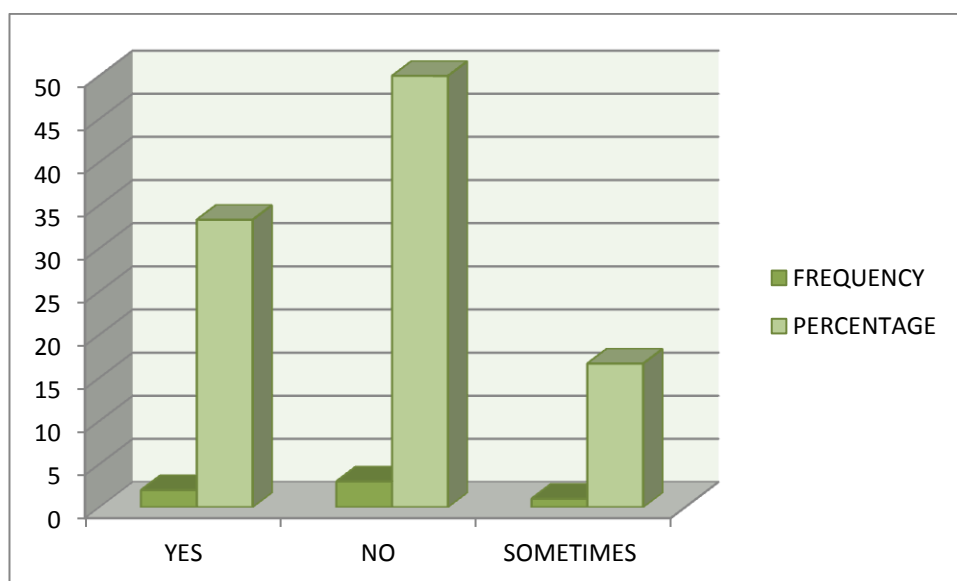
Analysis and interpretation

17% of the teachers answered "yes", 17% answered "no". While 66% of the teachers answered "sometimes".

The results show that teachers sometimes allow students select reading material according their interest and only 17% say "yes", the lack of motivation that students confront when they are learning to read has to do with the kind of material they use. Hence, the use of material that they really like will increase their interest towards reading

Question 8: Do you use rewards that increase the students 'interest such as extra recess, appraise, playing a game?

Chart 8: Rewards in class

ALTERNATIVE	FREQUENCY	PERCENTAGE
YES	2	33
NO	3	50
SOMETIMES	1	17
TOTAL	6	100

Graphic 8: Rewards in class

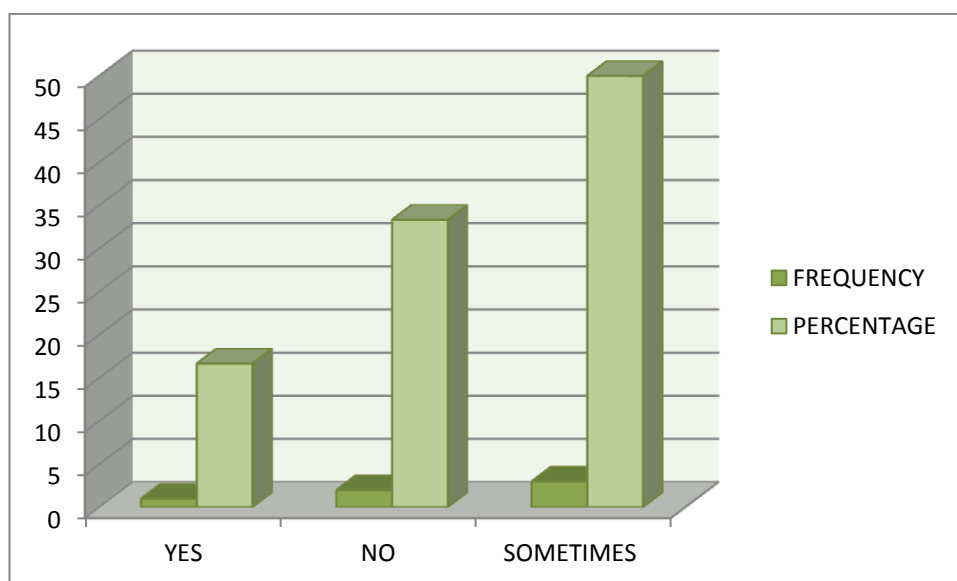**Analysis and interpretation**

33 % of the teachers answered "yes", 50% answered "no". While 17% of the teachers answered "sometimes".

According to the results, most of the teachers had a negative attitude respect to the use of rewards such as extra recess, appraise or playing a game and only 33% of the teachers use this kind of rewards. It is important remember that rewards not only include grades but recognition too.

Question 9: Do you use authentic material such as magazines, stories or comics in your reading class?

Chart 9: Authentic material

ALTERNATIVE	FREQUENCY	PERCENTAGE
YES	1	17
NO	2	33
SOMETIMES	3	50
TOTAL	6	100

Graphic 9: Authentic material
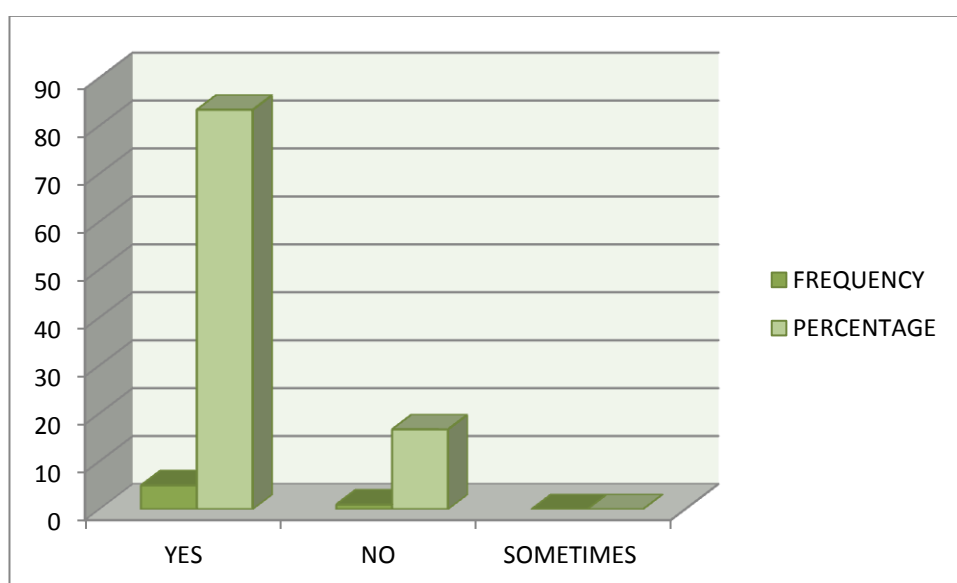
Analysis and interpretation
17% of the teachers answered "yes", while 33 % answered "no" and 50% said "sometimes"

Most of teachers assert to use authentic material. In fact, this question is related to the material that students read in their class and make emphasis in intrinsic and extrinsic terms. It means students are more interested when they read something that really like them.

Question 10: Are your students interested in read topics as fashion, music, technology?

Chart 10: Innovative topics

ALTERNATIVE	FREQUENCY	PERCENTAGE
YES	5	83
NO	1	17
SOMETIMES	0	0
TOTAL	6	100

Graphic 10: Innovative topics
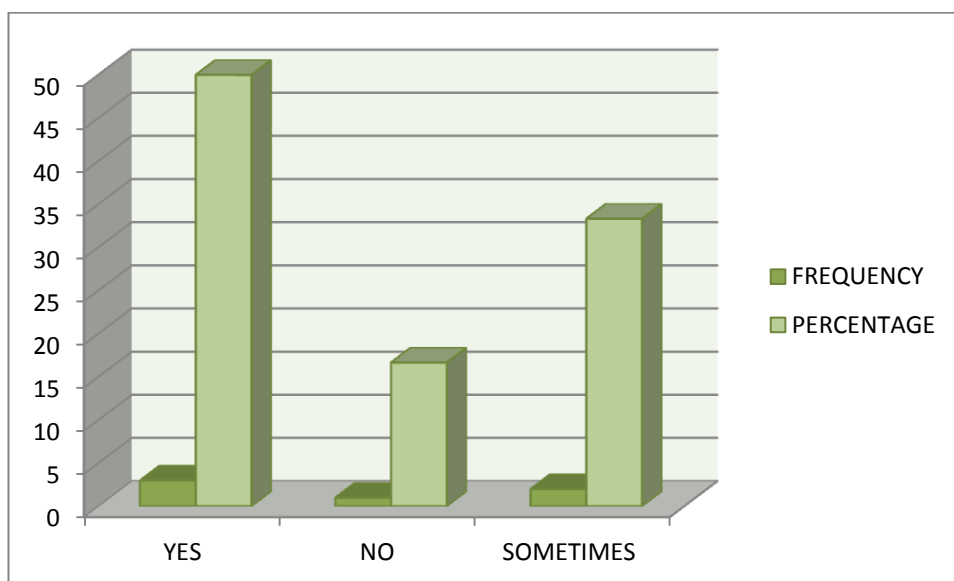
Analysis and interpretation

83% of the teachers answered "yes", while 17 % answered "no".

The importance of know the topics that provoke interest in our students is necessary at the moment to start to read a text because they will be motivated to find and look for new vocabulary in order to understand the topic. In this question teachers had a very positive attitude because they know the topics that students enjoy more.

Question 11: Do your students enjoy reading articles on internet?

Chart 11: Reading articles on internet

ALTERNATIVE	FREQUENCY	PERCENTAGE
YES	3	50
NO	1	17
SOMETIMES	2	33
TOTAL	6	100

Graphic 11: Reading articles on internet

Analysis and interpretation

50 % of the teachers answered "yes", 33, 33% answered "sometimes". While 16, 67 % answered "no".
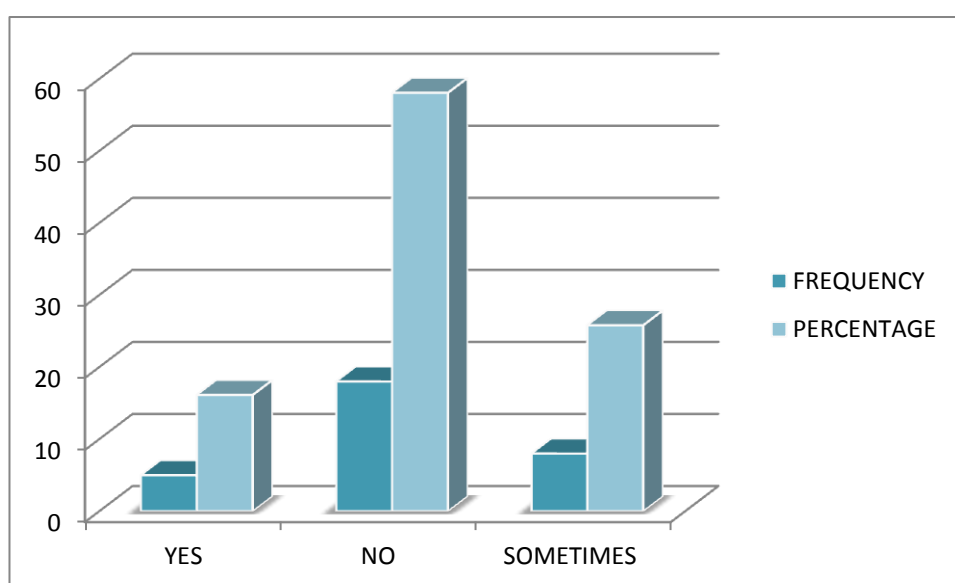
Most of teachers use web resources as a strategy to improve reading. The results show that teachers consider important the use of internet in the reading process.

Survey by students

Question 1: Are you interested in your English class?

Chart 12: Interest in the English class

ALTERNATIVE	FREQUENCY	PERCENTAGE
YES	5	16
NO	18	58
SOMETIMES	8	26
TOTAL	31	100

Graphic 12: Interest in the English class
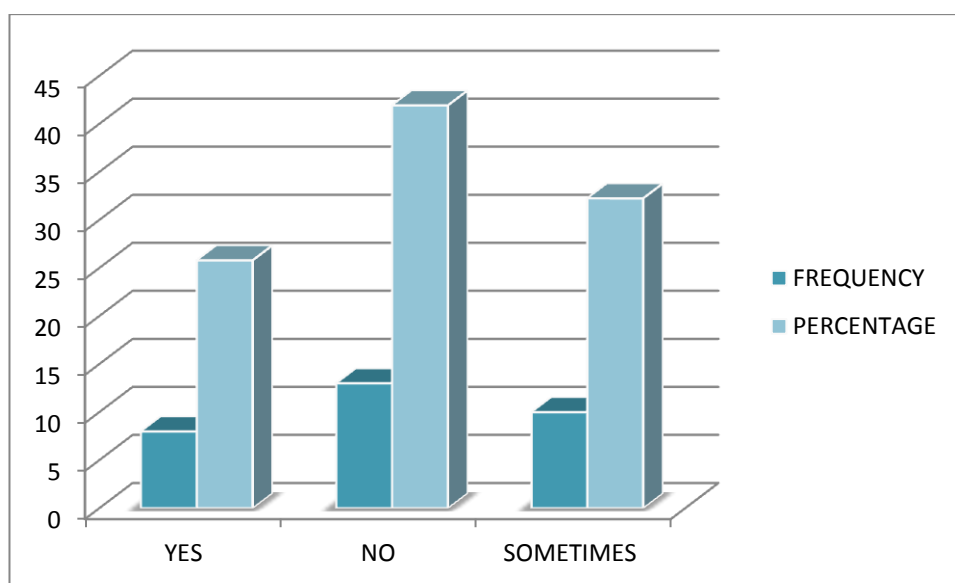
Analysis and interpretation

16 % of the students answered "yes", 58% answered "no". While 26% answered "sometimes"

The results indicate that most of the students are not interested in the English class, they show a negative attitude to this question because the result showed that 58%

Question 2: Do you feel motivated by your teacher during reading class?

Chart 13: Motivation towards reading

ALTERNATIVE	FREQUENCY	PERCENTAGE
YES	8	26
NO	13	42
SOMETIMES	10	32
TOTAL	31	100

Graphic 13: Motivation towards reading
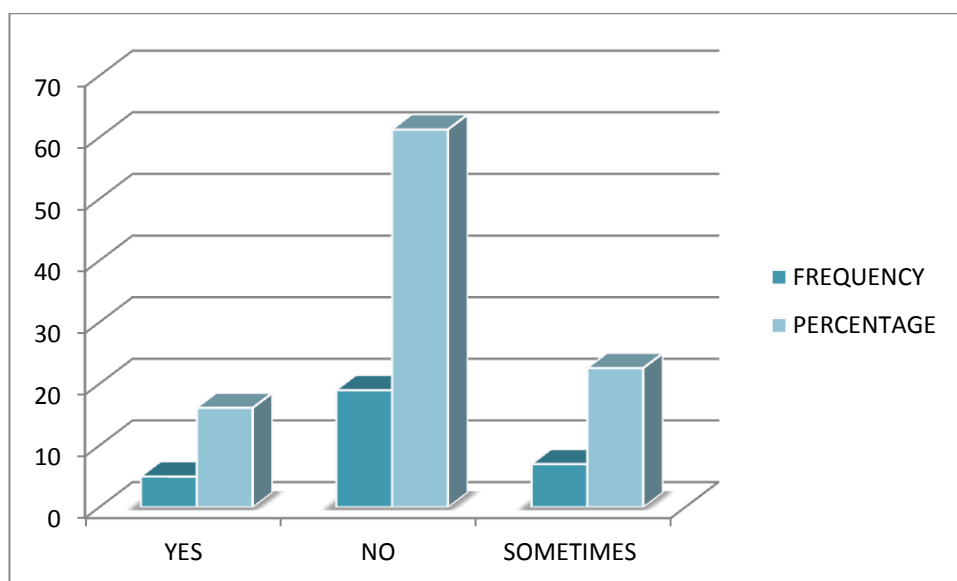
Analysis and interpretation

29, 03 % of the students answered "yes", 32, 26% answered "no". While 38, 71% answered "sometimes".

The results indicate that most of the students sometimes feel motivated by their teacher while the rest of the class had a negative opinion about this question. It indicates that some students don't feel motivated by their teachers.

Question 3: Do you like to read in English?

Chart 14: Interest for reading

ALTERNATIVE	FREQUENCY	PERCENTAGE
YES	5	16
NO	19	61
SOMETIMES	7	23
TOTAL	31	100

Graphic 14: Interest for reading

Analysis and interpretation

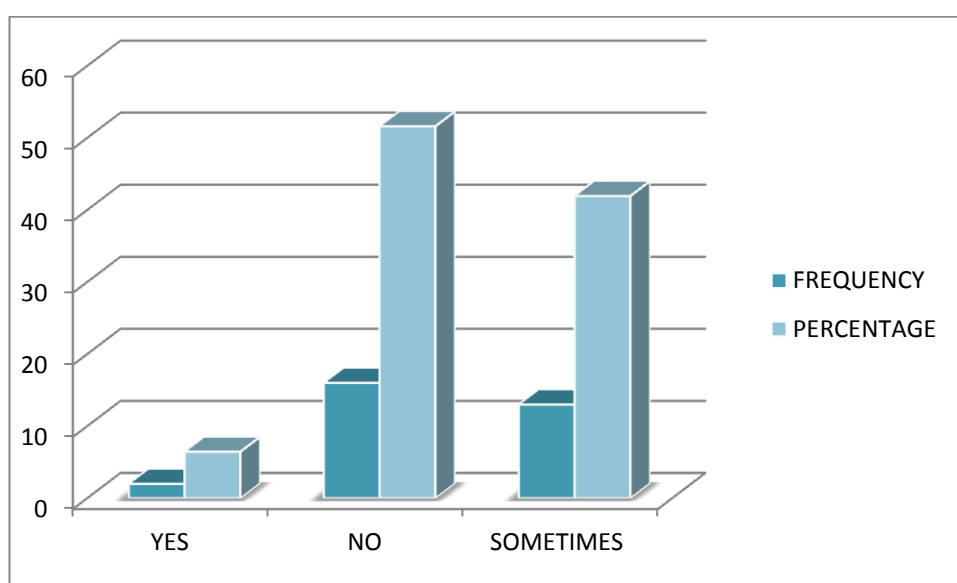25, 81 % of the students answered "yes", 32, 26% answered "no". While 41, 94% answered "sometimes".

According to the results most of the students had a negative attitude respect to read in English, showing the little interest they have for this important skill.

Question 4: Do you understand the text when you read?

Chart 15: Reading comprehension

ALTERNATIVE	FREQUENCY	PERCENTAGE
YES	2	6
NO	16	52
SOMETIMES	13	42
TOTAL	31	100

Graphic 15: Reading comprehension

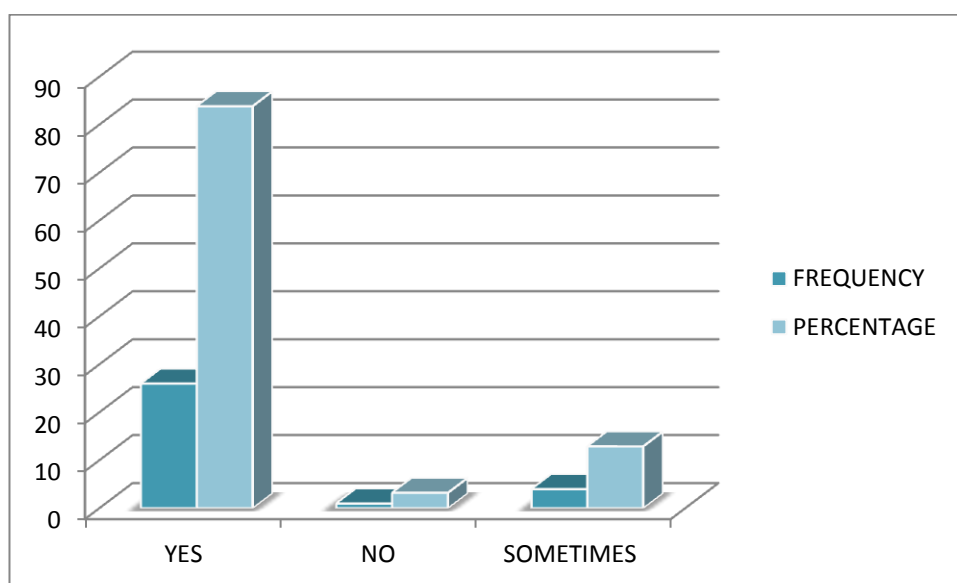**Analysis and interpretation**

6, 45 % of the students answered "yes", 51, 61% answered "no". While 41, 94% answered "sometimes".

It shows that students have reading problems due to different problems that confront when they read in English like for example lack of vocabulary, fluency and comprehension.

Question 5: Do you like to read in groups?

Chart 16: Group work

ALTERNATIVE	FREQUENCY	PERCENTAGE
YES	26	84
NO	1	3
SOMETIMES	4	13
TOTAL	31	100

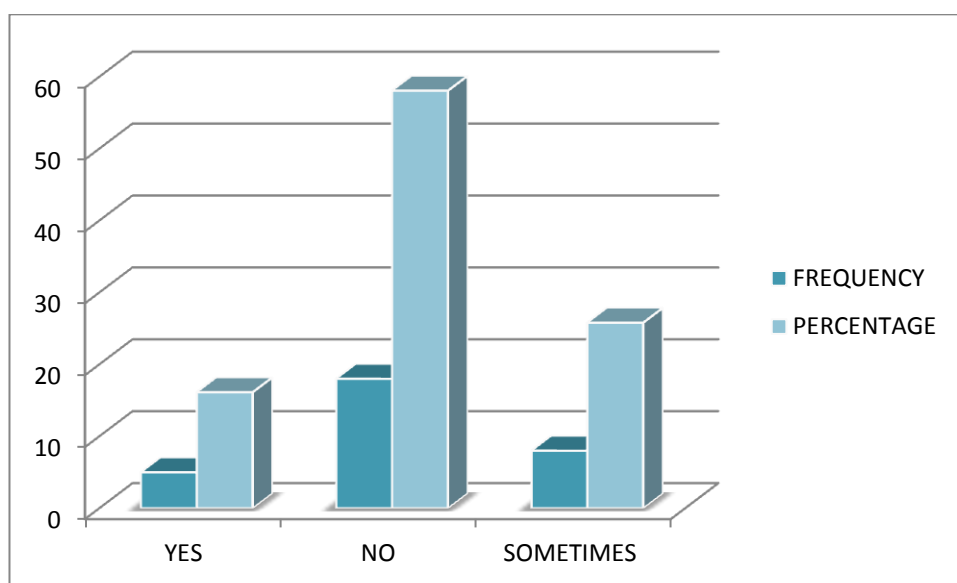**Graphic 16: Group work**

Analysis and interpretation

84 % of the students answered "yes", 3 % answered "no". While, 13 % answered "sometimes".

The results indicate that most of the students show enthusiasm when they read in groups. It is because they feel more comfortable and also they share knowledge.

Question 6: Does your teacher employ games in the reading class?

Chart 17: Games in the reading class

ALTERNATIVE	FREQUENCY	PERCENTAGE
YES	5	16
NO	18	58
SOMETIMES	8	26
TOTAL	31	100

Graphic 17: Games in the reading class
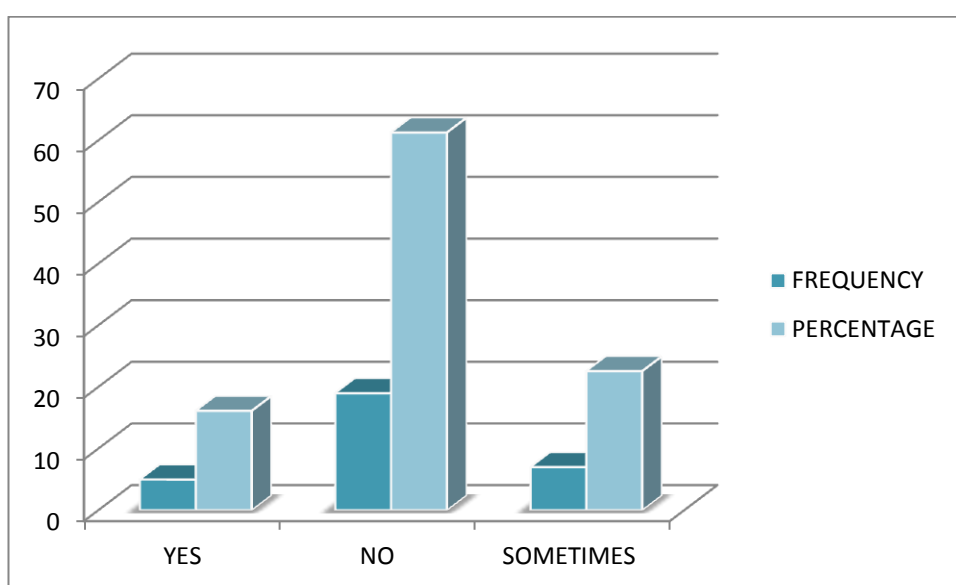
Analysis and interpretation

32 % of the students answered "yes", 58% answered "no". While, 10% answered "sometimes".

According to the results, most of the students indicate that teachers sometimes use games in the reading class. It shows that most of teachers don't include games as strategy in their lesson plans, for this reason students are not motivated in the class.

Question 7: Does your teacher allow you to choose a text that really like you?

Chart 18: Select a text of interest

ALTERNATIVE	FREQUENCY	PERCENTAGE
YES	5	16
NO	19	61
SOMETIMES	7	23
TOTAL	31	100

Graphic 18: Select a text of interest

Analysis and interpretation

16% of the students answered "yes", 61 % answered "no". While, 23 % answered "sometimes".

We can say that students don't have the chance to select a text of their interest. This indicates that teachers don't pay attention to the student's interest and needs.

Question 8: Do you like to get rewards such as extra points or playing a game?

Chart 19: Rewards in class

ALTERNATIVE	FREQUENCY	PERCENTAGE
YES	25	81
NO	1	3
SOMETIMES	5	16
TOTAL	31	100
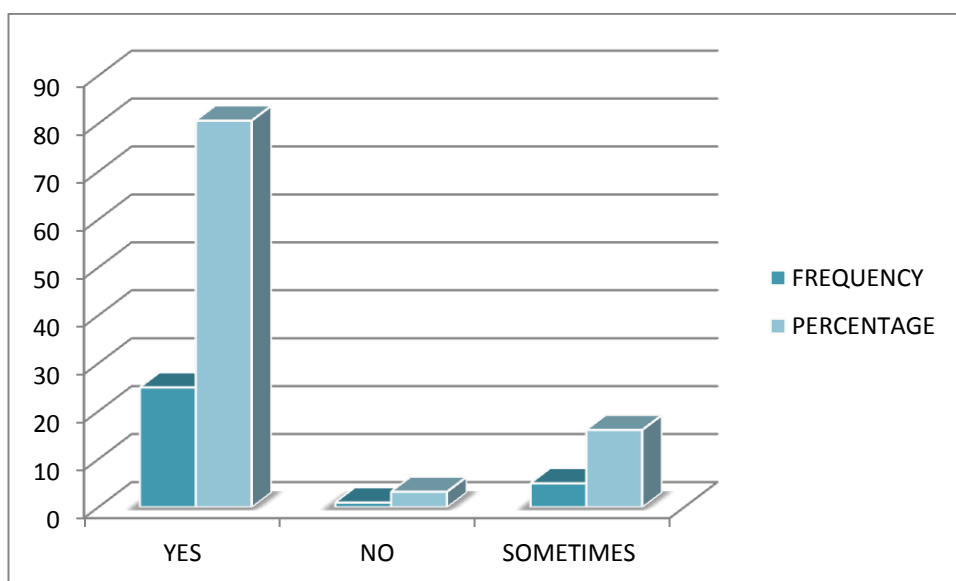
Graphic 19: Rewards in class

Analysis and interpretation

81% of the students answered "yes", 3 % answered "no". While, 16 % answered "sometimes".

Students feel better when they are motivated with rewards that are representative for them such as recognition.

Question 9: Does your teacher use material such as magazines, stories or comics?

Chart 20: Authentic material in class

ALTERNATIVE	FREQUENCY	PERCENTAGE
YES	6	19
NO	18	58
SOMETIMES	7	23
TOTAL	31	100
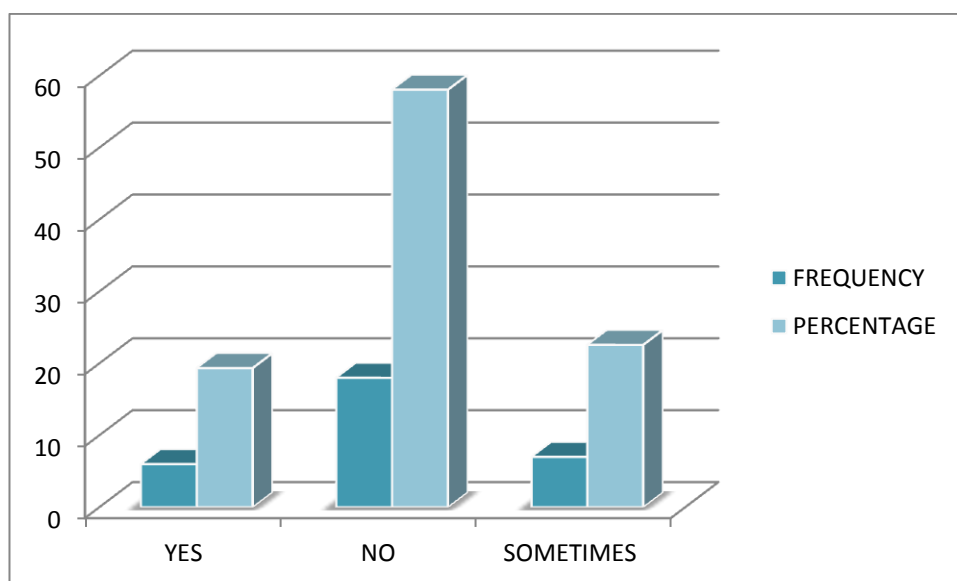
Graphic 20: Authentic material in class

Analysis and interpretation

16% of the students answered "yes", 61 % answered "no". While, 23 % answered "sometimes".

The use of authentic material such as magazines, stories or comics increase the students' interest towards reading. However the students' answers showed that most of the teachers don't use this kind of material.

Question 10: Do you enjoy reading topics as fashion, music or technology?

Chart 21: Reading topics of interest

ALTERNATIVE	FREQUENCY	PERCENTAGE
YES	20	65
NO	5	16
SOMETIMES	6	19
TOTAL	31	100
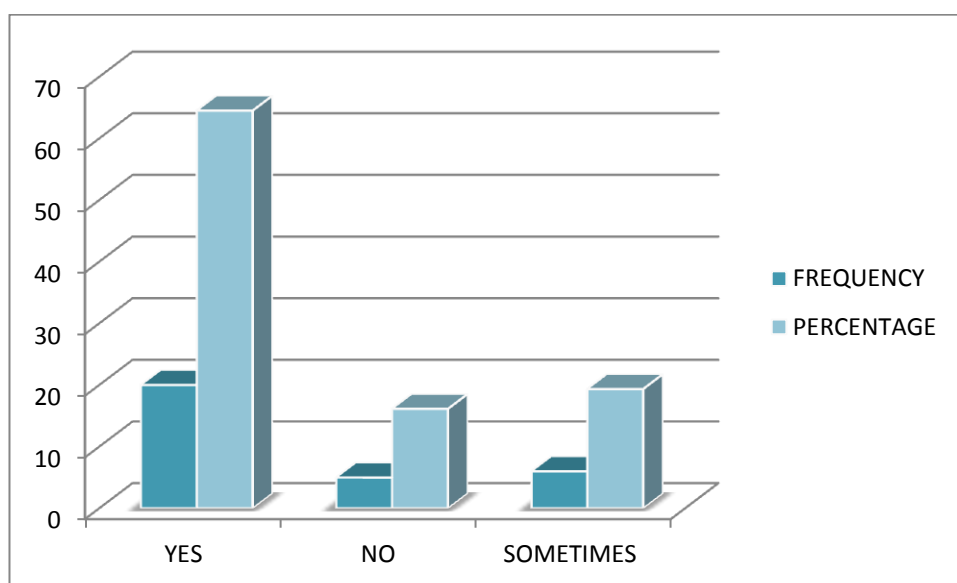
Graphic 21: Reading topics of interest

Analysis and interpretation

65 % of the students answered "yes", 16 % answered "no". While, 19 % answered "sometimes".

Students are more interested in read topics like music, fashion or technology. Therefore it is important to get current topics of interest to students

Questions 11: Do you like to read on the internet?

Chart 22: Web resources

ALTERNATIVE	FREQUENCY	PERCENTAGE
YES	8	26
NO	11	35
SOMETIMES	12	39
TOTAL	31	100
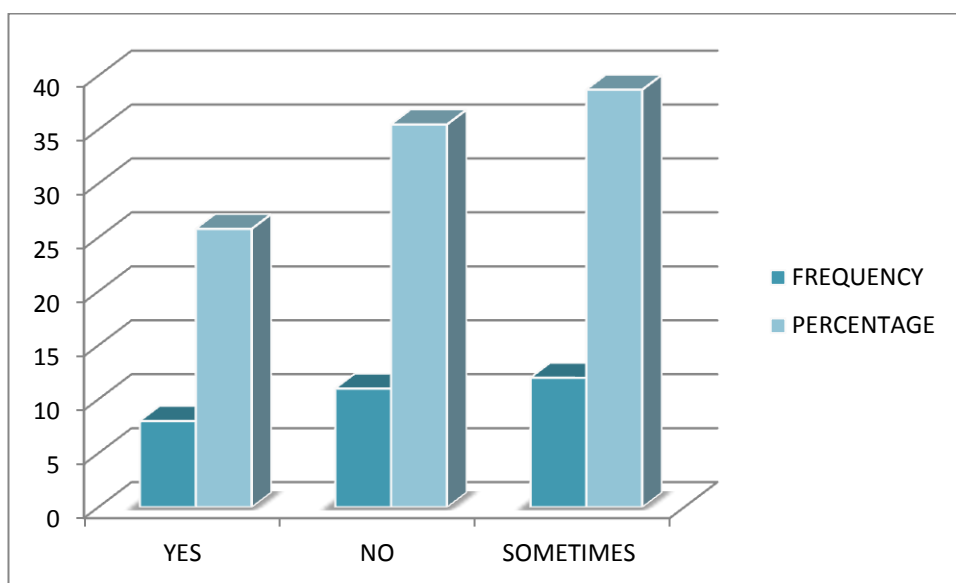
Graphic 22: Web resources

Analysis and interpretation

65% of the students answered "yes", 16 % answered "no". While, 19 % answered "sometimes".

According to the results, most of students feel that internet is a fun tool for reading. However, some teachers don't take into account this important strategy for learning

Analysis of results

Teachers' survey

QUESTIONS	YES	NO	SOMETIMES
Are your students interested in the English class?	1	4	1
Do you motivate your students during the reading class?	1	2	3
Do your students have a positive attitude towards reading?	1	4	1
Do your students have problems to understand the text when they read?	4	1	1
Do you allow students to read in groups?	2	1	3
Do you employ games as strategy to motivate students to read?	1	2	3
Do you allow students to select reading material according their interest?	1	1	4
Do you use rewards that increase the students' interest such as extra recess, appraise, playing a game?	2	3	1
Do you use authentic material such as magazines, stories, and comics?	1	2	3
Are your students interested in read topics as fashion, music, technology?	5	1	0
Do your students enjoy reading articles in internet?	3	1	2
	22	22	22
Total	2	2	2

Students 'survey

QUESTIONS	YES	NO	SOMETIMES
Are you interested in your English class?	5	18	8
Do you feel motivated by your teacher during reading class?	8	13	10
Do you like to read in English?	5	19	7
Do you understand the text when you read?	2	16	13
Do you like to read in groups?	26	1	4
Does your teacher employ games in the reading class?	5	18	8
Does your teacher allow you to choose a text that really like you?	5	19	7
Do you like to get rewards as extra recess or playing a game?	25	1	5
Does your teacher use material such as magazines, stories, comics?	6	18	7
Do you enjoy reading topics as fashion, music, technology?	20	5	6
Do you like to read on the internet?	18	11	2
	125	139	77
	11,36	12,6	7

Chi square calculation

$$X_C{}^2 = \sum \left[\frac{(O-E)^2}{E} \right]$$

Significance level

$\alpha = 0.05$

95% reliability

Theoretical chi square

GL = (c − 1) (f − 1)

GL = (3 − 1) (2 − 1)

GL = 2 x 1

GL= 2

$x^2{}_t = 5, 99$

Chi square calculation

If $x^{2<} x^2$ non accepted

If $x^{2>}x$ accepted

Chi square calculation

SUBJECT OF RESEARCH	OBSERVED FREQUENCIES			
	YES	NO	SOM	TOTAL
STUDENTS	11,36	12,6	7	31
TEACHERS	2	2	2	6
	13,36	14,6	9	37

EXPECTED FREQUENCIES		
YES	NO	SOM
11,19	12,2	7,54
0,32	2,36	1,45

O	E	O-E	(O-E)2	(O-E)2/E
11,36	11,19	0,17	0,34	0,03
2	0,32	1,68	3,36	10,50
12,6	12,2	0,4	0,8	0,07
2	2,36	-0,36	-0,72	-0,31
7	7,54	-0,54	-1,08	-0,14
2	1,45	0,55	1,1	0,76
	CHI SQUARE			10,91

Once calculated chi square (10, 91), it is higher than the theoretical chi square (5, 99). So, the working hypothesis is accepted. This means that there is a meaningful relationship between the influences of motivation in the development of reading skills.

Conclusions

- Most of teachers don't use strategies to motivate students to read however motivation is consider essential in the reading process.

- The use of motivational strategies helps students to improve and increase their reading skills and involve them in a positive attitude towards reading.

- Interesting reading material is considered important in order to increase students' motivation. The uses of appropriate texts facilitate the reading process.

Recommendations

- In order to involve students into the reading process teachers must use motivational strategies to increase students' interest.

- In order to increase student motivation teachers must use effective strategies to motivate their students in the reading class. Therefore teachers need to learn new ways to present the activities in an interesting way.

- It is important the use of attractive material to increase students' interest. Also reading material should be chosen according to the level and students' interest. If the material is interesting and not too difficult, students will enjoy reading and will be encouraged to read more.

PART FIVE

THE PROPOSAL

The proposal

Title
Interactive reading games as a motivational strategy to improve reading skills.

DATA INFORMATION
Institution: INEPE high school
Address: Barrio La Dolorosa de Chilibulo, Calle Chilibulo Oe 10-189
Location: Quito-Ecuador

Background
　　The proposal arises from the need to know how motivation influences in the development of the reading skills in a second language with students from eight year of basic education at INEPE High School located in Quito city.

　　When the problem was presented we noticed different difficulties when students read in English such as pronunciation, fluency, comprehension, vocabulary knowledge and also the little interest that students give to this important skill. A survey was applied to students and teachers in order to determine the most important aspects related with motivation in the reading process, the conclusion and analysis suggested several aspects that teachers must work on.

　　INEPE from its foundation in 1985 has maintained English learning such as one the most important subjects although is not a bilingual high school, however it is very important that their students reach a high level of English, for this reason is essential to develop and increase good strategies to motivate students to read in a second language.

　　The proposal has been planned and based in the lack of students' motivation in reading and has the intention to help teachers to increase the students' interest in a more creative and dynamic way abandoning the old traditional methods that teachers use commonly to practice reading in class.

The proposal consists of suggest some reading activities through games in order to motivate students to read. Games are frequently used by teachers in their English class because it is a useful tool to acquire English in a natural way.

Justification

English as the most common language in the world involves different skills between them "reading". Reading is one of the most important skills in the acquisition of the second language as teachers is important keep in mind the importance of know the use of different methodologies and strategies to motivate to our students to read English.

Reading skills are reached by different aspects that include for example the students' enthusiasm about a text or book, the environment, the technology, the teacher' role and the use of activities etc. The use of these factors increase the reading skills and students will enjoy reading and will be encouraged to read more; the more they read, the better they will be at it.

In order to involve the students in the reading process in an enjoyable way, teachers need to be trained to respond to the specific needs of their students and consolidate the reading process. The proposal is designed to provide the teachers at INEPE High school with a variety of interactive reading games in order to apply and enhance the learning language for the students ensuring their success in the reading process.

The use of interactive reading activities allows the teacher to do his/her class more dynamic and avoid the students' boredom. For this reason is suitable to carry out this proposal for reading. Its great importance aims to have a better development institutional and mainly for helping teachers in their teaching process and the students in their reading development so they can dominate the other skills more easily.

Objectives

General objectives

To propose interactive reading activities to motivate students to read

Specific objectives

To adapt some games for the reading class

To provide teachers with innovative reading activities to improve students' reading skills

Feasibility analysis

Implementing the use of reading activities through games in the class in order to increase students' motivation towards reading is acceptable because it is not expensive. It only requires some copies about short readings that will be provided by the school, the teachers' predisposition and time and also the equipment that exist in the same school like a projector and a computer.

As institution INEPE High school will open their doors to provide the facilities to develop the activities with their equipment and also they are aware about the necessity to improve reading skill in their students and the importance to incentive teachers to use new methodologies and techniques in this important process. Therefore; the use of interactive reading games gives teachers the opportunity to direct their class properly and become it in a comfortable environment.

With the application of these activities students will have a positive attitude to the language learning and they can improve their level of English because reading helps them in the development of the other skills like listening, speaking, and writing.

Learners who are exposed to motivational environments are more likely to understand the use of the foreign language. Using motivational strategies is a relatively easy and convenient way of improving not only the students'

motivation but also all skills that are important in the process of acquiring a second language.

Scientific basis

Games are enjoyable and interactive and students respond naturally to this type of learning dynamic. If learning is to occur, students must be motivated to learn (Calahoun, 1980). Maslow (1943) identified a hierarchy of five levels of needs (Brooks, 2006). These needs are represented in a pyramid to indicate a thinning out of needs with progression through the pyramid. Maslow claims that individuals will only be motivated by the next unattained level. Thus when all the base level physiological needs are meet individuals are then motivated by safety needs. Games have the effect of offering learners safety in numbers when the games run on a paired or grouped basis. The next level which will motivate learners is social or affiliation needs and games naturally offer a medium for developing and satisfying student's social needs. They are naturally drawn together and bond in the comfortable competitive environment of the game, it is almost impossible to sit passively and not become involved in games, particularly when they are entertaining. Ruben (1999) substantiates the authors claim that. (Kirkland)

Activities

Activities # 1: Read run and write

Objective: To retell information about the text

Methodology: the class is divided in groups of three, and the students are given different roles to be performed.

Development of activity # 1

1. The teacher divides the class in groups of three and assigns the roles of "writer, reader and runner", then the teacher gives the students interesting short text readings with easy vocabulary,

2. Before to start the reading teacher helps students to discover new vocabulary and underline difficult vocabulary for them; the teacher also helps with the pronunciation.

3. The student playing the role of writer is given a list of reading comprehension questions at the desk.

4. The student given the role of reader is waiting outside of classroom.

5. The Writer asks the runner the first question.

6. The runner runs to the reader and repeats the question.

7. The Reader reads a passage and gives the runner the answer.

8. The Runner runs back to the writer and repeats the answer.

9. The Writer writes down the answer.

10. The Students continue doing this until all questions are answered.

11. They stop and check their answers.

12. The Reader givers the reading back to the group and they all work together to see if they have the right answers. As a class, go over answers or any questions about the reading.

Activity # 2: Read and retell

Objective: To retain new vocabulary

Strategy: The teacher divides the class in two groups and carefully explains what each group has to do and also the purpose of this activity.

Development the activity # 2

1. Separate the class in two groups.

2. One half of the class is given the reading. Their job is to read and understand so they will be able to retell using their own words. These students can work together to help each other understand the vocabulary and the reading.

3. Other half of the students are given questions and they can work together to predict what the reading will be about and what they think the answers will be.

4. Pair students who read with the students who have the questions. (Take the reading away from the readers).

5. Readers retell using their own words first and then the listener can write down the answer to their questions. They can collaborate and work together to see how many answers they can get.

Activity # 3: Reading race

Objective: To collaborate within a group to find answers

Methodology: Divide the class in teams and make them sit in rows in order that they can participate within a group in a collaborative exercise.

Development of activity # 3

1. Have students to work in groups of 5-6 depending on the size of your class
2. Students in the same group sit in a row facing front. (You will have 4 rows if you have 4 groups)
3. Student in the back of the row has the reading.
4. Student in the front has the questions.
5. Other students in the middle are the telephone line.
6. Student in the front tells the question to the student behind him, and they pass it back until it gets to the last person who has the reading.

7. That student will read the reading to find the answer and then tell the answer back forward to the first person so that person can write it down.

This is like a game of telephone where students are whispering questions and answers back and forth. It's interactive and fun for the students.

Activity # 4: Reading Scavenger Hunt

Objective: To find the reading answers through images

Strategy: Pair students and assign activities and questions so the couple can find the answers through pictures.

Development of activity # 4

1. Pair students so they can work together.
2. Post paragraphs of a reading around the classroom.
3. Give the pairs the list of comprehension questions.
4. Assign each pair to start with a different answer so they are not all crowded around the same paragraph.
5. Students have to walk around the room to read the passages and find the answers to the questions.

Activity # 5: Pattern Puzzles

Objective: To understand the text and represent it by pictures

Methodology: Students are challenged to put a series of cards containing key ideas from the text in order. This is a thinking activity that combines

physical manipulation of pieces with mental manipulation of concepts. Students can work individually, in pairs, in small groups, or even as a whole class.

Development of activity # 5

1. Choose a section of text you want your students to read.

2. Think of 8-10 key ideas from the text and write each one on an index card. You can use direct quotes from the text or write the ideas in your own words. Shuffle the cards and place them in an envelope.

3. Distribute the envelopes to students. Challenge them to place the cards in the proper sequence. As they read, they can go back and change the order of their sentence strips.

4. You can also ask students to create a timeline or a Venn diagram

Hint: Keep a tally of the number of sentences students find in the image and tell them to try to "beat" the score of one of your other

Activity # 6: Picture This!

Objective: To increase their reading comprehension

Methodology: motivate students to use their visual literacy skills to read and remember text. Students see a projected image, discuss it, read a text selection that "explains" the image, and then connect their reading to a deeper discussion and understanding of the projected image.

Development of activity # 6

1. Select a text containing images.

2. Show them the image and ask students a series of carefully sequenced questions such as:

• What do you see?

• Who are the people in this image?

• What are they doing?

• Why are they doing it?

• What does that tell you about this key moment in history?

3. Now challenge students to read the text selection in pairs and find as many sentences as possible that can be found in the image. Tell them that they will come to the front of the classroom, read the sentence, and point to the exact spot in the image that connects to the reading.

4. Select several pairs to come forward (with their text in hand) and line up to the side of the screen. Have them read a sentence and then point out where

they "see" that sentence in the image. Continue until the class runs out of sentences to connect to the image.

The results of the activities will be evaluated using the following criteria:

Criteria	Low performance (0)	Meet expectation (1)	Exceptional (2)
Interest	Student shows little interest in the games. The response is vague and offer no real contribution to the game	Student shows little interest. The response offers explanation or elaboration to classmate response	Student shows interest in the games. The response offers additional explanations and incorporates personal experience.
Reading comprehension	Students don't show understanding of the reading	Students show a basic understanding of the topic and incorporate personal experience but make no connection to reading	Student shows an excellent understanding about the reading and incorporates the reading into answer.
Sentence fluency	Students formulate incomplete, run-on and awkward sentences	Students formulate mostly well-constructed sentences	Students formulate clear and complete sentences
Reading skills	Student's reading skills were not evident	Student's reading skills were unclear or minimal	Student's reading skills were evident

Chart 23: Evaluation Criteria

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