PENINSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES

LANGUAGE SCHOOL

ENGLISH TEACHING CAREER

"DIGITAL APPLICATION TO IMPROVE READING SKILL IN STUDENTS OF TENTH BASIC GRADE AT THE UNIDAD EDUCATIVA PENÍNSULA DE SANTA ELENA, LA LIBERTAD, PROVINCE OF SANTA ELENA SCHOOL YEAR 2016-2017."

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN ENGLISH

AUTHOR: RÓMULO FRANCISCO RODRÍGUEZ HERMENEJILDO.

ADVISOR: ING. TATIANA GARCÍA VILLAO MSc.

SANTA ELENA – ECUADOR

2017

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

FACULTAD DE EDUCACIÓN Y ESCUELA DE IDIOMAS

CARRERA DE LICENCIATURA EN INGLÉS

"DIGITAL APPLICATION TO IMPROVE READING SKILL IN STUDENTS OF TENTH BASIC GRADE AT THE UNIDAD EDUCATIVA PENÍNSULA DE SANTA ELENA, LA LIBERTAD, PROVINCE OF SANTA ELENA SCHOOL YEAR 2016-2017."

TRABAJO DE INVESTIGACIÓN

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LICENCIATURA EN INGLÉS.

AUTOR: RÓMULO FRANCISCO RODRÍGUEZ HERMENEJILDO.

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ADVISOR´S APPROVAL

In my role as Advisor of the research paper under the title "DIGITAL APPLICATION TO IMPROVE READING SKILL IN STUDENTS OF TENTH BASIC GRADE AT THE UNIDAD EDUCATIVA PENINSULA DE SANTA ELENA, LA LIBERTAD, PROVINCE OF SANTA ELENA SCHOOL YEAR 2016-2017.", prepared by RÓMULO FRANCISCO RODRÍGUEZ HERMENEJILDO, undergraduate student of the English Teaching Career, Faculty of Education and Languages at the Península de Santa Elena State University, I declare that after having guided, examined and reviewed the project, I approve it in its entirety. It meets the academic requirements and I recommend its submission to be reviewed by the Tribunal Academy.

Sincerely

_____

ING. TATIANA GARCÍA VILLAO MSc.

STATEMENT OF AUTHORSHIP

I RÓMULO FRANCISCO RODRÍGUEZ HERMENEJILDO with ID number 0916983018 undergraduate student from the Peninsula of Santa Elena State University, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor´s degree in English, in my role as author of the research paper title "DIGITAL APPLICATION TO IMPROVE READING SKILL IN STUDENTS OF TENTH BASIC GRADE AT THE UNIDAD EDUCATIVA PENINSULA DE SANTA ELENA. LA LIBERTAD. PROVINCE OF SANTA ELENA SCHOOL YEAR 2016-2017.", certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

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RÓMULO FRANCISCO RODRÍGUEZ HERMENEJILDO

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DEDICATION

I dedicate this project mainly to my family, who has helped me to go forward, often against adversity, they have encouraged me to continue fighting, and principally my parents who made me reach the final moments of this demandy career.

My family has been my inspiration to accomplish this work; they have taught me a lot, to give value to things, however small, these, and not yield easily to the adversities and to finish this important stage in my life.

Finally, I dedicate this work to my teachers for transmitting their knowledge, which helped me to understand this language, today I share it with each of my students

RÓMULO

ACKNOWLEDGMENT

First, I want to thank God, because he has given me health and the ability to perform this work, to my teachers who have been my guide and my experiences to follow, and my family who has witnessed this great dream.

I want to thank Unidad Educativa Peninsula de Santa Elena for the opportunity to implement this project and share my knowledge and personal experience with students and teachers.

I want to thank all my teachers and authorities for their advice that helped me to finish this work.

My advisor Ing. Tatiana Garcia Villao MSc. Who has provided advice, according to her experience with methodologies, and strategies, that made me, move forward with this project.

RÓMULO

D E C L A R A C I Ó N

EL CONTENIDO DEL SIGUIENTE TRABAJO DE GRADUACIÓN ES MI RESPONSABILIDAD; LA PROPIEDAD INTELECTUAL PERTENECE A LA UNIVERSIDAD PENÍNSULA DE SANTA ELENA.

_____
RÓMULO FRANCISCO RODRÍGUEZ HERMENEJILDO

AUTOR

D E C L A R A T I O N

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY RESPONSIBILITY; THE INTELECTUAL PROPERTY BELONGS TO PENINSULA DE SANTA ELENA STATE UNIVERISTY.

_____
RÓMULO FRANCISCO RODRÍGUEZ HERMENEJILDO

AUTHOR

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AUTHOR: RÓMULO FRANCISCO RODRÍGUEZ HERMENEJILDO.
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ABSTRACT

In this work used the constructivism method, which is based on creating situations already lived and sharing in class these experiences on any topic raised. Dialogues were created and adapted to the environment where students live with names of cities, well-known monuments in Ecuador; and it aimed to understand the English language reading practice inside the classroom, using digital tool "Lesson writer platform". To get students motivated was the challenge, associating the tourist places of Ecuador, they automatically understood the subject. Through the method of observation it was found that there was a deficiency in reading comprehension; with the use of the technological tools Lesson writer platform was able to achieve the English language learning in the students of the Unidad Educativa Peninsula de Santa Elena due to lack of motivation and technological resources, this result was obtained from the survey carried out. After the work, the results were successful; students captured the main idea of the reading, worked with the new vocabulary and in this way contributed to their own development and understanding of the English language. This work shows us that with the use of this tool, it is possible to improve the skill of reading in the students.

Key words: Lesson writer, constructivism, reading skill, narrative activities, reading comprehension.

INTRODUCTION

We live in a time when there seems to be a total predominance of telematics (which is the result of the conjunction of new telecommunication technologies and computers) over books or printed paper. But regardless of this domination, which would be highly debatable if it takes into account the number of annual publications of books, magazines, periodicals, monographs, it is necessary to be at the same level of technological advances to compete with the world and Ecuador is preparing to adopt the new technological education of the future. Today, most of the acquired knowledge by students is produced through reading and not through the use of other means, which, incidentally, are not exclusive of reading.

The current study is focused on reading in a very high percentage; despite this evidence, reading is often relegated to the background within academic training, it is not given the importance it has since its teaching and training is limited to the first years of schooling without there being continuity later.

Reading well, mastering all the skills require reading, it is imperative for anyone who is studying or wants to study, which requires a long process of learning, which normally begins in school, but must be followed by systematic practice.

It is important to read however many of the difficulties experienced by a large number of students derived from their deficient reading skills, deficiencies which often lead to problems of comprehension, retention and elaboration which involve excessive use of time.

This research work contains relevant data which contributed to the improvement of the reading skill. It is focused on increasing the deficiency of this skill. The general explanation about what this research work embraces is the following:

Chapter I: It is where the deficiency of the reading skill is focused on. And also it includes the objective that contributed for the improvement of the mentioned problem.

Chapter II: It includes the previous research related to the deficiency of the reading skill where some authors give their criteria

Chapter III: It refers to the methodology, instruments and techniques to collect data and also the interviews, observation with aid to contribute with real data to start the investigation of the main problem.

Finally, **Chapter IV:** It includes the implementation of the lesson writer platform as a technological tool to improve the reading skill and increase the deficiency of the reading comprehension.

CHAPTER I

THE PROBLEM STATEMENT.

1.1 PROBLEM STATEMENT

In the education field, a student must overcome many stages which build his or her temperament and discipline for the rest of his or her life, in my own experience as a teacher inside a classroom the author could observe many problems related to discipline, bad behavior, lack of knowledge, etc.

All of those problems do not allow students to reach their best performance, thus in the area of English language there are four language skills (writing, listening, speaking and reading), one of the main skills that each student should acquire is reading, it is considered as the basis of any study since the fact that, without the reading ability, students are not able to understand books in any subject.

According to Anderson (1985), reading is part of the development of general Language in a child. Therefore, the reading skills should be taught from early ages in the teaching learning process since it will allow children mature over the years and they can communicate with common phrases that they previously read.

The problems with the students of the tenth basic year of Unidad Educativa Península de Santa Elena are the following: There is a low level of the reading skill; when they have to read the English book that is provided by the government, they do not understand it due to a number of situations. For instance, the students do not have a continuous learning of the English language; the teacher does not provide them with basic vocabulary which helps them to comprise the reading. On the other hand, the lack of motivation makes students feel not enough wish to

learn the English language in the classroom. Therefore, the students are unmotivated to learn something in the classroom.

Thus, it is easy to notice the lack of vocabulary in the students, the deficiency of basic words and common phrases, which helps them to understand anything they read in English since when they have to practice reading, it is noteworthy that not all students have the same level of English proficiency, as there is a percentage of students who learned empirically phrases in previous courses. For that reason, it is necessary to consider that within the difficulties that students have there is:

The lack of attention at the time that they receive classes, hyperactivity,_ bad behavior, the lack of vocabulary, all of these facts are the main causes why they cannot develop the reading ability as well, thus these issues affect children and young people when they are trying to learn the English language. "The numbers of young learners who mostly fail on the subject of English in schools and colleges due to the not-understanding of reading is alarming, Safer D. & Allen R. , (1976). Hyperactive children: Diagnosis and management.

Therefore, developing the reading ability can help to promote these issues mentioned before since the reading skill is one of the main abilities that students must learn to improve in order to complement their studies at the school and solve the problems related to motivation avoiding students suffer emotional problems in behavior, getting them not to fail in the subject of English.

Through the application of technological tool students will be able to increase their ability to analyze and store information into the subconscious and use it in real life, in any situation that they are going to face. La Fromboise, T. D., & Low, K. G. (1998). American Indian children and adolescents states that if a student fails to understand and analyze the reading, he might have emotional disorders and not develop his academic work properly at school.

Another major problem associated with the lack of reading comprehension is hyperactivity, term given to the lack of attention in class and bad behavior, this implies that students fail to remain in their posted assigned, and this standing, scientifically has been given many definitions, among them is the syndrome or emotional disorder, whose main characteristic is the low yield, it is noteworthy that not all young people with this syndrome have cognitive problems, some others present perceptual deficiency or distracted very often.

Another issue that affects the tenth grade students of the Unidad Educativa Peninsula de Santa Elena is the lack of technology. The scarce information to Apply it, because the public sector did not have enough economic resources and laboratories adequate to practice and to improve the reading skill of English language.

The laboratory is small and some computers are damaged, and students have to share a computer, with at least ten students therefore it is very difficult to learn the reading comprehension, also in previous years the English language was not practiced continuously, since this matter was not considered within the curriculum for primary schools.

All these problems together created an unfavorable environment for the teacher to motivate students and make them active. It was a challenge, and also the failure to have adequate laboratory generates a disappointment on hundreds of students at Unidad Educativa Peninsula de Santa Elena.

The lack of internet is also hindering the progress of students, as they get vital information to learn the English language and don´t have the same level of other public and private institutions.

These are some of the causes of failure at the time of reading in English: The teacher's method was not effective, used the traditional method; the students did not practice the vocabulary of reading so it was impossible to understand what was read, on the other hand, the teacher did not have the appropriate teaching materials or updated technology, so the teaching process is difficult.

This traditional school system, according to Sanchez J. (2012), is known as "Method and order". It is a method where students listen patiently, and do what the teacher says. In the 17th century creators of this system Comenius- Ratichius ubicación, i. I., & generales, i. P. Carta descriptiva pedagogía II (formato modelo educativo uacj visión 2020). Población, 30, 35, did not agree to be read in Latin or another language other than the native. And it has a particular feature:

Verbosity and Passivity is the repetition of what the student understands in class, in a mechanical way, without transcendence. Formerly, it was called passive method, where the student would repeat what the teacher said, without thinking or acting and not applying the correct technique to improve reading.

"The lesson writer platform will allow the creation of short dialogues that help students to understand reading in a better way and leave aside the mechanical method, to repeat words without being able to comprehend, These dialogues are of a basic level since the students did not have a sequence in vocabulary and knowledge.

Additionally, at the end of this cycle, the students of tenth grade of Unidad Educativa Peninsula de Santa Elena, will be able to apply lesson writer platform in a correct manner, the ability to read, and explain it in short words what they read, the main objective that is to improve the reading skill in them.

1.2 CONTEXT OF THE PROBLEM

The low level of the reading skills in students is the main issue that teacher have to face in this research project, the main problem is that students did not understand words; they could not understand what they read, due to a lack of prior vocabulary.

The main reasons for this deficiency are the following:

a) Students do not like to read since they did not have an English teacher in previous years.

b) They had little reading vocabulary, they did not use technology, and English teachers do not use new strategies and methodologies accompanied with technology to encourage students to improve their reading skill.

c) These students showed little motivation, there are many writers who try to find a cause of demotivation on students.

According to Harmer (2001) there are many ways to motivate students to read and understands the reading; these are ways to motivate:

a) Teach students to establish what the purpose of reading is, to create in their mind a version of reading, using phrases that they already know and adding new structures that they are studying.

b) Thus, these factors are the main causes of failure at the time of reading in English; also the teacher's method is not effective. He used the traditional method; they did not practice the vocabulary of reading, so as a result, it is impossible to understand what was read; on the other hand, the teacher did not have the appropriate teaching materials or updated technology, which makes the teaching process difficult in the classroom.

c) Through the creation of dialogues adapted to the student real life, they will be able to recognize unknown words, new useful expressions, dialogues and interesting readings to help students to raise the interest and motivate to continue reading until the end and encompassing the reading. Each activity such as dialogues will be short and comprehensive, where the student has to associate with image-reading.

Additionally, at the end of this semester, the students of tenth grade of Unidad Educativa "Peninsula de Santa Elena School" will have the ability to perform the following activities: Read common words correctly, read short sentences and understand what they are reading, play the main part of the reading, and give a personal opinion about reading.

1.2.1 PROBLEM TREE ANALYSIS

ILLUSTRATION 1: PROBLEM TREE

Student do not understand the English language	Low student´s grades at the end of the course	Students do not understand words in English

No appropriate knowledge about the English language	Students do not practice reading in the classroom	Students do not like to read

Title of the problem tree

Causes

Effects

LOW LEVEL OF THE READING SKILL IN STUDENTS OF TENTH BASIC GRADE AT UNIDAD EDUCATIVA PENÍNSULA DE SANTA ELENA

Students feel unmotivated to improve the reading skill	Monotonous English classes	No appropriate classrooms for the English classes

Students consider reading in English is difficult	No appropriate knowledge about the English language	Lack of English lab	Lack of pedagogical resources

Author: Rómulo Francisco Rodríguez Hermenejildo
Source: Unidad Educativa "Península de Santa Elena"

1.3 RESEARCH QUESTIONS

a) What are the main reading problems that the students of tenth basic grade at the Unidad Educativa Peninsula de Santa Elena face?

b) How does the writing application work to improve the Reading ability?

c) What kind of technological tool does the teacher apply for improving the reading skill?

d) What is the impact of the digital application has in teaching English?

1.4 RATIONALE

In recent years the use of ICT (information and communication technology) is the new trend which has been improving the teaching learning process. It has managed to change the structure and methodology, but in spite of the several technological tools available in the internet, the Unidad Educativa Peninsula de Santa Elena does not take advantage of this fact that can help to improve the way students learn a subject in this educational institution.

Therefore, the application of this proposal allows to improve in a good way all of those problems related to the reading ability and even in other subjects. The main resource in this proposal is the use of internet that can help in this case both teacher and students to create an interactive environment and an active learning so that using the internet in the classroom the teacher will be able to carry out activities such as stories and dialogues created by himself using a writing application from the internet.

Moreover, all these activities allow students to increase their motivation since they will have fun activities and practice in a good manner their reading skill. As a result, using this tool the students of tenth basic grade will improve their reading ability, and acquire new vocabulary which helps them to establish a basic conversation in the real life with people who speak English.

1.5 RESEARCH OBJECTIVE

To analyze the importance of the implementation of a digital application to improve the reading skill in students of tenth basic grade at the Unidad Educativa Peninsula de Santa Elena. La Libertad, province of Santa Elena school year 2016-2017.

1.6 IDEA TO DEFEND

A digital application will improve the reading skill in students of tenth basic grade at the Unidad Educativa Península de Santa Elena. La Libertad, province of Santa Elena, school year 2015-2016.

1.7 SCIENTIFIC TASKS

1. To analyze in depth as much literature as possible related to digital application in order to find the best way to improve the reading skill.

2. To determine the best methodological process using the current technological tools focused on improving the reading skill in students of tenth basic grade at the Unidad Educativa Peninsula de Santa Elena.

CHAPTER II

THEORETICAL BASIS

2.1 LITERATURE REVIEW

This investigation is based on previous research that has given good results using learning platforms in education. The low level of the reading skill within the classroom and how it has bad consequences is the main problem in this research. Socorro (2013) and Soler (2003) had reached the required levels in learners, improving the reading skill implementing ICT in education. Therefore, the application of learning platform in education can contribute to the development of the reading ability in learners.

Furthermore, the implementation of learning platforms in the classroom could be an aid for the development of the reading, vocabulary and others. And also it could be a good strategy that can contribute for the development of the education in Ecuador. According to the Ministry of Education, English teachers should have an interactive tool or an online tool that helps the teaching of the English language in a better way.

Additionally, through the time, Ecuador has changed its education system incorporating innovative methods of teaching, since Ecuador needs to be part of those countries which use technology for education. Therefore, using a lesson writer platform learners can discover that the English language is not a difficult subject, it is an easy fun subject instead, thus using an appropriate strategy using technology, students will feel motivated to learn English.

2.1.1 PREVIOUS RESEARCH

Portugal-Polytechnic Institute of Oporto – IPP

Lopes (2015) specified in her research work the upsides of LMS (Learning Management Systems for example, Moodle, to bolster the fundamental addresses in advanced education. Her investigations and suggestions for understudy bolster and online association, driving instructive specialists to a blending of various learning situations, where they can join up close and personal direction with PC interceded guideline, mixed learning, and expands the alternatives for better quality and amount of human cooperation in a learning domain.

Among the principle elements of e-learning stages it can alluded to the adaptability, openness, concentrating on the understudy the economy or defense of assets, intelligence and improvement of the understudy.

The courses that are produced on the web have the benefit of giving the substance to understudies anyplace on the planet, more quickly than the other ordinary strategies separate instruction. Moreover, the correspondence assets of the web may make it more productive to correspondence amongst instructor and understudies, when contrasted and other routine techniques.

In addition, she reasoned that the Moodle is an e-learning stage utilized all through the world. Colleges, people group, schools and instructors serve up to transmit data to their instructive groups. The use of technology is of great help in education for teachers and public employees, it has been proven that the use of technology with students improves their working life that students who have not received technological knowledge or applied.

England-Institute of Education – University of London

Jewitt, C., Hadjithoma-Garstka, C., Clark, W., Banaji, S., and Selwyn, N. (2010) asserted that the integrated use of learning platform technologies in schools had evolved from schools' separate use of various technologies over the last ten years or so in particular email and Messenger, diary and calendar applications, school networks, intranets, school websites and stand-alone managed learning environments.

For some schools the 'Journey' to their current use of learning platform technologies had been relatively straightforward often decided on by their local authority or, for some primary schools, through school clusters. Other more 'e-confident' secondary schools had developed a good knowledge of the learning. These schools were clearly already confident procurers of ICT products.

This research brought great results improved communication between teachers students and parents, it was achieved include all parents in general and they were kept informed of all the activities that were carried out in the institution and the autonomous work at home ,there was more control Homework assignments, and parents were not included in all of the student's weekly activities.

2.2 PHILOSOPHICAL BASIS

This research work is focused on the Constructivism theory. It is a philosophical perspective about the way of learning. In particular, it relates to an epistemological stance. There are many forms of constructivism but one of special way is the well-known theory of the author Jean Piaget, who concentrated on how people make significance in connection to the collaboration between their encounters and their thoughts.

He viewed himself as a hereditary epistemologist, which implies that he considered this communication in connection to how people are set up by their hereditary make up to grow mentally. His perspectives tended to concentrate on human improvement in connection to what is happening with a person instead of advancement that is impacted by different people.

Views that are more centered around human advancement with regards to the social world are additionally of many forms and incorporate the sociocultural or socio-verifiable viewpoint of Vygotsky l. (1995) and the arranged cognizance points of view of Lave J. and Wenger E. (1991); Brown, Collins and Duguid (1989); Newman, Griffin and Cole (1998), and Rogoff B.(2005) The idea of constructivism has impacted various orders, including brain science, human science, training and the historical backdrop of science.

During its early stages, constructivism inspected the communication between human encounters and their reflexes or conduct designs. Piaget J. (2000) called these, system of knowledge schemes. These are not to be mistaken for "blueprint," a term that originates from diagram hypothesis, which is from data preparing viewpoints on human comprehension. Although Piaget's plans are without content, schemata (the plural of outline) are ideas; for instance, most people have a mapping for "Grandma" or "Egg" or "Magnet."

Constructivism does not allude to a particular instructional method, in spite of the fact that it is regularly mistaken for constructionism, an instructive hypothesis created by Papert S. (1991), propelled by constructivist and experiential learning thoughts of Piaget (2000), Piaget's hypothesis of constructivist learning has had far reaching sway on learning theories and teaching methods in education, and is a fundamental subject of numerous education reform movements.

Constructivism is fundamentally a hypothesis - in view of perception and logical review - about how individuals learn. It says that individuals build their own comprehension and learning of the world, through encountering things and thinking about those encounters. When we experience something new, we need to accommodate it with our past thoughts and experience, possibly changing what we accept, or perhaps disposing of the new data as unimportant. Regardless, we are dynamic makers of our own insight. To do this, we should make inquiries, investigate, and survey what we know.

In the classroom, the constructivist perspective of learning can point towards various distinctive teaching practices. In the most broad sense, it as a rule implies urging students to utilize dynamic systems (Tests, true critical thinking) to make more information and after that to consider and discuss what they are doing and how their comprehension is evolving. The teacher ensures the students comprehend previously.

2.2.1 Principles of Learning

Principles of learning are:

1. Learning is a dynamic procedure in which the learner utilizes sensory input and builds importance out of it. The more customary definition of this thought includes the phrasing of the dynamic learner (Dewey's term) focusing on that the learner needs to accomplish something; that learning is not the uninvolved acknowledgment of information which exists "out there" yet that learning includes the learner s drawing in with the world.

2. Individuals figure out how to learn as they learn: Learning comprises both of building importance and developing frameworks of significance. For instance, in the event that we take in the sequence of dates of a progression

of chronicled occasions, are all the while taking in the importance of an order. Every significance we develop improves us ready to offer intending to different sensations which can fit a comparative example.

3. The critical activity of developing significance is mental: It happens in the brain. Physical activities, hands-on experience might be essential for adapting, particularly for kids, yet it is not adequate; have to give exercises which connect with the psyche and additionally the hands. Miettinen, R. (2000). The concept of experiential learning and John Dewey's theory of reflective thought and action. International Journal of Lifelong Education, 19(1), 54-72 called this intelligent action.

4. Learning includes language: The language we utilize impacts learning. On the exact level, analysts have noticed that individuals converse with themselves as they learn. On a more broad level, there is an accumulation of contentions, exhibited most compellingly by Vigotsky, that dialect and learning are inseparably interwoven. 10 This point was unmistakably stressed in Hein, G. (1991). Constructivist learning theory. Institute for Inquiry. Available at: /http://www. exploratorium. edu/ifi/resources/constructivistlearning. htmlS. reference to the need to respect local language in growing North American shows. The yearning to have material and projects in their own particular language was a critical demand by numerous individuals from different Native American people group.

5. Learning is a social movement: Our learning is personally connected with our association with other individuals, our educators, our companions, our family and in addition easygoing colleagues, including the general population before us or beside us at the display. Educators will probably

be fruitful in our endeavors to teach on the off chance that we perceive this rule instead of attempt to stay away from it.

Quite a bit of customary instruction, Miettinen, R. (2000). The concept of experiential learning and John Dewey's theory of reflective thought and action. International Journal of Lifelong Education, 19(1), 54-72, brought up, that it is coordinated towards confining the learner from all social cooperation, and towards considering training to be a one-on-one relationship between the learner and the target material to be scholarly. Conversely, dynamic training (to keep on using Miettinen, R. (2000). The concept of experiential learning and John Dewey's theory of reflective thought and action. International Journal of Lifelong Education, 19(1), 54-72, perceives the social part of learning and uses discussion, connection with others, and the use of information as an indispensable part of learning.

6. Learning is logical: Don't learn detached actualities and speculations in some conceptual ethereal place where there is the mind isolate from whatever remains of our lives: we learn in relationship to what else know, what trust, our partialities and our feelings of trepidation. On reflection, it turns out to be obvious that this point is really an end product of the possibility that learning is dynamic and social. Can't separate our gaining from our lives.

7. One needs information to learn: It is impractical to absorb new learning without having some structure created from past information to expand on. The more know, the more can learn. In this manner any push to educate must be associated with the condition of the learner, must give a way into the subject for the learner in light of that learner's past information.

8. It requires investment to learn: Learning is not momentary. For the learning done in a better way have to think in get ideas and consider giving them a chance, play with them and utilize them. This can't occur in the 5-10 minutes normally spent in an exhibition (and positively not in the few moments generally spent thinking about a solitary historical center question.) If you ponder anything you have learned, you soon understand that it is the result of rehashed presentation and thought. Indeed, or particularly, snapshots of significant understanding can be followed back to longer times of arrangement.

9. Motivation is a key part in learning. Not just is it the case that motivation helps learning, it is fundamental for learning. This thoughts of motivation as depicted here is comprehensively considered to incorporate a comprehension of courses in which the information can be utilized. Unless know "the reasons why", may not be exceptionally required in utilizing the learning that might be imparted in us. Indeed, even by the most serious and direct educating.

The constructivism theory is adapted in the best way in this project since leaners really enjoy learning by discover. For instance, according to Bruner J. (1961) Discovery learning is a basic request, constructivist learning hypothesis that happens in critical thinking circumstances where the learner draws on his or her own past understanding and existing information to find certainties and connections and new truths to be learned. Understudies associate with the world by investigating and controlling articles, grappling with inquiries and debates, or performing tests.

Thus, students might be all the more inclined to recollect ideas and learning found all alone (As opposed to a transmissionist model), models that are based upon disclosure learning model include: Guided revelation, issue based learning,

reenactment based learning, case-based learning, coincidental learning, among others. Additionally, within discovery learning are some important facts.

Advocates of this theory believe that discovery learning:

Encourages dynamic engagement, promotes motivation, promotes self-sufficiency, duty, autonomy, develops imagination and critical thinking abilities, and Tailors learning encounters.

Pundits believe that discovery learning:

Creates subjective over-burden, it may result in potentially misguided judgments and makes it troublesome for educators to distinguish issues and misguided judgments

The theory of constructivism, progressively compelling in the association of classrooms and educational module in schools, can be connected to learning with technology. The standards offer to our current perspectives of learning and information yet struggle with customary historical center practices. It is important to think about our practice keeping in mind the end goal to apply these thoughts in the real life.

2.3 EDUCATIONAL BASIS

2.3.1 Literature review.

At this stage of the work, the author studies different points of views; analyzes concepts to obtain a definition of previous studies, achieving an approach from the statements of the problem until the conclusion of the research.

2.3.2 English teaching.

Learning and teaching English is a valuable virtue or quality today, English is universally practiced in developed countries, in Ecuador according to the curriculum of 2016 of the law of education is obligation to learn English from the early years, to the upper grades, To obtain a good base that allows the student to know the foreign language and get to dominate it, according to the education ministry in Ecuador has created a plan to raise the level of knowledge of English, so it is a requirement to reach the B -2, to enter a public or private university.

On the other hand, when the English language is practiced, must know the grammar rules to properly apply them when writing and speaking two different skills, learn with practice inside and outside the classroom, one of the problems have in Ecuador is that the language is not practiced daily or not used, but this is no waiting applicator. In other countries of South America it has been applied for many years with great success. This is why country needs to improve, practice the second universal language that is English and to receive and communicate with foreign tourists.

2.3.3 Importance of Learning English as a Second Language

English is an universally known language since it is spoken in the majority of communities around the world including Ecuador. Also it is used to perform translations to the foreigners who come in search of distraction and vacations. Last year, Ecuador was promoted in best sporting events such as the League of American professional football, and the campaign was called "All you need is Ecuador" which was well received until now.

The number of foreigners who visit Ecuador has doubled, and this continues. This is why it is important to must learn this beautiful language that is English, this new trend is growing in our country therefore must strengthen this progress that unites large developed nations like the United States, England among others, this new source is tourism that this apogee, then the need to strengthen the English language in schools and colleges is for can understand to all tourists that visit Ecuador.

2.3.4 English Teaching at General Basis Education

English has probably become a very useful tool in recent years; it is a source of work. There are teachers who try to give all their knowledge to find a valuable educational change in which the society adopted the English language as a second native language for the importance it has.

According to research conducted in the EPI (English proficiency index) 2002 there is a high percentage of low level of English in countries where the English language is not a native language, in the case of Japan Norway, and surprisingly Argentina is a country that has adopted English as a Second Language or at least technically practiced, therefore the English language in those countries is practiced for people there since they believe that the English language is the way to spread their cultures and traditions.

Today English is considered one of the most influential languages around the world, the United States is considered a world potential, just as presented in texts of medicine, formularies of home appliances; this creates supremacy over the other countries. There are many universities in the United States where people are going to study the English language to communicate with the major nations, do business and improve their economy.

To get students to learn English; the current government through the ministry of education is creating new centers of high educational performance where the English language is applied in order to improve the level of communication with the nations that have English as a first language and second language, but under the guidelines of the common European Framework (CEF).

2.3.5 What is the CEFR?

The Common European Framework (1971) refers to rules that were created in order to implement the English language by teachers, professional, publishers, and businessmen properly. All these rules have improved with the simple intention to make good use of the English language, they are guided not only for the use of students, teachers, and other writers also professionals.

As a tool for people related to education, the CEFR aimed to contribute in education in where English teachers utilize it properly in the teaching of the English language.

"On the other hand, Created to measure the level of knowledge and to create the right basis for applying within our goal of teaching. Also achieve measure different English proficiency levels, to work in the right direction and do not have room for error in our work". (European framework for languages, council for cultural cooperation-education committee, language policy division, Shin, H. S., Strasburg, G. M., & Gray, J. I. (2002). A model system study of the inhibition of heterocyclic aromatic amine formation by organosulfur compounds. Journal of agricultural and food chemistry, 50(26), 7684-7690.

2.3.6 CEFR Common reference levels.

The CEFR has six levels that can be, distributed from A1, A2 this is the basic level have to reach in the early years of learning. B1-B2, this is the second level, it is more difficult than the first one. C1-C2 usually students at this level already achieved 80% and dominate the English language.

These learning levels have defined parameters, A1, A2, B1, B2 in order to measure their true capacity when learning a language. On the first level students learn to speak with common phrases used every day, they can be about you. In the second level the students practice intensive speaking to make them understand what they speak.

At A2 level English teachers can measure knowledge in students, because they already internalize common phrases or paragraphs describing their family, friends and school.

2.3.7 CEFR Common Reference Levels in the Ecuadorian Educational System

Since the CEFR establishes cut-off points between levels flexibly, allowing scaling the levels and their descriptors to "suit local needs"—yet still relating them back to a common system—the three afore mentioned language proficiency levels will be applied in the public educational system gradually through a branching approach as shown in figure 1 below: Figure 1 Levels of proficiency and their application per school year.

2.3.8 Levels of Proficiency: branching approach

Chart #1: CEFR Levels of Proficiency

Source: National curriculum guidelines (Min.Edu, 2014, p.7)
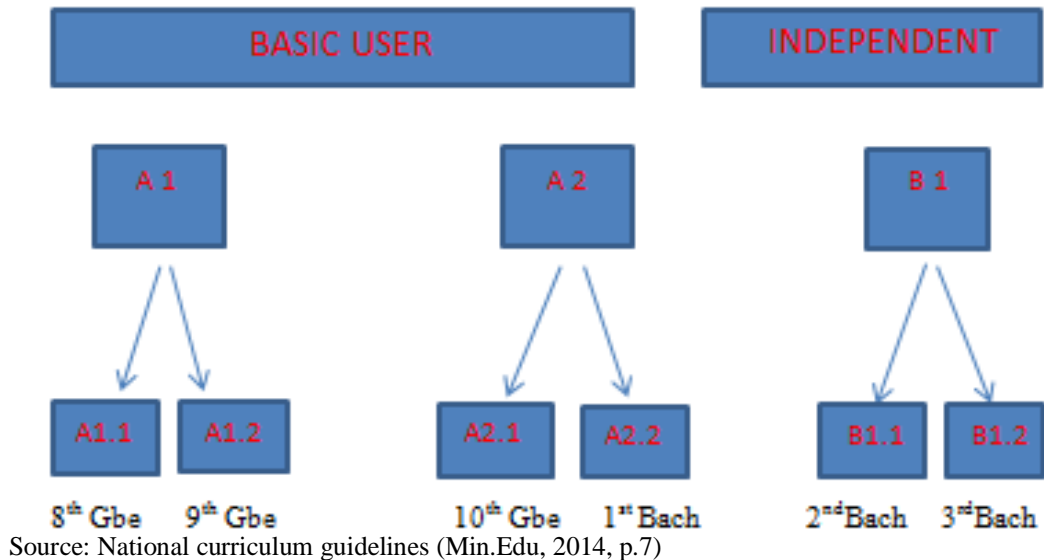
2.3.9 Specific Objectives per School Year (10th year) in the Reading Skill

Regarding reading the specific objectives have been established for students to face different text types they may encounter when they read English Brown L. (2007). Furthermore, learners will already be familiar with some samples of three specific text types: informational, transactional, and expository. Nonetheless, not only will more complex samples be presented within these genres, but students will also be exposed to two new text types: procedural and narrative.

Moreover, the learners will have the following communicative competences related to the reading skill:

1. Understand and identify longer, more complex transactional and expository texts (e.g. formal letters, biographies, etc.) than those presented in 9th year EGB. The texts should contain the highest frequency vocabulary and include a proportion of shared international vocabulary items (e.g. hamburger, restaurant, hospital, etc.).

2. Understand and identify longer, more complex transactional, expository and informational texts than those presented in 9th year EGB texts as well as simple procedural and narrative texts (e.g. traveling forms, recipes, short personal stories etc.). The texts should all contain the highest frequency vocabulary, including a proportion of shared international vocabulary items (e.g. television, sandwich, football, etc.).

2.3.10 Reading Skill

Reading is the way to meet people's experiences, told in different forms events, verse, and prose, lyric. These can be short or extended all with syntactic autonomy; these are also success, informative, describing an event that the reader takes it upon itself if it is written correctly.

2.3.11 Types of Reading

Recently, the way of teaching has changed and has show more practical results compared with the old education, but not completely ruled out, this last scientific basis, is needed as part of the structure of the reading, which is an improved for education to a given performance of children in their early teaching inside and outside the classroom, they have been classified in three levels: Arrival to reading, preparing for reading, use of an interactive model.

Houts (2006), asserted that reading these models have been tested and applied in children and adolescents with excellent results, obtaining the approval of teachers and parents through an analysis.

From top to bottom

One of the well-known types of reading is the top-down which has the following concept: The brain of the reader is the largest recipient of information gets the message, decodes it to achieve reading comprehension and achieves the expected success is student learning.

This method states that all readers already have an understanding, to achieve the interpretation of reading, and is based on the experiences that the students have accumulated in their lives, it will help to read faster and comprehend the text.

The method of reading from top to bottom produces a text structure and also uses phonics, text analysis. Children and young people can read texts with clear direction and under the rules of grammar.

According to Dobbs (2003) this method helps students to read sentences, simple words and composed of different texts, with a good degree of understanding based on the experiences children an acquired right through his life.

Bottom up.

This kind of reading is different; its core is the phonetic or sound of each letter or syllable. These can be identified for proper application within the text, reading from bottom to top recognizes curves and straight lines of prayer, this is the starting point to read combinations sound in phrases, words, etc.

This reading may stop students in the process and learn new words and spelling concepts that succeed in clearing the doubts and total understanding of what you read will be achieved.

On the bottom up

Buus (2005) this kind of reading is different, its core is the phonetic or sound of each letter or syllable, this can be identified for proper application within the text, reading from bottom to top recognizes curves and straight lines of readings, this is the starting point to read combinations sound in phrases, words, etc.

This reading cannot stop students in the process and learn new words and spelling concepts that succeed in clearing the doubts and total understanding of what you read will be achieved.

On the other hand, the achievements of understanding will make the reader or student motivate to read and confidence grows up. On the other hand the achievements of understanding will make the reader or student motivate to read therefore confidence grows up.

These sounds are the main part of this type of reading for students from the first years of study to achieve understanding the meaning of each letter and read text understanding. This type of reading makes expanding knowledge in words and phrases.

2.3.12 Interactive model

It is a combination of the above two types, the reader can use both types, phonetics and student experience, in other words, the context of acquired knowledge of each reader is used, this type of reading is widely used by teachers, applied in children and youth at the beginning of their teachings to achieve understanding (reading comprehension).

According to Dobbs (2003) this is the interact reading of phonetics and text, to the sound structure for learn letters and words, followed with the text comprehension and reading comprehension is achieved a combination beginning with sounds and experiences that is reader has, this way makes the student learn quickly and be motivated to continue learning.

2.3.13 ICT (information and communication technologies)

Martinez (2005) said that in recent years the technology is a trend, it is presented in school activities and routine in our house, the same as at the global level has developed in some countries more than others, but there have been significant changes in education. The information that is available to students makes them change their way of thinking, have a vision of what is happening in the world, surrounding communities, with neighbor countries.

This technological trend improves the social, economic, cultural and educational development of our people, now with the technology inside the school, it is necessary that students use a computer at home and then in the classroom, but with the help of internet they can practice many techniques to improve reading.

2.3.14 The Reading process

In the reading process the teacher can measure the attitude of students, the development allows to know the problem on students. The teacher's action is essential in each of the stages; these steps are:

- ✓ **Pre-reading**
- ✓ **Reading**
- ✓ **Post-reading**

Pre-reading.- At this stage the reader reviewed in general reading with the knowledge possessed and words that they do not understand, and they create in their minds a new vocabulary, this increases their curiosity and motivates them to continue reading. These skills are: denotative reading, connotative Reading.

Connotative reading.- They are didactic figures that accompany reading, connotative critically interprets; denotative describes the graphic, how they look, within this stage It should take into account the following aspects:

Claim previous contents.- Where it is underlined what is known about the subject interpretation of content. It determines the message reading and what critical information there is. It is the act of reading mechanically and achieve comprehension.

Reading.- At this stage it should be emphasized in the words and phrases, in each sentence punctuation marks must be respected. They must be made to get the message and reading comprehension.

Post-reading.- It is the stage where the scope of the readers is known, what they understand and measure the level of understanding, which acquires, by work group where they may face the students, through questions about the text; another way of measuring and reading comprehension is you can develop a conceptual map taking into account events from the start of reading summarizing information until the end.

Students can also make a drama and make scripts, plan on characters and games, support with arguments, write a short summary, group discussion, consult other sources, and test hypotheses.

Web Site

Solomon (1987) states that the Web sites are pages created for the use of teachers and students, and they have great benefits for the student when investigating. She also argues:

a) Websites can help improve the tasks and be useful for students and teachers.

b) In developed countries Internet complements the implementation of the study of young people in different subjects including English and reading comprehension.

c) Also, in countries that already have this tool, often it is misused.

d) With the new implementation, Ecuador Government promotes the use of ICT throughout the country and it will be the new tool for working with English and techniques that help the understanding of it.

2.3.15 Lesson writer Platform

Lesson Writer

Lesson Writer is an platform created by teachers and professionals programmers in order to help teachers and students to improve education and reading teach comprehensively each class.

This is a great non-profit application created in order to help professionals in their difficult task of teaching young people with homework and lessons, and teachers also join online and form a large Corporation internationally.

LessonWriter.com provides literacy and critical-thinking support for any text to help students read and understand more, Lesson Writer is the only service that instantly creates personalized print, web and mobile-ready literacy lessons any text

Lesson writer is a platform created by teachers and professionals in the year 2010 programmers in order to help teachers and students to improve education and reading teach comprehensively each class. Another characteristic of the lesson writer platform are:

Unlimited customized lessons from any digital texts (up to 800 words), video-based lessons and longer texts (up to 1600 words), automatic text-specific literacy support, graphic Organizers, prompts, and questions to support higher order thinking. Accommodation settings and Differentiated Instruction tools. Teacher's Lesson Plan with Standards, Grade-level estimator of passages, advanced design choices, lessonize browser add-on: Makes complete lessons in under a minute with a simple right click on any web page.

Instant reinforcement materials: vocabulary flash cards and question review sheets; unlimited classes and unlimited differentiation groups, unit Planning Tools and instructional reports, online lessons (web and mobile) for all the students in your classes, Automated grading for objective tasks, rubric grading and stored comments for online lessons, student performance reports, teacher to student communication tools, lesson resources and ready-made lessons, colleague collaboration and communication tools, school/program-wide lesson libraries, school/program customized student landing page, administrative-level reports.

In addition the Lesson Writer platform has created a blog where the people who have used this tool are very satisfied by the results obtained when creating the lessons for the work of the students in the classrooms. For example:

Chart #2 blog of Lesson Writer

What Level is the Right Level? Finding the Instructional Sweet Spot

The right level text can be the difference between engaged students increasing their skills and comprehension, and alienated students unable to make meaning or progress. This is why skilled teachers are careful to choose texts that are the appropriate level for their students,; but finding the instructional sweet spot is by no means an easy task.

Lev Vygotsky coined the term Zone of Proximal Development (ZPD) to describe "the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers."

ZPD has often been an elusive pedagogical ideal, but the push from the Common Core to include texts with a greater degree of complexity at earlier grade levels has exacerbated the need to find the right fit. Fortunately, there are some great tools that not only help educators identify texts of appropriate levels, but also provide instructional strategies to make difficult texts more accessible to students:

- Google has an Advanced Search Filter by Grade Level. The filter breaks up search results into basic, intermediate and advanced, and the best thing is that categorizations are not simply the result of automated grade level analysis but have been vetted by actual educators. Click here to read more.

LessonWriter Blog

Source: https://lessonwriterblog.com/
Author : Rómulo Francisco Rodríguez Hermenejildo

Main Tools:

1. **Make a lesson.**
2. **Text.-** With tab tool it is used to created text, usually 1500 words.
3. **Video**.- With this tab tool students, you can up load a video of any network.
4. **Work on an existing lesson**.- Students can send and share lessons with other teachers.

5. **Colleague lessons**.- This platform students can take lessons from colleagues, and create a lesson for a class.

6. **Lessons in line**.- It is used to different online classes with a binding code created by the teacher.

7. **A ready-made lesson.**- A variety of school-duplicate the source words. Reports of students in class and level of the same ones.

8. **Flash card**.- Flash cards puzzles to improve the skills of decoding and sight reading. Writer requires a vocabulary lesson, to generate a new flash card.

9. **Questions list.-** Create a blog of questions for students to answer after reading.

2.4 LEGAL BASIS

The legal basis which takes part of this research project is the following:

2.4.1 Ecuadorian Constitution

The Constitution of Ecuador in its Article 16, N° 2 says that every one of the general population, in an individual or an aggregate way, has the following rights: an all-inclusive access to Information and Communication Technologies (ICT).

It specifies that training is a privilege of every person who has a dynamic investment in various procedures through her or his life furthermore it is viewed as an administration's obligation. Besides it sets up an open approach, state speculations and correspondence ensure, social consideration hence these things are significant so as to achieve a decent living for Ecuadorians individuals and others. Additionally, the privilege said grants society, families and people have the obligation to participate in the informative methodology in this nation.

Finally, it constitutes that direction is revolved around people who lives in this nation and it guarantees the exhaustive headway concerning respect to normal down to earth environment, lion's share lead government and human rights; it must be necessary, fair, intercultural, participative, warmth and quality, diverse and far reaching.

The Law of Intercultural Education (Article 6) underlines the essentialness that has the guideline inside Ecuador. Thusly, it has a critical issue in the progression of extensive preparing through transversal vision and it bases on rights; moreover this article constitutes the change of the way of direction in each and every enlightening foundation in the Ecuadorian setting.

It additionally calls attention to the significant interest of the focal government in the achievement of the upgrade in training regarding association, arranging, and use of activity with a specific end goal to make every one of the things said before happen or happen.

The Code of Childhood and Adolescence in its article 37, N° 4 decides that youngsters and adolescents have the right to an instruction with a high quality. This privilege relies on upon the educative framework that: gives the necessaries assurances for kids and adolescents, it includes to have educators, pedantic materials, labs, structures and proper assets furthermore get an agreeable domain that upgrade the showing learning process.

CHAPTER III

METHODOLOGY

3.1 RESEARCH DESIGN

This research is centered on the qualitative methodology, since it permits to acquire particular data on procedures and strategies of information gathering, taking in thought the change of the reading skill in the English language. Along these lines this review was led at Unidad Educativa Península de Santa Elena in students of the tenth basic grade.

3.1.2 Methods

The connected methods in this investigation were the following:

3.1.2.1 Qualitative Method

In this investigation it was important to apply this method since it produces clear information for example similar expressions of the members in a conversation and a composition way and furthermore the perceptible conduct of the members.

It was expected to obtain profound data about the human conduct and the reason that principles this conduct. The included techniques use : interviews, focus groups and observation.

3.1.2.2 Inductive Method.

It was important to apply this method since it permitted to watch what where genuine circumstances or the issues that exists into the educative institution where the investigation was done.

3.1.2.3 Scientific Method

This method was used to explore and create learning which is guided by a convention that attempts to acquire dependable outcomes through the company of specific strides thoroughly and objectively.

This method showed the genuine change of the reading skill in the students of the tenth basic year of Unidad Educativa Península de Santa Elena utilizing a digital writing application.

3.1.2.4 Observation Method

Through this method it was conceivable to portray and clarify the question of the student's conduct, having the sufficient information and unwavering quality as indicated by the behaviors, occasions and circumstance consummately distinguished or embedded in a hypothetical setting.

At the end this methods permitted to discover the circumstances and end results of the issue identified with the use of a digital writing application to improve the reading skill in students of tenth basic grade at Unidad Educativa Peninsula de Santa Elena.

3.1.3 Level or Type of Research

The sorts of research which were connected in this project are the following:

3.1.3.1 Field Research

It constituted an efficient procedure, it was used to present the information gathered as per the vital data for the investigation.

It was important to utilize this method keeping in mind the end goal to get applicable current data about the genuine instructive prerequisites which are built up to show the English in the state funded.

3.1.3.2 Bibliographic Research

It gave the information of past research. or example, speculations, theory, tests, results, procedures and instruments which were utilized about the issue that specially is proposed to explore and comprehend.

For example this sort of research permitted to look for and select logical hypothetical establishment regarding the matter of the examination supporting the examination based on past issues that were identified with the use of a digital writing application utilizing dialogues techniques in the field of training.

3.1.3.3 Applied Research

This sort of research looked for the learning without anyone else's input application the knowledge acquires. The primary target was sharing the teaching inside and out of the classroom.

The reason of this research was to discover through of hypothesis the level of comprehension that students had in the moment that they practiced reading in the classroom.

In this manner the last effect of gathering information assumed an essential part in this sort of research since it permitted to propose open exercises which include improving the reading skill in students of tenth basic grade at Unidad Educativa Peninsula de Santa Elena.

3.2 POPULATION

The population taken into account in this research was the following:

Chart #3: Population

ITEM	DETAILS	POPULATION	PERCENTAGE
01	Principle	1	2%
02	English Teachers	4	10%
03	Students of tenth grade	34	84%
04	Specialist	2	4%
TOTAL		**41**	**100 %**

Source: Unidad educativa Península de Santa Elena
Author: Rómulo Francisco Rodríguez Hermenejildo

3.3 DATA COLLECTION

3.3.1 Techniques

The procedures and instruments connected in this investigation were: Interviews, focus group which included the vital, experts, English teachers and students; the utilization of these strategies were important since they were added to comprehend the student's points of view and encounters with respect to the use of a digital writing application to improve the reading skill.

These sorts of information accumulation techniques permitted a profound examination about the study subject.

3.3.1.1 Interview

This method was used connected to acquire immediate and pivotal data from the principal, specialists and the English teachers of Unidad Educativa Peninsula de Santa Elena. For example: The specialists' interview included the utilization of innovation in this open instructive foundation; the master's interview recognized the effect of utilizing innovation in showing reading and the advantages of the execution of inventive approaches and methodologies. Finally, the English teachers' interview demonstrated information about the distinctive philosophies in teaching reading.

3.3.1.2 Focus Group

This procedure encouraged the era of thoughts and examination of the issue. It was helpful for circumstances in which the students of tenth basic grade at Unidad Educative Peninsula de Santa Elena's (15 students) feelings must be consolidated

for accomplishing choices which couldn't be taken just for one individul. The focus groups included 8 male and 7 female students.

The students who participated in this data collecting strategy were selected according to level of communication they had since the research needs students who can express their ideas easily. Additionally, this procedure permitted a progressive system and recognized the issues, causes and arrangements through an accord in gatherings of work.

The focus group attempted to ensure every student of tenth basic grade that had the chance to express their thoughts since every student's commitment was very imperative for this investigation.

3.3.1.3 Observation

It was utilized straightforwardly to students of tenth grade at Unidad Educativa Peninsula de Santa Elena. This strategy permitted to watch the students' conduct in the English class and their response to systems and strategies connected for the change of the reading skill.

3.3.2 INSTRUMENTS

The instruments which were utilized as a part of this review so as to bolster this investigation are supportive since these instruments gathered confirmation information of the execution of a digital writing application to improve the reading skill in students of tenth basic grade at Unidad Educativa Peninsula de Santa Elena.

3.3.2.1 Camera, Video-Camera

This instrument was utilized to catch pictures and record this investigation keeping in mind the end goal to play later as confirmations of the usage of a digital writing application to improve the reading skill in students of tenth basic grade at Unidad Educativa Peninsula de Santa Elena.

3.3.2.2 Questionnaire

It was a frame with a few inquiries which were made so as to acquire data about the expressed issue.

3.3.2.3 Notebook

This instrument was used to record the diverse exercises completed amid this exploration.

3.4 DATA ANALISYS

3.4.1 Interview to the specialists Lic. Gabriel Santos Rodríguez MSc. and Lic. María Fernanda Aquino of Unidad Educativa Península de Santa Elena

Question 1: What is your criterion about the education in recent years?

Interpretation: The specialist Gabriel Santos Rodriguez asserted that "Education in our country has gained different fields of education adapted to the students' needs and Ecuador can be part of the world".

Interpretation: The specialist Maria Fernanda Aquino mentioned that "recently the education has improved due to the use of technology. This technology is used for teachers in general to enhance education"

Question 2: Do you believe that the English language is important?

Interpretation: Mr. Rodriguez asserted that "The English language is important for everyone since education is necessary to be developed this in the classroom due to its importance in the field of business and tourism"

Interpretation: Ms. Aquino answered that "it is important since it can help in business and tourisms, in general due to the education in the way to achieve that"

Question 3: Do you believe that learning English as a second language will be relevant in the future?

Interpretation: Mr. Rodríguez answered that "It can be a tool that is going to help people in the future and even the taxi drivers have to learn the English language since there are some people from different countries who come to Ecuador and for that reason learning English is a great necessity"

Interpretation: Ms. Aquino mentioned that "It is going to help not only in education due to the tourism that is a means of getting monetary resources for our country"

Question 4: Do you believe that practicing the four language skills in the classroom could help to improve the language English in the students?

Interpretation: Mr. Rodríguez asserted that "Yes, if the students do not practice, they are not going to develop the abilities to speak the English language"

Interpretation: Ms. Aquino answered that "In my point of view the students have to practice reading because in that way students will be able to improve their pronunciation"

Question 5: Do you practice the reading skills with your students in the classroom?

Interpretation: Mr. Rodríguez answered that "The practice of reading at home for pleasure or necessity should be carried out every day because a person who does not read will not be aware of the news in our country or in the world"

Interpretation: Ms. Aquino determined that "Yes, I practice reading with my students each class according to the topic I am teaching"

Question 6: How often do you practice the reading skills with your students at home or in the classroom?

Interpretation: Mr. Rodríguez asserted that "Daily since a person who does not read is an ignorant person"

Interpretation: Ms. Aquino determined that "Yes, every day since it is necessary that the students know new words and in that way the students are going to improve their vocabulary"

Question 7: Do you think that creating text with difficult words to understand will help student to understand when they read this text?

Interpretation: Mr. Rodríguez mentioned that "Probably the students are not going to read difficult text, so it is not necessary for them because the students loose the interest to read them"

Interpretation: Ms. Aquino answered that "There several texts with words too difficult for the students and, as a result, it can cause students do not understand what they read"

Question 8: Do you believe that applying technology in the classroom could help to develop the reading skill in the students?

Interpretation: Mr. Rodríguez mentioned that "Yes, since it is a good up-to-date tool"

Interpretation: Ms. Aquino asserted that "Yes, the technology is going to help in education every moment because it is a useful tool for the students and they have to take advantage of this"

Question 9: What do think about creating dialogues and podcast adapted to the environment where the students live to help them to improve their reading skill?

Interpretation: Mr. Rodríguez mentioned that "The dialogues adapted to the environment are necessary since it is going to connect student with the environment and they keep motivated to continue reading"

Interpretation: Ms. Aquino determined that "Of course yes, since the students could be able to keep on mind the main idea that they are reading in the book"

Question 10: Do you think that the use of technology accompanied of dialogues adapted to the students could achieve to improve the reading skill?

Interpretation: Mr. Rodríguez answered that "All the time the technology and the dialogues really help the students and their totally comprehension of the reading"

Interpretation: Ms. Aquino mentioned that "Yes, since it can be used in any field especially in the English subject because it is too wide and focused on specific areas**"**

3.4.1.1 Analysis of the Interview to the specialist Lic. Gabriel Santos Rodríguez MSc. and Lic. María Fernanda Aquino of Unidad Educativa Peninsula de Santa Elena

Both specialists really showed their experience in this interview; both of them focused on how to make students learn the English language and how to contribute to improve the teaching learning process through new methods and strategies which help students become representative learners and they move on and contribute to the development of this country, especially the Santa Elena province.

3.4.2 Interview to the Principal Rubí De La Cruz MSc. Of Unidad Educativa Peninsula de Santa Elena

Question 1: What is your criterion about the education in recent years?

Interpretation: The principal Rubi de la Cruz answered that "It has improved to help students and the society"

Question 2: Do you believe that the English language is important?

Interpretation: Ms. Tomalá mentioned that "Yes, it is important to complement the students education and it can help them to relate with people from other counties"

Question 3: Do you believe that learning English as a second language will be relevant in the future?

Interpretation: Ms. Tomalá determined "I think that learning English language as a second language can make people get good incomes for our country"

Question 4: Do you believe that practicing the four language skills in the classroom could help to improve the language English in the students?

Interpretation: Ms. Tomalá asserted that "I think that teaching the English language in early ages, for instance, in our children; it is going to help to understand this language in a better way"

Question 5: Do you practice the reading skills with your students in the classroom?

Interpretation: Ms. Tomalá mentioned that "Reading skill can help people during their life, it is very important to practice in the classroom or for pleasure"

Question 6: How often do you practice the reading skills with your students at home or in the classroom?

Interpretation: Ms. Tomalá asserted that "Most of the time reading for pleasure in the classroom or at home is good"

Question 7: Do you think that creating text with difficult words to understand will help student to understand when they read this text?

Interpretation: Ms. Tomalá determined that "In my experience I found students who did not like to read but they did not understand these names"

Question 8: Do you believe that applying technology in the classroom could help to develop the reading skill in the students?

Interpretation: Ms. Tomalá asserted that "Of course yes, not only in the students also the teacher is going to improve the way they teach a subject"

Question 9: What do think about creating dialogues and podcast adapted to the environment where the students live to help them to improve their reading skill?

Interpretation: Ms. Tomalá answered that "What is search, is that the students start practicing the reading and understand it"

Question 10: Do you think that the use of technology accompanied of dialogues adapted to the students could achieve to improve the reading skill?

Interpretation: Ms. Tomalá mentioned that "Of course, the technology is a great tool that helps people to understand the English language"

3.4.2.1 Analysis of the Interview to the Principal Rubí De La Cruz MSc. of Unidad Educativa Peninsula de Santa Elena.

The principal words showed to the research that the English teacher has to be ready to face the problems in the classroom and not to be conformist, so the English teachers have to continue studying and be prepared to manage a   school or high school.

Additionally, she considered that the technology in the classroom is good but it has to be adapted to student's age in order to make them learn in an easy and fun way.

3.4.3 Interview to the English Teachers Lic. Thomas Carpio and Lic. Xavier Méndez of Unidad Educativa Península de Santa Elena

Question 1: What is your criterion about the education in recent years?

Interpretation: The English teacher Thomas Carpio answered that "The education in the last year has improved and for the students is good"

Interpretation: The English teacher Xavier Méndez answered that "It is important since it is going to be applied in the field of tourism for communication with people who cannot speak Spanish"

Question 2: Do you believe that the English language is important?

Interpretation: Mr. Mendes determined that "it is important since it can teach us the English culture and we learn several things about U.S.A that is a developed country"

Interpretation: Ms. Carpio mentioned that "Of course, since some items bring handbooks in English and they are difficult to read them and for business the English language is necessary"

Question 3: Do you believe that learning English as a second language will be relevant in the future?

Interpretation: Mr. Mendes mentioned that "Yes, it is going to help us since it can aid to communicate with other countries where the English the native language"

Interpretation: Ms. Carpio asserted that "In the future the English language could be a priority since people who speak English come to Ecuador and it can help to communicate with them"

Question 4: Do you believe that practicing the four language skills in the classroom could help to improve the language English in the students?

Interpretation: Mr. Mendes asserted that "It is always necessary to practice the English language every day"

Interpretation: Ms. Carpio determined that "The practice of the English language is necessary because if you do not practice you can not understand the English language"

Question 5: Do you practice the reading skills with your students in the classroom?

Interpretation: Mr. Mendes mentioned that "Of course, since it helps students to pronounce in a better way and know new words to learn vocabulary with it"

Interpretation: Ms. Carpio answered that "Yes, it is necessary but it depends on the topic a taught to the students"

Question 6: How often do you practice the reading skills with your students at home or in the classroom?

Interpretation: Mr. Mendes determined that "I practice the reading skill every day with my students since it is important"

Interpretation: Ms. Carpio asserted that "In my case I make students practice reading every day"

Question 7: Do you think that creating text with difficult words to understand will help student to understand when they read this text?

Interpretation: Mr. Mendes answered that "The difficult book you can find everywhere and is a must to make them with words that they can understand"

Interpretation: Ms. Carpio determined that "The English books are adapted for the students but the names are incomprehensible"

Question 8: Do you believe that applying technology in the classroom could help to develop the reading skill in the students?

Interpretation: Mr. Mendes asserted that "Yes, the technology is a tool for the present and the future that people have to succeed"

Interpretation: Ms. Carpio mentioned that "The technology is a tool that has to be adapted and applied in the classroom to develop each language skill"

Question 9: What do you think about creating dialogues and podcast adapted to the environment where the students' life to help them to improve their reading skill?

Interpretation: Mr. Mendes answered that "The dialogues created or adapted using the local cities and monuments make students understand the reading and they feel motivated up to the end of the reading so in this case we find students comprehend a reading"

Interpretation: Ms. Carpio determined that "The dialogues adopted could be a good option to motivate students to practice the reading skill"

Question 10: Do you think that the use of technology accompanied of dialogues adapted to the middle of the students could achieve to improve the reading skill?

Interpretation: Mr. Mendes mentioned that "Yes, both tools are good since they are going to teach students to understand a reading"

Interpretation: Ms. Carpio answered that "Yes, I believe that this tool could be adopted the application of this tool in the teaching of English since it can help to improve the reading"

3.4.3.1 Analysis of the Interview to the English Teachers Lic. Thomas Carpio and Lic. Xavier Méndez of Unidad Educativa Peninsula de Santa Elena

The English teacher showed the reality they have to face with their students so the use of technology could be good but if there are not the necessary resources to

carry out this it could be difficult to apply it in the classroom with the students. The lesson writer could be a good tool for teaching English because it can make students feel interest to read a book.

3.4.4 Focus Group to the Students of Tenth Basic Grade of Unidad Educativa Peninsula de Santa Elena

Activity: Students' Focus Group

Moderator: Romulo Rodriguez

Chart #4: Focus Group

QUESTION	STUDENTS	ANSWERS
Do you believe that learning English as a second language is important?	Sofia Holguin	"Yes, because we can understand what happen in the world"
	Nathalia Zambrano	"Because we can understand the handbook which are in English"
	Damaris Tumbaco	"Because we can communicate with other people"
Do you believe the technology could help students in their homework?	Amy traves	"Yes, it is a great useful tool for all"
	Naomi Vargas	"These days is necessary be updated"
	Jhon Bazán	"Yes because in the world the technology is everywhere"
What do you think about the Lesson Writer platform?	Naidalyn Rodrigues	"I think it is good because it can help as to understand readings"
	Leonardo Ramirez	"It easy to use it"
	Steven Baque	"It is no bored"
Do you believe this application could help you to comprehend the English language?	Sofia Rodrigues	"Yes, because with this we can learn vocabulary"
	Mario Gutierrez	"It is easy to use it"
	Priscila Alejandro	"It is easy to access in it"
Do you think that you are going to achieve to	Issac Gonzales	"Yes, because it has different level to understand"

comprehend readings with this application?	Julio de la O	"The basic level is easy"
	Shirley Anastasio	"Yes, because there are common words"
Do you think about to implemented dialogues adapted to the environment where you live could be a good strategy to improve your reading skill?	Jose Caiza	"Yes, because it easy to understand"
	Eric Gonzales	"With the dialogues learn to speak"
	Juliana Borbor	"We learn the location of touristic places"
	Damaris Tumbaco	"Yes, because the name of city of Ecuador are relevant for us"
Do you think that you are going to be able to understand reading adapted to the environment using this application?	Leonardo Rodrigues	"Yes, because the words are common"
	Sofia Rodriguez	"Yes, because we use easy names"
	Erick Gonzales	"Yes, because it is better use places from Ecuador"
Do you believe that using this application the reading skill could be difficult to develop?	Amy Barrera	"I think using this application will not difficult to use it"
	Mario Gutierrez	"I think it is going to develop the reading skill"
	Juslei Otto	"It could help to learn new vocabulary"
Do you believe that applying this application with activities mentioned could help to improve your reading skill?	Priscila Alejandro	"Yes, because it teaches us vocabulary new words. Etc"
	Sofia Holguin	"Yes, because it teach us from the easy to difficult"
	Damaris Tumbaco	"Yes, it is interactive and keep us motivated in the classroom"
If you have good grades applying this application do you recommend this application to another students in order to make they learn English in a better way?	Steven Baque	"Yes, because it is look like to be so fun"
	Antonio Angel	"Yes, because it is easy to understand"
	Michael Magallan	"Yes, because it can be used from the English teachers and students"

Source: Unidad Educativa "Península de Santa Elena"
Author: Rómulo Francisco Rodríguez Hermenejildo

3.4.4.1 Analysis of the Focus Group to the Students of Tenth Basic Grade of Unidad Educativa Peninsula de Santa Elena.

The application of the focus group was considered since with it was easy to get students' opinions in order to apply the digital writing application in the classroom.

Using this data collection technique as a researcher could understand the problem students face every day related to learning in the classroom; for instance: the students want to learn but resources are not enough, they only have a book that is provided by the government. Another issue is that the English teacher that they had in previous years did not teach them English correctly.

Nowadays students have improvised with an English teacher who does not speak English and as a result they do not have the appropriate knowledge to give classes and it really affects the teaching - learning process in the students.

The results that showed the focus group in the students of tenth basic grade at Unidad Educativa Peninsula de Santa Elena established that they really want to do activities using the lesson writing application since they think in that way they are going to be able to improve the reading skill. The use of technology in the classroom is the main expectation that had the students since using technology in the classroom can improve the environment where they take classes

3.4.5 Daily observation sheet

Chart #5: Observation Guide

Observer: Rómulo Rodríguez H.	Date: 17/12/2016
Teacher Observed: Lic. Xavier Méndez	**Time: 80 minutes (2 hours)**
Class observed: 10th basic grade	**Duration of the observation: from 9:40am to 12:00am**
REVIEW SECTION	**DESCRIPTION/COMMENTS**
Assistance to students (assists students with academic problems)	The English teacher tried to make all the students understand the topic. Thus if any student does not understand the English teacher goes to the students and explain them in a way they could understand the topic with clear examples
Management (uses time wisely; attends to course interaction; demonstrates leadership ability; maintains discipline and control.)	The time was used appropriately the English teacher complete the class doing the activities which were planned. On the other hand, The English teacher kept the control of the students.
Teaching methods (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; uses examples that are simple, clear, precise, and appropriate.	The monotonous way of teaching made students get bored and unmotivated. In this case the English teacher did not apply different kind of teaching methods only the English teacher focus on the activities which bring the book and English teacher does not try to implement an innovative way to teach. Regarding to the use of technology. The English teacher had a laptop that is used only to practice the audio from the book. Moreover, students do not practice the speaking skills regularly
Organization (organizes subject matter; evidences preparation; is thorough; states clear objectives; emphasizes and summarizes main points.)	The English teacher before starting classes gave a feedback about the last class and try to join the previous knowledge with the new ones. Then the English teacher explained the objective of the class emphasizing and summarizing the main point of the topic.

Rapport (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm)	The relation with the students was good. The English teacher took few minutes to talk about respect among the English teacher and students. Thus it makes students feel confidence to participate in class. However, the lacks of enthusiasm from the English teacher make students do not want to interact with her.
Strengths observed: The English teacher most of the time tried to speak in English. Even though, students do not understand. Thus it is good since in that way students will be able to improve their listening skill and practice in a speaking way what they heard from their English teacher.	
Suggestions for improvement: The English teacher needed to implement in the English classes new methods and strategies to teach in order to make students feel motivated to learn English and avoid monotonous method of teaching. The technology is an important aspect; too ICTs should be implemented in the classroom. Another important thing is that The English teacher should make students practice speaking daily.	
Overall impression of the observation: During this observation I was noticed that the lack of pedagogical resources, technological resources, monotonous classes, unmotivated students and others, really affect the teaching process since students are no learning in a correct way the English language and as a result the exit profile of the students are not appropriate to face the real world.	

Source: Unidad Educativa "Península de Santa Elena"
Author: Rómulo Francisco Rodríguez Hermenejildo

3.4.5.1 Analysis of the observation guide to the Students of Tenth Basic Grade of Unidad Educativa Peninsula de Santa Elena.

Implementing the resource of the observation was necessary, verified that there were many problems, The observation at students and teacher inside the classroom was a necessary step, can to see the student to learn in a natural environment were the objective, to observe developed the class and to see the English teacher resources had, achieve to catch attention of student was impossible because the teacher didn´t have the technological platform and the teacher uses traditional method of teaching.

This tool necessary to develop different skill and the student feels interested that teacher explains the classes, for other hands the reading skill in students is low,

the teacher uses technology in the classroom but it is not applied all the time, and the younger have difficult for understand the English classes.

Traditional teaching kept students unmotivated, lack of discipline, lack of resources, didactic material, lack of technology meant that these students did not make the tasks and could not understand the teaching of the English language, all these factors were being noticed day After day, the teacher could not do much to change this situation, since there is an overpopulation of students and few physical resources. On the other hand, the lack of English teachers in the school is very noticeable and the students did not have an adequate teaching process to be able to learn English. For that reason, the observation sheet was applied to list the problems that the school had

3.5 CONCLUSIONS AND RECOMMENDATIONS

3.5.1 Conclusions

1. Students of tenth basic grade at Unidad Educativa Peninsula de Santa Elena have deficiency in the reading skill because the students do not have a previous process of teaching that is important for the comprehension of the reading.

2. English language can be improved through of technology in student of tenth basic grade at Unidad educative peninsula de Santa Elena

3. A activity platform might improve reading skills in students of tenth basic grade at Unidad Educativa Peninsula de Santa Elena.

3.5.2 Recommendations

1. It is recommended to improve reading skills in students of tenth grade at the Unidad Educativa Peninsula de Santa Elena.

2. It is recommended the use of technology to improve the reading ability in the students at the Unidad Educative Peninsula de Santa Elena.

3. It is recommended the implementation of a lesson writer platform using dialogues and podcast adapted to students' environment in order to make students increase their vocabulary and in that way they can understand readings from different books.

CHAPTER IV

THE PRO*P*OSAL

4.1 NAME OF THE PROPOSAL

Implementation of the Lesson Writer platform to improve the reading skill in students of tenth basic grade at the Unidad Educativa Peninsula de Santa Elena, La Libertad, province of Santa Elena school year 2015-2016.

4.2 DESCRIPTION OF THE PROPOSAL

4.2.1 Information and Location

Educative Institution:

Unidad Educativa Península de Santa Elena is located in La Libertad, Province of Santa Elena

Illustration 2: Location of Unidad Educativa Peninsula de Santa Elena
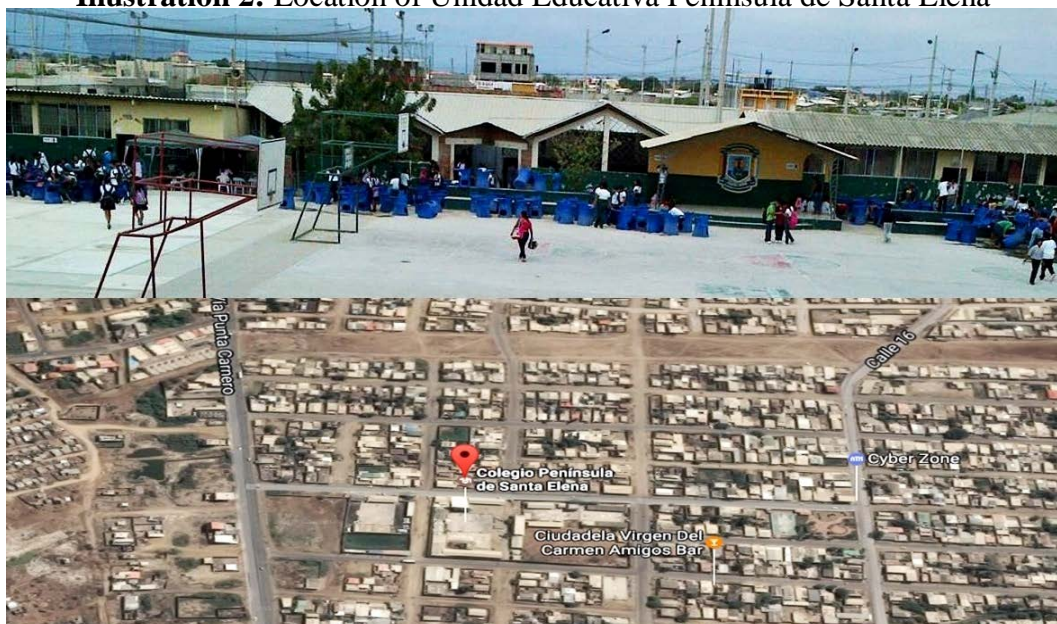
Source: Google map

Beneficiaries:

Chart# 6: Beneficiaries

HIGH SCHOOL	BENEFICIARIES	TOTAL
Unidad Educativa Península de Santa Elena	Principal	1
	English teachers	2
	Tenth basic grade Students	35
TOTAL		38

Source: Unidad Educativa "Península de Santa Elena"
Author: Rómulo Francisco Rodríguez Hermenejildo

TECHNICAL TEAM RESPONSIBLE

Author: Rómulo Francisco Rodríguez Hermenejildo
Advisor: Ing. Tatiana García. MSc.

4.2.2 General Objective:

To improve the reading skills in students of tenth basic grade at the Unidad Educativa Peninsula de Santa Elena through the implementation the lesson writer platform.

4.2.3 Specific Objectives:

1. To evaluate the level of the reading skills in student of tenth basic grade at the Unidad educative peninsula de Santa Elena.

2. To design the Reading activities in the lesson writer platform.

3. To implement the Reading activities in the lesson writer platform on students of tenth basic grade.

4. To assess the improvement of the reading skills on students of tenth basic grade.

4.2.4 Design and Development of the Proposal

The web tools 2.0 comprise many resources where children, adolescents and the general public have access to several information, but this tool, like a Lesson Writer, needs to be applied with pedagogical principles. Teachers should explain how to use this tool for an explicit purpose, expand the cognitive range. However, why is it that teachers are afraid of changing, especially if the environment is involved in technology? Most students are registered in at least one educational platform like Edmodo, Moodle, etc.

Therefore, the implementation of a lesson writing application in the teaching learning process could be a good tool to teach the English language in the students of tenth basic grade at Unidad Educativa Peninsula de Santa Elena in order to improve the reading skill. This is a vital goal because the application of web tools 2.0 based in lesson writer will allow the student to practice in a technological environment reading where they can develop reading exercises from using simple dialogues, stories and grammar in order to improve their reading skill according to international standards of Education.

4.2.5 LESSON WRITER PLATFORM

Illustration 3: Lesson Writer

Source: https://lessonwriter.com/

Lesson Writer is a platform for teachers in general in which teachers can create lessons, different lessons to practice in the classroom. Therefore, the application of this tool in the classroom could be a great source since with the aid of this platform to improve the reading skill in the students of tenth basic grade at Unidad Educativa Península de Santa Elena, English teachers can create lesson according to the level of the students and make them carry out activities in this platform avoiding traditional classes.

Lesson Writer, Inc., was founded in 2008 by educators and programmers to improve education, it is the only service that automatically creates personalized print, web, and mobile-ready literacy lessons. Lesson Writer creates opportunities to teach reading wherever comprehension matters - in every class and in every subject.

4.2.5.1. How to register in Lesson Writer

Illustration 4: How to register in Lesson Writer

First, the English teachers have to create an account in this web site to get access to this technological learning tool, once the English teachers do this, they are going to be able to use all lesson writer features for classes in the classroom.

4.2.5.2. The educational benefits of Lesson Writer

Lesson writer creates lessons and activities to meet the needs of all students, the teacher introduces the topic in the platform in a section called "Create new lesson" it can be any topic and the platform will automatically provide the study alternatives for example gives us the grammar rules we should use, the times to apply.

This information gives us immediately once we have introduced the topic that is being discussed. In addition, when we introduced to the platform, the common

dialogues gave us questions to answer, the approach of the dialogue characters, questions to choose the main part of the dialogue, verb tenses, new vocabulary, suffixes and prefixes and multiple answers questions for That the student interacts with a lesson writer platform

4.2.5.3 How to use Lesson Writer

Illustration 5: How to use Lesson Writer

Source: http://www.lessonwriter.com/Manage

It also allows to manage classes, curriculum differentiation groups, grading, and student reports. In this section the teacher can create groups and assign tasks, list of students, lists of parents and all the information that is needed to be in constant communication with students and parents

4.2.5.4 Educational Utilities.

Illustration 6: Educational Utilities

Source: http://www.lessonwriter.com/Teach/ExistingLessons
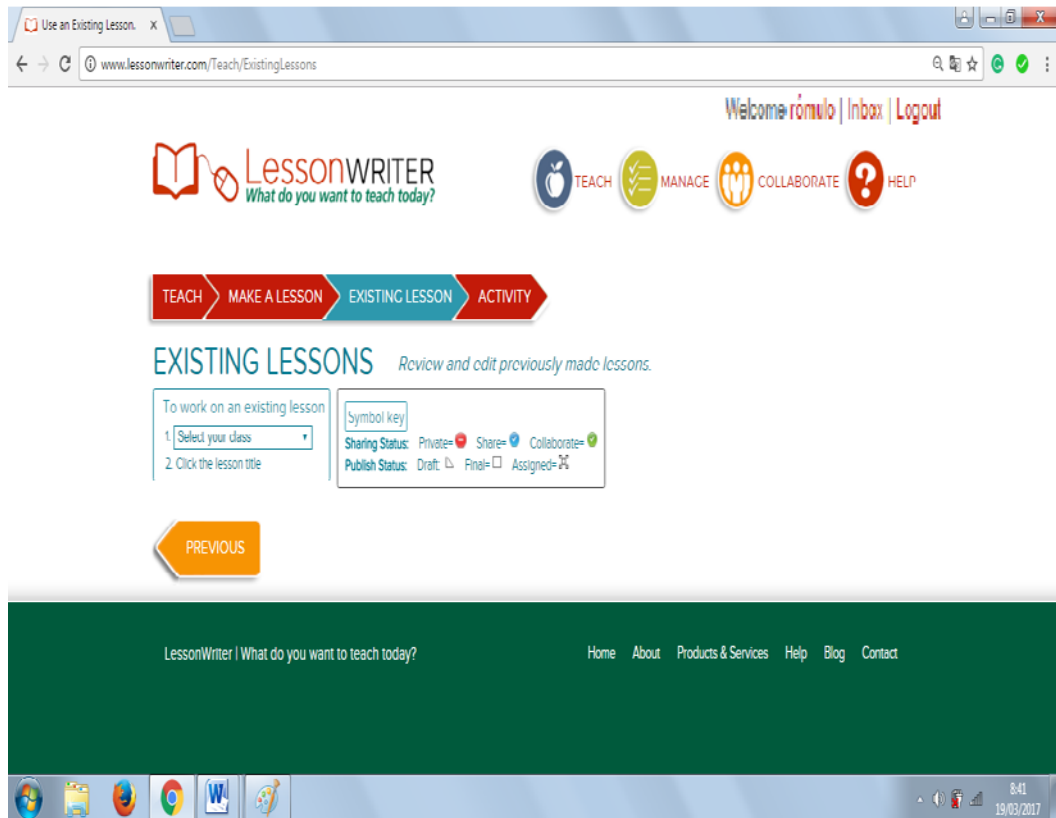
Can students take lessons online?

To teach online:

1. Go to the Manage section and click on the "Assign work" link in the Students column.
2. Select the Class and lesson you want to teach.
3. Click the Status icon and change the setting to "Assigned".

Illustration 7: What Do You Want to Teach Today?

Source: https://lessonwriter.com/
Author: Rómulo Francisco Rodríguez Hermenejildo

How to create a Lesson from text?

1. Copy text for a lesson to the computer's clipboard.
2. Click 'Teach'' on the top navigation bar
3. Click 'Make a lesson based on text'.
4. Follow the instructions for the input page and all the additional pages.

How to create a Lesson from a video?

1. Copy the embed code for the video onto your computer's clipboard.
2. Click 'Teach'' on the top navigation bar
3. Click 'Make a lesson based on video'.
4. Follow the instructions for the input page, making sure to paste the embed code into the correct spot.
5. Copy text to go with the video and paste the accompanying text into the box.

Illustration 8: Create your lesson

Source: http://www.lessonwriter.com/Teach/Lesson?activity=new&type=video

Which mode (Express, Standard, or Detailed) is best for me?

1. If need a lesson in less than a minute, Express will deliver complete lesson and lesson plan quickly.

2. In Express mode, Lesson Writer chooses vocabulary, grammar, pronunciation, roots and stems, graphic organizers and a mix of five open-ended questions for your lesson.

3. Standard and Detailed require more time and work, but provide you with greater control and flexibility.

4. With Standard mode, Lesson Writer chooses the literacy support components (vocabulary, grammar, pronunciation, roots and stems), and it is up to you to design and select the graphic organizers and comprehension questions.

5. In Detailed mode, you will have the opportunity to make all the selections. Detailed mode allows the greatest control over differentiation, as you can even assign components and tasks by differentiation group.

6. Regardless of the mode you use to create the lesson, you can always edit any portion of the lesson to add, delete or change the content.

What is the scaffolding selection?

For literacy skills (Pronunciation, Grammar, and Roots & Stems), lesson writer suggests which teaching point makes the most sense based on what you have

taught in previous lessons to that class. The teaching points build on another, leading to increasing skill and complexity.

What is the high-frequency selection?

For literacy skills (Pronunciation, Grammar, and Roots & Stems), lesson writer shows the teaching point that occurs the most in the passage that you have picked. It also shows relevant examples from the passage.

4.2.6 What is Blogger?

Blogger is a blog-publishing service, free google that allows for sharing text, photos and videos in addition in this blog, can have a record book online on topics of their choice, and so can show what you´ve done their research.

Illustration 9: blogger logo

Source: https://www.blogger.com/home

4.2.7 Lesson Writer Platform Activities

At the beginning of the activities it was necessary to give a brief introduction about the use of technology to learn reading and improve it with the aid of the Lesson Writer platform. Therefore for the implementation of this proposal it was

important to use in focus, laptops, tablets, digital dictionaries which contributed to arrive to the main objective that is to improve the reading skill.

Moreover, at the beginning the students had problems since the students did not know how to use the technology to comprehend readings but at the end the students after the explanation the students could achieve get along with technology since they use cellphones.

Additionally, each activity was connected to the English students' books (level 1)

Chart #7: Lesson Writer Activities Content

ACTIVITIES	TOPICS	RESOURCES
One	READING ABOUT "BUENAVENTURA MORENO"	Lab, blackboard, internet, markers, laptop and lesson writer platform
Two	READING ABOUT "TURISTIC PLACE OF ECUADOR"	Books, markers, boards, and Sheet of papers and lesson writer platform
Three	DIALOGUE ABOUT GREETING	Lab, laptop, markers, blackboard and lesson writer platform
Four	DIALOGUE ABOUT CYBER ZONE	Sheet of papers, markers, laptop, tables, internet and lesson writer platform
Five	DIALOGUE ABOUT CABINS BANCO DEL PICHINCHA	Lab, laptop, tables, blackboard, markers and lesson writer platform
Six	READING ABOUT "PARQUE DE LA CIUDADELA VIRGEN DEL CARMEN"	Infocus, students book, papers and lesson writer platform
Seven	READING ABOUT "POLICE LOCK #6"	Notebooks, blackboard, markers and lesson writer platform
Eight	READING ABOUT "THE GRANDFATHER OF ALL"	Blackboard, papers, laptop, copies and lesson writer platform
Nine	READING ABOUT "ATAHUALPA SCHOOL"	Lesson Writer Platform
Ten	READING ABOUT "THE MULTIPLES COURTS"	Lesson Writer Platform
Eleven	READING ABOUT "THE CORVICHES OF UNIDAD EDUCATIVA PENINSULA DE SANTA ELENA"	Lesson Writer Platform
Twelve	READING ABOUT "HEADLESS HORSEMAN"	Lesson Writer Platform
Thirteen	READING ABOUT "THE SECRETARY OF UNIDAD EDUCATIVA PENINSULA DE SANTA ELENA"	Lesson Writer Platform
Fourteen	READING ABOUT "THE SOCCER FIELD"	Lesson Writer Platform
Fifteen	READING ABOUT "THE FUTSAL FIELD"	Lesson Writer Platform

Author: Rómulo Rodriguez

4.2.5 Activities

<table>
<tr><td colspan="2" align="center">ACTIVITY 1</td></tr>
<tr><td colspan="2" align="center">READING ABOUT "BUENAVENTURA MORENO"</td></tr>
<tr><td>Timing: 5 minutes</td><td>**Values:** Comprehension , Fluency, Pronunciation</td></tr>
<tr><td>Organization: Group</td><td>**Resources:** Amplifier, Laptop</td></tr>
<tr><td colspan="2">Topic: Buenaventura Moreno store.</td></tr>
<tr><td colspan="2">Objective: To analyze the context of the reading.</td></tr>
<tr><td colspan="2">

Source: http://usingblogforteachingenglishromulo.blogspot.com/</td></tr>
<tr><td colspan="2">Procedure:

🞣 Teacher shows the reading in the platform.

🞣 The students read and answer a short questions about the reading</td></tr>
</table>

ACTIVITY 2
READING ABOUT TURISTIC PLACE OF ECUADOR

Timing: 5 minutes	**Values:** Comprehension , Fluency, Pronunciation
Organization: Group	**Resources:** Amplifier, Laptop
Topic: TURISTIC PLACE OF ECUSDOR	
Objective: To recognize the greetings.	

Source: **http://usingblogforteachingenglishromulo.blogspot.com/**

Procedure:

- Teacher shows the reading in the platform.

- The students read and answer a short questions about the reading

ACTIVITY 3
DIALOGUE ABOUT GREETING

Timing: 5 minutes	**Values:** Comprehension , Fluency, Pronunciation
Organization: Group	**Resources:** Amplifier, Laptop
Topic: GREETING	
Objective: To recognize the greetings	

Source: http://usingblogforteachingenglishromulo.blogspot.com/

Procedure:

- Teacher shows the reading in the platform.

- The students read and answer a short questions about the reading

ACTIVITY 4

DIALOGUE ABOUT CYBER ZONE

Timing: 5 minutes	**Values:** Comprehension , Fluency, Pronunciation
Organization: Group	**Resources:** Amplifier, Laptop
Topic: CYBER ZONE	
Objective: To recognize the simple present in the reading	

Source: http://usingblogforteachingenglishromulo.blogspot.com/

Procedure:

- ⬥ Teacher introduces the reading in class and teaches the simple present in the sentences.
- ⬥ The students recognize the simple present in the reading.
- ⬥ Students look for sentences in simple present

ACTIVITY 5

DIALOGUE ABOUT CABINS BANCO DEL PICHINCHA

Timing: 5 minutes	**Values:** Comprehension , Fluency, Pronunciation
Organization: Group	**Resources:** Amplifier, Laptop

Topic: CABINS BANCO DEL PICHINCHA

Objective: To analyze the context about the picture.

Source: http://usingblogforteachingenglishromulo.blogspot.com/

Procedure:

+ Teacher shares the reading in the platform and the students practice.
+ The students practice the reading in the classroom.
+ Students watch and read the words.

ACTIVITY 6
READING ABOUT PARQUE DE LA CIUDADELA VIRGEN DEL CARMEN

Timing: 5 minutes	**Values:** Comprehension , Fluency, Pronunciation
Organization: Group	**Resources:** Amplifier, Laptop
Topic: PARQUE CIUDADELA VIRGEN DEL CARMEN	
Objective: To analyze the content about the reading.	

Source: http://usingblogforteachingenglishromulo.blogspot.com/

Procedure:

- Teacher shows the reading in the platform.

- Students discuss the prior and disadvantage of parks

ACTIVITY 7
READIG ABOUT POLICE LOCK #6

Timing: 5 minutes	**Values:** Comprehension , Fluency, Pronunciation
Organization: Group	**Resources:** Amplifier, Laptop
Topic: POLICE LOCK #6	
Objective: To identify dangerous jobs.	

Source: **http://usingblogforteachingenglishromulo.blogspot.com/**

Procedure:

- Teacher shows the reading in the platform.

- The students read and answer a short questions about the reading

ACTIVITY 8

READING ABOUT THE GRANDFATHER OF ALL

Timing: 5 minutes	**Values:** Comprehension , Fluency, Pronunciation
Organization: Group	**Resources:** Amplifier, Laptop
Topic: THE GRANDFATHER OF ALL	
Objective: To identify members of the family.	

Source: http://usingblogforteachingenglishromulo.blogspot.com/

Procedure:

- Teacher shows the reading in the platform.

- The students read and answer a short questions about the reading

ACTIVITY 9
READING ABOUT "ATAHUALPA SCHOOL"

Timing: 5 minutes	**Values:** Comprehension , Fluency, Pronunciation
Organization: Group	**Resources:** Amplifier, Laptop
Topic: ATAHUALPA SCHOOL	
Objective: To analyze the context of the reading	

Source: http://usingblogforteachingenglishromulo.blogspot.com/

Procedure:

- Teacher shows the reading in the platform.

- The students read and answer a short questions about the reading

ACTIVITY 10

READING ABOUT THE MULTIPLES COURTS

Timing: 5 minutes	**Values:** Comprehension , Fluency, Pronunciation
Organization: Group	**Resources:** Amplifier, Laptop
Topic: THE MULTIPLES COURTS	
Objective: To analyze different sports names	

Source: http://usingblogforteachingenglishromulo.blogspot.com/

Procedure:

- Teacher shows the reading in the platform.

- The students read and answer a short questions about the reading

ACTIVITY 11

REALING ABOUT THE CORVICHES OF THE PENINSULAR COLLEGUE

Timing: 5 minutes	**Values:** Comprehension , Fluency, Pronunciation
Organization: Group	**Resources:** Amplifier, Laptop
Topic: THE CORVICHES OF THE PENINSULAR COLLEGUE	
Objective: To analyze the different typical foods of Ecuador.	

Source: http://usingblogforteachingenglishromulo.blogspot.com/

Procedure:

- Teacher shows the reading in the platform.

- The students read and answer a short questions about the reading

ACTIVITY 12
READING ABOUT THE HEADLESS HORSEMAN

Timing: 5 minutes	**Values:** Comprehension , Fluency, Pronunciation
Organization: Group	**Resources:** Amplifier, Laptop
Topic: THE HEARLESS HORSEMAN	
Objective: To analyze the context of the reading	

Source: http://usingblogforteachingenglishromulo.blogspot.com/

Procedure:

- Teacher shows the reading in the platform.

- The students read and answer a short questions about the reading

ACTIVITY 13

READING ABOUT THE SECRETARY OF THE SANTA ELENA PENINSULA COLLEGUE

Timing: 5 minutes	**Values:** Comprehension , Fluency, Pronunciation
Organization: Group	**Resources:** Amplifier, Laptop
Topic: THE SECRETARY OF THE SANTA ELENA PENINSULA COLLEGUE	
Objective: To recognize the different jobs.	

Source: http://usingblogforteachingenglishromulo.blogspot.com/

Procedure:

- Teacher shows the reading in the platform.

- The students read and answer a short questions about the reading

ACTIVITY 14	
READING ABOUT THE SOCCER FIELD	
Timing: 5 minutes	**Values:** Comprehension , Fluency, Pronunciation
Organization: Group	**Resources:** Amplifier, Laptop
Topic: THE SOCCER FIELD	
Objective: To analyze de context about the lecture.	

Source: http://usingblogforteachingenglishromulo.blogspot.com/

Procedure:

- Teacher shows the reading in the platform.

- The students read and answer a short questions about the reading

ACTIVITY 15

READING ABOUT THE FUTSAL FIELD

Timing: 5 minutes	**Values:** Comprehension , Fluency, Pronunciation
Organization: Group	**Resources:** Amplifier, Laptop
Topic: THE FUTSAL FIELD	
Objective: To identify different kinds of sports.	

Source: http://usingblogforteachingenglishromulo.blogspot.com/

Procedure:

- Teacher shows the reading in the platform.

- The students read and answer a short questions about the reading

4.3 Achievements and Expected Results

4.3.1 Achievements

The pre-test was developed in order to measure the reading level of students of tenth basic grade at Unidad Educativa Peninsula de Santa Elena had. In order to develop this fact the researcher had to use a reading test in which the students had to focus on two important things (vocabulary and comprehension)

1. Vocabulary This part of the test assesses students' familiarity with grade-level vocabulary words. All vocabulary words are tested in sentence context.

2. Comprehension This last part of the test assesses students' comprehension of reading selections, students respond to comprehension questions based on fundamental grade-level skills.

And a rubric in which was assessed the following criterias: Automaticity and rapid word recognition, Vocabulary knowledge, Main-ideas comprehension, Recall of relevant details, Reading comprehension, Evaluation and critical Reading.

The development of the diagnostic test was appropriate for two reasons. First, the criterion-referenced outcomes will describe areas where additional instruction is needed. Secondly, since the model is designed by analysing prerequisite skills, the outcomes should describe the specific underlying causes of any reading difficulties a student might have, rather than a general skill area.

Graph 1: Pre-Test to the Students of Tenth Basic Grade
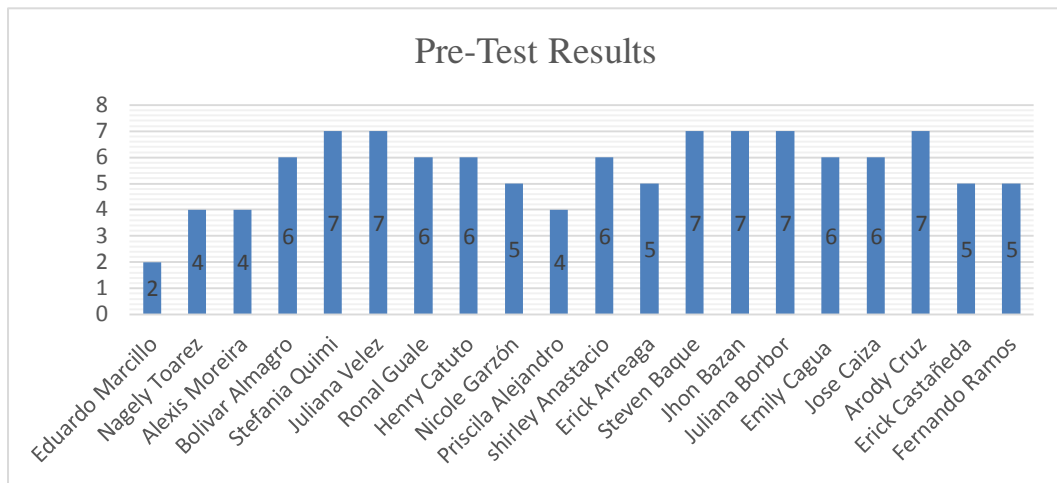
Pre-Test Results

The post-test included the implementation of the Lesson Writer Platform using reading activities focus on vocabulary and comprehension in order to improve the reading skill based on topic that were failed for the students in the pre test. Thus In the following graphic it is shown the improvement that the students of tenth basic grade at Unidad Educativa Península de Santa Elena had using this platform to improve the reading skill. This link show the pre test that was taken for the students

Graph 2: Post-Test to the Students of Tenth Basic Grade
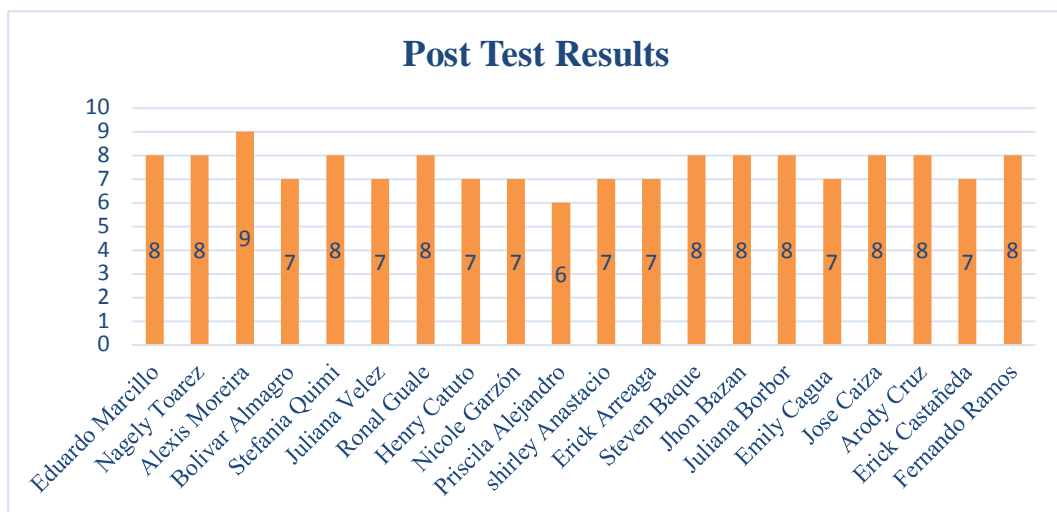
Post Test Results

4.3.2 Expected Results

In this case the comparative analysis of both the pre-test and post test showed that with the post-test they had a significant improvement. Thus the application of Lesson Writer was a good tool in this process since the main objective was to improve the reading skill in the students and keep them motivated. Another important fact was that students can assimilate or understand reading from the students' book they have. Moreover, this technological tool can be a good tool that can contribute to the education in Santa Elena Province and Ecuador.

4.3.3. Final Results

Chart #8: Final Results of Pre-Test and Post Test

N°	STUDENTS	PRE-TEST	POST TEST	IMPROVEMENT
1	Eduardo Marcillo	2	8	60%
2	NagelyToarez	4	8	40%
3	Alexis Moreira	4	9	50%
4	Bolivar Almagro	6	7	5%
5	Stefania Quimi	7	8	10%
6	Juliana Velez	7	7	0%
7	Ronal Guale	6	8	20%
8	Henry Catuto	6	7	10%
9	Nicole Garzón	5	7	20%
10	Priscila Alejandro	4	6	20%
11	shirleyAnastacio	6	7	10%
12	Erick Arreaga	5	7	20%
13	Steven Baque	7	8	10%
14	JhonBazan	7	8	10%
15	Juliana Borbor	7	8	10%
16	Emily Cagua	6	7	10%
17	JoseCaiza	6	8	20%
18	Arody Cruz	7	8	10%
19	Erick Castañeda	5	7	20%
20	Fernando Ramos	5	8	30%
	AVERAGE	6	8	20%

Source: Unidad Educativa "Península de Santa Elena"
Author:Rómulo Francisco Rodríguez Hermenejildo

Graph 3: Final Results of Pre-Test and Post-Test
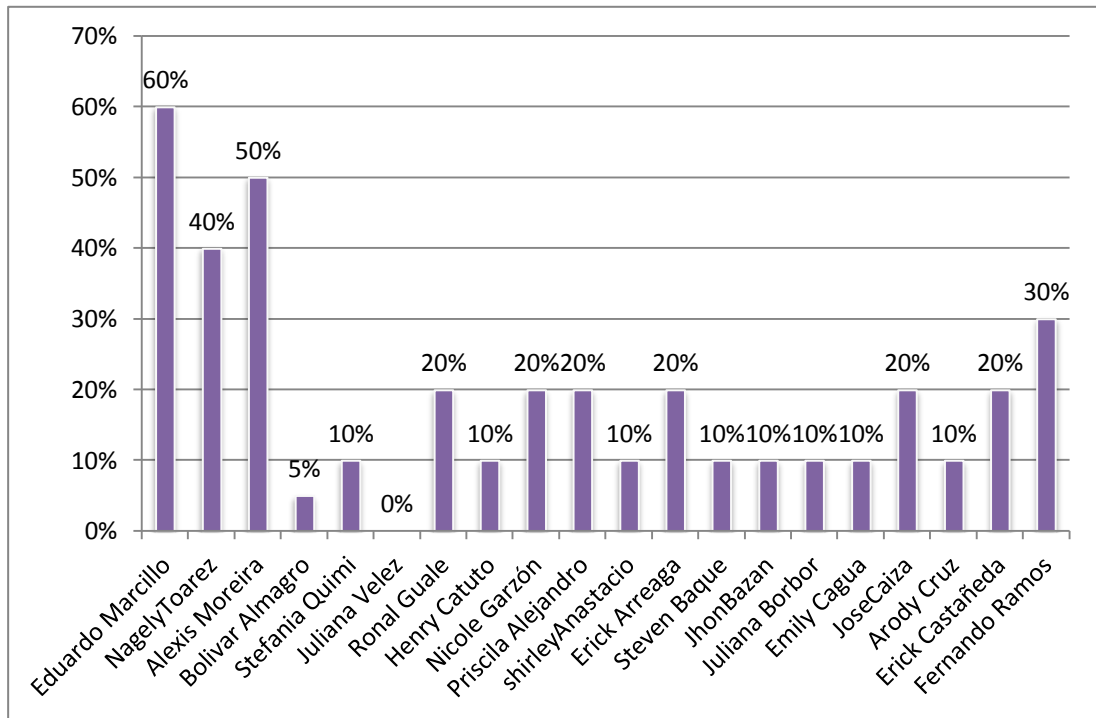
Source: Unidad Educativa "Península de Santa Elena"
Author:Rómulo Francisco Rodríguez Hermenejildo

4.4 CONCLUSIONS AND RECOMMENDATIONS

4.4.1 Conclusions

1. The reading skill is one of the most important abilities in order to improve the English communication.

2. Technology is an important tool they can used to develop the reading skill in student.

3. The lesson writer platform allowed to improve the reading skill in student of tenth basic grade of Unidad Educativa Peninsula de Santa Elena school in 20%.

4.4.2 Recommendations

1. It is recommended to improve the reading skill in school of tenth basic grade of Unidad Educativa Peninsula de Santa Elena school in order to improve the English communication.

2. It is suggested to train English teachers in the use an application of technology tools to improve reading skills.

3. It is recommended to implement the Lesson writer platform in order to improve the reading skill not only in this grade but in all of them, especially in 8th, 9th, 10th grades.

4.5 Timetable

Chart #9: Timetable

	ACTIVITIES/ MONTHS	OCTOBER				NOVEMBER				DECEMBER				JANUARY				FEBRARY				MARCH			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Publication of Topics		x																						
2	Delivery of the Regulations of Certification and Proposal project work model		x																						
3	Development of proposal Project work		x	x																					
4	Delivery of proposal project work				x																				
5	Development and Delivery of chapter I					x																			
6	Development of chapter II						x																		
7	Development and Delivery of chapter II						x	x																	
8	Development of chapter III								x																
9	Development and delivery of chapter III									x															
10	Development of chapter IV										x														
11	Development of chapter IV											x													
12	Development of chapter IV												x												
13	Delivery of chapter IV													x											
14	Implementation of the proposal Project work														x	x									
15	Development of chapter V																x								
16	Delivery of chapter V																	x							
17	Development of Preliminary Pages, abstract, introduction, etc.																		x						
18	Delivery of final Project																			x					
19	Distribution to members of the court																				x				
20	Project Defense																						x		
21	Graduation																								x

Source: Unidad Educativa "Península de Santa Elena"
Author: Rómulo Francisco Rodríguez Hermenejildo

4.6 Resources

Chart #10: Resources

MATERIAL RESOURCES

DESCRIPTION	QUANTITY	UNIT PRICE	TOTAL
Pack of Sheets	2	$ 10.00	$10.00
Markers	2	$ 2.00	$ 2.00
Flash cards	30	$ 10.00	$ 10.00
TOTAL			**$ 22.00**

TECHNOLOGICAL RESOURCES

DESCRIPTION	QUANTITY	UNIT PRICE	TOTAL
Flash Memory	1	$ 20.00	$20.00
Laptop	1	$800.00	$800.00
Infocus	1	$800.00	$800.00
Tablets	2	$180.00	$180.00
TOTAL			**$2000.00**

TOTAL OF MATERIAL RESOURCES	$22.00
TOTAL OF TECHNOLOGICAL RESOURCES	$2000.00
TOTAL EXPENSES	**$ 2022.00**

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http://bibliotecas.upse.edu.ec/opac_css/index.php?lvl=notice_display&id=7989 int eraction I: a listening/reading skill

http://bibliotecas.upse.edu.ec/opac_css/index.php?lvl=notice_display&id=9092 pr oficiency masterclass

http://bibliotecas.upse.edu.ec/opac_css/index.php?lvl=notice_display&id=9363 ho w to teach reading

APPENDIXES

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA LICENCIATURA EN INGLÉS
INTERVIEW DIRECTED TO THE PRINCIPAL OF UNIDAD
EDUCATIVA "PENINSULA DE SANTA ELENA".

Dear specialist, the following interview will provide important data for the research paper titled "DIGITAL APPLICATION TO IMPROVE READING SKILL, IN STUDENTS OF TENTH BASIC GRADE AT THE UNIDAD EDUCATIVA PENINSULA DE SANTA ELENA. LA LIBERTAD. PROVINCE OF SANTA ELENA SCHOOL YEAR 2016-2017", please takes the necessary time to answer each question with sincerity and honesty; each of the answer will be used completely for this work. Thanks for your time.

Question 1: What is your criterion about the education in recent years?

Question 2: Do you believe that the English language is important?

Question 3: Do you believe that learning English as a second language will be relevant in the future?

Question 4: Do you believe that practicing the four language skills in the classroom could help to improve the language English in the students?

Question 5: Do you practice the reading skills with your students in the classroom?

Question 6: How often do you practice the reading skills with your students at home or in the classroom?

Question 7: Do you think that creating text with difficult words to understand will help student to understand when they read this text?

Question 8: Do you believe that applying technology in the classroom could help

Question 9: What do think about creating dialogues and podcast adapted to the

Question 10: Do you think that the use of technology accompanied of dialogues adapted to the students could achieve to improve the reading skill?

Thanks for your collaboration

ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA LICENCIATURA EN INGLÉS
INTERVIEW DIRECTED TO THE PRINCIPAL OF UNIDAD
EDUCATIVA "PENINSULA DE SANTA ELENA".

Dear principal, the following interview will provide important data for the research paper titled "DIGITAL APPLICATION TO IMPROVE READING SKILL, IN STUDENTS OF TENTH BASIC GRADE AT THE UNIDAD EDUCATIVA PENINSULA DE SANTA ELENA. LA LIBERTAD. PROVINCE OF SANTA ELENA SCHOOL YEAR 2016-2017", please take the necessary time to answer each question with sincerity and honesty; each of the answer will be used completely for this work. Thanks for your time.

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Question 6: How often do you practice the reading skills with your students at home or in the classroom?

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Question 8: Do you believe that applying technology in the classroom could help

Question 9: What do think about creating dialogues and podcast adapted to the

Question 10: Do you think that the use of technology accompanied of dialogues adapted to the students could achieve to improve the reading skill?

Thanks for your collaboration

**ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA LICENCIATURA EN INGLÉS
INTERVIEW DIRECTED TO THE PRINCIPAL OF UNIDAD
EDUCATIVA "PENINSULA DE SANTA ELENA".**

Dear English teacher, the following interview will provide important data for the research paper titled "DIGITAL APPLICATION TO IMPROVE READING SKILL, IN STUDENTS OF TENTH BASIC GRADE AT THE UNIDAD EDUCATIVA PENINSULA DE SANTA ELENA. LA LIBERTAD. PROVINCE OF SANTA ELENA SCHOOL YEAR 2016-2017", please take the necessary time to answer each question with sincerity and honesty; each of the answer will be used completely for this work. Thanks for your time.

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Thanks for your collaboration

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CARRERA LICENCIATURA EN INGLÉS
INTERVIEW DIRECTED TO THE PRINCIPAL OF UNIDAD
EDUCATIVA "PENINSULA DE SANTA ELENA".

Dear students, the following focus group will provide important data for the research paper titled "DIGITAL APPLICATION TO IMPROVE READING SKILL, IN STUDENTS OF TENTH BASIC GRADE AT THE UNIDAD EDUCATIVA PENINSULA DE SANTA ELENA. LA LIBERTAD. PROVINCE OF SANTA ELENA SCHOOL YEAR 2016-2017", please take the necessary time to answer each question with sincerity and honesty; each of the answer will be used completely for this work. Thanks for your time.

Question 1: Do you believe that learning English as a second language is important

Question 2: Do you believe the technology could help students in their homework?

Question 3: What do you think about the Lesson Writer Platform?

Question 4: Do you believe this application could help you to comprehend the English language?

Question 5: Do you think that you are going to achieve to comprehend readings with this application?

Question 6: Do you think about to implemented dialogues adapted to the environment where you live could be a good strategy to improve your reading skill?

Question 7: Do you think that you are going to be able to understand reading adapted to the environment using this application?

Question 8: Do you believe that using this application the reading skill could be difficult to develop?

Question 9: Do you believe that applying this application with activities mentioned could help to improve your reading skill?

Question 10: If you have good grades applying this application do you recommend this application to another student in order to make they learn English in a better way?

Thanks for your collaboration

Reading rubric to Assess student´s Performance

Descriptors	Unacceptable 1-5	Acceptable 6-10	Satisfactory 11-15	Excellent 16-20
	1	2	3	5
Task Completion	No attempt to complete the task	Minimal attempt to complete the task, responses frequently inappropiated	Partial completion of the task, responses mostly appropiated yet undeveloped.	Superior completion of the task, responses appropiated andwith elaboration
Fluency	Long pauses	Speech halting and uneven with long pauses or incomplete thoughts.	Speech choppy and/or slow with frequent pauses; little attempt to keep cocnversation or presentation flowing.	Speech continuous with few pauses or stumbling
Pronunciation	Many pronunciation mistakes.	Major pronunciation errors, may prevent comprehension.	Frequent pronunciation errors, may impede comprehension.	No or almost no pronunciation errors.
Vocabulary	A little vocabulary.	Inadequate and inaccurate use of vocabulary	Somewhat inadequate and inaccurate use of vocabulary and too basic for this level.	Rich use of vocabulary with frequent attempts at elaboration.
Body language: Posture, and Voice	Poor posture.	Poor posture. Sometimes cannot here by students and the teacher.	Usually looks relaxed. Can be heard by students and the Professor.	Looks relaxed and confident during the film of his/her presentatio. Speaks clearly and distinctly at all the times.

Ministerio de Educación

Asunto: RESPUESTA A SOLICITUD DE AUTORIZACIÓN PARA DESARROLLAR TEMA DE TESIS EN LA U.E PENÍNSULA DE SANTA ELENA
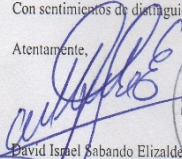
Sra. Master Of Arts
Glenda Beatriz Pinoargote Parra
Directora de la Escuela de Idiomas y Carrera Licenciatura en Ingles
UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA
En su Despacho

De mi consideración:

Acuso recibo Oficio N° 016-PINE-UPSE-2016-OF de fecha 16 de noviembre del 2016, suscrito por Glenda Pinoargote Parra, en calidad de Directora Carrera Licenciatura en Inglés, quien solicita Autorización para efectuar investigaciones referentes a tema de tesis en la Unidad Educativa "Península de Santa Elena", del cantón La Libertad; dando una respuesta al trámite ingresado a través de la Unidad Distrital de Atención ciudadana, cuyo número de documento responde al AC24D02-2293-E-2016 y considerando lo estipulado en el artículo 27 en concordancia con el 29 Sección Quinta-Educación, de la Constitución de la República del Ecuador, así como también lo citado en el Artículo 350 de la Ley Orgánica de Educación Superior; este despacho Autoriza lo peticionado por el Sr. Rómulo Francisco Rodríguez Hermenejildo, portador de la cedula de ciudadanía 0916983018, estudiante de la Carrera de Idiomas de la Universidad Estatal Península de Santa Elena , efectuar las investigaciones referentes al tema de Tesis como requisito básico previo la obtención del título en la mencionada carrera y que responde al siguiente proyecto ""DIGITAL WRITING APPLICATION TO IMPROVE ENGLISH LANGUAGE LEARNING IN STUDENTS OF TENTH BASIC GRADE AT THE UNIDAD EDUCATIVA PENINSULA DE SANTA ELENA, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2015-2016", en la Unidad Educativa "Península de Santa Elena" ubicada en el cantón La Libertad, es necesario indicar que la máxima autoridad institucional establecerá los mecanismos necesarios a fin de cumplir con lo establecido en la normativa legal en relación al cumplimiento del calendario académico y estándares educativos.

Con sentimientos de distinguida consideración.

Atentamente,

Ministerio de
Educación
del Ecuador

David Ismael Sabando Elizalde
DIRECTOR DISTRITAL 24D02 - LA LIBERTAD - SALINAS - EDUCACIÓN

Referencias:
- MINEDUC-CZ5-24D02-UDAC-2016-3757-E

Anexos:
- 24d02-3757-e.pdf

Copia:
Magister
Mariela Rubi De la Cruz Tomala
Rectora
UNIDAD EDUCATIVA PENÍNSULA DE SANTA ELENAEDUCATIVA

Av. Amazonas N34-451 entre Av. Atahualpa y Juan Pablo Sanz
Telf.: + (593 2) 3961300/1400/1500
www.educacion.gob.ec

* Documento generado por Quipux

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UNIDAD EDUCATIVA

PENINSULA DE SANTA ELENA

Aprobado por Resolución Ministerial No. 1461 de Abril 19 de 1991

Telefax: 2 538 827

La Libertad – Santa Elena – Ecuador

Ministerio de Educación

DISTRITO EDUCATIVO 24D02
LA LIBERTAD - SALINAS

La Libertad, enero 25 de 2017
Oficio No. 003-UEPSE-2017

Magister
Glenda Pinoargote Parra
DIRECTORA DE LA ESCUELA DE IDIOMAS DE LA UNIVERSIDAD ESTATAL
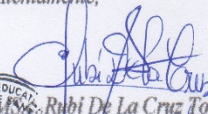PENÍNSULA DE SANTA ELENA.
Ciudad.-

De mis consideraciones:

Reciba por medio del presente un atento y cordial saludo, a nombre de la comunidad educativa
Península de Santa Elena:

En Calidad de Rectora de la Unidad Educativa Península de Santa Elena me dirijo a usted por
medio del presente para informar que el Sr. Rómulo Francisco Rodríguez Hermenejildo, C.I.
0916983018, Egresado de la Carrera de Idiomas de la Universidad Estatal Península de
Santa Elena, realizó las entrevistas al personal de Área de Inglés, a los estudiantes del Décimo
Año de Educación Básica paralelo "A" y a la autoridad de este plantel. Además realizó la
Implementación del Proyecto **DIGITAL WRITING APPLICATION TO IMPROVE
READING SKLL, STUDENTS OF TENTH BASIC GRADE AT THE UNIDAD
EDUCATIVA PENINSULA DE SANTA ELENA. LA LIBERTAD, PROVINCE OF
SANTA ELENA, SCHOOL YEAR 2016 – 2017**, en la Institución Educativa que me honro
en dirigir.

Particular que comunico a usted para los fines legales pertinentes.

Atentamente,

MSc. Rubí De La Cruz Tomalá
RECTORA

La Libertad – Cdla. Virgen del Carmen Calle 13 Avda. 31 y 32
Telefax – 2 53 88 27
colpeninsulasantaelena@hotmail.com

PHOTOS

Figure 1: Interview to the principal of educational unit Santa Elena Peninsula.

Figure 2: Interview to specialist, coordinator of English area, María Fernanda Aquino.

Figure 3: Interview to specialist, coordinator of enlish area, Lic. Santos Guale

Figure 4: Interview to teacher English, Ing. Felix Fajin

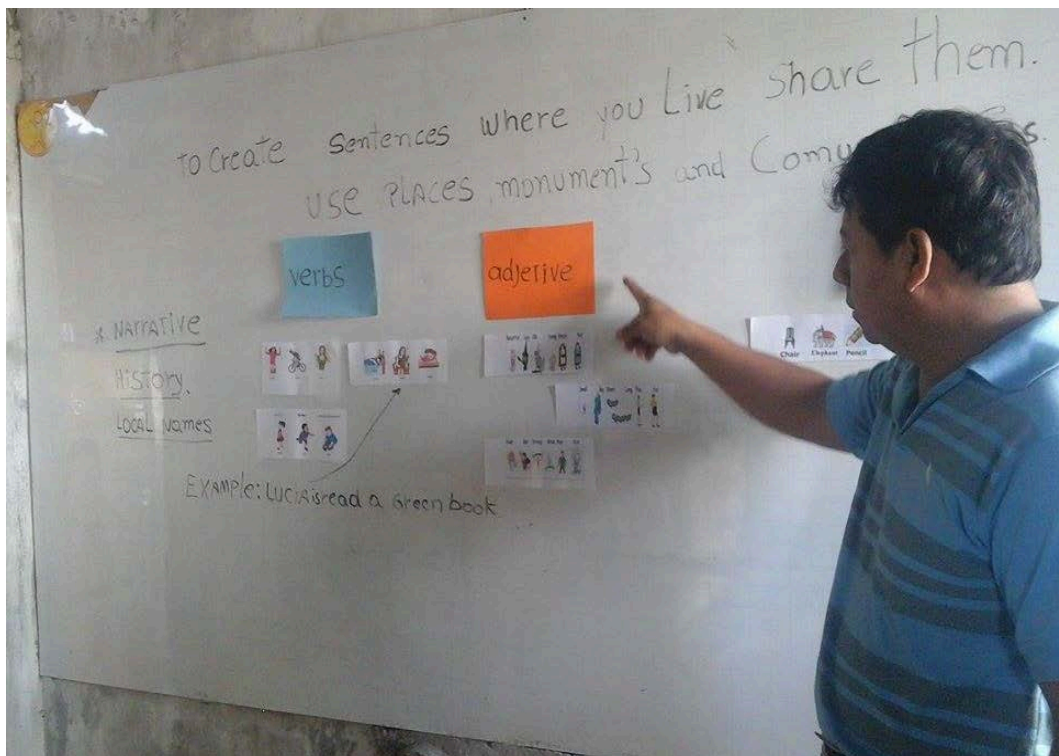**Figure 5:** Interview to English teacher, Lic. Darío **Asencio.**

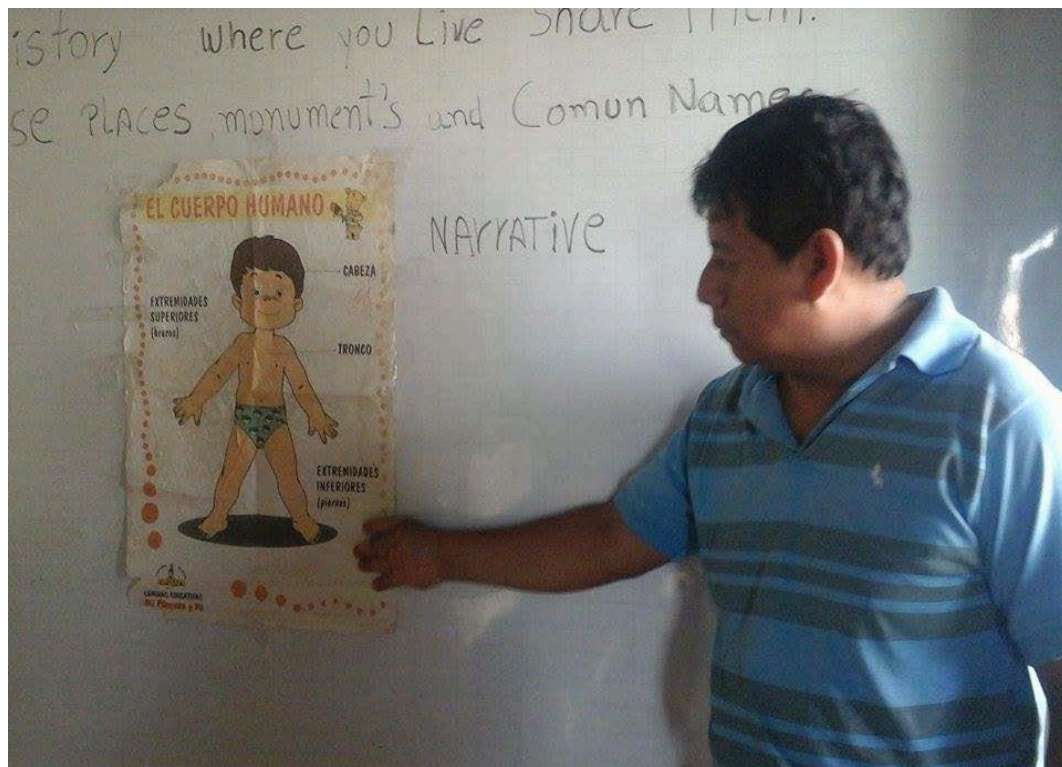**Figure 6:** Focus Group sharing the ideas about Lesson writer.

Figure 7: Students practicing conversation using "lesson writer"

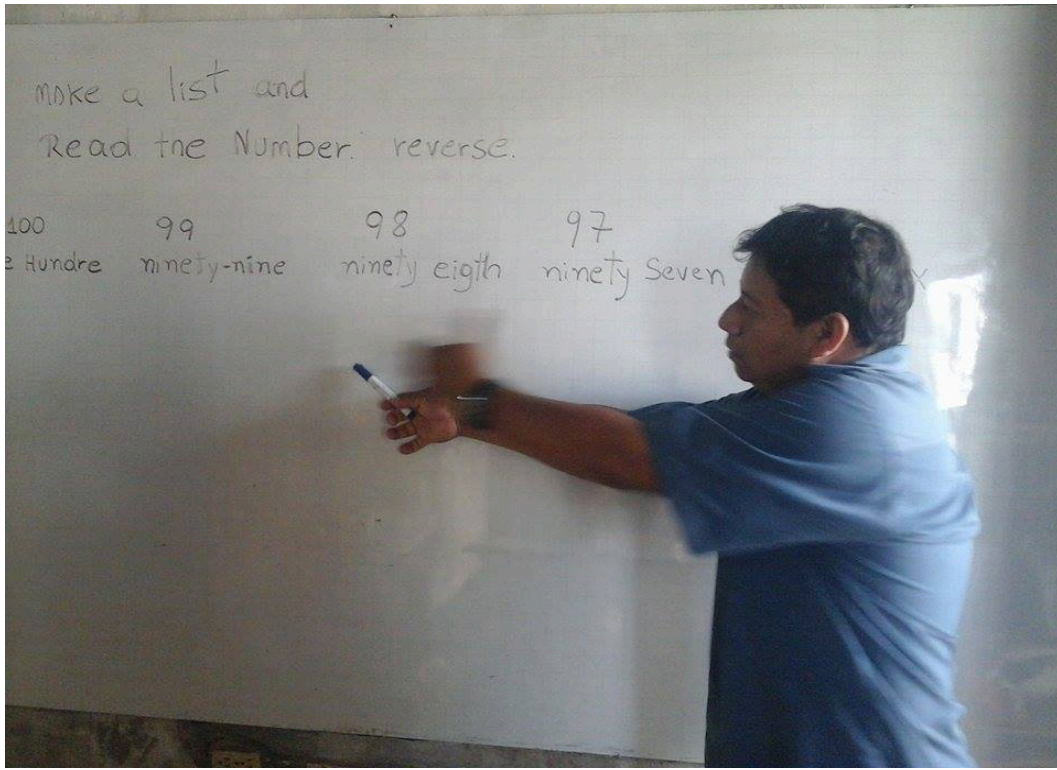.**Figure 8:** Activity 1, read history use verb, adjective, nouns

Figure 9: Activity 2, practicing a short history with different picture in class

Figure 10: "Reading legends" of the peninsula of Santa Elena
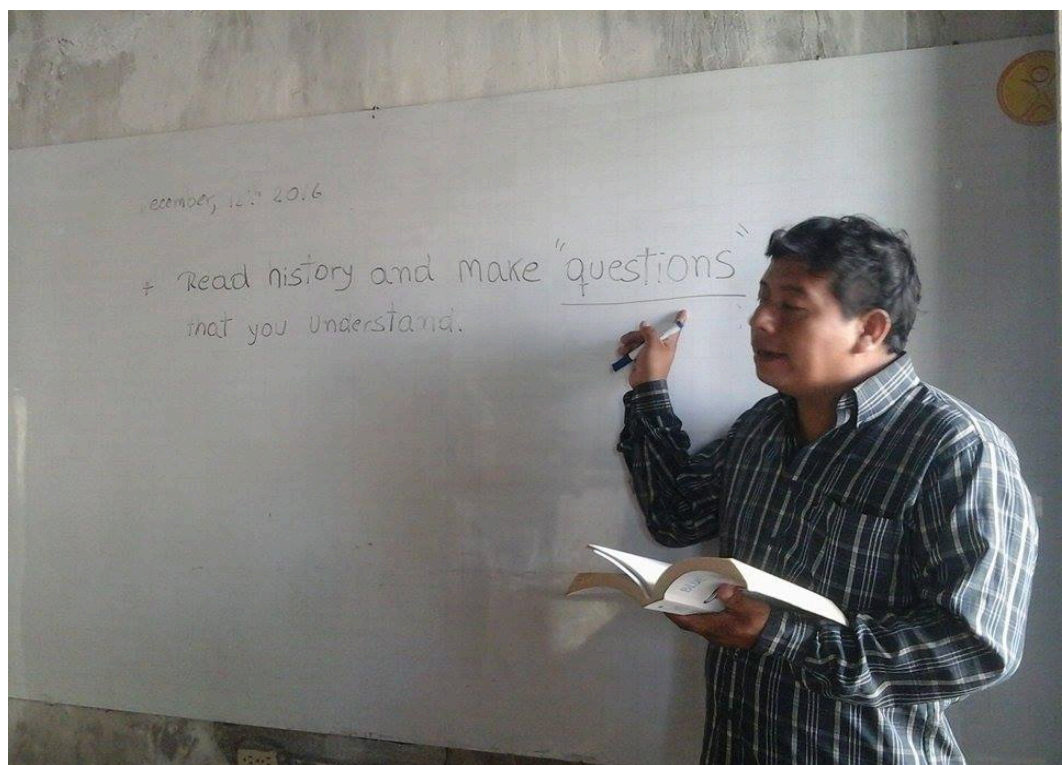
Figure 11: Activity 4. Reading the numbers of inverse

Figure 12: Sharing ideas about the "lesson writer"

Figure 13: Students practicing conversation using lesson writer

Figure 14: Students using lesson writer in the laboratory

Figure 15: Students practicing with lesson writer

Figure 16: Students reading practice with lesson writer

República del Ecuador

Ministerio de Educación

EN SU NOMBRE Y POR AUTORIDAD DE LA LEY LA INSTITUCIÓN EDUCATIVA

JUAN DAGOBERTO MONTENEGRO RODRÍGUEZ

CONFIERE A:

RODRIGUEZ HERMENEJILDO ROMULO FRANCISCO

EL TÍTULO DE BACHILLER

CIENCIAS

SOCIALES

Por haber aprobado los estudios reglamentarios en el nivel de Bachillerato.

con la calificación de **17.0 (DIECISIETE COMA CERO)**

Dado y firmado en: **SANTA ELENA, 11 de febrero de 1994**
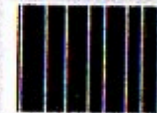
MARIANA DE LOURDES MONTENEGRO PARRALES
Rector (a)

Ministerio de Educación
Dirección Distrital 24D02
'La Libertad - Salinas' Educación
Econ. David Sabando Elizalde.
DIRECTOR DISTRITAL DE EDUCACIÓN 24D02

CHALEN GONZALEZ MAYRA
Secretario(a)

25375

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
UNIDAD OPERATIVA DE DESARROLLO ACADÉMICO

Confiere el presente certificado a:

Rómulo Rodríguez Hermenejildo

Por su participación y aprobación del módulo **"Dominio de Competencias Genéricas de Lenguaje y Razonamiento Lógico"**, con una duración de 40 horas.

La Libertad, 09 de Novbre. / 2015

Ing. Lilia Valencia Cruzaty, M. Sc.
Rectora
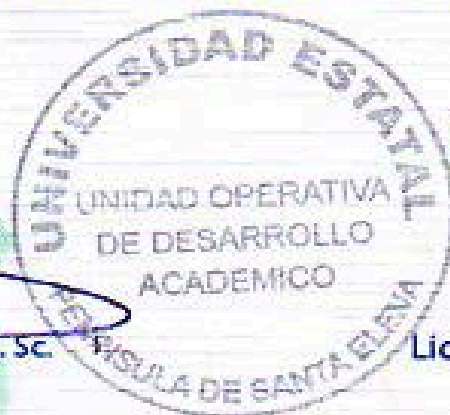
Lic. Víctor Emilio Garcés Rodríguez, M. Sc.
Facilitador