PENÍNSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF SCIENCES OF EDUCATION AND LANGUAGES

ENGLISH LANGUAGE TEACHING CAREER

TOPIC:

"A WEBSITE TO IMPROVE ENGLISH READING COMPRENHENSION SKILL TO STUDENTS OF TENTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA "TRECE DE ABRIL"   LA LIBERTAD, SANTA ELENA PROVINCE, 2015 – 2016"

RESEARCH PAPER

AS A PREREQUISITE TO OBTAIN A:

BACHELOR' S DEGREE IN ENGLISH

AUTHOR:

LILIA AURORA MALAVÉ BELTRÁN

ADVISOR:

MSc. ALEXANDRA JARA ESCOBAR

LA LIBERTAD – ECUADOR

2016

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ADVISOR' S APPROVAL

In my role as advisor of the research paper under the title **"A WEBSITE TO IMPROVE ENGLISH   READING COMPRENHENSION SKILL TO STUDENTS OF TENTH GRADE ATESCUELA DE EDUCACIÓN BÁSICA "TRECE DE ABRIL" LA LIBERTAD, SANTA ELENA PROVINCE, 2015 – 2016"** prepared by **LILIA AURORA MALAVÉ BELTRÁN**, student of the English Teaching Career, Faculty of Education and Languages at Península of Santa Elena State University, I declare that after having guided, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

_____

MSc. ALEXANDRA JARA ESCOBAR

Advisor

La Libertad, August 19th 2016

STATEMENT OF AUTHORSHIP

I, **LILIA AURORA MALAVÉ BELTRÁN**, with ID number 092605219-2, undergraduate student from the Península of Santa Elena State University, Faculty of Sciences of Education and Languages, as a prerequisite to obtain a Bachelor's degree in English, in my role as author of the research paper **"A WEBSITE TO IMPROVE ENGLISH READING COMPRENHENSION SKILL TO STUDENTS OF TENTH GRADE ATESCUELA DE EDUCACIÓN BÁSICA "TRECE DE ABRIL" LA LIBERTAD, SANTA ELENA PROVINCE, 2015 – 2016"** certify that this research is of my authorship, except for the quotes and reflections used in this research paper.

Sincerely,

_____

LILIA AURORA MALAVÉ BELTRÁN
ID 092605219-2

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DEDICATION

I dedicate this work to my mother Martha, my husband Carlos and especially to my children Ammi and Jostin the most important persons in my life, who have been the mainstay in my life and an impulse throughout my career. To my teachers, who taught me with their lessons and experiences and trained me as a good person to be prepared for the challenges of life, to each and every one of them, I dedicate this work.

Lilia Malavé

ACKNOWLEDGMENT

First of all I thank God, who guided me throughout this process, to my advisor, MSc. Alexandra Jara Escobar and to the Director of the English Teaching Career Miss Glenda Pinoargote Parra MSc. and to the Península of Santa Elena State University for all the support during these 5 years and to all my professors for their dedication and patience.

Lilia Malavé

DECLARATION

The content of the following graduation work is my responsibility; the intellectual

property belongs to Peninsula of Santa Elena State University.

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LILIA AURORA MALAVÉ BELTRÁN

ID 092605219-2

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Author: Lilia Aurora Malavé Beltrán
Advisor: Lcda. Alexandra Jara Escobar, MSc.

ABSTRACT

This investigation was centered on reading comprehension skill since students need to develop this skill in order to become literate. However, students of tenth grade at Escuela de Educación Básica "Trece de Abril" have faced different problems in their English language development and especially in the development of their reading comprehension skill due to diverse reasons, such as, the old fashioning methods and strategies applied by the teacher, lack of motivational activities, low knowledge of vocabulary words and grammar structures, and others. The objective of this research is to improve the English reading comprehension skill in students of tenth grade at Escuela de Educación Básica "Trece de Abril" located in La Libertad through the implementation of a website with some reading activities. Moreover, the quantitative method allowed the application of a survey which was directed to students; results from survey were illustrated in charts and statistical graphics. Additionally, the qualitative method allowed the application of interviews to the principal, English teacher and to one specialist. As it was established before, it had the necessity to improve the reading comprehension skill of tenth grade students in this institution; therefore, it was proposed to create a web site to provide reading activities to develop such an important skill for students giving as results the increase of interest of students for reading and the development of critical thinking of students during the practice of each reading activity.

*Keywords***:** Website, reading comprehension and students.

INTRODUCTION

Nowadays, in this globalized society, the application of technology has become a necessity for people in every aspect of their lives, such as, in their jobs, in their community, for having contact with people from other nations, and others. However, in the educational field, there are many that unfortunately do not have access to or do not integrate technological resources for the betterment of the teaching and learning process.

In order to prove that technology is a good source of improving the way of teaching and learning, several investigators have begun to explore such great potential of technology to educate and learn. With a proper and didactic use, technology has constituted a pedagogical support for students in order to acquire the skills that are needed to face the demands of this society we are living in the present time.

Technology in classrooms of schools is no longer future but the present of education. The use of ICTs has become the perfect complement to achieve the mastery of a new language. Likewise, the use of technological resources is common in the English language area because through the use of technological resources, students have the opportunity to practice the different skills in English language in a digitalized and more relaxed environment.

Reading comprehension is an important part of English language acquisition since it is the way of constructing meaning through texts. The purpose of reading is the

comprehension of the passage that is being read; unfortunately, students have serious problems for understanding written messages since they do not have the constant habit of reading and because they do not have strategies for reading. The practice of reading comprehension skill with technological tools to support training is more effective and attractive for students since they are more interested in learning using technological resources such as tape recorders, television or CD players, computers, and other devices. Hence the implementation of a website attempts to support students to understand written messages by practicing with different reading activities.

This investigation was divided into four chapters which are mentioned and described below:

Chapter I-The Problem: This chapter describes the statement of the problem, context, critical analysis, formulation of the problem, guideline questions, limitation, research project, significance and objectives of the research (general and specifics).

Chapter II-Theoretical Framework: This chapter it contains previous researches, philosophical basis, fundamental categories, legal basis, hypothesis and variables of the study.

Chapter III-Methodology: It explains the research approach, level or type of the research, population and sample, techniques and instruments, analysis and interpretation of the results and finally conclusions and recommendations.

Chapter IV-The Proposal: This chapter describes the solution to the problem and it analyses the outcomes of this investigative work.

CHAPTER I

THE PROBLEM

1.1 Title

"A WEBSITE TO IMPROVE ENGLISH READING COMPRENHENSION SKILL TO STUDENTS OF TENTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA "TRECE DE ABRIL", LA LIBERTAD, SANTA ELENA PROVINCE, 2015 – 2016"

1.2 Problem statement

English language is the second most spoken language in the world. People from different nationalities speak English in order to communicate when they travel abroad the world. Nowadays, people have realized the importance of learning English language and they are looking for formal education in order to acquire this language or in the case of children, they are receiving English classes in their educational institutions since they have the facility to acquire new information in an easier way.

In Ecuador, English language is taught in some elementary private schools and high schools. In college, students have to attend to English language courses since it is required for any area of study (medicine, technology, business, etc.) In the labor market, employees have to be able to communicate in English languages because many businesses are with foreign investors.

People from different parts of the world visit the coast region. Santa Elena is a touristic province which receives the visit of several English speakers every year, especially at holidays. As a consequence of that, people from Santa Elena province have to know English language in order to communicate with English foreign visitors and help in the touristic and economic development of the province.

Educational authorities have realized the importance of learning English language and therefore, the process of English language teaching has been improved due to the different changes that authorities have done. English language teaching is mandatory for students from public educational institutions in their secondary studies. In the case of Escuela de Educación Básica "Trece de Abril" from La Libertad, there is just one English teacher for all classrooms. English teacher has looked for the way of motivating students to learn English language. However, in some cases, methodologies are adequate for students because they are no engaged during the lessons.

Some students do not realize the importance of English language in their lives and the application of this language. English has four main skills (listening, speaking, reading, and writing). Reading is an important skill as the others but this skill needs to be practiced constantly because not all students have the facility of comprehending what they are reading. Through reading exercises, students are able to acquire new vocabulary and identify sentences with different grammar

structures which are also needed for the complete development of English language.

This project consists in the creation and implementation of a website to improve English reading comprehension skill to students of tenth grade at Escuela de Educación Básica "Trece de Abril" la Libertad, Santa Elena province, 2015 – 2016.

1.3 Context of the problem

In Santa Elena Province, English language is really necessary because it is a touristic place in the coast region with a lot of beaches and touristic places where foreign people from all over the world visit it. Learning English is fundamental to communicate; give instructions and information to people from other nationalities.

Even though English is an essential and important aspect in the daily life for some people, it becomes difficult at the moment to learn and develop the principal skills such as; listening, speaking, reading and writing, and the other sub-skills, such as, vocabulary, grammar and pronunciation. The practice of English language skills, especially reading, needs to be permanent in order to master it appropriately. However, the assigned hours for English language lessons do not seem to be enough.

At Escuela de Educación Básica "Trece de Abril" from La Libertad, students of tenth grade have presented difficulties in the English learning process. Students

have faced problems in the mastery of some skills. In this case, reading is a skill that students have developed correctly since they have been instructed in a non didactic way.

Furthermore, students have problems in reading comprehension skill because they do not have enough time for the practice of this important part of English language. It is known that for becoming good at something, constant practice is needed. On the other hand, teachers do not apply specific activities to contribute in the improvement of English reading comprehension: activities are not interesting for students of the age of tenth grade. As a consequence of that some students have a low level of motivation for learning because books, in certain cases, are not related to the real necessities of them.

A different and final reason of the reading comprehension deficiency of tenth grade students is the low vocabulary and grammar knowledge. Students' failure to understand written texts can arise for the low vocabulary knowledge; vocabulary is necessary for the construction of sentences, paragraphs, essays, and therefore, students need to know enough vocabulary in order to understand what they are reading. That is why students with poor vocabulary or those who have difficulties in word reading can fail to understand sentences and longer pieces of written texts.

Reading is a part of communication and it is used to learn more vocabulary, reinforce grammatical rules and to get new information. If we do not read, we can

not be able to improve our English language. The use of a Web site with additional activities to improve reading is a new form to develop reading skill in students. Because they will participate in class and they will not feel bored in English class.

1.4   Scientific problem

How to improve English reading comprehension skills to students of tenth grade at Escuela de Educación Básica "Trece de Abril" from La Libertad?

1.5   Object of the investigation

The object of this investigation is the improvement of tenth grade students' reading comprehension skill from Escuela de Educación Básica "Trece de Abril".

1.6   Field of action

- **Field:** Education

- **Area:** English.

- **Aspect:** Reading comprehension using a web site.

- **Title:** "A website to improve English reading comprehension skills to students of tenth grade at Escuela de Educacion Básica "Trece de Abril" La Libertad, Santa Elena province, 2015 - 2016."

- **Problem:** Low proficiency in the reading comprehension skill of tenth grade students from the Escuela de Educación Basica "Trece de Abril"

- **Time limitation:** The research will be held during the academic year 2015-2016.

- **Population limitation:** Tenth grade students from Escuela de Educación Básica "Trece de Abril".

- **Space limitation:** Escuela de Educación Básica "Trece de Abril"

- **Context limitation:** This research will be focused on the influence of the Websites as a technological resource to improve the Reading Comprehension of the Tenth Grade Students from the Escuela de Educación Básica "Trede de Abril"

1.7 Justification

Due to the influence of the rapid growth of internet and technology which links computers; the internet contains many resources where children, adolescents and the general public have access to several information, but webs sites do not teach by themselves. Teachers should explain how to use these tools for a specific purpose, in order to contribute to the knowledge development in students.

However, in this XXI century, many changes have affected in a positive way to many fields, including public Education. Most students are register in at least one

either social network, such as, Facebook, Twitter, Badoo and even use blogs where they write and share personal information and experiences. Students already know how to manage this technological medium and know how the teachers can apply it in their teaching procedures.

Because of the adolescence stage, tenth grade students look for reading topics related to famous people or trending topics around the world. In most cases, students look for additional online activities to practice the topic they want; however, online resources are not related to the real necessities and interests of students. This is one of the reasons why the creation of a website will allow students to find a specific online place where they can practice and develop reading comprehension skill through activities with different literary genres that help the comprehension of each student.

Furthermore, the website will have reading activities by proficiency levels which will mainly benefit tenth grade students since activities are divided into three levels: A (High Level), B (Intermediate Level) and C (Pre-Intermediate). These levels were taken into account the standard of Common European Framework (CEF). Reading activities from the website are not the same; they start with a basic level and then a more difficult level in which students have the possibility to practice their reading comprehension gradually. One of the most important parts of this project is that the student will be able to read interesting passages and they can look pictures that permit analyze and understand what they are reading.

Finally, the implementation of this project will allow students to practice their reading comprehension skill through the implementation of a web page which constitutes the academic development in a digitalized environment. Thus, students will be taught using technological resources in order to catch their interest and increase their motivation during the teaching and learning process.

1.8 General objective

To improve English reading comprehension skills to students of tenth grade at Escuela de Educación Básica "Trece de Abril" through the implementation of a website with reading activities.

1.9 Idea to defend

The implementation of a website with reading activities will improve the reading comprehension skill of students of tenth grade at Escuela de Educación Básica "Trece de Abril" from La Libertad, Santa Elena province, 2015-2016.

1.10 Scientific tasks

- To design the theoretical framework of this project by analyzing different theories related to reading skill and the use of ICTs in the educational field.

- To analyze the data collected through the application of different sources of information collection, such as, surveys, interviews, and others.

- To implement a web site to improve English reading comprehension skills to tenth grade students at Escuela de Educación Básica "Trece de Abril".

CHAPTER II

THEORETICAL BASIS

1. Rationale

2.1 Philosophical Foundation

Around the world, there are a lot of people who are learning English as a foreign or second language. Bernardo, in his 2013 research, claims that the application of psycholinguistic approach points out to different effects of using bilingual learning. And the cognitive process of a student is different at the moment a foreign or second language. In English language, there are many aspects that influence in the learning process, such as, ages of students, purpose of the learning process, and others.

The Southwest Educational Development Laboratory (SEDL), from the USA, carried out an investigation in 2014 determining that there are two cognitive elements in the decoding of information while students are reading. Reading comprehension ability is composed of two important elements; decoding and language comprehension. Decoding (or the ability to translate text into speech) is solely a part of the reading comprehension process. On the other hand, language comprehension refers to the ability to understand spoken language.

Likewise, Zipke (2012) also establishes that reading comprehension depends on two elements; language comprehension in its oral and written form. The kind of language or print words used in a passage depends on the person who is going to receive the message. For instance, for a child, words need to be easy to understand and for adults words may be more formal and technical. Furthermore, as it was established before, decoding is the ability to recognize print words and written information in English or in any other language. In the case of very young learners (children), decoding is a difficult procedure because they are too young for understanding the steps which involves decoding written passages. They just like people read them stories.

2.2   Educational Foundation

2.2.1   Reading skill

Bottino (2014) points out that reading is the process to look at what is written and the ability that some have to understand written information. The reading process can be a mental reading when the words go to our head without expressing them or oral reading when the other people can hear us. Some people, when they are reading in another language, sometimes, they do not understand what they are reading but, in that case, it is necessary to infer from the contexts of the word.

Likewise, Bottino (2014) claims that it is not necessary to read word by word a passage, a good reader reads and obtains the message of the entire text. In reading comprehension, students have to know a lot of words and different strategies

because in English language some words have different meanings and the clue for understanding them is to inference the meaning of the word according to the context. It is also known that some students have difficulties at developing reading skills because they do not know enough vocabulary but it is necessary to interpret the information and understand the message of the text and the sequences of the sentences in the reading.

2.2.2   Strategies to improve reading skills in students

Tajanoska (2011) mentions that activities to improve reading skills have to be interactive and English classes have to be centered on the students' development because they have to participate and make exercises; otherwise, they will feel bored and disinterested during English lessons.

Melbourne (2010) proposes some reading strategies like purposeful reading which consist in some questions about the text made by the teacher in order to verify the level of understanding of students. Moreover, teachers sometimes can apply another assessment task to encourage students to practice more. Scanning is another strategy which consists in reading fast in order to look for specific information. Skimming is to read but its objective is to gain a general idea of the information from the texts. First of all, some people skimming the text and then they read carefully.

Tajanoska (2011) explains that the application of different strategies to improve reading skills must be taken into consideration because it is complicated for

students whose first language is not English and even for native English speakers, developing comprehension while they read, it can be a complex process. Hence, some proposed strategies for improving reading are: exercises of skimming, scanning, exercises of reading comprehension, speed reading tips like underlining the most important information, another tip is to take note to make a summarize of the information or select the main ideas of the texts. Tajanoska (2011) recommends to design reading activities for being applied during English classes with the instruction and support from the teacher.

2.2.3   Importance of reading skills

Kamil, Borman, Dole, Kral, Salinger and Torgesen (2008) determine the importance of reading skill and mention that reading allows the development of the other skills in English language, and impulse to develop and enhance critical thinking of people in order to share correct personal opinions. Students have to work hard in order to acquire more advance skills in class and apply different strategies depending on the type of reading.

Joha (2013) describes that developing reading ability is a tool to acquire knowledge from other subjects because if students have reading skills proficiency they will have and extend vocabulary and they will understand the information of the other subject in an easier way. For college students, there is a lot of information in English of different subjects that they have to read and analyze

since knowing English language has become a requirement for the success of their careers.

Okeke (2010) affirms that the lack of resources impact in the proficiency level of students because teachers do not apply or use adequate resources in order to improve English language in students. The application of direct instructions is a way to improve English language even if students have limited resources. This methodology helps to improve the English learning process of students.

Okeke, in her 2010 research, claims that "high school teachers should not only strive to graduate their students, but graduate well-educated students who are skilled enough to continue their education in college, qualifying them for more high-paying, prestigious careers" (p. 198). Likewise, Okeke (2010) points out importance of supporting students' critical reading skills. Thus, if students lack the skill to analyze and challenge texts in the classroom, they will not be able to question and challenge the status quo or contribute to enhancing or improving our society.

2.2.4   Types of reading

Bottino (2014) mentions that reading can be recreational when you read magazines or novels of different writers just because you like it. This type of reading is common in our spare time or to be entertained. People love to read stories about different topics. Another type of reading is the academic reading. It

is used in high schools, colleges or in formal education and this reading includes different subjects and more scientific topics.

The reading process depends on differents aspects, soemone may read a text in order to answer a question about the content of the text; identify the message of the reading or main idea and get a general comprehension of a topic issue, soemone may read a passage in order to argue about the information from the passage and give an opinion. The objective of reading is important in the reading comprenhension process.

A different type of reading is the analytical reading. It is used when someone wants to make sure about the level of understanding of a specific topic. This type of reading takes more time because students have to stop in order to think and understand the meaning of the information.

2.2.5 Components skills of reading development

The Center for Applied Linguistics (CAL) carried out an investigation in 2012 about the development of reading skill and found that there are some components skills of reading development: phonological processing, vocabulary knowledge, syntactic processing and background knowledge. Phonological processing is when people recognize the sound of each letter and identify how to write a letter. This kind of activity is common in dictation exercises where students have to recognize the sounds of the letter and write.

Vocabulary knowledge is important because in reading activities it is a requirement to know enough vocabulary and how many meanings a specific word may have because in English language the meaning depend of the context and some words have different meanings. Syntactic processing involves understanding the structures of the language and making connections among words in a sentence or sentences in a text. Syntactic processing is an element in reading comprehension involves the knowledge and application of grammar rules in sentences the application of these in English language. And finally, background knowledge facilitates reading comprehension. Readers generally understand texts more easily if they are familiar with the topics covered and the genres and text structures involved.

Likewise, Chang (2012) explains the importance of background knowledge: teachers have to provide passages that are related with the students' interests and necessities. Vocabulary words have to be selected in order to contribute to the reading comprehension of students. Reading lessons have to be developed in some classes because students have to understand the information in English language, they have to learn and identify grammar rules, vocabulary and familiarize with the activity.

Melbourne (2010) determines that there is some advices for becoming an effective reader; students should read in a quiet place that is free of distractions in order to get concentrated. Students should not do homework or read in bed because they may start feeling tiredness. Students do not have to vocalize because they may get

distracted and it is more difficult to understand the information. Students should not take regular breaks for a long time because it affects concentration and memory.

2.2.6 Using technology to improve reading skill

Dudeney and Hockly (2014) mentions that technology in the classroom is widely believed to contribute in the promulgation of a constructive class environment and it is viewed as a positive effect on the teaching-learning process. The way how young people of this century study is quite different from the way how it used to be in the last century. Kalmane (2012) establishes that, nowadays, young learners live in a digital age, and it has greatly influenced the way and means of not only studying, but also reading. Reading is a complex English language skill that requires linguistic knowledge to decode a message and schematic knowledge to comprehend the message appropriately. Reading comprehension is an ability to formulate an adequate interpretation of a written text and this ability can be fostered by mastering different reading skills.

Students need to have the opportunity to experience a variety of reading skill practice activities. Van Gorp (2007) points out that activity sheets are valuable but often sheets do not offer much variety and enough to hold students' attention. Using online activities may offer that variety and provide the reluctant reader with motivation, interactive practice opportunities.

Likewise, Roe, Stoodt-Hill, and Burns (2010) state that "the Internet provides a variety of sites that will help struggling readers acquire word meanings that will enhance comprehension" (p. 32). Teachers have the possibility to use search engines in order to find online dictionaries and thesauruses. Roe, Stoodt-Hill, and Burns (2010) also claims that struggling readers will benefit from many of the same resources that help English language learners. Struggling readers need the support provided by electronic books, Internet, websites, and computer programs which constitutes valuable reading material sources.

For Yelland, Grieshaber, and Stokes (2000) it is significant to note that the integration of ICTs may be greater into teaching contexts if both teacher and students achieve skills in the use of ICTs in contexts that highlight the ways in which education can be enhanced with the application of technologies.

2.3   Fundamental categories

Activities of reading: Exercises to improve the ability of a reader to match spoken words to written.

English language acquisition: It is the active process to learn in a representative way the English language and develop its four skills and sub-skills.

Guessing: To assume, presume, or assert without sufficient information or estimate a situation or message.

Improve: To get better in a subject or in a situation.

Paraphrasing: It is an explanation of information of a text or passage using other words.

Previewing: An advance or preliminary view of a reading passage or text.

Predicting: It involves thinking ahead while reading and anticipating information and events in the text.

Reading: The action or practice of a person who reads, and process words and information in a specific message.

Reading comprehension: It is the ability to read a text, process it and understand its meaning.

Stories: A short tale about a fact or something imaginary. It is used to develop reading skills.

Skimming: It is a method of a quickly reading to identify the main idea.

Tales: It is a story but it is common to be about a fantasy or legend.

Technology: It is the collection of techniques, skills, methods and processes used in the production of goods or services or in the accomplishment of objectives, such as scientific investigation.

Technological applications: They are programs and web sites or used of technology for determinate activity.

Web site: A connected group of pages in the internet with several topics.

2.4   Legal Foundation

Constitution of Ecuador

Article 26 from Constitution of Ecuador: It indicates that Education helps to the development of the human being, providing more possibilities for people to get a good job and a good level of life. It is also described that the government has the responsibility to provide education until the third level to the citizens. With this level of education citizens can have a good quality of life and thus eradicate poverty.

Article 27 from Constitution of Ecuador: This article stipulates that education has to be holistic because it is necessary to promote equality in the population and Education gives and helps to develop different skills in order to get a good job. Education has to provide the instruction in people and improve the level of culture of population.

Article 347 from Constitution of Ecuador: In this article it is described that authorities have the responsibility of providing students a good quality of

education by implementing equipments which will allow to teach and learn in a more dynamic way.

The Code of Childhood and Adolescence

Article 37: This article describes that children have the right to a high quality of education. Education is the principal factor in the progress of the people and citizens. Furthermore, it is mentioned that education promotes the knowledge development of students in many areas; it enriches the culture, spirit, values and everything that characterizes every people in the world as a human being.

Decree Nº 4790 from Ministry of National Education: This decree remarks the use of modern and innovative resources with the objective of improving the critical and investigative thinking.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3 Research design

The research is oriented on quantitative and qualitative methodology in order to determine the effect of the application of a web site with activities for the improvement of reading comprehension in students of tenth grade at Escuela de Educación Básica "Trece de Abril" located in La Libertad, from the province of Santa Elena during the 2015-2016 academic year through the application of diverse techniques for collecting useful information.

This project was made possible by the implementation of a proposal in the educational institution mentioned previously. Furthermore, this research was based on a documentary investigation and field research.

3.1 Population and Sample

3.1.1. Population

The population of this research was composed by 2 tenth grade classrooms (A and B). The first classroom was composed by 35 students and the other by 38 students with a total of 75 students. Additionally, the principal (1), English teacher (1) and (1) English Language expert were taken into account for this research.

Chart Nº 1: Population Detail

DESCRIPTION	QUANTITY	PERCENTAGE
Principal at Escuela de Educación Básica "Trece de Abril"	1	3%
English teacher at Escuela de Educación Básica "Trece de Abril"	1	3%
Students of tenth grade at Escuela de Educación Básica "Trece de Abril"	73	91%
English language experts	1	3%
TOTAL	**76**	**100%**

Source: Escuela de Educación Básica "Trece de Abril"
Author: Lilia Malavé Beltrán

3.1.2 Sample

The size of the population was manageable, so the 100% of the population was studied. In addition, no sample formula was applied.

Chart Nº 2: Sections and number of students

CLASSROOMS	STUDENTS NUMBER
Tenth Grade "A"	**35 students**
Tenth Grade "B"	**37 students**
TOTAL	**73 students**

Source: Secretary Department from Escuela de Educación Básica "Trece de Abril"
Author: Lilia Malavé Beltrán

3.2   Methods

3.1.2   Quantitative method

This method was used for the surveys and statistic information to establish the research aspect. It allowed the application of surveys to the seventy-five students of tenth grade in order to got direct information from the main beneficiaries of this investigative work.

3.1.3   Qualitative Method

This investigative project used the qualitative method in order to establish the primary basis for organizing and analyzing results, others techniques as notes, journals, interviews, camera to collect valuable audio and video were used as well, especially in the interview with the Principal and English teacher at "Escuela de Educación Básica "Trece de Abril"; and to the English language specialist. The collected information was analyzed and then presented in this research paper.

3.1.4   Deductive and Inductive Method

The inductive-deductive method was used in order to obtain exact information about the methodologies and techniques applied for the development of the reading comprehension skill of students. For the deductive method, fit was needed to collect all the useful information about the application of ICTS (websites) during English language lessons; it was also important to analyzed theories about

the importance of developing reading comprehension skill, the methods or techniques that may be useful for practicing this English language skill, and other topics related to this investigation. Then, all this information was analyzed, contrasted and the summarized in this investigative paper.

On the other hand, the inductive method allowed the observation of the phenomena and to find a general idea or reason for the reading comprehension problem of students.

3.1.5   Scientific Method

The scientific method was used in order to verify the obtained results to teach reading comprehension skill to students of tenth grade at Escuela de Educación Básica "Trece de Abril" through an observation session of the problem, the formulation of the hypothesis, experimentation and data collection.

3.1.6   Observation Method

This method helped to find out detailed information about causes and effects of the low level of reading comprehension and how the use of a website will improve this English language skill in tenth grade students at Escuela de Educación Básica "Trece de Abril".

3.3 Level or type of research

3.3.1 Field Research

It was important to get information about reports and grades of tenth grade students in order to demonstrate the low level of reading comprehension and in order to obtain evidence of the current methodology and resources implemented by teachers in the institution.

3.3.2 Bibliographic Research

It was used to search and select the most outstanding scientific-theoretical information in journals, books, web pages to obtain the data related for teaching and practicing reading comprehension skill.

3.3.3 Applied Research

This type of investigation allowed the implementation of a website with different activities in order to enhance the reading comprehension proficiency of tenth grade students from Escuela de Educación Básica "Trece de Abril". Thus, students had the opportunity to be instructed in a digital environment.

3.4 Techniques for data collection

The techniques are the procedures and instruments that were used in order to got information from surveys, interviews, observations.

The application of research techniques contributed to have evidences of the object of study. It was applied in this research: Observation, Survey and interview.

3.4.1   Observation

This technique allowed the careful observation of the phenomena. Moreover, it allowed to realize that students of tenth grade do not have a good proficiency in the reading comprehension skill since they were not able to answer some questions about a short reading. The observation session also allowed to identify the methods and strategies that teacher applied for the practice of reading skill and to determine the best ways for encouraging students to read more habitually and thus, upgrade their comprehension.

3.4.2   Survey

The survey was applied directly to the seventy-three students of tenth grade from Escuela de Educación Básica "Trece de Abril". The survey allowed to ask diverse questions related to the research topic (reading comprehension skill, website).

3.4.3   Interview

The interview was applied to the principal of Escuela de Educación Básica "Trece de Abril" (Lcda. Gina Touma Cusme), to the English teacher ; Lcda. Tania Reyes, and to one English language expert, MSc. Benjamín Nice. These interviewed people provided significant information about the instruction of English language

and its reading comprehension practice and the most appropriated ways to enhance this students' skill.

3.5   Instruments for data collection

3.5.1   Camera

The camera was used in order to take pictures and record videos which represent an evidence of the survey application and evidence of the interview to people mentioned previously.

3.5.2   Questionnaire

A survey was designed and applied to students of tenth grade at Escuela de Educación Básica "Trece de Abril". This questionnaire had different questions related to the investigated topic and they had different options of answer that students could select.

3.5.3   Observation guide

The observation guide was designed and implemented in one English language class with the purpose of determining the strategies that English teacher applied in the development of an English lesson and especially in the practice of reading comprehension skill.

3.6 Variables operationalization

3.6.1 Dependent variable operationalization: Reading comprehension

Chart Nº 3: Operationalization of dependent variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
Reading Comprehension is the ability to read a text or passage, process it and understand its meaning.	Learning process	Skills	▪ Do you consider that you have developed your reading comprehension?	Observation
	Teaching methodology	Methodological strategies	▪ Do you know the importance of reading comprehension in English language?	Act-out
			▪ Do you consider that reading skill is necessary for the English language acquisition?	Lesson Plan
	Activities to develop reading comprehension	Motivation	▪ Do you consider that better strategies could help your students to improve the reading comprehension?	Interview

Author: Lilia Malavé Beltrán
Source: Escuela de Educación Básica "Trece de Abril"

3.6.2 Independent Variable: Website

Chart Nº 4: Operationalization of independent variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
A website is a connected group of pages in the Internet with several topics and exercises for the practice and development of any skill.	Teaching and learning process Didactic tool Technological resources	Technological tool Didactic resources Didactic content to develop reading comprehension Students grades	▪ What are the benefits of the use of a website with English activities? ▪ Do you consider that the use of a web site is a good strategy to improve the reading comprehension skill of students from this educational institution? ▪ Do you consider that you need a special training about the use of a website? ▪ What kind of activities can be used in a website to improve the reading comprehension in English?	Observation Lesson Plan Interview Questionnaire

Author: Lilia Malavé Beltrán
Source: Escuela de Educación Básica "Trece de Abril"

3.7 Data collection

Chart Nº 5: Data Collection Plan

Nº	BASIC QUESTIONS	EXPLANATION
1	What for?	For the improvement of reading comprehension skill
2	From which people or objects?	Students of tenth grade
3	About what aspects?	A website
4	Who?	Lilia Aurora Malavé Beltrán (UPSE-English Language Teaching Career)
5	To whom?	Principal, English teacher, and tenth grade students
6	When?	2015-2016 school year
7	Where?	At Escuela de Educación Básica "Trece de Abril"
8	How many times?	Twice a week during the academic year 2015-2016.
9	How?	Individually and by groups
10	What data collection techniques?	Interviews, surveys
11	Whit what?	Camera, computer

Source: Escuela de Educación Básica "Trece de Abril"
Author: Lilia Malavé Beltrán

3.8 Data analysis

3.8.1 Interview to the Principal

Question Nº 1: Do you consider that learning English is important today?

Interpretation: The principal of Escuela de Educación Básica "Trece de Abril", Lcda. Gina Touma Cusme, answered that English is the language of the world; therefore, it is necessary for students to learn English during their scholar period in order to have a good base to learn more English at college and get a high proficiency in this language.

Question Nº 2: Do you consider the teaching English language in you institution is important?

Interpretation: The principal responded that at Escuela de Educación Básica "Trece de Abril", the English language is an important subject. She also mentioned that English language is important for the future of the students; they have to get different skills to get a good job or be admitted in the college.

Question Nº 3: Do you consider that reading comprehension is an important factor in the academic life?

Interpretation: The principal answered that English language is necessary in the academic life of students because in high level of education it is a requirement to get a degree in English language for a good development in the different careers

because there are a lot of books and academic information in English language that students need to acquire during their studies.

Question Nº 4: Do you consider that students of this educational institution need to improve their reading comprehension competence?

Interpretation: The interviewee considered that reading comprehension is an important part for the English language acquisition; reading comprehension contributes to the development of the other English language skills.

Question Nº 5: What kind of activities teacher provide to students to improve their reading comprehension skill?

Interpretation: The principal mentioned that skimming is a good option to improve reading comprehension. She also stated that skimming involves underlining key words or key sentences of each paragraph in order to find a general idea of the complete text.

Question Nº 6: Have teachers from this educational institution ever used websites with activities to improve reading skills?

Interpretation: The principal said that she, as the authority of this educational institution, has encouraged English teacher to use websites with activities to improve reading skills and the other English language skills.

Question Nº 7: Do you consider that the implementation of a website with activities will contribute to improve the reading comprehension in English of students from educational institution?

Interpretation: The interviewee answered that the implementation of a website with activities may contribute to improve the students' reading comprehension of English language texts.

Question Nº 8: What are the benefits of the use of a website with English activities?

Interpretation: The interviewee mentioned that one of the most relevant advantages of using a website is that students can learn more vocabulary and practice reading exercises at home.

Question Nº 9: Do you consider that the use of a web site is a good strategy to improve the reading comprehension skill of students from this educational institution?

Interpretation: The principal said that the application of a website is a very good strategy for the improvement of reading comprehension skill because students can practice at home or in the high school as well.

Question Nº 10: Do teachers from this educational institution use technological resources for the development of their classes?

Interpretation: The principal responded that teachers mainly use CD or DVD players, recorders that are very useful for listening exercises.

3.8.2 Interview to the English teacher

Question Nº 1: How do you consider your English classes?

Interpretation: The English teacher, Lcda. Tania Reyes, mentioned that her English classes are interesting but in order to develop English language correctly, it is necessary to apply different resources in English classes where students can improve the different skills in English.

Question Nº 2: What resources do you use to teach English?

Interpretation: The English teacher answered that in this educational institution it is common to use tape recorder, textbooks, flashcards and notebooks.

Question Nº 3: Do you know the importance of reading comprehension skill in English language?

Interpretation: The interviewed teacher claimed that reading comprehension is necessary in order to develop the learning process of any subject, and it is an important part in the development of the English language.

Question Nº 4: Do you consider that your students have developed their reading comprehension satisfactorily?

Interpretation: The English teacher responded that students have developed their reading comprehension satisfactorily but they can improve even more their reading comprehension because for some students English is more difficult than others.

Question Nº 5: Do you consider that better strategies could help your students to improve the reading comprehension?

Interpretation: The interviewee said that better strategies could help students to improve their reading comprehension because some students do not realize the importance of English language and they do not like too much English language.

Question Nº 6: Have you ever worked with website with activities to teach English reading comprehension?

Interpretation: The English teacher answered that she has never worked with website but it is very interesting.

Question Nº 7: Do you consider that through the implementation of a website with activities, students will improve their reading comprehension?

Interpretation: The English teacher said that a website is a very innovative resource for this institution and it would be very useful for all students.

Question Nº 8: Do you consider that it is necessary to provide with different resources in order to improve reading skill of students from this institution?

Interpretation: The interviewee mentioned that it is always necessary to implement and use technological resources like CD player, Internet, computer, DVD and others to reinforce the practice of reading skill.

Question Nº 9: Do you consider that the use of a website with activities is a good strategy to reinforce students' reading comprehension skill?

Interpretation: The interviewed teacher claimed that a website with different activities is an excellent strategy and students can practice at home.

Question Nº 10: Do you consider that you need a special training about the use of a website?

Interpretation: The English teacher answered that all teachers need to be trained in order to apply new strategies in the classroom and she considered that using technology is not that easy so she accepted that she needed a course in order to know how to manage a website.

3.8.3   Interview to the English language expert

Question Nº 1: Do you consider that English language is important in many aspects of life today?

Interpretation: The specialist, MSc. Benjamin Nice, considered that in present days, English language is a requirement in the labor market because it is used in

businesses around the world. And English is the most spoken language from people of different nationalities.

Question Nº 2: Do you believe that the use of internet and technology contributes to improve English language teaching?

Interpretation: The specialist said that on Internet, there are a lot of websites with English exercises in order to develop English language skills. The use of Internet is well known to practice English language.

Question Nº 3: Do you consider that for the development of English language is important to improve reading comprehension skill in students?

Interpretation: The interviewee responded that reading is one of the four English language skills, and it contributes with the acquisition of the others skills, students learn vocabulary and reinforce grammar with different reading exercises.

Question Nº 4: What are the benefits to improve reading skill?

Interpretation: The interviewed specialist answered that a benefit of developing reading skill is that students will recognize the sound of words and develop the listening skill, if they know the pronunciation and the meaning of the different words.

Question Nº 5: What kind of strategies do you use for the practice of reading comprehension skill?

Interpretation: The specialist said that he applied reading activities like: Reading control, extracting main ideas, guessing the context of the reading and skimming.

Question Nº 6: Do you consider that the use of a website is an important tool for improving the English learning process of students?

Interpretation: The specialist considered that a web page is an important tool because students will practice and reinforce their reading skill. The use of a website allows students to practice at home or anytime of the day, and it is possible to send homework using the website as well.

Question Nº 7: Do you consider that the use of a website with activities contributes to improve the Reading comprehension in English?

Interpretation: The specialist considered that a website with activities contributes to improve the reading comprehension skill in English because students can practice different activities according to the topics of their English subject**.**

Question Nº 8: What are the benefits of the use of a website with English activities?

Interpretation: The interviewee mentioned that the benefits of the use of a website with English activities are: these technological resources are interesting

and interactive, exercises are according to the topics of the students, and students can reinforce their English knowledge at home using a web site.

Question Nº 9: What kind of activities can be used in a website to improve the reading comprehension in English?

Interpretation: The interviewed specialist responded that there different kind of reading activities that can be useful for developing reading comprehension. He mentioned that students can read stories and, thus, learn more vocabulary, play games and develop different types of reading and improve their reading comprehension.

Question Nº 10: Do you consider that a website is a good strategy to improve the reading comprehension skill of students?

Interpretation: The specialist considered that a website it is an excellent strategy which can be used for the development of reading comprehension of students.

3.8.4 Survey directed to students

Chart Nº 6: Students' preference for English language

Question Nº 1: Do you like English language?			
Objective: To determine the likeness of students for English language.			
Nº	**ALTERNATIVES**	**FREQUENCY**	**PERCENTAGE**
1.1	Yes	36	49%
1.2	No	19	26%
1.3	Partially	18	25%
TOTAL		**73**	**100%**

Source: Survey applied to tenth grade students
Author: Lilia Malavé Beltrán

Graphic Nº 1: Students' preference for English language
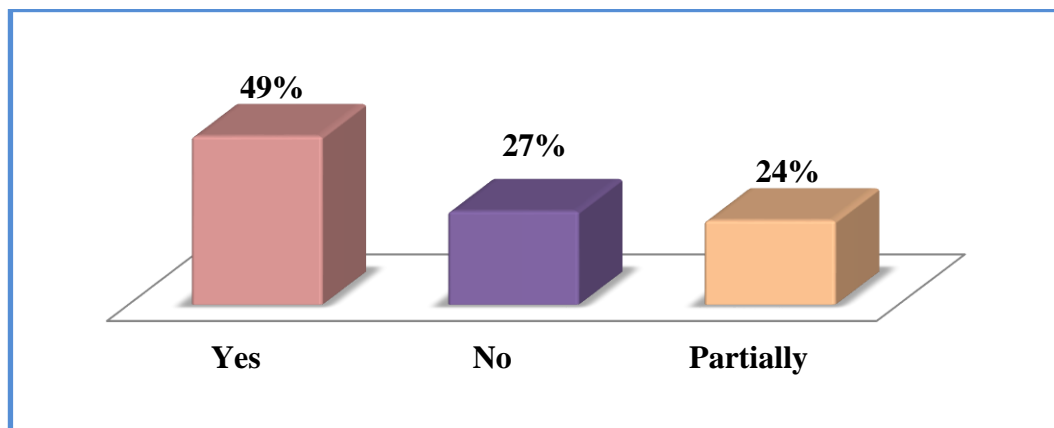
Source: Survey applied to tenth grade students
Author: Lilia Malavé Beltrán

Interpretation: 49% of the students answered that they like English language; 26% of them do not like English Language and 25% of the students partially like English language.

Chart Nº 7: Students' opinion about their English lessons

Question Nº 2: How do you consider English classes?			
Objective: To establish students' opinion about their English lessons.			
Nº	**ALTERNATIVES**	**FREQUENCY**	**PERCENTAGE**
2.1	Very Interesting	14	19%
2.2	Interesting	38	52%
2.3	Boring	19	26%
2.4	Very boring	2	3%
TOTAL		**73**	**100%**

Source: Survey applied to tenth grade students
Author: Lilia Malavé Beltrán

Graphic Nº 2: Students' opinion about their English lessons
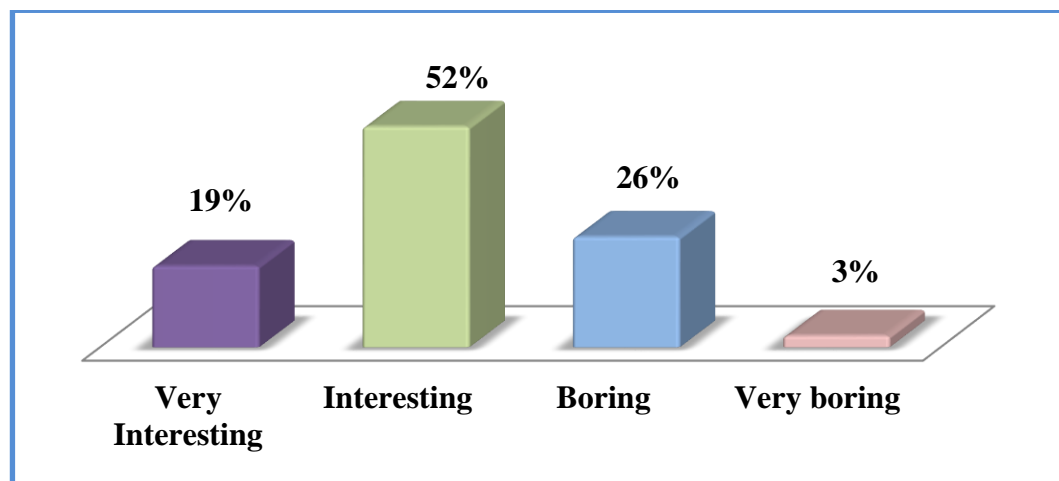
Source: Survey applied to tenth grade students
Author: Lilia Malavé Beltrán

Interpretation: 19% of students considered that their English classes are very interesting, 52% considered that English classes are interesting; 26% considered their English language lessons are boring and 3% very boring.

Chart Nº 8: Reading comprehension skill development of students

Question Nº 3: Do you consider that you have developed your reading comprehension?			
Objective: To determine students' opinion about their reading comprehension skill development.			
Nº	**ALTERNATIVES**	**FREQUENCY**	**PERCENTAGE**
3.1	Totally agree	34	47%
3.2	Agree somewhat	19	26%
3.3	Disagree	20	27%
3.4	Totally disagree	0	0%
TOTAL		**73**	**100%**

Source: Survey applied to tenth grade students
Author: Lilia Malavé Beltrán

Graphic Nº 3: Reading comprehension skill development of students
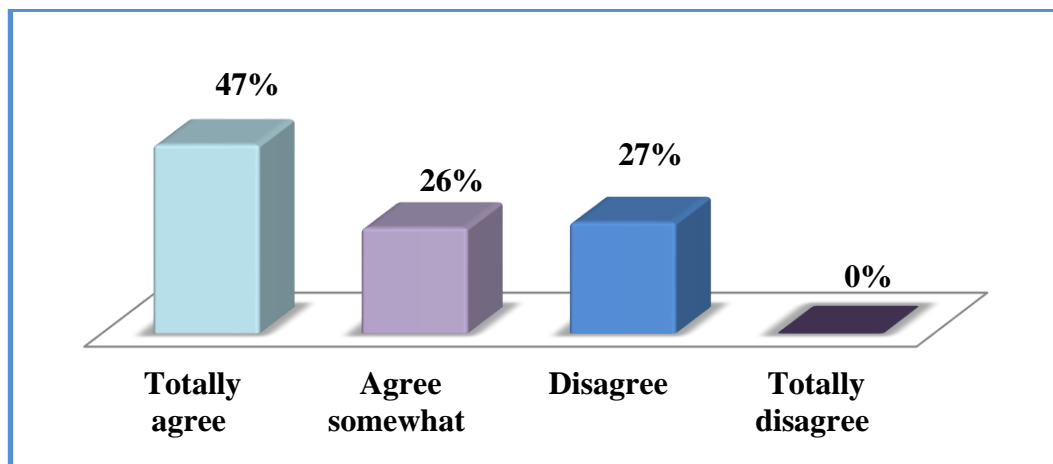
Source: Survey applied to tenth grade students
Author: Lilia Malavé Beltrán

Interpretation: Results from survey showed that 47% of students totally agreed and considered that they have developed their reading comprehension; 26% of students just agreed somewhat, and 27% disagreed with this statement.

Chart Nº 9: Importance of reading comprehension

Question Nº 4: Do you know the importance of reading comprehension in English language?			
Objective: To determine students' opinion about the importance of the reading comprehension skill development.			
Nº	**ALTERNATIVES**	**FREQUENCY**	**PERCENTAGE**
4.1	Yes	52	71%
4.2	No	21	29%
TOTAL		**73**	**100%**

Source: Survey applied to tenth grade students
Author: Lilia Malavé Beltrán

Graphic Nº 4: Importance of reading comprehension
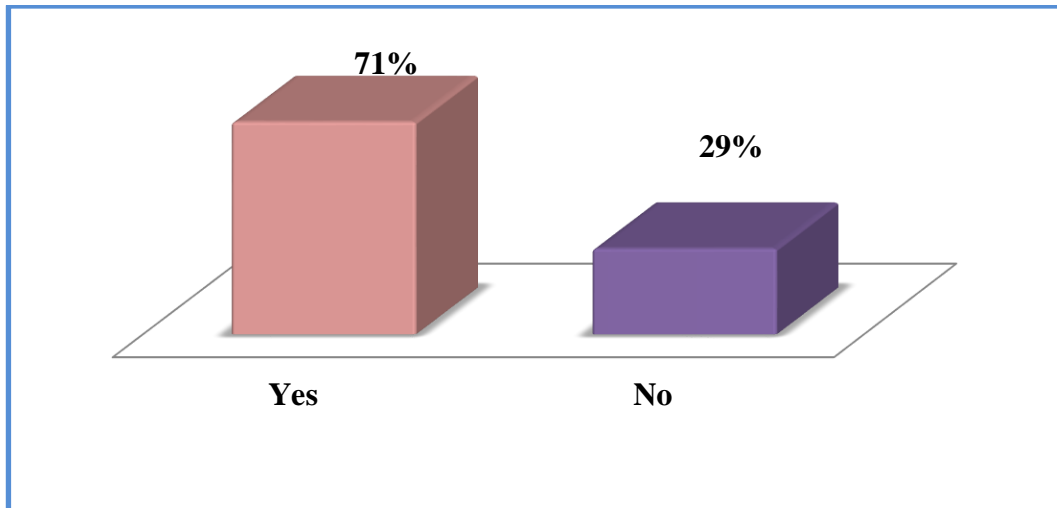
Source: Survey applied to tenth grade students
Author: Lilia Malavé Beltrán

Interpretation: According to results, 71% of surveyed students knew the importance of reading in English language and 29% did not know the importance of reading in English language.

Chart Nº 10: Application of diverse activities

Question Nº 5: Does your teacher apply diverse activities to improve your reading comprehension?			
Objective: To establish the application of diverse activities during the reading comprehension practice.			
Nº	**ALTERNATIVES**	**FREQUENCY**	**PERCENTAGE**
5.1	Yes	23	31%
5.2	No	10	14%
5.3	Partially	40	55%
TOTAL		**73**	**100%**

Source: Survey applied to tenth grade students
Author: Lilia Malavé Beltrán

Graphic Nº 5: Application of diverse activities
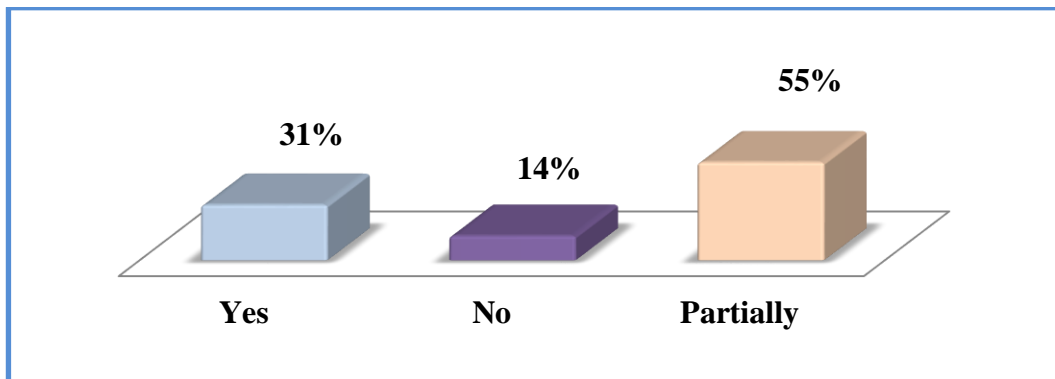
Source: Survey applied to tenth grade students
Author: Lilia Malavé Beltrán

Interpretation: According to results, twenty-three students, which represents 31%, answered that English teacher apply different activities for the practice of reading comprehension; ten students (14%) responded that their English teacher does not apply any tasks for practicing reading and forty students (55%) answered that English teacher partially include diverse reading exercises.

Chart Nº 11: Activities applied by the teacher during English lessons

	Question Nº 6: What kind of activities does your teacher use in class in order to develop your reading comprehension?		
Objective: To establish activities applied by teacher during the practice of reading comprehension skill.			
Nº	**ALTERNATIVES**	**FREQUENCY**	**PERCENTAGE**
6.1	Reading Content	16	22%
6.2	Skimming	0	0%
6.3	Scanning	12	16%
6.4	Global Reading	45	62%
	TOTAL	**73**	**100%**

Source: Survey applied to tenth grade students
Author: Lilia Malavé Beltrán

Graphic Nº 6: Activities applied by the teacher during English lessons
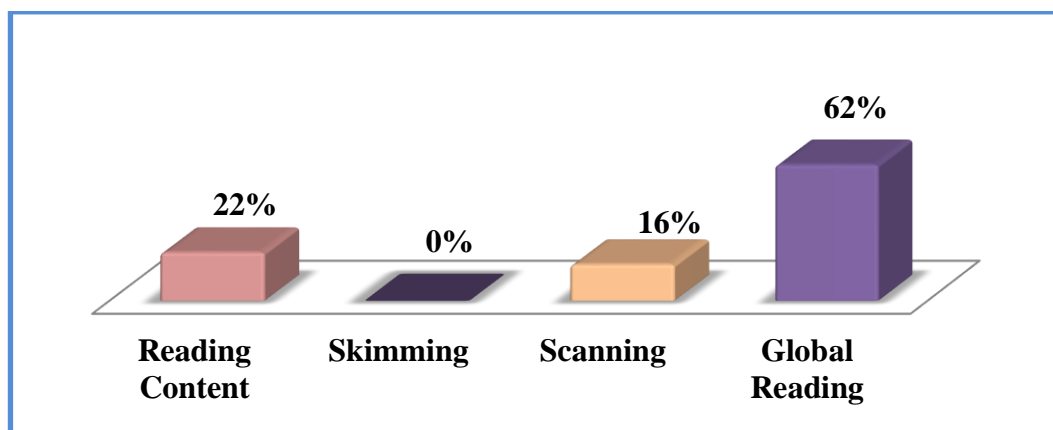
Source: Survey applied to tenth grade students
Author: Lilia Malavé Beltrán

Interpretation: Sixteen surveyed students (22%) answered that reading in content is one of the activities that teacher includes for developing their reading comprehension skill; twelve students (16%) mentioned that they usually did scanning exercises and finally forty-five (62%) did global reading exercises.

Chart Nº 12: Application of additional activities

Question Nº 7: Does your teacher use additional activities from the English textbook for practicing reading comprehension?			
Objective: To determine the application of additional activities from the book for the practice of the reading comprehension skill.			
Nº	**ALTERNATIVES**	**FREQUENCY**	**PERCENTAGE**
7.1	Yes	23	31%
7.2	No	10	14%
TOTAL		**73**	**100%**

Source: Survey applied to tenth grade students
Author: Lilia Malavé Beltrán

Graphic Nº 7: Application of additional activities
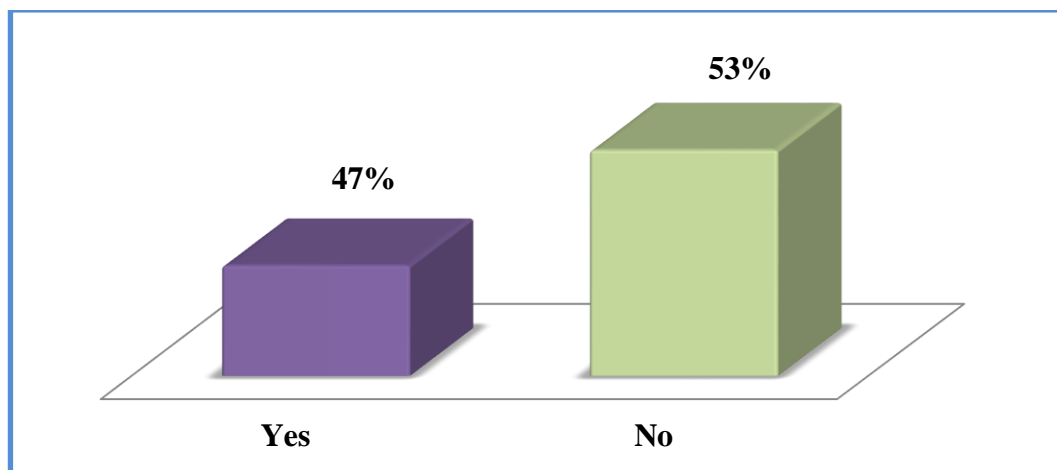
Source: Survey applied to tenth grade students
Author: Lilia Malavé Beltrán

Interpretation: 47% of surveyed students indicated that their teacher used additional activities from the English textbook in order to improve their reading comprehension skill and 53% answered that their English teacher did not apply any additional reading activity.

Chart Nº 13: Application of technological resources

Question Nº 8: Have you ever used technological resources during English classes?			
Objective: To establish the use of technological resources during the reading comprehension practice.			
Nº	**ALTERNATIVES**	**FREQUENCY**	**PERCENTAGE**
8.1	Yes	4	6%
8.2	No	44	60%
8.3	Partially	25	34%
TOTAL		**73**	**100%**

Source: Survey applied to tenth grade students
Author: Lilia Malavé Beltrán

Graphic Nº 8: Application of technological resources
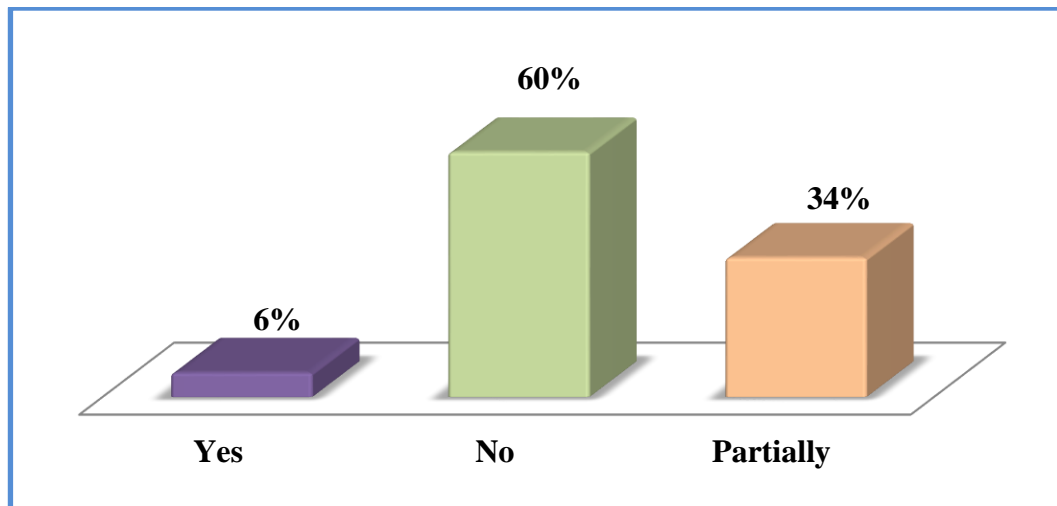
Source: Survey applied to tenth grade students
Author: Lilia Malavé Beltrán

Interpretation: According to results from surveys, just 6% of students have used technological resources during the English lessons; 60% have not used any technological resources and 34% have partially used technological resources.

Chart Nº 14: Implementation of a website

	Question Nº 9: Do you consider that the use of a website with activities will improve your reading comprehension?		
	Objective: To determine students' opinion about the application of a website in order to improve their reading comprehension skill.		
Nº	**ALTERNATIVES**	**FREQUENCY**	**PERCENTAGE**
9.1	Totally agree	67	92%
9.2	Agree somewhat	6	8%
9.3	Disagree	0	0%
9.4	Totally disagree	0	0%
	TOTAL	**73**	**100%**

Source: Survey applied to tenth grade students
Author: Lilia Malavé Beltrán

Graphic Nº 9: Implementation of a website
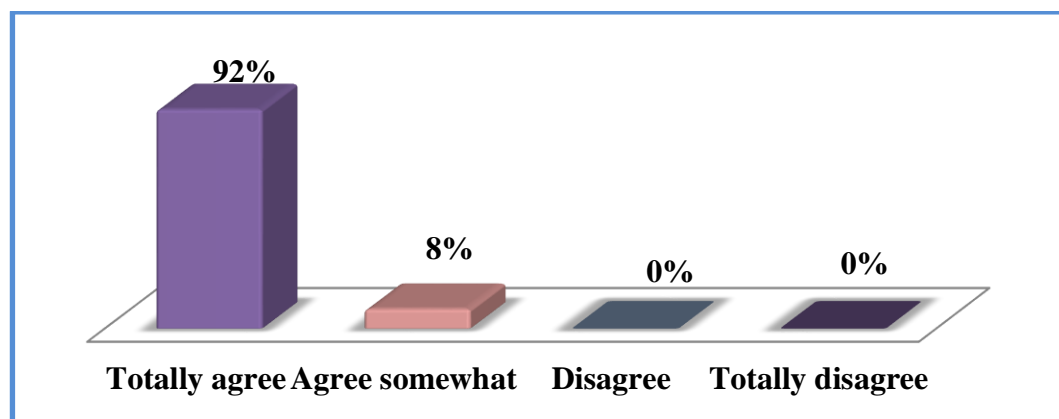
Source: Survey applied to tenth grade students
Author: Lilia Malavé Beltrán

Interpretation: 92% of students totally agreed with this question and considered that a website with activities will contribute to develop their reading comprehension skill and 8% just agreed somewhat.

Chart Nº 15: Importance of developing reading comprehension

Question Nº 10: Do you consider that reading skill is necessary for the English language acquisition?			
Objective: To determine students' opinion about the application of a website in order to improve their reading comprehension skill.			
Nº	**ALTERNATIVES**	**FREQUENCY**	**PERCENTAGE**
10.1	Totally agree	73	100%
10.2	Agree somewhat	0	0%
10.3	Disagree	0	0%
10.4	Totally disagree	0	0%
TOTAL		**73**	**100%**

Source: Survey applied to tenth grade students
Author: Lilia Malavé Beltrán

Graphic Nº 10: Importance of developing reading comprehension
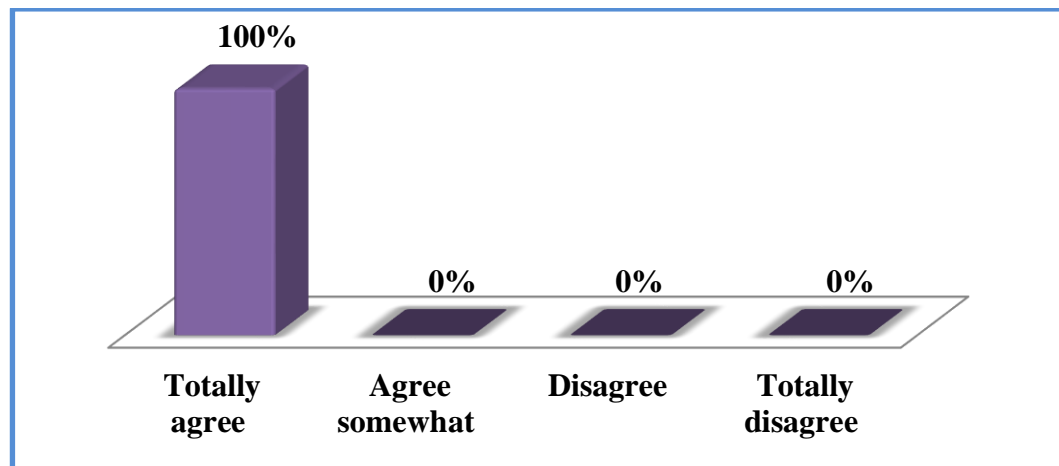
Source: Survey applied to tenth grade students
Author: Lilia Malavé Beltrán

Interpretation: All surveyed students (100%) totally agreed with this question and considered that reading comprehension is necessary for the acquisition of English language.

3.9 Observation Session Results

GENERAL INFORMATION						
INSTITUTION: Escuela de Educación Básica "Trece de Abril"					**COURSE:** Tenth Grade	
OBSERVER: Lilia Malavé Beltrán			**OBSERVED TEACHER:** Lcda. Tanya Reyes			
OBJECTIVE: To evaluate the methodologies and strategies applied during the instruction and practice of reading comprehension skill.						

Nº	DESCRIPTION	5	4	3	2	1
1	Teacher introduces the topic of the lesson.			X		
2	Teacher introduces the objective of the lesson.					X
3	Teacher explains the vocabulary or any grammar structure that are necessary for the reading lesson.					X
4	Teacher encourages students to make predictions about the passage they have to read.				X	
5	Teacher applies any didactic resource for the practice of reading comprehension skill.				X	
6	Teacher applies any technological tool for the practice of reading comprehension skill.					X
7	Teacher reads the passage and encourages students to make inferences about it.					X
8	Students feel motivated during the reading activity.					X
9	Students work on the reading activity guided by the teacher.			X		
10	Teacher evaluates students by questioning students about the reading activity.			X		
11	Teacher provides students feedback about the lesson at the end of the class.					X

Author: Lilia Malavé Beltrán

3.10   Conclusions

- Through the application of survey, it has been concluded that tenth grade students from Escuela de Educación Básica "Trece de Abril" do not have reading habits and, therefore, most of them do not comprehend the main idea of written passages.

- Interviewed people (Principal and English teacher from Escuela de Educación Básica "Trece de Abril", and the English language expert) concluded that it is necessary the implementation of innovative resources which constitute an support for the development of reading comprehension skill

- It is also concluded that a web page is a didactic way for the enhancement of reading comprehension skill of tenth grade students. The implementation of a website contributes to increase the motivation of students from Escuela de Educación Básica "Trece de Abril" for reading and develop skills for understanding what they read.

3.11   Recommendations

- It is recommended that teachers encourage their students to read with more frequency in order to acquire new information that can be found in different passages.

- It is always necessary to update teaching methodologies; therefore, it is suggested that English teachers include innovative and interesting strategies in order to catch students' attention during the reading comprehension practice.

- The implementation of a website is recommended because it is a motivational way for students to read by pleasure and not for obligation.

CHAPTER IV

THE PROPOSAL

4   Topic

"Implementation of a website to improve English reading comprehension skill to students of tenth grade at Escuela de Educación Básica "Trece de Abril", La Libertad, Santa Elena Province, 2015 – 2016"

4.1.   Description

4.1.1   Information data

Executing institution: Escuela de Educación Basica "Trece de Abril"

Illustration Nº 1: Escuela de Educación Básica "Trece de Abril"

Source: Escuela de Educación Básica "Trece de Abril"

Beneficiaries: Tenth grade students

Illustration Nº 2: Students of Tenth Grade "A"

Source: Escuela de Educación Básica "Trece de Abril"

Illustration Nº 3: Students of Tenth Grade "B"

Source: Escuela de Educación Básica "Trece de Abril"

Location: La Libertad, Santa Elena Province

Illustration Nº 4: Location of E.E.B. "Trece de Abril"

Source: https://www.google.com.ec/maps/@-2.2305541,-80.8914049,499m/data=!3m1!1e3
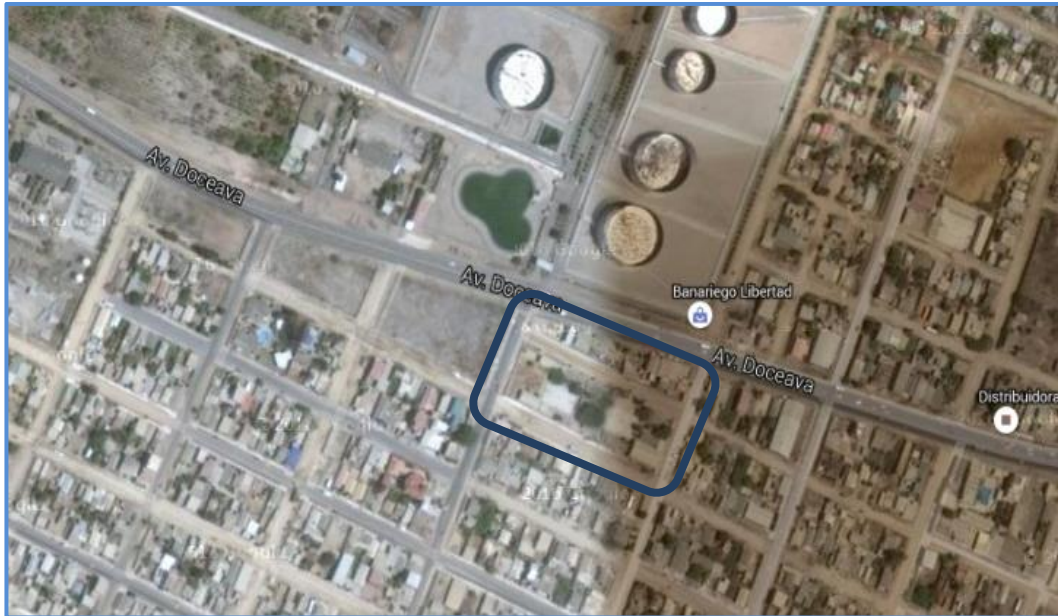
Estimated time for execution: Three months

Responsibility:

Author: Lilia Aurora Malavé Beltrán

Adviser: MSc. Alexandra Jara Escobar

Budget: $ 1715,50 Dollars

4.1.2   Proposal background

In a globalized society, learning English and dominating technological tools have become a necessity for people and a requirement for having access to a variety of information because, nowadays, there are lots of useful and interesting information in English language and most of them are online (online journals, online books, online reports, and others). The use of technological resources is well-known in the English language teaching process because teachers or instructors have the possibility to find great information and resources that can be used for enhancing the way of teaching to students.

Furthermore, students also have the opportunity to look for interactive ways of learning or practicing any skill of the English language (listening, speaking, reading, writing, grammar or vocabulary). There are an immense variety of exercises that students can use in order to improve their English language knowledge. In the case of reading skill, fiction or nonfiction stories, fables, fairy tales, and others are some categories of the readings that students can find online and practice this skill.

The use of a website for the practice of English language is not new because teachers are including new and innovative resources in order to motivate their students to be active and participative during the process of teaching. Escuela de Educación Básica "Trece de Abril" has already implemented platforms in order to enhance the teaching and learning process allowing students to be instructed in a

digital environment. However, although reading is an important skill for children to learn more vocabulary or achieve to understand the information clearly and get the idea of the text, there has not been implemented any project for the development of such important skill.

The implementation of a website with activities is a necessity for the educational institution previously mentioned because reading is a fundamental part for the English learning acquisition.

4.1.3 Significance

English language is a tool in the labor market because people need to speak English in order to communicate with people from different nations throughout the world. Communication is one the primary reasons for learning a second or foreign language; written communication involves the interchange of messages by print or by e-mail; the receptor has to read the received information, process it and understand it in order to provide a good answer. Hence, it is fundamental to support the comprehension skill of students of tenth grade from Escuela de Educación Básica "Trece de Abril" during reading instruction including strategies, activities, resources which motivate them to start reading deliberately and without thinking they have to read for obligation.

The implementation of a website with activities for the improvement of reading comprehension is relevant since students, and teacher as well, are living in an era where the use of computers has increased significantly in the different fields of

people's lives: Education has also had great changes during these last years. The application of a web page involves the presentation of class content in a nontraditional way; students like using computers; they are digitalized people and, consequently, they are more engaged to the teaching process if they are instructed with digital resources.

Furthermore, the use of technological resources like a website is very useful in these days, especially for the practice of reading skill, because students have the opportunity to read passages about different topics in a more dynamic form. It is really important for teachers to change their traditional teaching procedures into dynamic and interesting strategies in order to inculcate students reading habits make students understand that reading is not a boring activity but an activity that may provide them with chances to acquire new and valuable information or knowledge.

Finally, this proposal is feasible because Lcda. Gina Touma Cusme, as the main authority from Escuela de Educación Básica "Trece de Abril" supported the implementation of a web page with activities as an educative and interactive proposal to improve the reading comprehension of tenth grade students.

4.1.3.1   General objective of the proposal

To improve English reading comprehension skill to students of tenth grade at Escuela de Educación Básica "Trece de Abril" through the implementation of a website with reading exercises.

4.1.3.2 Specific objectives of the proposal

- To determinate the importance of reading comprehension in students of tenth grade at Escuela de Educación Básica "Trece de Abril"

- To diagnose the resources applied to students of tenth grade at Escuela de Educación Básica "Trece de Abril"

- To implement a website with activities to improve the English reading comprehension to students of tenth grade at Escuela de Educación Básica "Trece de Abril"

- To determine the reading comprehension improvement of tenth grade students

4.2 Design and development of the proposal

There are different online sites that allow the development of websites, for example: Google Sites, Jimdo, Word Press, and others. For the design and creation of the website for this proposal, Word Press was used. On www.WordPress.org, people have the opportunity to download and install a software script called WordPress. In order to do this, users need a web host who meets the minimum requirements. Moreover, this software is completely customizable and it may be used for almost anything; WordPress does not limit anybody because through the installation of plugins, widgets and themes, users may design a very interesting and attractive web site or blog.

4.2.1 Parts of the web site

The title of the website page is "IMPROVE YOUR READING COMPREHENSION" and if someone is interested in check it, just has to type http://happydaysec.com/training/ on the searching bar and click ENTER. It has different sections which are described in the following items.

4.2.1.1 Home page

This is first sight of the web site. In this section it is described the objective of the website creation and implementation.

Illustration Nº 5: Home page

Author: Lilia Malavé Beltrán
Source: http://happydaysec.com/training/

4.2.1.2 Information page

In this section, it is basic information about the author of the web page, her academic studies and Gmail address. Likewise, there is basic information of the educational institution where the web site was implemented. Finally, there is information of beneficiaries (tenth grade students "A" and "B").

Illustration Nº 6: Information page

Author: Lilia Malavé Beltrán
Source: http://happydaysec.com/training/information/
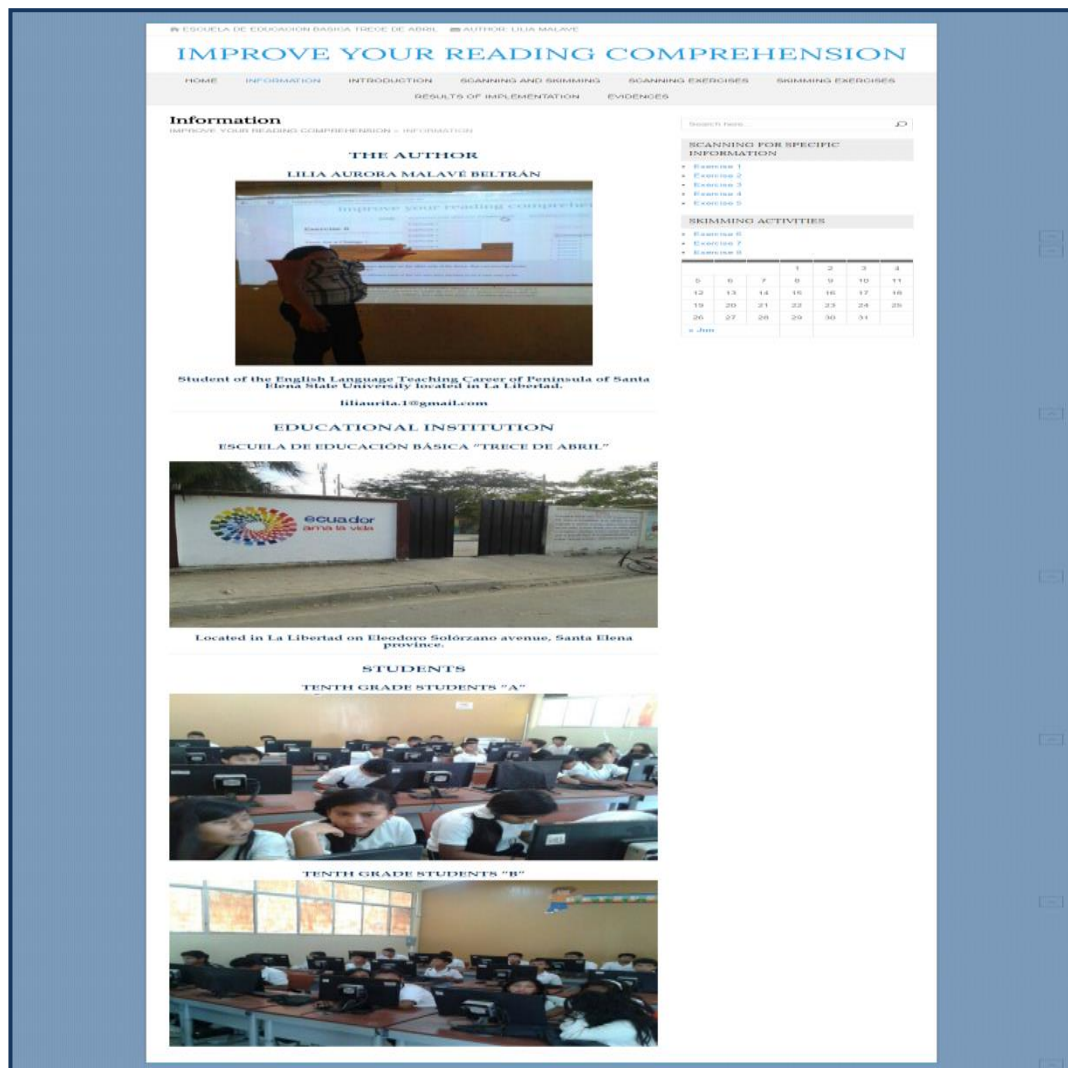
4.2.1.3 Introduction page

This section provides a general introduction to the website users about the use of technology in the English language field and its impact in the practice of reading comprehension skill.

Illustration Nº 7: Introduction page

Author: Lilia Malavé Beltrán
Source: http://happydaysec.com/training/introduction/

4.2.1.4 Scanning and Skimming page

In this part of the web page, it is established a short explanation about what scanning and skimming are. Furthermore, users can find a video which explains the differences of these reading techniques.

Illustration Nº 8: Scanning and Skimming page

Author: Lilia Malavé Beltrán
Source: http://happydaysec.com/training/scanning-and-skimming/

4.2.1.5 Scanning exercises page

This section contains the five exercises of scanning that students can choose in order to practice their reading comprehension skill. It is important to mention that each activity contains a passage, questions related to the passage and multiple options of answers.

Illustration Nº 9: Scanning exercises page

Author: Lilia Malavé Beltrán
Source: http://happydaysec.com/training/scanning-and-skimming/#
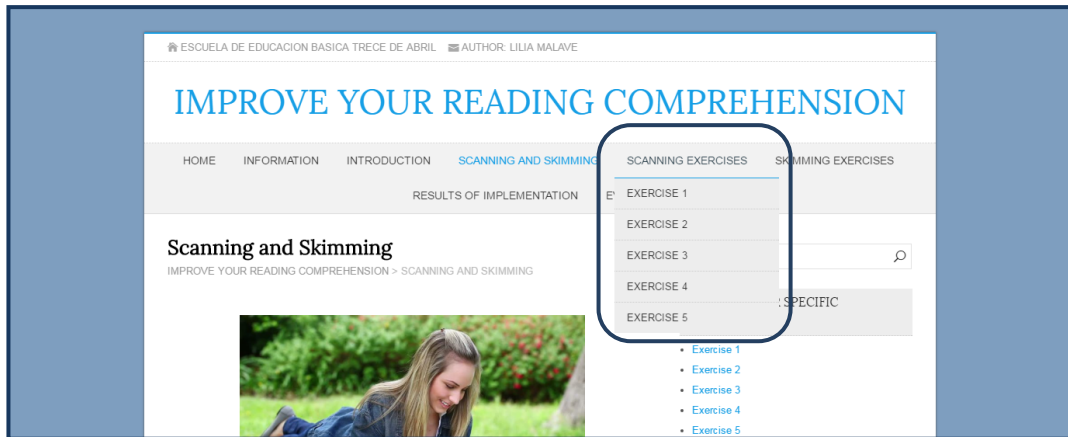
4.2.1.6 Skimming exercises page

This part of the website has the other three reading exercises. In this case students apply the skimming technique in order to improve their reading comprehension skill.

Illustration Nº 10: Skimming exercises page

Author: Lilia Malavé Beltrán
Source: http://happydaysec.com/training/scanning-and-skimming/#
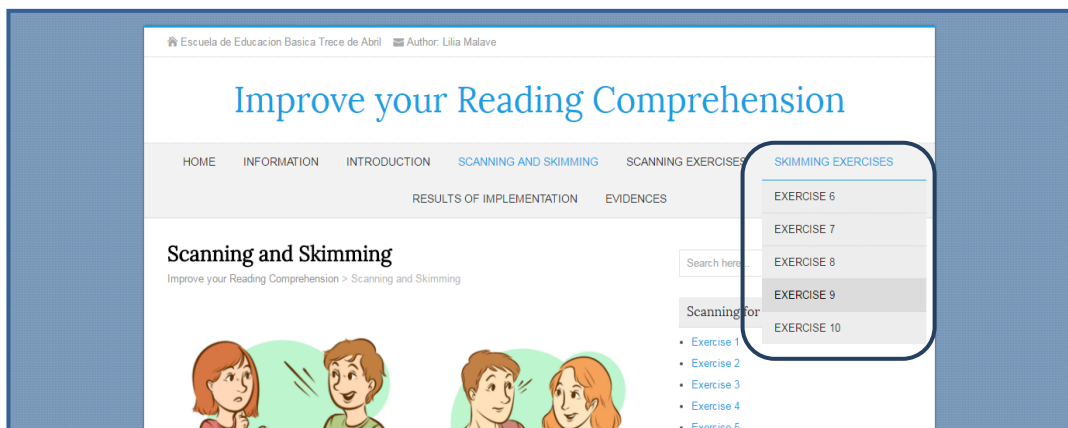
4.2.1.7 Results of implementation page

This section describes the results that students got for each reading activity and the percentage of improvement of each student. There is also a statistical graphic which illustrates students' improvement. Users just have to click on the text '***Results – Tenth grade students "A" and "B"***' and immediately a PDF field will appear in a new tab.

Illustration Nº 11: Results of implementation page

Author: Lilia Malavé Beltrán
Source: http://happydaysec.com/training/results-of-implementation/

4.2.1.8   Evidences

Finally, this section contains some pictures taken during the development of the investigation and during the implementation of the proposal (web page with reading activities).

Illustration Nº 12: Evidences page

Author: Lilia Malavé Beltrán
Source: http://happydaysec.com/training/evidences/

4.2.2 Activities from the website

Reading activity Nº 1: "On Vacation with Tim Lee"

Escuela de Educación Básica "Trece de Abril"	
Course: Tenth grade "A" and "B"	**Time:** 40 minutes
Vocabulary: Camera, credit card, clock, CD player, backpack,	**Grammar:** Simple Present Tense
Objective: To read and comprehend a passage about traveling to different places in the website.	

INSTRUCTIONS:

- Teacher writes a list of words on the board and asks students to repeat their pronunciation.

- Teacher provides students an explanation about Simple Present Tense.

- Students practice some exercises on the board about Simple Present Tense and things for traveling.

- Students go to the website "Improve your Reading Comprehension" and look for the first scanning activity.

- Teacher reads students the passage and then asks for some volunteers to read it aloud.

- Students read the questions below and choose the correct answer according to the passage.

- Teacher and students discuss about the things that are really necessary for traveling.

Author: Lilia Malavé Beltrán

Illustration Nº 13: Reading "On Vacation with Tim Lee"

Author: Lilia Malavé Beltrán
Source: http://happydaysec.com/training/exercise-1/

Reading activity Nº 2: "A Day in the Life of a Theater Manager"

Escuela de Educación Básica "Trece de Abril"	
Course: Tenth grade "A" and "B"	**Time:** 40 minutes
Vocabulary: Verbs	**Grammar:** Simple Past Tense
Objective: To read and comprehend a passage about a day in the life of a theater manager in the website.	

INSTRUCTIONS:

- Teacher writes a list of verbs on the board and asks students to repeat their pronunciation.

- Teacher provides students an explanation about Simple Past Tense.

- Students practice some exercises on the board about Simple Present Tense.

- Teacher encourages students to discuss about occupations of their parents describing activities they have to do in their jobs.

- Students go to the website "Improve your Reading Comprehension" and look for the second scanning activity.

- Teacher reads students the passage and then asks for some volunteers to read it aloud.

- Students read the passage again silently in their computers; read the questions below and choose the correct answer (TRUE or FALSE) according to the information from the passage.

- Students are asked to discuss with a partner about the jobs they would like to have in the future and the activities they would like to do.

Author: Lilia Malavé Beltrán

Illustration Nº 14: Reading "A Day in the Life of a Theater Manager"

Author: Lilia Malavé Beltrán
Source: http://happydaysec.com/training/exercise-2/

Reading activity Nº 3: "Top Tips for a Healthy Heart"

Escuela de Educación Básica "Trece de Abril"	
Course: Tenth grade "A" and "B"	**Time:** 40 minutes
Vocabulary: Commands (Do homework, go to the board, work silently, raise your hand, give your answer).	**Grammar:** Simple Present Tense
Objective: To read and comprehend a passage about tips for a healthy heart in the website.	
INSTRUCTIONS: • Teacher introduces vocabulary about commands by showing students a video and digital flashcards. • Students remember Simple Present Tense by writing some sentences on the board. • Teacher and students discuss about diseases that affect the life of people from Ecuador. • Students are asked to go to the website "Improve your Reading Comprehension" and work on the third scanning activity. • Teacher reads students the passage about tips for a healthy heart and then asks for a volunteer to read the passage loudly. • Students read the passage again silently in their computers; read the questions below and choose the correct answer according to the passage. • Students are also asked to write in their notebooks all the commands that they found in the passage. • Teacher asks students to report commands from the passage they read before.	

Author: Lilia Malavé Beltrán

Illustration Nº 15: Reading "Top Tips for a Healthy Heart"

Improve your Reading Comprehension

HOME   INFORMATION   INTRODUCTION   SCANNING AND SKIMMING   SCANNING EXERCISES   SKIMMING EXERCISES

RESULTS OF IMPLEMENTATION   EVIDENCES

Exercise 3
Improve your Reading Comprehension > Exercise 3

TOP TIPS FOR A HEALTHY HEART!

Heart disease kills more people in Britain than any other disease. Including cancer. One adult dies every three minutes from heart disease and it's more common in men than women. Age is also Important 80% of people who die of heart attacks are 65 or older And It's an amazing fact that live times more men die of heart disease In the UK than in Japan. But there are many things you can do to help your heart stay healthy. Here are our top tips for a healthy heart!.

1. Stop smoking. Everyone knows at cigarettes give you cancer, but they're also very bad for your heart. If you only do one thing to help you heart. Do this!
2. Do more exercise? Regular exercise (four times a week for 30 minutes) is low in fat and high in Omega 3 oils.
5. Don't eat a lot of salt. We only need about 1g of salt a day — most people eat about 6g!
6. Eat more fruit and vegetables (at least five portions a day).
7. Lose sane overweight people have more heart attacks!
8. Don't drink a lot of alcohol — but a glass of red wine every day can be good for your heart.

Scanning for specific information
- Exercise 1
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Read the passage above again and then answer the following questions.

Which disease kills more people in Great Britain?

○ heart disease
○ Cancer
○ Headache

How many adults die of heart disease in Britain every hour?

○ One adult dies every three minutes
○ Four adults
○ Six adults

Do women have more heart attacks than men?

○ No
○ Yes

Where do people have more heart attacks?

○ In UK
○ Japan
○ USA

How many grams of salt is it good to eat every day?

○ 1g
○ 5g
○ 10g

How many portions of fruit and vegetables is it good to eat every day?

○ at least five portions a day
○ at least ten portions a day
○ at least seven portions a day

(Edit)

Author: Lilia Malavé Beltrán
Source: http://happydaysec.com/training/exercise-3/

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Reading activity Nº 4: "Places to Visit"

Escuela de Educación Básica "Trece de Abril"	
Course: Tenth grade "A" and "B"	**Time:** 40 minutes
Vocabulary: Accommodation, hotel, camping, room service, package, bus, tourist guide.	**Grammar:** Simple Present Tense
Objective: To read and comprehend a passage about places for visitign in the website.	

INSTRUCTIONS:

- Teacher introduces vocabulary using digital flashcards and encourages students to repeat the pronunciation of each word.

- Then, students are encouraged to remember Simple Present Tense by writing some sentences on the board.

- Teacher shows students a collage with pictures of different parts of the world and motivates them to report the name of the country or city the picture belongs to.

- Students are asked to go to the website "Improve your Reading Comprehension" and work on the fourth scanning activity.

- Teacher reads students the passage about places to visit; accommodation, prices, and others.

- Students read the passage again silently in their computers; read the questions below and choose the correct answer according to the information from the passage.

- Finally, students are asked to discuss with a partner the places they have been on previous weekends or holidays.

Author: Lilia Malavé Beltrán

Illustration Nº 16: Reading "Places to Visit"

Author: Lilia Malavé Beltrán
Source: http://happydaysec.com/training/exercise-4/

Reading activity Nº 5: "Star Interview"

Escuela de Educación Básica "Trece de Abril"	
Course: Tenth grade "A" and "B"	**Time:** 40 minutes
Vocabulary: Verbs (work, act, sing, dance, go, finish)	**Grammar:** Simple Past Tense and Wh-questions.
Objective: To read and comprehend a passage about the interview of a famous person in the website.	

INSTRUCTIONS:

- Teacher asks students to write some verbs on the board and asks them to repeat the pronunciation.

- Students remember Simple Past Tense by writing the correct past form of the verbs they wrote on the board.

- Teacher and students discuss about famous people and the life that actors, actress, singers, and others have.

- Students are asked to go to the website "Improve your Reading Comprehension" and work on the fifth scanning activity.

- Teacher reads students the passage about an interview to a famous person (Julia Roberts and important facts of her life) and then asks for a volunteer to read the passage loudly.

- Students read the passage again silently in their computers; fill in the blanks with the correct year and then read the questions below and choose the correct answer according to the passage information.

- Teacher checks students' answers and correct possible mistakes providing positive feedback.

Author: Lilia Malavé Beltrán

Illustration Nº 17: Reading "Star Interview"

Author: Lilia Malavé Beltrán
Source: http://happydaysec.com/training/exercise-5/

Reading activity Nº 6: "Time for a Change"

Escuela de Educación Básica "Trece de Abril"	
Course: Tenth grade "A" and "B"	**Time:** 40 minutes
Vocabulary: Move, sell, live, house, population, neighbor, city, noisy, quiet, crowded.	**Grammar:** Simple Present Tense and Wh-questions.
Objective: To read and comprehend a passage about tips for a healthy heart in the website.	

INSTRUCTIONS:

- Teacher introduces vocabulary by showing students digital flashcards and motivates them to repeat the pronunciation.

- Teacher and students discuss about their houses and describe the places where they live using Wh-questions and Simple Present Tense.

- Students are asked to go to the website "Improve your Reading Comprehension" and work on the sixth reading activity.

- Teacher reads students the passage about changes in the life of people and then asks for some volunteers to read the passage loudly.

- Students read the passage again silently in their computers; read the questions below and then type the correct according to the information from the passage.

- Students report their answer to the teacher and receive positive feedback about the activity.

- Students are encouraged to choose a city where they would like to live and describe their dream houses.

Author: Lilia Malavé Beltrán

Illustration Nº 18: Reading "Time for a Change"

Improve your Reading Comprehension

HOME INFORMATION INTRODUCTION SCANNING AND SKIMMING SCANNING EXERCISES SKIMMING EXERCISES

RESULTS OF IMPLEMENTATION EVIDENCES

Exercise 6

Improve your Reading Comprehension > Exercise 6

Time for a Change!

They say that grass is always greener on the other side of the fence. But can moving house really solve your problems?

We asked two people from different parts of the UK why they decided to try a new way of life.

Matthew Lane

We're going to sell our house in the city and move to a beautiful village in the mountains — I've got a job as a National Park manager there. We want an easier life and I want to spend more time with my family. I really enjoy spending time with my children, but I only see them on Sundays at the moment. I work six days a week because you need a lot of money to live in a city — everything's very expensive here. But the kids aren't very happy about moving. They love living in the city, but my wife and I think the country is safer for them. Of course, teenagers like going out on their own, but it can be quite dangerous around here, especially at night.

Stuart Reed

I moved to the city because I needed to get a job. There were no jobs for me in the country, but when I moved here I found one in the first week. People say it's more expensive in the city, but you don't need a car here and cars are very expensive. I live in an old part of the city and I can walk to work or go by tube. So I think generally the cost of living is about the same. But I'd like to go back to the country one day. Sometimes I hate living here — it's dirty, crowded and really noisy at night. When I'm old, I'd love to have a little place somewhere by the sea where it's really quiet.

Read the article again and answer the questions.

1 Where are the Lane family going to move to?

2 How many days a week does Matthew see his children?

3 Do all the family want to move to the country?

4 Did Stuart find a job easily when he moved to the city?

5 Has he got a car?

6 Does he sleep well, do you think?

7 Where does he want to live in the future?

(Edit)

Search here...

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Author: Lilia Malavé Beltrán
Source: http://happydaysec.com/training/exercise-6/

Reading activity Nº 7: "The Day I met Nicole"

Escuela de Educación Básica "Trece de Abril"	
Course: Tenth grade "A" and "B"	**Time:** 40 minutes
Vocabulary: Irregular verbs (be, sit, go, have, give, say, take, get, tell, send)	**Grammar:** Simple Past Tense
Objective: To read and comprehend a passage about tips for a healthy heart in the website.	

<table>
<tr><td>

INSTRUCTIONS:

- Teacher writes a list of irregular verbs on the board providing students examples in order to understand their meaning and, then, asks students to repeat the correct pronunciation.

- Students match the simple past form with its basis form on the board.

- Teacher and students discuss about famous people they have met before and describe that moment.

- Students are asked to go to the website "Improve your Reading Comprehension" and work on the seventh reading activity.

- Teacher reads students the passage about how someone met Nicole Kidman.

- Students read the passage again silently in their computers; first of all, read the statements below and choose TRUE or FALSE.

- Then, students match letters from 'a' to 'e' in the parenthesis according to the correct information from the passage.

- Students are also encouraged to write on their notebooks all the irregular verbs they found in the passage.

</td></tr>
</table>

Author: Lilia Malavé Beltrán

Illustration Nº 19: Reading "The Day I met Nicole"

Escuela de Educacion Basica Trece de Abril   Author: Lilia Malave

Improve your Reading Comprehension

HOME   INFORMATION   INTRODUCTION   SCANNING AND SKIMMING   SCANNING EXERCISES   SKIMMING EXERCISES

RESULTS OF IMPLEMENTATION   EVIDENCES

Exercise 7

Improve your Reading Comprehension > Exercise 7

The Day I met Nicole

Search here...

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1. Last Thursday I went to London with two friends from my language school. It was a very special day because it was my 21th birthday. After we arrived in London we went to an Italian Café in Leicester Square and had coffee. (   )
2. Then we went to the theatre to see a play called the blue room. I wanted to see it because my favourite actress, Nicole Kidman, was in it. We sat in a box and had a very good view. The play was really good and Nicole Kidman was wonderful. (   )
3. When the play finished we went for a meal in a Japanese restaurant near the theatre. It was a quite crowded, but the food was great. We had sushi and salad. It was very nice. After the meal my friends gave me presents and then the whole restaurant sang happy birthday. (   )
4. After we left the restaurant we walked past the theatre again and there was Nicole Kidman. I went over and said hello and she was really friendly to me. We talked for about five minutes and then my friends took some photos of me and Nicole Together. (   )
5. When I got home I emailed all my friends in Jana and told them about my birthday. I also sent them the photos of me and Nicole's. It was a night to remember. (   )

Tick the true sentences. Correct the false sentences.

1) Keiko and her friends are students.

○ True ○ False

2) It was Keiko 18th birthday.

○ True ○ False

3) Nicole Kidman is her favourite actress.

○ True ○ False

4) Keiko liked the blue room.

○ True ○ False

5) The restaurant was quite empty.

○ True ○ False

6) Keiko met Nicole Kidman in the street.

○ True ○ False

7) Nicole was not very friendly.

○ True ○ False

8)When Keiko got home she phoned her friends.

○ True ○ False

Match a-e to paragraphs 1-5 in the text

a) Meeting people
○ True ○ False

Match a-e to paragraphs 1-5 in the text

a) Meeting people

b) At the theatre

c) Introduction

d) At the restaurant

e) The end of evening

(Edit)

Author: Lilia Malavé Beltrán
Source: http://happydaysec.com/training/exercise-7/

Reading activity Nº 8: "Europe – The UK - Wales"

<table>
<tr><td colspan="2" align="center">**Escuela de Educación Básica "Trece de Abril"**</td></tr>
<tr><td>**Course:** Tenth grade "A" and "B"</td><td>**Time:** 40 minutes</td></tr>
<tr><td>**Vocabulary:** Beautiful, famous, modern, touristic, interesting, traditional.</td><td>**Grammar:** Simple Present Tense of the Verb to Be.</td></tr>
<tr><td colspan="2">**Objective:** To read and comprehend a passage about the European continent, The UK, and Wales in the website.</td></tr>
<tr><td colspan="2">

INSTRUCTIONS:

- Teacher writes a list of adjectives on the board and asks students to repeat their pronunciation.

- Students remember Simple Present Tense of the Verb to Be by writing some sentences on the board.

- Teacher asks students to write names of cities next to each adjective from the board and then write sentences using the verb to be.

- Students are asked to go to the website "Improve your Reading Comprehension" and work on the eighth reading activity.

- Teacher reads students the passage about Europe – The UK - Wales and then asks for a volunteer to read the passage loudly.

- Students read the passage again silently in their computers; read the statements below and mark on the correct answer (TRUE or FALSE).

- Students are also asked to read the passage once more and write in their notebooks five sentences with the verb to be they found on it.

- Finally, students report their sentences to the rest of the class.

</td></tr>
</table>

Author: Lilia Malavé Beltrán

Illustration Nº 20: Reading "Europe – The UK - Wales"

Improve your Reading Comprehension

HOME   INFORMATION   INTRODUCTION   SCANNING AND SKIMMING   SCANNING EXERCISES   SKIMMING EXERCISES

RESULTS OF IMPLEMENTATION   EVIDENCES

Exercise 8

Improve your Reading Comprehension > Exercise 8

Search here... 🔍

EUROPE – THE UK- WALES

Wales is part of the United Kingdom and it is famous for its beautiful scenery, music festivals and friendly people. It has its own language, welsh, but nearly everyone speaks English. Wales is also famous for its long place names.

Places to visit and things to do: Cardiff is the capital city of wales. It is a busy, modern city on a river called Taff. There is a beautiful castle in the centre of the city and some interesting museums. St David's Hall is a good place for traditional Welsh music. You can also go to concerts and sports views, or go fishing at Langorse Lake, The largest natural lake in the south Wales.

Snowdonia National Park is in the north of the country. Every Year about 500,000 people climb Snowdon, the highest mountain in Wales. You can also travel up the mountain by train.

Llandudno is an old seaside town on the north coast, it's famous for its long beaches and beautiful scenery, and is a good place to go surfing. You can also go surfing at many places in the south of the country.

Read the information from the passage about. Are these sentences true or false?

1) Wales is a country in the UK.

○ True ○ False

2) They speak two languages in Wales.

○ True ○ False

3) August is not a good time to visit.

○ True ○ False

4) You can listen to music at the millennium Stadium.

○ True ○ False

5) Snowdon is in the Black Mountains.

○ True ○ False

5) Snowdon is in the Black Mountains.

○ True ○ False

6) You can travel by train up Snowdon.

○ True ○ False

7) Llandudno is a modern town.

○ True ○ False

8) Wales is a good place for surfing.

○ True ○ False

[Edit]

Scanning for specific information

- Exercise 1
- Exercise 2
- Exercise 3
- Exercise 4
- Exercise 5

Skimming Activities

- Exercise 6

December 2016

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Author: Lilia Malavé Beltrán
Source: http://happydaysec.com/training/exercise-8/

Reading activity Nº 9: "Situations"

Escuela de Educación Básica "Trece de Abril"	
Course: Tenth grade "A" and "B"	**Time:** 40 minutes
Vocabulary: Review of some verbs	**Grammar:** Simple Past Tense.
Objective: To read and comprehend a passage about different situations in the website.	

INSTRUCTIONS:

- Teacher asks students to remember and write some verbs from previous lessons on the board.

- Students remember Simple Past tense by writing some sentences on the board.

- Students are asked to go to the website "Improve your Reading Comprehension" and work on the ninth reading activity.

- Teacher reads students the passage about different situations and then asks for a volunteer to read the passage loudly.

- Students read the passage again silently in their computers and then, write a title for each paragraph.

- Students are asked to write their titles on the board and then discuss in order to choose the best title for each paragraph.

- Teacher also encourages students to write on their notebooks the simple past sentences they found in the reading activity.

- Finally, students read their sentences to the rest of the class.

Author: Lilia Malavé Beltrán

Illustration Nº 21: "Situations"

Author: Lilia Malavé Beltrán
Source: http://happydaysec.com/training/exercise-9/

Reading activity Nº 10: "Can you Guess the Place"

Escuela de Educación Básica "Trece de Abril"	
Course: Tenth grade "A" and "B"	**Time:** 40 minutes
Vocabulary: Sports, food.	**Grammar:** Can – can't.
Objective: To read and comprehend a passage about a touristic place in Santa Elena province (Playas) in the website.	

INSTRUCTIONS:
• Teacher introduces vocabulary about sports and food using digital flashcards and encourages students to repeat their pronunciation.
• Then, teacher explains the use of CAN and CAN'T by showing students a video and writing some examples on the board.
• Students are asked to go to the website "Improve your Reading Comprehension" and work on the last reading activity.
• Teacher reads students the passage about a touristic place in the province of Santa Elena and then asks for a volunteer to read the passage loudly.
• Students read the passage again silently in their computers and then, according to the pictures and the text, they have to guess the name place.
• Students are asked to provide details from the passage that support their idea.
• Finally, students are encouraged to work in pairs and discuss the following questions: Have you ever been in (Playas)? - How was your experience?

Author: Lilia Malavé Beltrán

Illustration Nº 22: "Can you guess the Place"

Author: Lilia Malavé Beltrán
Source: http://happydaysec.com/training/exercise-10/

4.3 Achievement and results

Chart Nº 16: Tenth grade students' improvement ("A")

	TENTH GRADE STUDENTS "A"	PRE TEST	POST TEST	% IMPROVEMENT
1	Aguirre Salazar Carla Andrea	5	8	1
2	Alay Bravo Juliana Alejandra	5	8	2
3	Andrade Suarez Ricardo Luis	5	8	3
4	Arteaga Pozo Lilibeth Edith	4	8	4
5	Astudillo Cruz Juan Alberto	5	8	5
6	Bazurto Rodriguez Dayanara Lisbeth	3	9	6
7	Beltran Ponce Wiston Julian	4	9	7
8	Bermello Solorzano Ingrid Jamilex	4	8	8
9	Borbor Suarez Evelyn Mariuxi	4	8	9
10	Cardenas Vera José Manuel	4	8	10
11	Castañeda Calderon Kevin Leonel	3	9	11
12	Catuto Ponce Jimmy Andres	4	8	12
13	Choez Sanchez Pierina Anai	5	8	13
14	Clemente Clemente Gregori Steven	5	9	14
15	Cobos Rodriguez Marlon Adrian	5	8	15
16	Dominguez Clemente Julio Jose	3	9	16
17	Figueroa Ortega Denisse Alexandra	5	8	17
18	Galezi Piguave Andres Paul	4	8	18
19	La Paz Tumbaco Pedro Julian	5	8	19
20	Lazo Pasmiño Luis Alfredo	5	8	20
21	Lince Garnica Juan David	4	9	21
22	Malave Flores Anthony Daniel	4	8	22
23	Maldonado Pincay Jefferson Paul	4	9	23
24	Matias Parrales Deiker Naunk	4	9	24
25	Mendez Pita María José	4	8	25
26	Mora Lambert Kenya Aracely	5	9	26
27	Naranjo Reyes Michael Steffany	5	9	27
28	Neira Aguilera Ariana Lissette	5	8	28
29	Peña Mazzini Ariana Darlin	5	8	29
30	Peña Vera Nasthy Darllet	4	8	30
31	Pozo Castillo Julissa Nayeli	5	8	31
32	Pozo Suarez Dalila Magdanela	4	9	32
33	Prudente Vera Edinson Oswaldo	5	9	33
34	Ramirez Vera Bryan Daniel	5	9	34
35	Rodríguez De La Cruz Noemi Alejandra	3	9	35
36	Rodriguez Toaza Helen Vanessa	4	9	36
37	RodriguezDominguezRaul Roberto	4	9	37
38	Santiana Gonzalez Daniel Adrian	4	9	38

Author: Lilia Malavé Beltrán
Source: Pre and Post test results

Graphic Nº 11: Improvement of tenth grade students "A"

	0	2	4	6	8	10

■ **ORAL POST TEST**   ■ **ORAL PRE TEST**
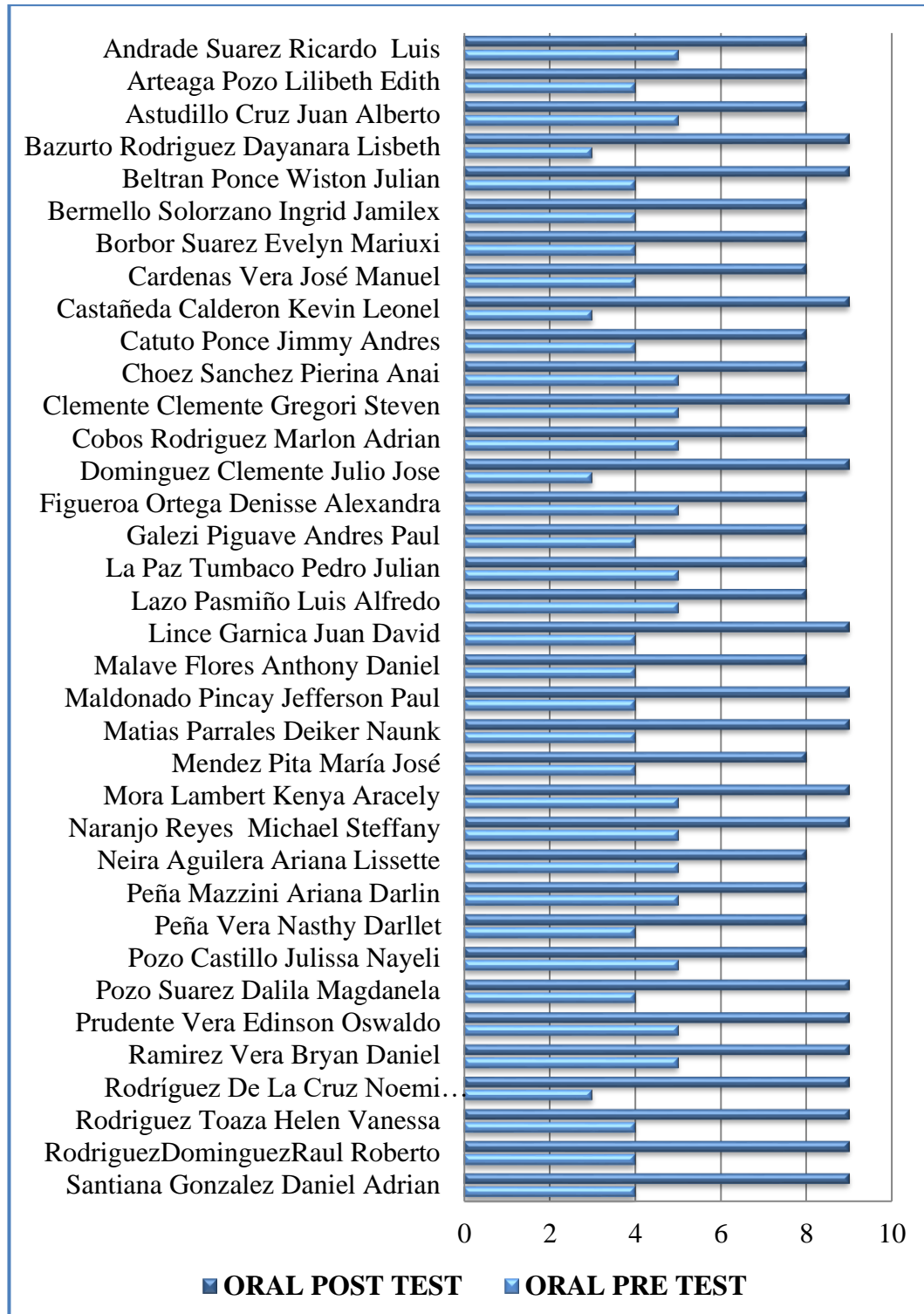
Author: Lilia Malavé Beltrán
Source: Pre and Post test results

Chart Nº 17: Tenth grade students' improvement ("B")

	TENTH GRADE STUDENTS "B"	PRE TEST	POST TEST	% IMPROVEMENT
1	Alfonso Gonzalez Luis Yareny	4	9	50%
2	Arteaga Pozo Kleber Efren	5	9	40%
3	Balon Romero Frixon Martin	5	8	30%
4	Beltran Catuto Carlos Alejandro	5	8	30%
5	Berruz Cucalon Jean Carlos	5	8	30%
6	Chancay Rosales Viviana Nayeli	5	8	30%
7	Cordero Quinde Dayana Raquel	3	9	60%
8	Cujilema Cujilema Fanny Isabel	3	8	50%
9	Dueñas Avila Nathaly Zulema	3	8	50%
10	Flores Franco Carlos Alberto	4	8	40%
11	Guevara Mateus José Luis	4	9	50%
12	Guevara Mateus Andres Joan	5	9	40%
13	Jarrin Rodriguez Alex Ulises	3	9	60%
14	Loor Alcivar Evelyn Alexandra	5	9	50%
15	Maldonado Gonzalez Orlando Raul	5	9	40%
16	Maldonado Pincay Jordan Antonio	5	9	40%
17	Montalvan Choez Andrea Alexandra	5	9	40%
18	Montalvan Orrala Geovanna Daniela	5	8	30%
19	Mora Beltran Isaias Joel	5	9	40%
20	Moreira Macias Marlon Shiraly	4	9	50%
21	Neira Rodriguez Marlon Eduardo	3	9	60%
22	Neira Villon Daniel Kenneth	5	9	40%
23	Peña Mazzini Jordy Andres	5	8	30%
24	Piguave Rodriguez José Armando	4	8	40%
25	Ramirez Castro Daniel Steven	4	9	50%
26	Ramos Pinargote Ricardo Ruben	5	8	30%
27	Reyes Jimenez Lupe Marianela	4	8	40%
28	Ruiz Villao Juan Steven	5	9	40%
29	Rosales Rodriguez Briggitte Solange	4	8	40%
30	Suarez Reyes Evelin Silvana	4	9	50%
31	Tomalá Gonzalez Angie Milena	5	9	40%
32	Tomalá Loor AngelMoises	4	9	50%
33	Tomalá Loor Kevin Daniel	3	9	60%
34	Torres Quindez Jean Carlos	3	9	60%
35	Villao Manzo Jordan Daniel	5	9	40%

Author: Lilia Malavé Beltrán
Source: Pre and Post test results

Graphic Nº 12: Improvement of tenth grade students "B"

Alfonso Gonzalez Luis Yareny
Arteaga Pozo Kleber Efren
Balon Romero Frixon Martin
Beltran Catuto Carlos Alejandro
Berruz Cucalon Jean Carlos
Chancay Rosales Viviana Nayeli
Cordero Quinde Dayana Raquel
Cujilema Cujilema Fanny Isabel
Dueñas Avila Nathaly Zulema
Flores Franco Carlos Alberto
Guevara Mateus Andres Joan
Guevara Mateus José Luis
Jarrin Rodriguez Alex Ulises
Loor Alcivar Evelyn Alexandra
Maldonado Gonzalez Orlando Raul
Maldonado Pincay Jordan Antonio
Montalvan Choez Andrea Alexandra
Montalvan Orrala Geovanna Daniela
Mora Beltran Isaias Joel
Moreira Macias Marlon Shiraly
Neira Rodriguez Marlon Eduardo
Neira Villon Daniel Kenneth
Peña Mazzini Jordy Andres
Piguave Rodriguez José Armando
Ramirez Castro Daniel Steven
Ramos Pinargote Ricardo Ruben
Reyes Jimenez Lupe Marianela
Rosales Rodriguez Briggitte Solange
Ruiz Villao Juan Steven
Suarez Reyes Evelin Silvana
Tomalá Gonzalez Angie Milena
Tomalá Loor AngelMoises
Tomalá Loor Kevin Daniel
Torres Quindez Jean Carlos

0   2   4   6   8   10

■ **ORAL POST TEST**   ■ **ORAL PRE TEST**

Author: Lilia Malavé Beltrán
Source: Pre and Post test results

4.4 Conclusions

- English teachers need to avoid the implementation of traditional strategies because students may get bored during lessons.

- Furthermore, the application of a web page increased the motivation level of tenth grade students and it was a main source for encouraging them to read in a deliberate way without pressures.

- The implementation of the website "Improve your Reading Comprehension" improved significantly the reading comprehension skill of tenth grade students at Escuela de Educación Básica "Trece de Abril" because they had the opportunity to practice this skill in a digital form.

4.5 Recommendations

- It is recommended the application of ICTs in the English language teaching field because students are more engaged during the lessons if they use technological tools.

- The application of a web page is recommended due to its pedagogical benefits: A web page allows students practice their reading comprehension in a different way avoiding the use of papers or worksheets.

- Finally, it is suggested the implementation of the web site "Improve your Reading Comprehension" because it is a good, didactic and pedagogical way to motivate all students read about different topics in class or at home.

Timetable

Chart Nº 18: Timetable

ACTIVITY	2015																					2016																					
	JU		AUG				SEP				OCT				NOV				DEC			JAN				FEB				MAR				JULY				AUG			DEC		
	1	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	4	1	2	4
Approval of topic.		x																																									
Appointment of Tutors			x																																								
Starting- Deliver of Chapter I			x	x	x	x																																					
Development Chapter II							x	x	x	x																																	
Deliver of Chapter II												x																															
Starting of Chapter III															x	x	x	x																									
Development Chapter III																				x																							
Starting of Chapter IV																			x	x	x																						
Development Chapter IV																			x	x	x	x																					
Deliver of Chapter IV																					x																						
Implementation of proposal																						x	x	x	x	x	x																
Development of preliminary pages																														x	x	x											
Review of thesis draft																																		x	x	x							
Deliver of Project																																								x			
Pre- defense of Thesis																																										x	
Defense of Thesis and Graduation day																																											x

Author: Lilia Malavé Beltrán

Material and financial resources

Chart Nº 19: Material and Financial Resources

MATERIAL RESOURCES				
Nº	**DESCRIPTION**	**QUANTITY**	**UNITARY COST**	**TOTAL COST**
1	Folders	2	$3,00	$6,00
2	CDs	3	$1,50	$4,50
3	Ream of paper	2	$5,00	$10,00
4	Photocopies	1000	$0,15	$150,00
5	Ink bottle for the printer	4	$5,00	$20,00
TOTAL				$190,50

TECHNOLOGICAL RESOURCES				
Nº	**DESCRIPTION**	**QUANTITY TIME**	**UNITARY COST**	**TOTAL COST**
1	Computer	1	$700,00	$700,00
2	Video recorder	1	$350,00	$350,00
3	Printer	1	$200,00	$200,00
4	Flash memory	1	$15,00	$15,00
5	Internet service	4 months	$25,00	$100,00
6	Communication	4 months	$20,00	$80,00
7	Others	4 months	$20,00	$80,00
TOTAL				$1.525,00

Nº	**DESCRIPTION**	**TOTAL**
1	Material resources	$190,50
2	Technological resources	$1.525,00
TOTAL SUMMATORY		**$1.715,50**

Author: Lilia Malavé Beltrán

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Attachments

Attachment Nº 1: Interview to the principal

PENÍNSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY SCIENCE OF EDICATION AND LANGUAGES

ENGLISH LANGUAGE CAREER

Objective: The objective of this interview is to establish the interviewee's opinion about the significance of improving the reading comprehension skill of students and the impact of a web page implementation in the reading skill instruction.

Question Nº 1: Do you consider that learning English is important today?

_____

Question Nº 2: Do you consider the teaching English language in you institution is important?

_____

Question Nº 3: Do you consider that reading comprehension is an important factor in the academic life?

_____

Question Nº 4: Do you consider that students of this educational institution need to improve their reading comprehension competence?

_____

Question Nº 5: What kind of activities teacher provide to students to improve their reading comprehension skill?

_____

Question Nº 6: Have teachers from this educational institution ever used websites with activities to improve reading skills?

_____

Question Nº 7: Do you consider that the implementation of a website with activities will contribute to improve the reading comprehension in English of students from educational institution?

_____

Question Nº 8: What are the benefits of the use of a website with English activities?

_____

Question Nº 9: Do you consider that the use of a web site is a good strategy to improve the reading comprehension skill of students from this educational institution?

_____

Question N° 10: Do teachers from this educational institution use technological resources for the development of their classes?

_____

Thanks for your collaboration!

PENINSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY SCIENCE OF EDICATION AND LANGUAGES

ENGLISH LANGUAGE CAREER

Objective: The objective of this interview is to establish the interviewee's opinion about the significance of developing reading comprehension skill of tenth grade students and the impact of a website implementation in the reading skill instruction.

Question Nº 1: How do you consider your English classes?

_____

Question Nº 2: What resources do you use to teach English?

_____

Question Nº 3: Do you know the importance of reading comprehension skill in English language?

_____

Question Nº 4: Do you consider that your students have developed their

reading comprehension satisfactorily?

_____

Question Nº 5: Do you consider that better strategies could help your students to improve the reading comprehension?

_____

Question Nº 6: Have you ever worked with website with activities to teach English reading comprehension?

_____

Question Nº 7: Do you consider that through the implementation of a website with activities, students will improve their reading comprehension?

_____

Question Nº 8: Do you consider that it is necessary to provide with different resources in order to improve reading skill of students from this institution?

_____

Question Nº 9: Do you consider that the use of a website with activities is a good strategy to reinforce students' reading comprehension skill?

_____

Question Nº 10: Do you consider that you need a special training about the use of a website?

_____

Thanks for your collaboration!

Attachment Nº 3: Interview to English language expert

PENINSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY SCIENCE OF EDICATION AND LANGUAGES

ENGLISH LANGUAGE CAREER

Objective: The objective of this interview is to establish the interviewee's opinion about the significance of developing reading comprehension skill of students and the impact of a website implementation in the reading skill instruction.

Question Nº 1: Do you consider that English language is important in many aspects of life today?

_____

Question Nº 2: Do you believe that the use of internet and technology contributes to improve English language teaching?

_____

Question Nº 3: Do you consider that for the development of English language is important to improve reading comprehension skill in students?

_____

Question Nº 4: What are the benefits to improve reading skill?

_____

Question Nº 5: What kind of strategies do you use for the practice of reading comprehension skill?

_____

Question Nº 6: Do you consider that the use of a website is an important tool for improving the English learning process of students?

_____

Question Nº 7: Do you consider that the use of a website with activities contributes to improve the Reading comprehension in English?

_____

Question Nº 8: What are the benefits of the use of a website with English activities?

_____

Question Nº 9: What kind of activities can be used in a website to improve the reading comprehension in English?

_____

Question Nº 10: Do you consider that a website is a good strategy to improve the reading comprehension skill of students?

_____

Thanks for your collaboration!

PENINSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY SCIENCE OF EDICATION AND LANGUAGES

ENGLISH LANGUAGE CAREER

Objective: The objective of this survey is to establish the tenth grade students' opinion about the significance of developing their reading comprehension skill and the impact of a website implementation in the reading skill instruction.

Instructions: Read the questions below with its alternatives, and then select the option that describes in the most appropriate way your response.

Nº	ALTERNATIVES	ANSWER
Question Nº 1: Do you like English language?		
Nº	ALTERNATIVES	ANSWER
1.1	Yes	
1.2	No	
1.3	Partially	
Question Nº 2: How do you consider English classes?		
Nº	ALTERNATIVES	ANSWER
2.1	Very Interesting	
2.2	Interesting	
2.3	Boring	
2.4	Very boring	

Question Nº 3: Do you consider that you have developed your reading comprehension?		
Nº	**ALTERNATIVES**	**ANSWER**
3.1	Totally agree	
3.2	Agree somewhat	
3.3	Disagree	
3.4	Totally disagree	
Question Nº 4: Do you know the importance of reading comprehension in English language?		
Nº	**ALTERNATIVES**	**ANSWER**
4.1	Yes	
4.2	No	
Question Nº 5: Does your teacher apply diverse activities to improve your reading comprehension?		
Nº	**ALTERNATIVES**	**ANSWER**
5.1	Yes	
5.2	No	
5.3	Partially	
Question Nº 6: What kind of activities does your teacher use in class in order to develop your reading comprehension?		
Nº	**ALTERNATIVES**	**ANSWER**
6.1	Reading Content	
6.2	Skimming	
6.3	Scanning	
6.4	Global Reading	
Question Nº 7: Does your teacher use additional activities from the English textbook for practicing reading comprehension?		
Nº	**ALTERNATIVES**	**ANSWER**
7.1	Yes	
7.2	No	
Question Nº 8: Have you ever used technological resources during English classes?		
Nº	**ALTERNATIVES**	**ANSWER**
8.1	Yes	
8.2	No	
8.3	Partially	

Question Nº 9: Do you consider that the use of a website with activities will improve your reading comprehension?		
Nº	**ALTERNATIVES**	**ANSWER**
9.1	Totally agree	
9.2	Agree somewhat	
9.3	Disagree	
9.4	Totally disagree	
Question Nº 10: Do you consider that reading skill is necessary for the English language acquisition?		
Nº	**ALTERNATIVES**	**ANSWER**
10.1	Totally agree	
10.2	Agree somewhat	
10.3	Disagree	
10.4	Totally disagree	

Thanks for your collaboration!

Attachment Nº 5: Observation guide

Chart Nº 20: Observation guide

GENERAL INFORMATION						
INSTITUTION: Escuela de Educación Básica "Trece de Abril"		**COURSE:** Tenth Grade				
OBSERVER: Lilia Malavé Beltrán		**OBSERVED TEACHER:** Lcda. Tanya Reyes				
OBJECTIVE: To evaluate the methodologies and strategies applied during the instruction and practice of reading comprehension skill.						
Nº	**DESCRIPTION**	**5**	**4**	**3**	**2**	**1**
1	Teacher introduces the topic of the lesson.					
2	Teacher introduces the objective of the lesson.					
3	Teacher explains the vocabulary or any grammar structure that are necessary for the reading lesson.					
4	Teacher encourages students to make predictions about the passage they have to read.					
5	Teacher applies any didactic resource for the practice of reading comprehension skill.					
6	Teacher applies any technological tool for the practice of reading comprehension skill.					
7	Teacher reads the passage and encourages students to make inferences about it.					
8	Students feel motivated during the reading activity.					
9	Students work on the reading activity guided by the teacher.					
10	Teacher evaluates students by questioning students about the reading activity.					
11	Teacher provides students feedback about the lesson at the end of the class.					

Author: Lilia Malavé Beltrán

Attachment Nº 6: Names of tenth grade students "A"

	TENTH GRADE STUDENTS "A"
1	Alay Bravo Juliana Alejandra
2	Arteaga Pozo Lilibeth Edith
3	Bazurto Rodriguez Dayanara Lisbeth
4	Beltran Ponce Wiston Julian
5	Bermello Solorzano Ingrid Jamilex
6	Borbor Suarez Evelyn Mariuxi
7	Castañeda Calderon Kevin Leonel
8	Catuto Ponce Jimmy Andres
9	Choez Sanchez Pierina Anai
10	Clemente Clemente Gregori Steven
11	Cobos Rodriguez Marlon Adrian
12	Dominguez Clemente Julio Jose
13	Figueroa Ortega Denisse Alexandra
14	Aguirre Salazar Carla Andrea
15	Malave Flores Anthony Daniel
16	Maldonado Pincay Jefferson Paul
17	Matias Parrales Deiker Naunk
18	Mora Lambert Kenya Aracely
19	Neira Aguilera Ariana Lissette
20	La Paz Tumbaco Pedro Julian
21	Peña Mazzini Ariana Darlin
22	Peña Vera Nasthy Darllet
23	Pozo Castillo Julissa Nayeli
24	Pozo Suarez Dalila Magdanela
25	Prudente Vera Edinson Oswaldo
26	Ramirez Vera Bryan Daniel
27	Rodriguez De La Cruz Noemi Alejandra
28	RodriguezToaza Helen Vanessa
29	Santiana Gonzalez Daniel Adrian
30	Naranjo Reyes Michael Steffany
31	Cardenas Vera José Manuel
32	Andrade Suarez Ricardo Luis
33	RodriguezDominguezRaul Roberto
34	Lazo Pasmiño Luis Alfredo
35	Galezi Piguave Andres Paul
36	Astudillo Cruz Juan Alberto
37	Mendez Pita María José
38	Lince Garnica Juan David

Source: Secretary Department from Escuela de Educación Básica "Trece de Abril"

Attachment Nº 7: Names of tenth grade students "B"

	TENTH GRADE STUDENTS "B"
1	Alfonso Gonzalez Luis Yareny
2	Arteaga Pozo Kleber Efren
3	Balon Romero Frixon Martin
4	Beltran Catuto Carlos Alejandro
5	Berruz Cucalon Jean Carlos
6	Chancay Rosales Viviana Nayeli
7	Cordero Quinde Dayana Raquel
8	Cujilema Cujilema Fanny Isabel
9	Dueñas Avila Nathaly Zulema
10	Flores Franco Carlos Alberto
11	Guevara Mateus José Luis
12	Guevara Mateus Andresjoan
13	Jarrin Rodriguez Alex Ulises
14	Loor Alcivar Evelyn Alexandra
15	Maldonado Gonzalez Orlando Raul
16	Maldonado Pincay Jordan Antonio
17	Montalvan Choez Andrea Alexandra
18	Montalvan Orrala Geovanna Daniela
19	Mora Beltran Isaias Joel
20	Moreira Macias Marlon Shiraly
21	Neira Rodriguez Marlon Eduardo
22	Neira Villon Daniel Kenneth
23	Peña Mazzini Jordy Andres
24	Piguave Rodriguez José Armando
25	Ramirez Castro Daniel Steven
26	Ramos Pinargote Ricardo Ruben
27	Reyes Jimenez Lupe Marianela
28	Ruiz Villao Juan Steven
29	Rosales Rodriguez Briggitte Solange
30	Suarez Reyes Evelin Silvana
31	Tomalá Gonzalez Angie Milena
32	Tomalá Loor AngelMoises
33	Tomalá Loor Kevin Daniel
34	Torres Quindez Jean Carlos
35	Villao Manzo Jordan Daniel

Source: Secretary Department from Escuela de Educación Básica "Trece de Abril"

Attachment Nº 8: Students of tenth grade "A"

Author: Lilia Malavé Beltrán

Attachment Nº 9: Students of tenth grade "B"

Author: Lilia Malavé Beltrán

Attachment Nº 10: Interview with the principal

Author: Lilia Malavé Beltrán

Attachment Nº 11: Interview with English teacher

Author: Lilia Malavé Beltrán

Attachment Nº 12: Interview with English professor at UTE

Author: Lilia Malavé Beltrán

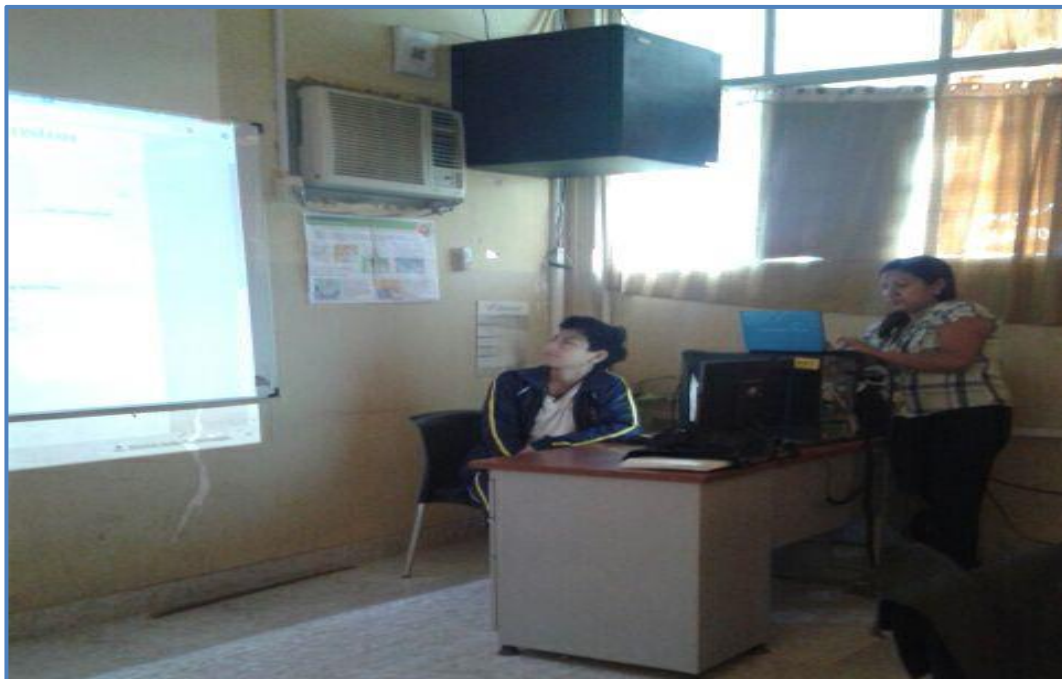**Attachment Nº 13: Students during the survey**

Author: Lilia Malavé Beltrán

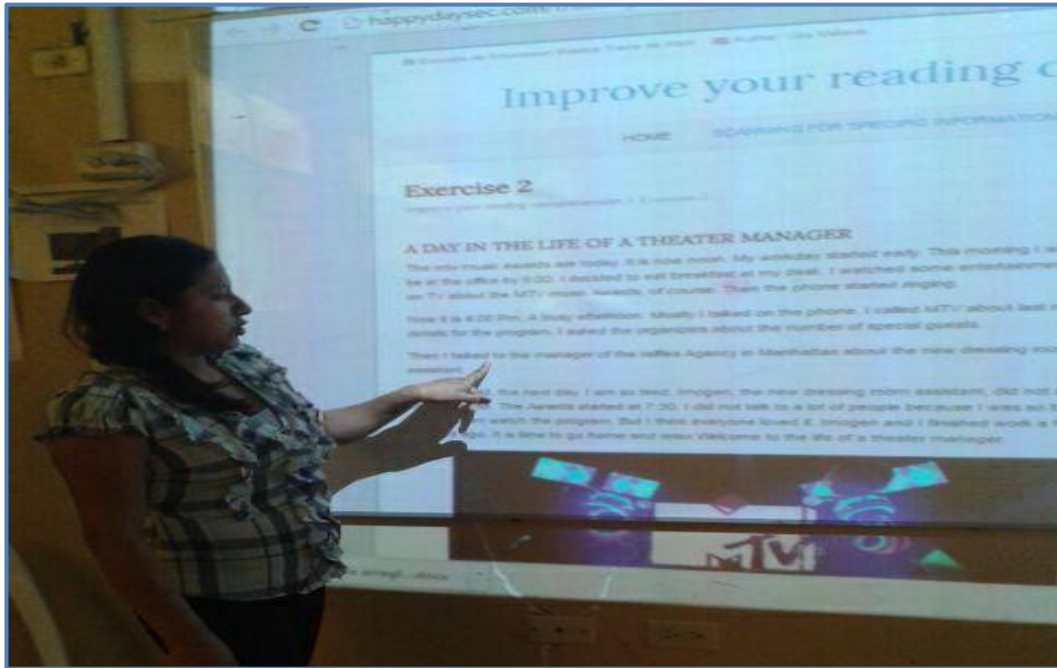**Attachment Nº 14: Students during the pre test**

Author: Lilia Malavé Beltrán

Attachment Nº 15: Investigator during the proposal implementation

Author: Lilia Malavé Beltrán

Attachment Nº 16: Investigator explaining activities from the website

Author: Lilia Malavé Beltrán

Attachment Nº 17: Students working on the website activities

Author: Lilia Malavé Beltrán

Attachment Nº 18: Approval letter for the proposal implementation

ESCUELA DE EDUCACIÓN BÁSICA
"TRECE DE ABRIL"
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AMIE: 24H00254 -Teléf.: 2783442 -Email: ceb_trecedeabril@yahoo.es
La Libertad – Santa Elena

La Libertad, 17 de Agosto del 2016
Oficio Nº 258 – EEBTA

MSC.
Glenda Pinoargote Parra.
Directora de la Carrera Licenciatura en Ingles.
En su Despacho.

De mis Consideraciones:

En referencia al oficio Nro.MINEDUC-CZ5-24D02-2016-0549-0F en el que se autoriza a la Srta. Lilia Aurora Malavé Beltran, efectué la investigación referente al trabajo de titulación en la Escuela de Educación Básica "TRECE DE ARIL", en calidad de Directora doy la autorización a la estudiante antes mencionada para que realice su investigación para su proyecto de titulación en nuestra Institución Educativa por el tiempo que estime conveniente.

Particular que comunico a usted para los fines pertinentes.

Atentamente,

Lcda. Gina Touma Cisne
Directora EEB "TRE

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Ministerio de
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Attachment Nº 19: Certification of the proposal implementation

ESCUELA DE EDUCACIÓN BÁSICA
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Dirección: Ciudadela General Enríquez Gallo, Ave. 12 e/calles 38 y 39
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Directora de la Carrera Licenciatura en Ingles.
En su Despacho.

De mis Consideraciones:

En referencia al oficio Nro.MINEDUC-CZ5-24D02-2016-0549-0F en el que se autoriza a la Srta. Lilia Aurora Malavé Beltrán, efectué la investigación referente al trabajo de titulación en la Escuela de Educación Básica "TRECE DE ARIL", en calidad de Directora certifico que la estudiante antes mencionada culmino con éxito la investigación para su proyecto de titulación en nuestra Institución Educativa.

Particular que comunico a usted para los fines pertinentes.

Atentamente,

Lcda. Gina Touma Cusme.
Directora
Escuela de Educación Básica "TRECE DE ABRIL"

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Attachment Nº 20: Urkund certificate

**UNIVERSIDAD ESTATAL
PENÍNSULA DE SANTA ELENA**

La Libertad, 22 de agosto de 2016

CERTIFICADO ANTIPLAGIO

001-TUTOR JECS (CAJE 02)-2016

En mi calidad de tutor del trabajo de titulación denominado " **A WEBSITE TO IMPROVE ENGLISH READING COMPREHENSION SKILL TO STUDENTS OF TENTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA "TRECE DE ABRIL". LA LIBERTAD, SANTA ELENA PROVINCE, 2015-2016"** , elaborado por la estudiante: **MALAVE BELTRAN LILIA**, egresada de la Carrera de Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciado en Idioma Inglés, me permito declarar que una vez analizado en el sistema antiplagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con **5%** de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

Jara Escobar Cecilia Alexandra

C.I.: 0910649185

DOCENTE TUTOR

UNIVERSIDAD ESTATAL
PENÍNSULA DE SANTA ELENA

Reporte Urkund.

URKUND

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Fuentes de similitud

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