



TECHNICAL UNIVERSITY OF COTOPAXI

UNDERGRADUATE PROGRAM

**DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE
PEDAGOGY**

ENGLISH MAJOR

MODALITY: RESEARCH REPORT

THEME:

**“DIDACTIC MATERIALS TO IMPROVE READING SKILL IN BASIC
EDUCATION STUDENTS”**

Research report before obtaining the bachelor degree in National and Foreign language

Pedagogy, English Major

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PUJILI - ECUADOR

AUGUST 2023

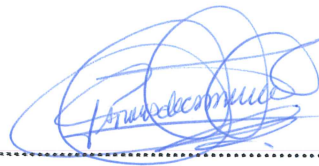
TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the research report entitled “Didactic materials to improve reading skill in basic education students”, and researched by Changoluiza Cunuhay Betty Margoth and Tustón Sandoval Josué Benjamín, for obtaining the bachelor’s degree in National and Foreign language Pedagogy, English Major.

I CERTIFY THAT:

This research report has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned revision Committee and its presentation and defense.

Pujilí August, 2023

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COMMITTEE APPROVAL

The research report entitled “Didactic materials to improve reading skill in basic education students”, has been revised, approved, and authorized for printing and binding, before obtaining the bachelor’s degree in National and Foreign Language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

Pujilí, August 22, 2023

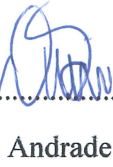


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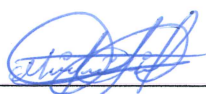
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GRATEFULNESS

*First of all, we would like to express our gratitude to God for giving us health and life to reach this desired goal. We would also like to send our most sincere thanks to our project advisor, **MSc. Patricia Mena**, who despite her very arduous and important position for the benefit of the PINE Career, was the one who constantly helped us and had patience to guide this project. At the same time, we thank the teachers of the Technical University of Cotopaxi for sharing their knowledge with us during our career.*

Betty & Josué

DEDICATION

I dedicate this work to my parents Manuela & Rosalino who were fundamental in this complicated process but not impossible to achieve, thank you for trusting me and never denying me your valuable support, I feel fortunate to have a family that supports me at all times. I also thank my dear Technical University of Cotopaxi for opening the doors to knowledge. Finally, my gratitude would go to these valuable people for all the excellent advice, friendship, and love that did not allow me to give up, of which they were always there for me through thick and thin (Darwin, Liliana, and Estefanny).

Betty

DEDICATION

I dedicate this project to my parents, Anita and Roberto, who have always been by my side in difficult times. Thank you both for giving me the strength to reach for the stars and pursue my dreams. Thank you for your guidance and all your advice, I will carry them forever engraved in my memory, I also thank all my teachers who have been part of my university life, and I want to thank them for giving me the necessary knowledge to be able to be here today. Without you, the concepts would be just words.

Josué

**TECHNICAL UNIVERSITY OF COTOPAXI UNDERGRADUATE PROGRAM
DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY
ENGLISH MAJOR**

**THEME: "DIDACTIC MATERIALS TO IMPROVE READING SKILL IN
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Authors:

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ABSTRACT

The present research project was carried out with the main objective of determining didactic materials to improve reading skills in seventh-grade students of the "Hermanos Pazmiño" Basic Education School in the Province of Cotopaxi. The research effort was motivated by the recognition of a pressing problem: the absence of appropriate didactic resources adapted to the level of the students, which hinders the optimal development of their reading competence in English. In addition, the research process was meticulously carried out using a mixed quantitative and qualitative approach in order to address this problem comprehensively. This perspective was chosen for its ability to provide a varied analysis of the issue, combining insights drawn from a survey conducted with a group of fourteen students, along with an illuminating interview conducted with the English teacher responsible for teaching the students. The integration of qualitative and quantitative data sets allowed us to delve deeper into the nuances of the problem. Similarly, this project was developed using a descriptive methodology, which allowed for a comprehensive exploration of the issue at hand. The methodology provided detailed insight to analyze in depth the phenomenon under study, ensuring an understanding of the complexities involved in the development of students' reading skills. In addition, a structure was followed to describe the problem for the development of the research, with dependent and independent variables. The aforementioned topic was inspired by existing academic works closely aligned with the research objectives, this further enriched the knowledge of the study, which allowed for an exploration grounded in established academic frameworks. The results were also analyzed in order to conclude and recommend future research and to highlight the importance of developing reading skills in English. Finally, this study concluded that the use of didactic materials is a more effective way to arouse interest in reading and improve reading.

Key words: Didactic materials, reading skill, reading competence, English language.

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Resumen

El presente proyecto de investigación se realizó con el objetivo principal de determinar materiales didácticos para mejorar la competencia lectora en estudiantes de séptimo grado de la Escuela de Educación Básica “Hermanos Pazmiño” de la Provincia de Cotopaxi. El esfuerzo investigativo fue motivado por el reconocimiento de una problemática apremiante: la ausencia de recursos didácticos apropiados y adaptados al nivel de los estudiantes, lo que obstaculiza el desarrollo óptimo de su competencia lectora en inglés con el fin de abordar este problema de forma exhaustiva, el proceso de investigación se llevó a cabo meticulosamente utilizando un enfoque mixto cuantitativo y cualitativo. Se eligió esta perspectiva por su capacidad para proporcionar un análisis variado de la cuestión, combinando las percepciones extraídas de una encuesta realizada a un grupo de catorce estudiantes, junto con una esclarecedora entrevista realizada al profesor de inglés responsable de la enseñanza a los estudiantes. La integración de conjuntos de datos cualitativos y cuantitativos permitió profundizar en los matices del problema. Del mismo modo este proyecto fue elaborado con una metodología descriptiva, lo que permitió una exploración integral del tema en cuestión. Esta metodología proporcionó una visión detallada para analizar en profundidad el fenómeno objeto de investigación, asegurando una comprensión de las complejidades implicadas en el desarrollo de la habilidad lectora de los alumnos. Además, se siguió una estructura para describir el problema para el desarrollo de la investigación, con variables dependientes e independientes. El mencionado tema fue inspirado en trabajos académicos existentes estrechamente alineados con los objetivos de la investigación, esto enriqueció aún más los conocimientos del estudio, lo que permitió una exploración fundamentada en marcos académicos establecidos. También se analizó los resultados para poder concluir y recomendar a futuras investigaciones y destacar la importancia de desarrollar habilidades de lectura en inglés. Finalmente, este estudio concluyó que el uso de materiales didácticos es una forma más efectiva de despertar el interés por la lectura y mejorarla.

Palabras clave: Materiales didácticos, habilidad lectora, competencia lectora, idioma inglés.

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1. GENERAL INFORMATION

Theme: “Didactic materials to improve reading skill in basic education students”

Starting date: April, 2023

Ending date: August, 2023

Place of Research: English Major Career at the Technical University of Cotopaxi

Sponsoring Faculty: Pujilí Campus

Sponsoring career: Educational Sciences, Majoring in English

Linked Research Project: Action research

Macro project of the career: Training processes in the teaching and learning of English as a foreign language in educational institutions in the province of Cotopaxi.

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Research Line of the career: Innovation in the teaching and learning of the English language as a foreign language.

2. PROBLEM STATEMENT

Learning English as a foreign language is elementary as it allows entry into a source of opportunities for job success from which reading skill need to be developed and learning to be a more effective process. However, a study conducted in Mede & Gir (2017) found that “students had problems with most of their reading skill. It also showed that the approaches to teaching and learning reading skill were still backward because of the lack of teaching materials” (p. 20). This means that the lack of printed or visual materials is not used when teaching reading to enhance and motivate reading comprehension.

In the same way, Ecuador, one of the Latin American countries, is in a low position in reading due to the most difficult skill to learn, as Torres (2022) considers it “in Ecuador the subject of English is considered one of the most challenging subjects to pass aftermath”(p. 1). It is due to the lack of innovative teaching material to promote the learning of the English language that causes demotivation and loss of interest.

Even in the Latacunga canton of the Cotopaxi province, there is a similar case about the lack of reading skill in basic education students in English for that reason local schools are experiencing difficulties in teaching reading skill, and this has resulted in students having difficulties with their English language studies. The lack of didactic materials is a significant contributing factor to this problem. Heredia & Andrade (2023) “states the issue that highlights concerns around the reading skill of elementary school students in Ecuador, with a particular focus on reading skill in English” (p. 17).

On the other hand, in the "Hermanos Pazmiño" basic education school, at the seventh-grade level, difficulties were identified in the development of reading ability due to the lack of use of the didactic materials to achieve the good development of which, it was possible to demonstrate through of the pre-professional practices that students make a great effort in their learning, specifically in the comprehension texts and short readings due to the lack of didactic material for teaching English. Therefore, the same study by Heredia & Andrade (2023) shows that the findings of the study carried out by the OECD and the Ministry of Education in the Province of Cotopaxi demonstrate the need for immediate attention to improve reading skill in English among education students basic. The implementation of teaching materials can be a solution to this problem, which can

help students improve their reading skill, leading to better academic and professional opportunities in the future.

The students do not have a good reading development due to the lack of didactic resources application to develop the ability of English.

3. OBJECTIVES

3.1 General Objective

To determine didactic materials to improve reading skill in seventh-grade students of the Hermanos Pazmiño elementary school in the Province of Cotopaxi.

3.2 Specific objectives

- To analyze theoretical information on teaching materials and reading skill.
- To identify the reading ability problems due to the lack of application of didactic material in English language teaching.
- To define conclusions and recommendations on the use of didactic material for the development of reading skills.

4. Activities and task system in relation to the objectives proposed.

Table 1

Specific objective	Activities	Verification Means
To analyze theoretical information on teaching materials and reading skill	<ul style="list-style-type: none"> - Search previous research - Literature review - Design theoretical framework 	<ul style="list-style-type: none"> - Theoretical framework
To identify the reading ability problems due to the	<ul style="list-style-type: none"> - Application of the instruments - Analysis of the data 	<ul style="list-style-type: none"> - Students survey and teacher interview

lack of application of didactic material in English language teaching.		
To define conclusions and recommendations on the use of didactic material for the development of reading skill	- Analysis and discussion of results	- Conclusions and recommendations

5. JUSTIFICATION

Learning English today requires finding materials that help improve students' reading comprehension. Thus, there are several ways to represent them as an aid for students, promoting those that are more effective in teaching reading. Therefore, this research project was conducted due to the lack of didactic materials that help the development of reading skills of students in seventh grade of basic education "Hermanos Pazmiño" of Cotopaxi Province, which was verified in the low level of reading comprehension that caused concern and uncertainty during the pre-professional practices. Thus, this project seeks to contribute with a solution to the problem of low reading comprehension in English of elementary school students with the introduction of didactic materials that capture the attention of the students. Torres (2022), who mentions, "the lack of innovative didactic materials that promote English language learning has resulted in a significant decrease in the reading skills of students in Ecuador, which leads to demotivation and loss of interest" (p. 12). This quote highlights the importance of using dynamic and modern teaching materials, essential in today's ever-changing environment, to engage students in the learning process and capture their interest in the subject matter. Without these meaningful materials, students may lose interest and become disinterested, which will decrease their reading comprehension and overall academic performance.

Likewise, the direct beneficiaries of this research project are the students of the seventh grade of basic education "Hermanos Pazmiño" of the province of Cotopaxi who

collaborated in all the research and as indirect beneficiaries all the readers interested in this research topic. Above all, the impact that the information presented in this study will have will make possible the use of different types of didactic reading, which will help both students and teachers to relate in the best way and will provide the opportunity to deepen the teaching and learning process by practicing, for an effective teaching-learning that motivates students to develop their reading skills and abilities, avoiding disinterest. Even this will not only allow users of the institution but also other researchers seeking to support their projects or teachers who wish to introduce didactic resources for teaching English through reading.

6. TECHNICAL SCIENTIFIC FOUNDATION

6.1 Background

In order to carry out this research, a literature review of some research studies that help in the feasibility of the application of didactic material in reading skills that can meet the needs of students, especially those who have difficulties in reading the English language, was conducted. For this reason, the following studies support this project that focuses on teaching didactic resources to seventh-grade students to improve their reading skill.

One of the essential abilities needed for both academic and personal success is reading. But a lot of children have trouble understanding what they read, which can cause problems in other areas. To help learners in basic education develop their reading abilities, the use of didactic materials has been suggested as an effective choice. In order to demonstrate the validity of this claim, Gracia & Ramírez (2023) carried out a study named “Didactic strategies to improve the reading comprehension skill in the English language teaching-learning process”.

In their study published by Gracia & Ramírez (2023) sought to determine “how well instructional strategies affected students' ability to read comprehension during the teaching-learning of the English language” (p. 6). The authors' specific goal was to find didactic tactics that may be used to teach reading comprehension and to assess how well they worked in enhancing students' reading comprehension abilities.

The study used a mixed-method approach, combining both quantitative and qualitative data. The sample population consisted of 102 students and 5 teachers, aged between 10 and 13 years old, a survey and a test were utilized as strategies. The survey, which used a questionnaire as an instrument, was intended for students and instructors. The exam was also designed to determine students' reading levels and to demonstrate whether teachers had taught students and level of reading skills.

The results of the study showed that the didactic strategies intervention had a positive impact on the reading comprehension skill of the experimental group students. The experimental group students showed statistically significant improvement in their reading comprehension scores compared to the control group. The questionnaire also showed that the intervention had a positive impact on the motivation and attitudes of the experimental group students toward reading.

The findings revealed that most learners only read when the teacher told them to, which indicated a lack of sufficient motivation to read in English. Despite their lack of enthusiasm, the majority of them preferred reading magazines and looking at photos, or when the teacher employed didactic material. It was determined that in order for the pupils to effectively absorb texts, more tactics needed to be reinforced.

Sambayon et al., (2023) conducted a study called “effectiveness of contextualized learning materials in improving the reading skill and comprehension level of the students”. This study used an experimental methodology in Türkiye as a research approach with the objective of determining and evaluating the reading skill and comprehension achievement of pupils in seventh grade as well as the efficacy of contextualized learning materials. Therefore, the study was carried out in 420 seventh-grade students, which consisted of obtaining the level of reading comprehension of the students through the pretest and post-test. In this way, it was demonstrated through the data collected that it was used to evaluate the level of reading comprehension, it revealed that the students in the pretest evaluation obtained a very low grade while in the posttest an outstanding grade. Thus making it known that said experimentation was favorable due to the great difference in results.

In conclusion, reading skill can be improved through teaching and learning with the use of contextualized learning resources when teaching English to help students obtain better results in reading comprehension tests or any related task. In addition, reading lessons stimulate students' interest and participation in activities, fostering comprehension and a love of reading. This allows them to discover and develop ideas independently.

6.2 Theoretical Framework

Didactic

According to Casasola (2020) “the word didactic comes from the Greek *didaskein*. It means teaching, instructing, explaining, doing, knowing, demonstrating. Also, the Greek etymology passed into Latin, in the voice *discere* and *docere*, which mean, respectively, to learn and to teach” (p. 40). This allows for a general understanding of the key learning resources in the instructional planning process, while the specific pedagogy directs the creation of specific strategies for this optimization process. This is an area of study specialization that must be defined according to the level of education, with different didactic resources to ensure an adequate teaching and learning process. Didactics also covers the general principles, criteria and practical rules that regulate all teaching activities.

Likewise, didactics can be considered as the "science of historical learning, indicating that its central question is to understand how historical thinking contributes to guide human life inwards (identity) and outwards (praxis)" (Moreira, 2019, p. 21). In this sense, pedagogy has two manifestations: one is theoretical and the other is practical. At the theoretical level, pedagogy studies, analyzes, describes and explains the learning process in order to create knowledge about the educational process and postulates the rules and principles that form and regulate learning theory.

Didactic materials

"Didactic materials constitute necessary tools in the teaching of any subject" (Oscco et al, 2019, p. 1), these materials are applicable to any discipline or branch of knowledge, but in reality sciences have some distinctive characteristics, such as visualizing abstract facts of the material and understanding their usefulness and practical value to explain the topic.

“Accessible classroom resources in digital format are becoming increasingly important as a source of information and a framework for the creation of new pedagogical methods as part of the wide range of new educational possibilities provided by these instruments”. (Torres, 2019, p. 2). The experts agreed that for a work to be educational it must be communicative (it must be easily understandable for the public to which it is directed), structured (that is, its parts and development are coherent) and pragmatic. It should be noted that the learning material can be not only books, but also films, recordings, computer programs and games.

Importance of didactic materials

“In classroom contexts, the didactic means and resources that teachers and students use for teaching and learning are of vital importance because they condition the effectiveness of the didactic program and the learning that students experience”(Guachichulca, 2020, p. 8).

The use of concrete materials from the first year gives students the opportunity to manipulate, investigate, discover, observe, while they practice the development of norms and values of coexistence, such as: cooperation, solidarity, respect, tolerance, protection of the environment, etc. (Lopez & Perea, 2021, p. 150). It is important for teachers to keep in mind that at all stages of the learning process in all areas, specific steps are important to achieve a good level of abstraction at higher levels.

Classification of didactic materials for English language teaching

Didactic materials play a crucial role in English language teaching, as they aid in the development of reading, writing, speaking, and listening skills.

Teaching is a vision that emphasizes the role of didactic materials in learning. The taxonomy of language classes identifies several factors that play a role in its design and implementation: the age of the students, the learning approach, the theme, the form of cooperation, the type of class, homework, grade level, equipment, technical requirements, etc.

"The English language is considered the international language, especially in the field of science and technology" (Picchio & Placci, 2019, p. 27). Therefore, didactic materials can be classified according to different criteria. One of them is its implemented functionality, and the following options are available:

- Positioning: What the student needs in the learning process is not just a series of contents. If all the content is spread out with no visible connection, the process becomes very complicated. Therefore, at each stage, it is necessary to orient the learning material in the most appropriate direction.
- Simulation: In some areas, this happens more than in others, "but it is important to place the student in another reality so that they understand the content through abstraction and do not see it as distant things" (Torres, 2019).
- Learning Guide: Similar to the first point, but it consists of a series of tools to help the student gain knowledge rather than an arrow pointing the way.

Elements to consider in didactic materials for improving reading Skills

One important element is the use of marked pathways, abstractions to model theoretical situations, and a guide to learn the concepts in the best possible way and, more importantly, put them into practice through exercises designed by learning experts. Additionally, motivation plays a crucial role in the effectiveness of didactic materials, as students need to be genuinely interested in the subject to go through the process of assimilation and learn all its corners. Grading is another important element that affects students' motivation and should be used as a tool to help them grow. Finally, the opinion of both the teacher and the students is essential in teaching, and didactic materials can be an effective to improve reading skills by taking into account the value of play and giving learners the opportunity to engage in active interaction with peers and teachers in contextualized environments adapted to everyday life and their learning needs.

Practice of skills: Marked paths, abstractions to model theoretical situations, and a guide to learning the concepts in the best possible way and, most importantly, putting them into practice through exercises designed by learning experts. This means that they are not isolated or arbitrary suggestions but are carefully woven together to enhance learning.

Motivation: If the quality of the learning material or the teacher's experience does not arouse genuine interest in the student, "it encourages them to go through the process of assimilation of the subject and get to know all its corners, which also allows them to learn" (Lopez & Quishpe, 2020, p. 16).

Qualification: This part of the study material is the one that least attracts students, since its results usually directly affect their status in the study center and, if it is negative, it can damage the student's file. Therefore, teachers should try to make evaluation a tool that helps the student grow.

Opinion: Teaching should never be one-way. The teacher must use their teaching resources to demonstrate their knowledge while giving the students the opportunity to share their perspectives, which benefits both parties.

The use of didactic materials in teaching English can be an approach that takes into account the value of play and gives students the opportunity to engage in active interaction with classmates and teachers in contextualized settings adapted to everyday life and their learning needs (Lopez & Quishpe, 2020, p. 86).

When using the materials, it must be taken into account that language is not only a system of forms, structures, and words, but also a system of communicative behavior from a pragmatic point of view. It is expected that the media and resources used are beneficial for the development of students' communicative competence. Communicative competence is understood as the integration of five sub-competences: language, sociolinguistics, discursive, cultural, and strategic. Language learning takes place in processes of personal and creative, global and cyclical construction, which is closely related to the interests, needs, and mental plans of the subjects who learn it. Sometimes this can happen intuitively and unconsciously due to the course material or the "introduction" used by the instructor.

Skills of the language

It is generally known in any language the four fundamental basic skills; listening, speaking, reading, writing. These skills are basic and important for people as it allows them to exchange ideas, thoughts and emotions. Nishant (2022) says that "a system of signals that allows users to connect and interact with each other includes actions, body

language, spoken expressions, written expressions, or any combination” (p. 1). Thus the first skill is listening; Nishant (2022) "is a means of understanding, interpreting, and critically evaluating the speaker's message"(p. 3). It is crucial that the listener maintains attention and actively comprehends the message for effective communication. On the other hand speaking skill; is known as "the ability to communicate fluently in the target speech"(Kürüm, 2016, p. 2). That is, communicating clearly and expensively with a wide vocabulary. Also Abbasi (2021) highlights about reading ability that "they help to understand different pieces of literature, their contexts and inferences. These abilities are essential for developing general literacy skills, as they can help with vocabulary, expression, analysis, and communication"(p. 4). In this part he contrasts the facility that an individual has to understand a text and can acquire a vocabulary at the state. Finally the last one is writing skill; according to (Phosa, 2020, p. 13) "when writing, he uses the correct organization and flow of information to convey his ideas in text form". It means that he/she selects writing that is interesting and conveys the intended message with the proper format and grammar.

In conclusion, the four skills mentioned above help an individual to develop the language in the best way.

Reading skill

Learning English as a foreign language is relevant, therefore, it is necessary for students to develop skills that allow them to have a correct command of the English language, this is how reading becomes relevant in this teaching-learning process of a language other than the maternal. According to (Pasqualotto et al., 2022, p.1) “it points out that the importance of reading skill allows the learner to improve his vocabulary and broaden his knowledge openly. For this reason, the importance of reading ability promotes the ability to understand a text, not only knowing refers to knowing the words, but also understanding, analyzing, reasoning and having critical thinking about the context of the text, for which reason Gets to know the contribution of the text to the reader. Likewise, Unir (2021) pointed out that “comprehending what is being read, the aspect of expanding knowledge at a level of society and culture, and being able to interact with others are all reasons why comprehension of reading in English is important” (p. 6). Therefore, it is considered essential to impose the reading skill on students from early childhood and

primary education because reading comprehension begins to develop through short texts and symbolic words where learners understand more easily, and naturally, it is known that the importance of reading during all educational stages contributes to the knowledge and acquisition of English as a foreign language to achieve more effective learning.

Types of reading

There are currently different types of reading that are implemented in the learning of the English foreign language, it is important to recognize that not all types of reading are the same, so they can be classified into two main categories: extensive and intensive.

Extensive reading

Surbhi (2020) mentions that “while a student engages in a great deal of reading, they read and make references to an extensive amount of independently chosen information” (p. 7). This confirms that extensive reading is focused on being a reading for pleasure, where readers are free to choose the topic of their choice.

Intensive reading

According to Pache (2023) “Intensive reading is a type of reading where important words are fully examined in an effort to understand their meaning” (p. 3). This means that it focuses more on the analysis of the reading, which makes the reader more critical of the thought process involved as it requires complete immersion and a focus on minute details. The process of scanning, skimming, and reviewing are a few of the various forms of intensive reading.

Englishclub (2023), points it out “scanning is the act of looking for particular information in a text with a particular focus” (p. 6). This is trying to say that it focuses on looking for detailed information in a text and with a particular approach, in this process the reader scans the information, this technique is speed reading.

Purposes of Scanning

- To search for a word in a dictionary or index
- To find a phone number or an address in a directory
- To check the time schedule of a program in an agenda
- To check the price of a specific item in a catalog

- To know a particular information from a text

Skimming

(Englishclub, 2023, p. 8) points out that skimming is a very important tool, since its use allows the reader to save a great deal of time, as long as the reader knows how to skim a text or read effectively. So that the Skimming is known as another speed-reading technique, since through this process the reader can finish his reading sooner and comes to have a basic idea about the text.

Purposes of Skimming

- To see what is in the news on a website or on a paper.
- To look through a text to decide whether you want to read it or not.
- To look through the television guide/program schedule to plan your evening.
- To see through a catalog to choose an offer.
- To go through the options after searching something on Google.

Didactic materials for development reading skill

According to Kirsten (2020) "Didactic materials are a way of teaching a skill in a more creative way that encourages the student to pay attention avoiding their disinterest" (p. 4). This means that by using striking material it will be possible to captivate students and achieve said ability. Of which the main didactic materials will be announced:

Short stories

For upper-intermediate to more advanced learners, a compilation of short stories, some with vocabulary and comprehension tests.

Picture books

This will be of great help to people of all ages, picture books offer a pleasant experience as they contain deep messages. Readers of a picture book can convey the meaning of the story to the audience through the use of pictures by reading aloud.

Bigging chapter books

These materials are suitable for independent readers because they are easy-to-read books that contain carefully selected illustrations to support the text and maintain interest. Also

these types of books allow the development of patience because they cannot always read in one sitting.

Graphic novels

They are stories written in the style of a comic that are illustrated with short texts, a clear sequence and are usually full of action and humor. This helps people who struggle with the language to acquire new vocabulary and increase learning in English.

Non- fiction books

Children can learn and understand the world around them through reading non-fiction books as they can focus on what interests them such as books of poetry, jokes, fairy tales, and folklore.

Magazines

Although magazines have the ability to switch between numerous and brief items, they are more likely to appeal to struggling readers because they are colorful and interesting. There are numerous publications available for kids of various ages with a range of reading abilities and interests. They inform and amuse while often picking up the reader's interest and inspiring her creative juices.

7. METHODOLOGY

A mixed approach was used in this project, combining qualitative and quantitative approaches to comprehensively address the research question. This approach was chosen to obtain an overall result that integrated the research methodologies. The quantitative aspect of the study involved the use of a survey instrument, adapted from Quimi & Macias (2017) research on the "use of didactic material in the development of reading skills". The survey consisted of 10 questions on a measurable scale, addressed to 14 seventh grade students of the "Hermanos Pazmiño" Basic Education School. Additionally, a qualitative methodology was used through an interview with the English teacher. The interview consisted of 8 open-ended questions, specifically designed to provide information on both the didactic material and reading ability, complementing the quantitative data from the survey. The research was guided by a descriptive methodology, which allowed for a full

interpretation of the survey and interview results. Descriptive statistics were used to analyze the data, which facilitated a nuanced understanding of the impact through graphical representation. This approach was chosen to accurately define the target population and to explore the phenomenon under investigation in depth. The combination of approaches contributed to a more holistic understanding of the research question, ultimately addressing the issue of students' reading development in light of the lack of appropriate teaching resources. The use of descriptive statistics further enhanced the accuracy and validity of the results, shedding light on the relationship between categories and offering valuable insights for future research and pedagogical practices.

8. ANALYSIS AND DISCUSSION OF RESULTS

Analysis and discussion of the surveys applied to the seventh grade students of the “Hermanos Pazmiño” basic education school

The present research analysis was carried out with a sample of the population, and the results were obtained through the tabulation of quantitative information, which are analyzed and interpreted qualitatively.

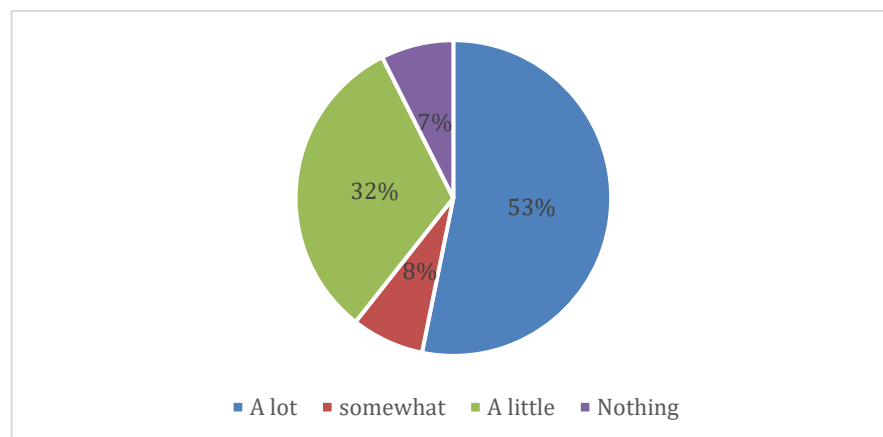
Table 2

Question 1: Do you like to read in English?		
Category	Frequency	Percentage
A lot	8	53
Somewhat	1	8
A little	4	32
Not at all	1	7
Total	14	100

Source: Students of 7th “Hermanos Pazmiño” public school

Elaborated by: Josué Tustón & Betty Changoluiza

Figure 1



The results indicate that a significant portion of the students have an interest in reading in English. This means that most students, either extensively or to some extent, have a favorable attitude toward reading in English. However, a sizable minority of the participants are either less interested in reading in English or have no interest at all. Dakhi & Damanik (2018) “found that reading curiosity is the highest field of students’ motivation in reading. Students who do reading activities tend to want to get written

information and the meaning of each word in the English text” (p. 81). The students also have the tendency to be motivated to read the reading that interest them.

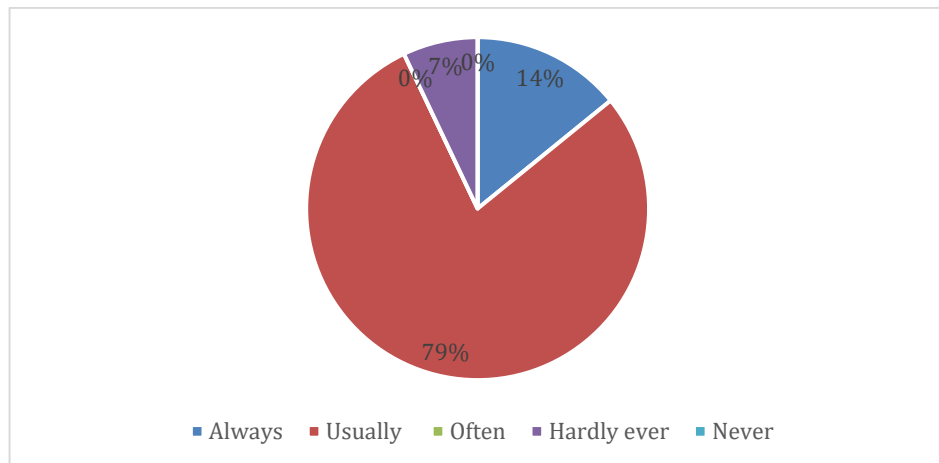
Table 3

Question 2: Does the English teacher use other materials in addition to the textbook to develop reading skill?		
Category	Frequency	Percentage
Always	2	14
Usually	11	79
Often	0	0
Hardly ever	1	7
Never	0	0
Total	14	100

Source: Students of 7th “Hermanos Pazmiño” public school

Elaborated by: Josué Tustón & Betty Changoluiza

Figure 2



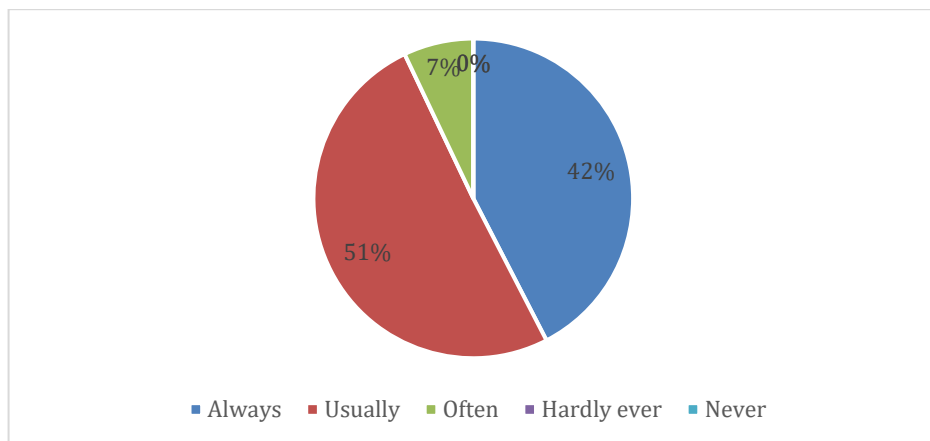
The majority of students said that the English teacher usually employs resources other than the textbook to improve the students' reading abilities. This indicates that the majority of the participants believe that supplemental resources will help them improve their reading abilities. Akanda et al. (2013) “found lack of interesting reading materials is the most dominant factor of lower interest in reading” (p. 5).

Table 4

Question 3: Does the English teacher develop activities focused on reading?		
Category	Frequency	Percentage
Always	6	42
Usually	7	51
Often	1	7
Hardly ever	0	0
Never	0	0
Total	14	100

Source: Students of 7th “Hermanos Pazmiño” public school

Elaborated by: Josué Tustón & Betty Changoluiza

Figure 3

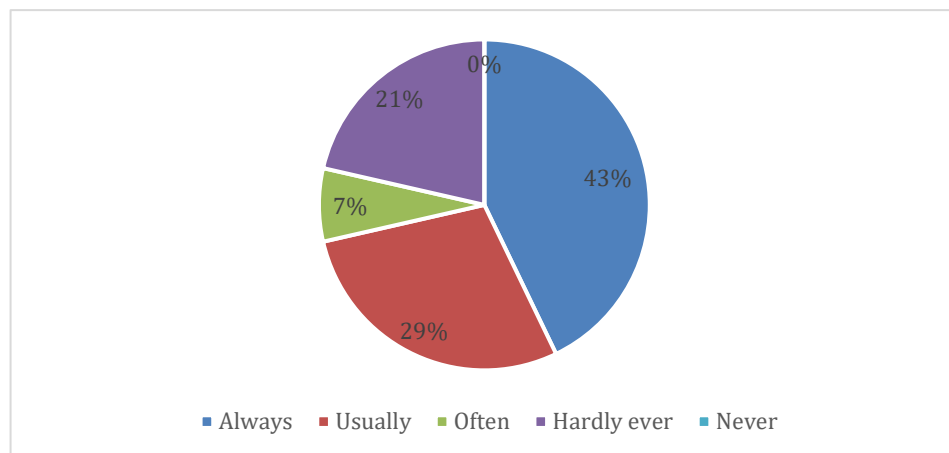
A considerable number of students indicated that their English teacher either always or usually develops activities specifically targeted at enhancing their reading skill. This suggests that the majority of the participants perceive the inclusion of reading-focused activities as a regular practice in their English classroom. According to Alghonaim (2020) “It is crucial that language instructors employ appropriate reading tactics to keep students interested and engaged in order to encourage reading comprehension” (p. 1). The author mentions that teachers should use reading tactics or strategies to improve students' reading levels.

Table 5

Question 4: Do you have difficulty understanding the content of the reading in English class?		
Category	Frequency	Percentage
Always	6	43
Usually	4	29
Often	1	7
Hardly ever	3	21
Never	0	0
Total	14	100

Source: Students of 7th “Hermanos Pazmiño” public school

Elaborated by: Josué Tustón & Betty Changoluiza

Figure 4

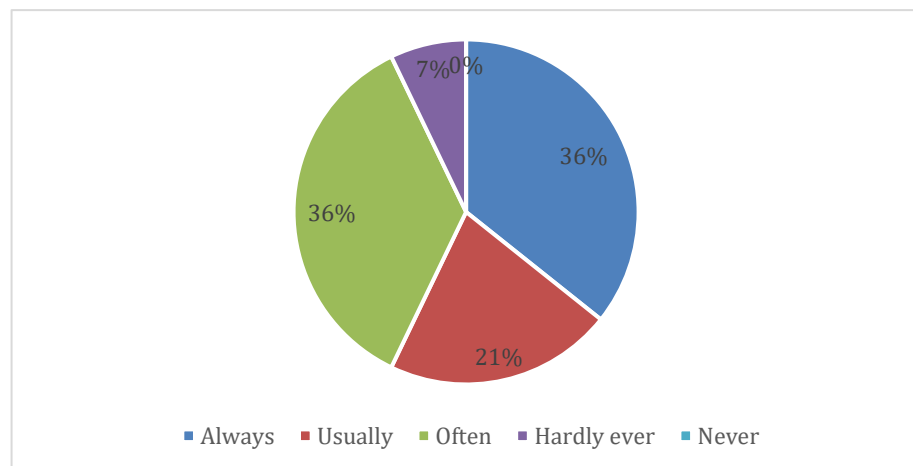
A significant number of students expressed difficulties in understanding the content of the reading in their English class. This suggests that a substantial portion of the participants struggle with comprehension consistently or frequently. While some students find the activities helpful for their reading skill development, there is also a recognition among certain participants that their inadequate reading level complicates the process of comprehension and skill development. McTague in his journal of Adolescent & Adult Literacy in (2018) this study found that a significant number of secondary students struggle with reading comprehension, this difficulty the understanding of the content in the reading and have a negative impact on their academic performance and overall well-being. According to the author reading comprehension is an important factor in students' development, therefore English teachers should use different types of materials to improve reading comprehension to achieve better understanding of reading content.

Table 6

Question 5: Are the resources used by my teacher in English lessons dynamic and helpful for the development of reading skill?		
Category	Frequency	Percentage
Always	6	43
Usually	4	29
Often	1	7
Hardly ever	3	21
Never	0	0
Total	14	100

Source: Students of 7th “Hermanos Pazmiño” public school

Elaborated by: Josué Tustón & Betty Changoluiza

Figure 5

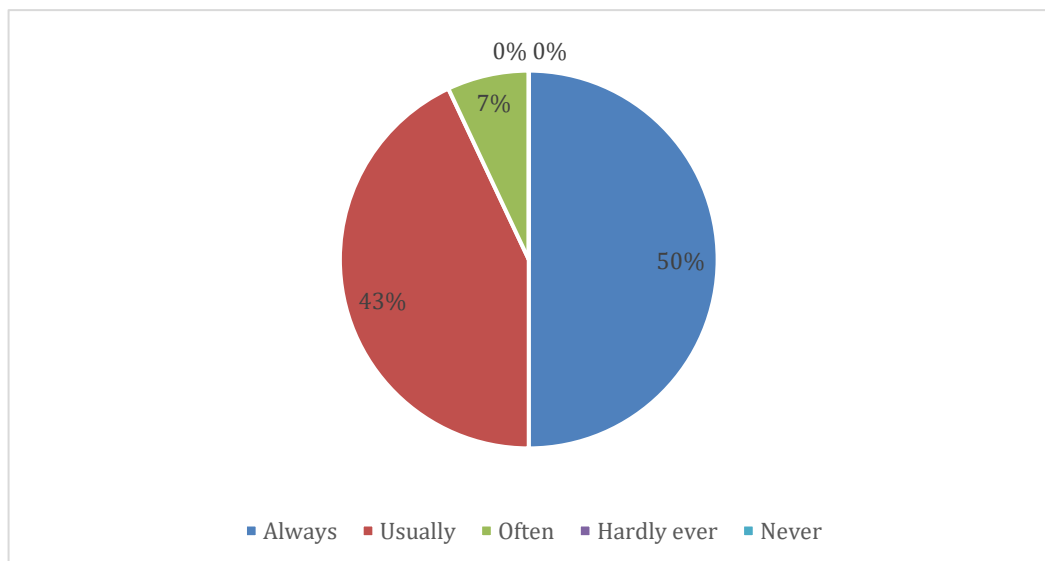
A significant number of students perceive the resources used by their English teacher in class as dynamic and useful for the development of reading proficiency. This suggests that the majority of the participants find the resources to be beneficial and impactful. A notable proportion of the participants rarely find the resources to be valuable and effective in enhancing their reading skills, the materials do not fully assist them. They find it difficult and complicated to gain the expertise. The author mentions (Home CCSE, 2023, p. 2) “the context of engagement consists in keeping readers cognitively and behaviorally active, and thus a balance of interest, self-regulation, motivation, reading attitude, and participation with text is required.” According to the author it is important for the English teacher to use dynamic and meaningful materials to maintain reader’s interest and motivation to enhance the development of reading skill.

Table 7

Question 6: The activities that English teacher applies have helped me to develop the reading skill.		
Category	Frequency	Percentage
Always	7	50
Usually	6	43
Often	1	7
Hardly ever	0	0
Never	0	0
Total	14	100

Source: Students of 7th “Hermanos Pazmiño” public school

Elaborated by: Josué Tustón & Betty Changoluiza

Figure 6

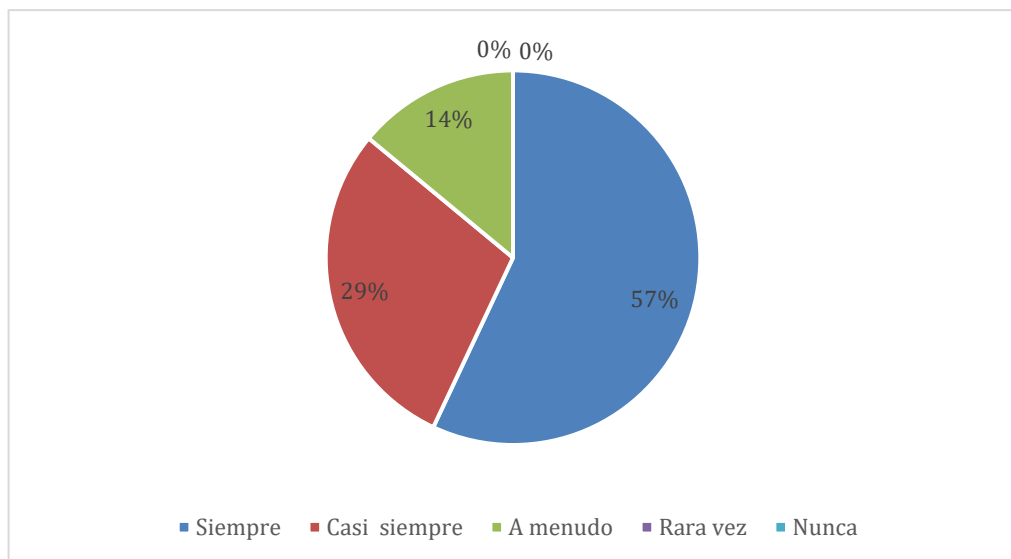
The results show that the activities taught by the teacher have always helped the majority of students to develop reading skill. However, the other part does not agree because the activities are not according to the level, and that causes misunderstanding of the text. This is emphasized by Yenilik et al. (2022) "Once students' reading levels have been assessed, reading activities play an important role in developing reading skill and it can be taken to a deeper level. Without this crucial step, no activity will be worth your while" (p.33). This implies that not all students will find reading activities beneficial; rather, it is necessary to assess the level of knowledge of each student to determine the best way to develop reading skill.

Table 8

Question 7: Do you consider that funny texts are a good alternative to getting my attention when reading?		
Category	Frequency	Percentage
Always	8	57
Usually	4	29
Often	2	14
Hardly ever	0	0
Never	0	0
Total	14	100

Source: Students of 7th “Hermanos Pazmiño” public school

Elaborated by: Josué Tustón & Betty Changoluiza

Figure 7

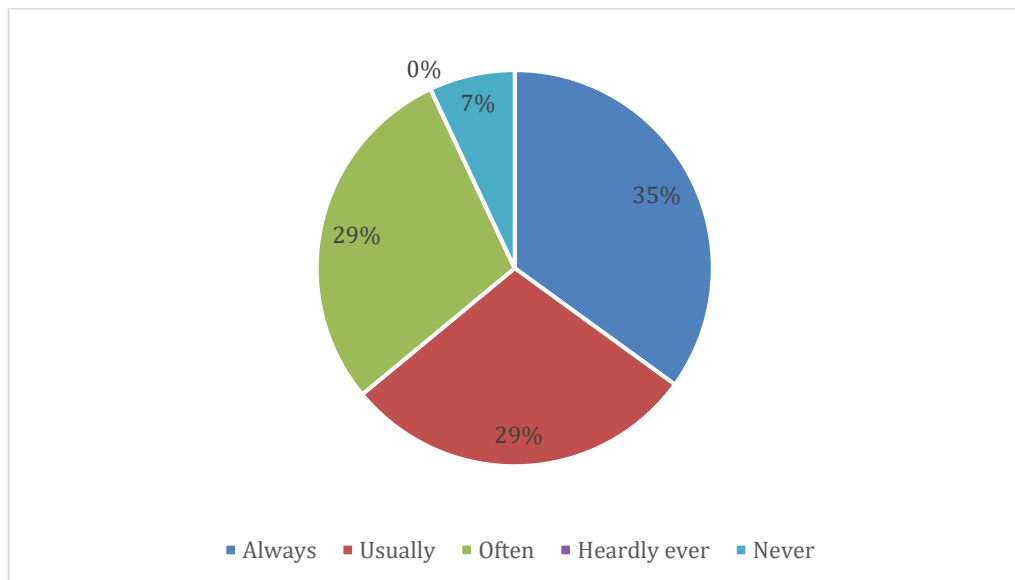
Based on the previous result, most consider that a funny text is an excellent way to get their attention when they get interested in the topic that they were reading. Certain students do not agree that a funny text has the power to interest them and that everyone has their way of processing and getting attention. These results tend to be similar to the research by Macias and Quimi (2017) most of the participants mentioned that “they expect motivating reading activities to develop vocabulary, written production and reading comprehension so that they feel more motivated” (p. 20). Moreover, each person has a different way of engaging their interest whether it is with a funny text or a non-funny text.

Table 9

Question 8: Do you dedicate part of your free time in order to develop reading skill?		
Category	Frequency	Percentage
Always	5	35
Usually	4	29
Often	4	29
Hardly ever	0	0
Never	1	7
Total	14	100

Source: Students of 7th “Hermanos Pazmiño” public school

Elaborated by: Josué Tustón & Betty Changoluiza

Figure 8

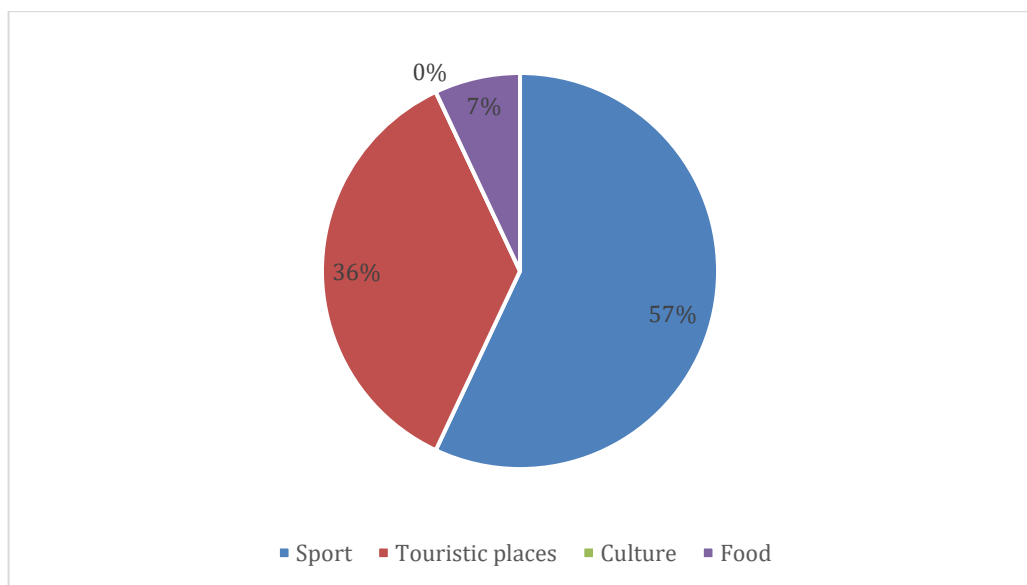
This result shows that not all students practice reading in their free time, therefore it was concluded that there is a lack of motivation and they are unaware of the importance of reading as a communication tool in foreign languages since it helps to increase vocabulary, in addition allows better texts understanding. According to the research by Briceño & Calderón (2022) “lack of knowledge about the value of reading in a foreign language is the primary explanation for why learners are challenged to stay focused when reading in English” (p. 1). It is concluded that low motivation is the main cause that students do not have reading habits.

Table 10

Question 9: Which of the reading topics applied by the teacher interest for you?		
Category	Frequency	Percentage
Sport	8	57
Tourist places	5	36
Culture	0	0
Food	1	7
Total	14	100

Source: Students of 7th “Hermanos Pazmiño” public school

Elaborated by: Josué Tustón & Betty Changoluiza

Figure 9

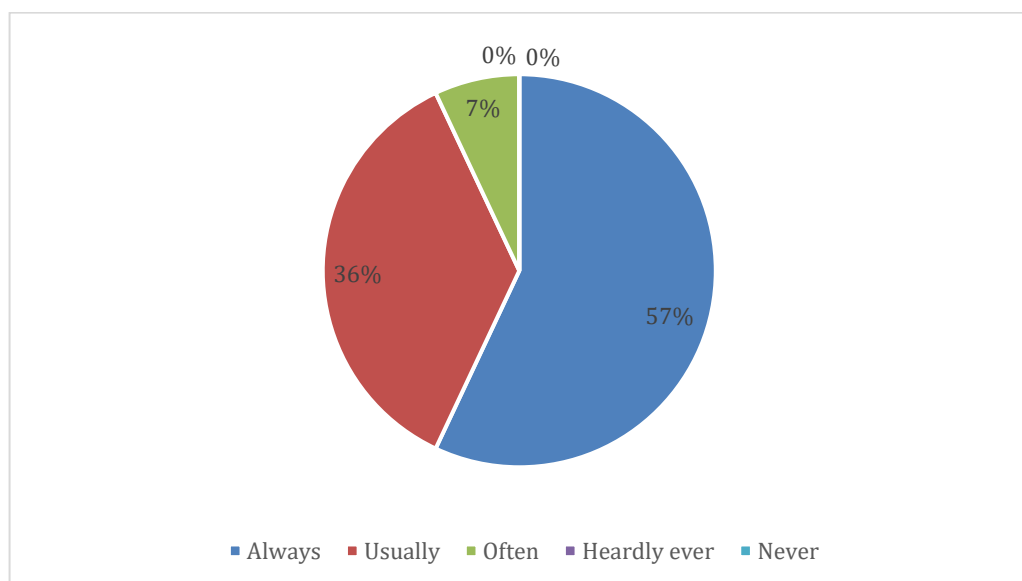
In conclusion, they like to read about sports topics and tourist places that contain interesting information which allows them to get vocabulary and also improve grammar, so, they are developing a good habit to read different topics. Likewise, Starkie (2023) mentions that “regular reading sharpens concentration, increases attention span, improves memory, and they develop positive habits for vocabulary acquisition with topics of interest to them” (p. 8). Also by learning new words, they foster a love of reading”. It is said that to apply topics related to touristic places is a good option, where students increase interest for reading skill, also they learn more vocabulary.

Table 11

Question 10: Do you learn new idiomatic expressions and increase your vocabulary with readings?		
Category	Frequency	Percentage
Always	8	57
Usually	5	36
Often	1	7
Hardly ever	0	0
Never	1	0
Total	14	100

Source: Students of 7th “Hermanos Pazmiño” public school

Elaborated by: Josué Tustón & Betty Changoluiza

Figure 10

In this part, the results highlighted that most of the students are helped to expand their vocabulary through reading since they are exposed to acquiring new idiomatic expressions, grammar rules, and different sentence structures. Laughton (2022) “reading is considered one of the main tools to develop, improve or expand your vocabulary, learn idiomatic expressions for unique and interesting sentence constructions” (p. 1). It is relevant that applied interesting topics, where students learn idiomatic expressions and new vocabulary.

Analysis and discussion of the teacher interview

The information on the teacher's opinion and experiences regarding the use of didactic material for the development of reading skills was interpreted. For this reason, this section presents the main excerpts from the interview. Therefore, it is divided into two categories according to the research questions. Thus, an open-ended survey (*see annex 2*) was applied to obtain detailed information from the teacher.

Didactic material

The teacher interviewed highlights numerous aspects about teaching materials. First, the interviewee states that there is a lack of teaching materials for the English subject, and that even English preparation is difficult to obtain. Consequently, it would be conceivable to encourage the use of specific resources for English teaching as an aid to pedagogical training. Second, the interviewee proposes that the effectiveness of teaching resources for improving reading proficiency can be evaluated once teachers apply them and students begin to comprehend and read in English. Third, the interviewee suggests employing handouts and encouraging the use of technology, such as multimedia, audio, and videos related to the English subject and the topic to be studied, to increase seventh graders' reading proficiency. According to Samat & Abdul (2020) "most of reading comprehension lies in decoding unfamiliar words, understanding abstract ideas, and manipulating acquired information to answer comprehension questions"(p. 1). All of these issues can be resolved with multimedia learning, which allows students to see the material provided in the text, which is very beneficial to students. The authors indicate that the use of multimedia resources has a positive effect on English reading development. Overall, the interviewee stresses the importance of having English-specific learning materials and using technology to improve reading proficiency.

Reading skill

The teacher believes that during the 45 minutes of class, readings about sports, tourist places, artists, and other topics that students are passionate about should be applied to motivate students' interest in reading and provide more current and authentic learning. Because of this, the teacher engages students in activities before, during, and after reading. Before reading, he always employs a dynamic that begins with games and songs in English. During the reading, he gives them an example of how to read with proper

punctuation and pronunciation for them to follow along. After, they allow them to express what they have understood freely. Also, emphasized the value of reading as it helps improve grammar, reading comprehension, vocabulary, and other things. According to Arrowsmith (2020) says that “reading topics that link students' personal lives with their school life increases their motivation for reading” (p. 4). In addition, to identify if they have good reading comprehension, animated discussions should be included. Apart from that reading is important in the life of the human being because helping to develop a broader vocabulary, increased general knowledge and a better understanding of other cultures.

All this is related to the fact that reading is not only important but necessary because it will open the doors to knowledge and interest in learning.

9. Research impact

This research has an educational impact because it will generate in the students to improve their reading skill and they will be more interested to read through the didactic materials according to the study conducted. This study will also help students, teachers, and future generations. Furthermore, this research will not only have an impact at the middle school level but also at the high school level.

10. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

- The bibliographic review establishes that didactic resources such as magazines, novels, short texts and stories are necessary for the development of reading skills because they help elementary school students to increase their vocabulary, improve grammar and reading comprehension.
- According to the survey applied, it was concluded that the teacher does not apply didactic materials according to the level for the development of reading skills. In addition, there is a lack of motivation on the part of the teacher, which leads to low interest on the part of the students, making it difficult for them to understand the text.
- The results show the low level of English of the students, which leads to the need of didactic resources for the adequate practice of reading. In addition, this study will serve as a guide for teachers seeking to improve the way they teach English as a second language.

Recommendations

- Teachers should use a variety of didactic material so that students have a better development of reading skills. Additionally, they should encourage the use of games and ludic activities for reading. It is also recommended that the teacher apply text comprehension questions and teach relevant vocabulary that allows the student to have a better understanding.
- English teachers should be trained in workshops and seminars for the correct use of didactic materials in the English language area in order to prevent students from feeling disinterested and for teachers to better manage the didactic resources in the teaching-learning process.

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12. ANNEXES

Annex 1. Students survey

TECHNICAL UNIVERSITY OF COTOPAXI UNDERGRADUATE PROGRAM		
		
DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY ENGLISH MAJOR		
Questions	Category	#
¿Te gusta leer en inglés?	Mucho	1
	Algo	2
	Un poco	3
	Nada	4
¿El profesor de inglés utiliza otros materiales además del libro de texto para desarrollar la habilidad de lectura?	Siempre	1
	Generalmente	2
	A menudo	3
	Casi nunca	4
	Nunca	5
¿El docente de inglés desarrolla actividades enfocadas a la lectura?	Siempre	1
	Generalmente	2
	A menudo	3
	Casi nunca	4
	Nunca	5
¿Tiene dificultad para comprender el contenido de la lectura en la clase de inglés?	Siempre	1
	Generalmente	2
	A menudo	3
	Casi nunca	4
	Nunca	5
¿Los recursos que utiliza mi profesor en las lecciones de inglés son dinámicos y útiles para el desarrollo de la habilidad lectora?	Siempre	1
	Generalmente	2
	A menudo	3

	Casi nunca	4
	Nunca	5
¿Consideras que los textos divertidos son una buena alternativa para llamar mi atención al leer?	Siempre	1
	Generalmente	2
	A menudo	3
	Casi nunca	4
	Nunca	5
¿Dedicas parte de tu tiempo libre a desarrollar la habilidad lectora?	Siempre	1
	Generalmente	2
	A menudo	3
	Casi nunca	4
	Nunca	5
¿Cuál de los temas de lectura aplicados por el docente te interesa?	Siempre	1
	Generalmente	2
	A menudo	3
	Casi nunca	4
	Nunca	5
¿Aprendes nuevas expresiones idiomáticas y aumentas tu vocabulario con las lecturas?	Siempre	1
	Generalmente	2
	A menudo	3
	Casi nunca	4
	Nunca	5

Annex 2. Teacher interview

“TECHNICAL UNIVERSITY OF COTOPAXI”

Pedagogy of National and Foreign Languages mention In English

Survey directed to teacher

Instructions: Please answer the questions honestly and all information provided will be recorded anonymously.

Objective: To identify the reading ability problems due to the lack of application of didactic material in English language teaching

Open Question: In this section, there will be questions divided into two variables (didactic materials and reading skill) to obtain adequate information for the development of the proposed topic.

Didactic materials

1. What challenges have you faced when implementing didactic materials in your classroom?

Unfortunately, in the subject of English, there is a lack of didactic materials. We know that we can get them from other subjects, however, it is very difficult to find planning even for English, that is why it would be feasible that as authorities or future teachers to encourage the use of specific didactic materials for English that will help us a lot in the pedagogical training.

2. How do you evaluate the effectiveness of the didactic materials to improve reading skills?

The evaluation would be once we teachers put it into practice when the students begin to understand and read in English that would be the best way to evaluate if it is an adequate material and that we have transmitted the knowledge in the best way.

3. What types of didactic materials do you recommend to improve the reading skills of seventh-grade students?

We need brochures and also to encourage the use of technology, the most used didactic material is multimedia, audio, and videos related to the subject of English and according to the topic to be treated.

Reading skill

4. What type of readings do you use in class to motivate interest in reading?

Well, as teachers of different areas, specifically English, we have encouraged the children to use current readings about sports, artists, readings that they are passionate about, such as science and technology, which is what gives us a more current and real learning. This encourages the students to live day by day with talks about tourism since in this sector where we work in Cuicuno it is very important and as most of the parents of the students in the sector are engaged in the business, we have also encouraged conversations in English to try to understand several tourists who visit on weekends.

5. How do you identify that your students understood the reading?

We have tried to have conversations with the older students such as seventh and sixth grade, conducting small interviews and among the students we have sent them some tasks of what they have learned to be done in their daily life such as on Sundays when some foreigners visit the Sanctuary of Cuicuno.

6. What activities do you use before, during and after the reading?

Before the reading we always use the dynamic that starts with short readings and also games and songs in English. During the reading we try to do it first by reading ourselves, giving them to understand the pronunciation, then they read and then we correct the mistakes and make them repeat each of the readings that have been done.

7. How many hours do you dedicate to reading with your students?

We have 3 pedagogical hours a week with each year of basic education, so we try to spend at least 45 minutes during class time to dedicate to reading.

8. When you apply different reading activities have students increased their vocabulary, idiomatic expressions, among others?

Of course, the more we adapt and the more didactic material we use, the more practical it is for the student to continue learning English, which is a language that we currently use worldwide and that we need even for our jobs. I think it is very important that each of these activities that we carry out is with the objective of improving the efficiency and effectiveness of speaking and practicing in English.