



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

**FACULTY OF EDUCATION AND LANGUAGES
SCHOOL OF LANGUAGES
ENGLISH TEACHING CAREER.**

TITLE

**EDUCATIONAL PLATFORM “EDMODO” TO DEVELOP READING
COMPREHENSION COMPETENCE IN STUDENTS OF SIXTH YEAR
AT ESCUELA DE EDUCACIÓN BÁSICA “EL VIGÍA”, JOSÉ LUIS
TAMAYO, SALINAS, 2014-2015.**

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CARRERA DE LICENCIATURA EN INGLÉS

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**EDUCATIONAL PLATFORM “EDMODO” TO DEVELOP READING
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TRABAJO DE TITULACIÓN

Previo a la obtención del Título de

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ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title **EDUCATIONAL PLATFORM "EDMODO" TO DEVELOP READING COMPREHENSION COMPETENCE IN STUDENTS OF SIXTH YEAR AT ESCUELA DE EDUCACIÓN BÁSICA "EL VIGÍA", JOSÉ LUIS TAMAYO, SALINAS, 2014-2015** prepared by **WILLIAM VALENTÍN FIGUEROA DE LA ROSA** undergraduate student of the English Career, Faculty of Science of Education and Languages at Peninsula of Santa Elena State University, I declare that after have oriented, studied and reviewed this research, 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

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DEDICATION

I dedicate this research to my family, a special gratitude to my dear wife and all the people who have supported me throughout this process.

I dedicate it to all those teachers who work strongly to provide a better education, trying new ways to teach the English language.

William

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I express my gratitude to many special people, but primarily I want to thank God for guiding my life, to my teachers for encouraging me in the process of learning, to Escuela de Educación Básica “El Vigía” institution which has provided me with their facilities to develop my thesis, to my dear family who has given their unconditional support, and to my advisor who has guided me in the development of my thesis.

William

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ABSTRACT

The base of this research is to route the education through technology. Reading is so important in the learning process, and comprehension plays an important role in acquisition of language. Nowadays, the education demands new strategies to teach. One of this is using Information and Communications Technology (ICT) into curriculum. The application of an educational platform is another strategy for using technology in class or autonomous work. The idea of this research is to take small steps in the learning process, to mix reading comprehension strategies and the Educational Platform Edmodo, important factor in the acquisition of language. This research is focused on the importance of reading comprehension and the use of technology, and using the Educational Platform “Edmodo” so teachers have other options to train the new era of students. Applying several methods as qualitative, quantitative, and so on, this research will try to optimize teaching strategies of reading comprehension, and the development and construction of knowledge using the Educational Platform “Edmodo” in students of sixth year at Escuela De Educación Básica “El Vigía” in school year 2014-2015.

Keywords: Methodological Strategy, Learning, Reading comprehension, Educational Platform “Edmodo”.

INTRODUCTION

Reading comprehension is probably one of the most important skills in the learner's languages acquisition. When someone reads a paragraph, he uses grammar structure, acquires vocabulary, and inquires into the meaning and so on.

Using the educational platform "Edmodo", the learner experiments another field of learning, it opens a new branch in education, and the opportunity to increase knowledge using technology.

Reading comprehension and Edmodo play an important role in education, working together; this will help students in the learning process, and take place in Education using technology.

The purpose of this research is the development of reading comprehension competence using the Educational Platform "Edmodo" at Escuela De Educación Básica "El Vigía"

This research was structured in five chapters, which are divided in:

Chapter I, The Problem, describes the problem statement, critical analysis, guideline questions, significance of research, and objectives, whose purpose is to become a successful research.

Chapter II, Literature Review, gives details about research preview, philosophical, sociological and legal basis and hypothesis about this research.

Chapter III, Methodology, explains methodological strategies in order to get a success research. This chapter contains levels of research, population, sample, techniques and instruments, data collection with the respective analysis and interpretation, conclusion and recommendations.

The Chapter IV, *The Proposal*, expresses the solution of the problem and it suggests an alternative of teaching using "Edmodo" in order to get successful outcomes in this research

Chapter V, Administrative Framework, details the timetable, resources and budget of this research.

CHAPTER I

THE PROBLEM

1.1 Title

EDUCATIONAL PLATFORM “EDMODO” TO DEVELOP READING COMPREHENSION COMPETENCE IN STUDENTS OF SIXTH YEAR AT ESCUELA DE EDUCACIÓN BÁSICA “EL VIGÍA”, JOSÉ LUIS TAMAYO, SALINAS, 2014-2015.

1.2 Problem statement

English is one of the languages which is spoken all around the world, for this reason it is very important to learn it and to understand it.

Reading is an important skill in the English area, focused on the development of knowledge. It involves different strategies which are necessary to understand all the language.

Reading comprehension is a part of the reading skill and it is the base of pragmatism, therefore it is necessary to engage the attention in programs of reading comprehension to develop competences in our students.

In Ecuador most of the schools have problems to encourage students specially in reading comprehension, and students have difficulties to understand a reading or a

text. ESL teachers are concerned about the best way to teach reading and change the traditional approach.

In Santa Elena Province, students of schools have difficulties in reading comprehension that involve other problems especially in the development of student's competences.

Students at Escuela De Educación Básica "El Vigía" are not the exception, they have problems especially in reading comprehension and students of sixth year feel disappointed when they encounter problems to understand a text and the effect of this is the frustration in the English subject.

Reading comprehension is an important factor that can motivate students, encourage the interest in the English Subject and help develop communicative skills in them.

ESL teachers are concerned about the best way to educate using technology and apply different programs to develop competence to students especially in English subjects.

Nowadays, in Ecuador, one of the educational demands is the endowment of the Information Communication Technology (ICT) and New Information Communication Technology (NICT) into the curriculum, which includes technology in education, develop competences and generate knowledge in the learning process for expanding skills and competences in students.

1.2.1 Contextualization

The necessity of generating a successful tool to develop knowledge in the English field is the reason to apply a program enhanced in reading comprehension, and the adaptation in the Educational Platform “Edmodo” is a good strategy to increase student’s competences.

Escuela De Educación Básica “El Vigía” is located in José Luis Tamayo, Salinas, and one of its difficulties in its students is that they feel disappointed in the English Language.

The reason is that they don’t have other alternatives to develop their English skills, and the use of books should be complement with additional tools.

The education and technology are different fields, but both can act together for developing reading comprehension competence in students.

Nowadays, the technology is growing faster, and the education demands new options in the process of learning, then the use of an Educational Platform into the curriculum is a good strategy to develop competence in our students.

As a matter of fact, the application of a reading comprehension program is a good strategy to increase skills, and the use of technology can help to find other resources applied in the process of learning.

1.2.2 Critical analysis

In all fields of education it is necessary the application of technology in class, because it increases the interest of knowing more about specific subject.

At “El Vigía” Escuela De Educación Básica, students have problems to understand a reading text. They feel frustrated about the English Subject because they do not understand vocabulary, do not grasp the main idea, and do not find coherence in a reading.

The disappointment in the English subject drags several problems such as low grades that lead to a poor ability to communicate with other students.

Although, children are in a low level reading skill, tutors can train them to develop reading skills especially in predictive reading comprehension.

The application of a program of reading comprehension into the Educational Platform “Edmodo” will help to develop students’ reading skills and increase interest in technology.

Nowadays the use of ICT and technology applied in the curriculum is essential because this motivates students, increases their interest, opens their minds in the process of learning, and acquisitions of skills.

1.2.3 Problem formulation

How will the Educational Platform “Edmodo” influence in the development of reading comprehension competence in students of sixth year at Escuela De Educación Básica “El Vigía”, José Luis Tamayo, Salinas, 2014 – 2015?

1.2.4 Guideline questions

How important is reading in English language?

Is reading comprehension an important fact to develop skills?

How does Educational Platform “Edmodo” influence in the process of learning?

How do Educational Platform “Edmodo” and a reading comprehension program influence in the future of student’s learning?

1.2.5 Delimitation of research object

This research is focused in Education especially in English Language and the importance to develop it.

This research is focused in Pedagogical, Technological and Social Areas.

All reading activities are directed to students from 10 to 11 years old.

Escuela De Educación Básica “El Vigía” and their students of sixth year of basic education will be benefited in the process of learning using reading comprehension competence during the school year 2014- 2015.

1.3 Significance of the research

The development of this research is justified in the quality of teaching and throughout the pragmatic lines.

In all educational levels reading practice is essential to train qualities of intelligence, and students should practice it in the learning process to develop competences.

The application of technology and ICT in classroom or like an autonomous work will help teachers to find other ways to teach. There are diverse platforms, software or programs whose purpose is the application in education.

A program in reading comprehension applied in an educational platform will develop students' skills and competences, some of them would be: to identify new vocabulary, grasp the main idea in a text, construct meaning, or supporting ideas.

Those are some reasons why an educational platform will help to develop competence in students.

The application of the educational platform will not only help students, but it will be an alternative for teachers to organize resources and materials for classes, selection of English program and course, prepare assignments, evaluations, etcetera.

“Edmodo¹ is a Virtual Educational Platform whose purpose is the application in the educational environment”, for this reason, a program in reading comprehension applied in this virtual platform will develop reading comprehension competence in students of sixth year at Escuela De Educación Básica “El Vigía”.

Then, the Virtual Educational Platform “Edmodo” provides resources from teachers to students through the web.

Finally, using Edmodo, teachers find an important tool to develop students' competence.

¹ (O'Hara Jeff, Borg Nic, 2014) www.edmodo.com

1.4 Objectives of the research

1.4.1 General objective

- To develop reading comprehension competence through the Educational Platform "Edmodo" in students of sixth year at Escuela De Educación Básica "El Vigía".

1.4.2 Specific objectives

- To determine the types of strategies that encourage students to develop reading comprehension competence.
- To design activities of reading comprehension in the Educational Platform "Edmodo" for students of sixth year at Escuela De Educación Básica "El Vigía".
- To apply the program in reading comprehension in the Educational Platform "Edmodo" to students of sixth year at Escuela De Educación Básica "El Vigía".

CHAPTER II

LITERATURE REVIEW

2.1 Previous research

Reading comprehension is a complex process of interpretation in which students acquire knowledge for all academic areas.

According to Harmer (2010), he said that “reading provides good models for writing, studies language such as vocabulary, grammar, and the way to construct sentences, paragraphs and texts, and can introduce interesting topics, stimulate discussions, excite imaginative responses and be the springboard for well-rounded, fascinating lessons”.²

To develop those skills, the reader needs some strategies such as skimming or scanning to have a successful comprehension.

Harmer (2010) said that “the prediction is a major factor in reading”.³ That means that using predictions, readers have an idea about the content.

When someone reads a topic in a text, he grasps the idea about it; it is a good strategy for understanding a text.

Another strategy is to focus in a particular part of the text, it is called scanning.

² (Harmer, Jeremy, 2010, p. 68) How to teach English

³Ibid., p.70

Harmer (2011) said that “Readers are able to see beyond the literal meaning of words in passage”.⁴

In reading it is to interpret a text, in which readers use some clues to understand better.

As Harmer said (2010), “when people read a novel, a poem or something interesting, they can identify the topic, predict or guess, read for general understanding (skimming), read for specific information, read for detail information, and interpret a text”.⁵

All of these skills depend of the interest, analysis or the ability to read carefully a text.

According of the educational platform, Jeff O'Hara and Nic Borg, creators of an educational platform, said that “Edmodo is where education meets innovation”.⁶

The innovation in education is an important fact and the use of the technology in classroom or like an autonomous work is important to develop skills.

The use of the educational platform “Edmodo” provides tools in virtual environment that teachers can use it in different fields. One of this is the application in reading comprehension.

⁴ (Harmer, Jeremy, 2010, p. 202) The Practice of English Language Teaching

⁵Ibid., p.201

⁶ (O'Hara Jeff, Borg Nic, 2014) www.edmodo.com

2.2 Philosophical basis

Some linguists and authors of books express their opinion about language and technology:

Chomsky (1996) said that “Language is a process of free creation; its laws and principles are fixed, but the manner in which the principles of generation are used is free and infinitely varied. Even the interpretation and use of words involve a process of free creation”⁷, then the knowledge acquired through reading comprehension can act in the same way. Vocabulary, grammar, syntax and others can develop other competences.

Teachers know that it is necessary the development of all student’s skills, but they understand that it is necessary the application of a reading comprehension program to complement other skills.

According to Buckingham, he says that “the idea that digital technology will fundamentally transform education is obviously part of a bigger story”.⁸

Internet is an important tool in Education, but not all information is authentic, teachers will build upon the best alternative; one of this is the education platforms like an efficient tool in education. However, teachers should choose the best option to apply the platform correctly. The importance to develop knowledge in our children, is a responsibility of teachers and parents, because we rely on them for the future of our society.

⁷ (Chomsky, Noam, 1996, p. 152) *Minds and Language*

⁸ (Buckingham, 2013, p. 31) *Beyond Technology Children’s learning in the age of digital culture*

2.2.1 Sociological basis

Sociology of education is the influence of education in the society; in which education accomplishes an important role in human society.

The education system and technology are growing so fast, and we lean on them to become a better society.

The process of learning involves different features that influence in the development of the society such as cultural changes, organization of learning, analysis of educational situation, family, society relation, personality and so on.

Reading is an important skill in English language, and if a school applies technology in programs of reading comprehension, students will increase their skills especially in communication.

Nowadays, the Ecuadorian Department of Education suggests the use of ICT and technology into the curriculum as important tools to develop students' knowledge. Then, when students develop skills, they project for future applications in the society. It is so important because we rely on the growth of the society.

In conclusion the changes for the development of a new society lean on the way to educate using technology appropriately.

2.2.2 Legal basis

The legal basis of this research is based in The Constitution of Ecuador (2008) and the Organic Law of Intercultural Education (LOEI) that express:

The Constitution of Ecuador emphasizes important articles:

According to the Article 26, it refers that “The Government of Ecuador has the duty to promote Education as a fundamental right of Ecuadorians. The Education in Ecuador is an important area in the public policy and government investment, in order to get a good living condition. All Ecuadorians have the right and responsibility to take part in the process of education”⁹, then all members of society have an important role in Education.

In Article 27 of the Ecuadorian Constitution, “The education in Ecuador will focus on human beings and assure their equity development of human rights and democracy; it will be participatory, compulsory, intercultural, democratic, nondiscriminatory and varied; it will promote values; stimulate critical thinking, art and physical education, in order to develop students’ skills and abilities. Education is necessary for increasing knowledge, practicing of rights, and constructing a sovereign country, and it is a strategic area for national development.”¹⁰

The Organic Law of Intercultural Education (LOEI) emphasizes important articles:

According to the Article 2.u., “Establish research, construction and permanent development of knowledge as a guarantee of promoting in creativity and knowledge production, developer of research and experimentation for educational innovation and scientific training”¹¹

⁹ (Constitución De La Republica Del Ecuador, 2008) Art. 26.

¹⁰ (Constitución De La Republica Del Ecuador, 2008) Art. 27.

¹¹ (LOEI: Ley Orgánica de Educación Intercultural, Art. 2.u.)

According to the Article 6.j., “Ensure digital literacy and the use of technology of information and communication in the educational process, and facilitate the binding of teaching with productive or social activities.”¹²

And in literal m., “Promote science, technology and research innovation, artistic creation, the practice of sport, protection and conservation of cultural heritage, nature and environment, and cultural diversity and linguistic”¹³

In conclusion, according to The Constitution of Ecuador and LOEI, education is a right of people to develop skills, and the use of technology is important in the development and construction of knowledge.

2.3 Fundamental categories

2.3.1 Educational platform Edmodo

Edmodo is an educational platform whose purpose is the application of tasks and resources in a virtual learning using microbloggings.

Edmodo is used by schools, high schools, teachers, tutors, students and parents related to the educational community.

2.3.2 Reading comprehension

Reading comprehension is the process to understand a text that involves several techniques in order to be successful.

¹²(LOEI: Ley Orgánica de Educación Intercultural, Art. 6.j.)

¹³(LOEI: Ley Orgánica de Educación Intercultural, Art.6.m.)

Comprehension consists in the interpretation of a text, and this depends of the linguistic knowledge, which means that according to the capacity of the mind to perceive and understand, we have the power to grasp ideas.

2.3.3 Scanning

Scanning is a process to read carefully in order to find important details or understand reading material.

2.3.4 Skimming

Skimming is a process to read rapidly in order to know special details about reading.

2.3.5 Microblogging

Microblogging is a service that allows users to send or to get messages by web sites

2.3.6 Web 2.0

All web sites that allow users to share information in a cooperative and collaborative environment.

2.3.7 Literacy

Literacy is the ability to read and to understand a text.¹⁴

¹⁴ (Livio)Diccionario Ingles Offline

2.4 Hypothesis

2.4.1 General hypothesis

The application of the Educational Platform "Edmodo" develops reading comprehension competence in students of sixth year at Escuela De Educación Básica "El Vigía".

2.4.1.1 Variables of the study

2.4.1.1.1 Independent variable

The application of Educational Platform "Edmodo"

2.4.1.1.2 Dependent variable

The development of reading comprehension competence

CHAPTER III

METHODOLOGY

3.1 Research Approach

The methodological strategies are mechanisms in which a researcher sets for a situation until he is successful in his aim and depending on the author to combine several methods appropriately in the process of a research.

According to Kuada (2012), “the choice of data collection methods must always be guided by the problem formulation”.¹⁵ This is an outstanding matter because depending on the formulation of the problem there will be a satisfactory outcome.

The problem is focused on reading comprehension competence in students of sixth year at Escuela De Educación Básica “El Vigía”, and the solution will help them to develop skills in English Language.

This research also centers in the combination of different methods that act in an independent way to find the same objective.

3.1.1 Quantitative Method

Through surveys and assessments, this method measures the students’ need and projects them to future solutions in the learning process applied in the program of reading comprehension.

¹⁵ (Kuada, 2012, p. 117). Research Methodology. A Project Guide For University Students

3.1.2 Qualitative Method

Nowadays, education is focused on how to improve reading skills in a major scale, therefore improve reading comprehension competences in students.

This method focuses on society and the current situation of education; in order to improve the Reading comprehension of students of sixth year at Escuela De Educación Básica “El Vigía”. It acts to plan a new way to educate using technology.

3.1.3 Inductive Method

Through this method, the researcher inquires possible reasons of the problem and emits possible hypothesis to find solutions in reading comprehension difficulties.

3.1.4 Deductive Method

This method complements the inductive method. It analyses, interprets and concludes the best way to apply the Educational Platform “Edmodo” in a Program of Reading Comprehension.

3.1.5 Analysis - Synthesis

Analysis and synthesis are two cognitive processes that complete as an important function in a research.

In this research, analysis acts as a mental procedure in which students develop reading strategies and combine previous knowledge.

The synthesis establishes coherence and discovers the essential of characteristic and combination of different ideas in a reading.

The synthesis takes place on the base of the results obtained previously in analysis of results. It facilitates the systematization in the knowledge in students of sixth year at Escuela De Educación Básica “El Vigía”.

3.2 Level or type of the research

According to the necessities of the researcher, this work is categorized as:

3.2.1 Field research

This research was placed in sixth course at Escuela de Educación Básica “El Vigía”, and the aim was to identify the possible problems and solutions in reading comprehension skill using an Educational platform.

3.2.2 Applied research

This research explores possible solutions to increase reading comprehension competence using technology. The educational platform “Edmodo” provides several tools that can help students to increase skills and master other competences such as communication.

3.2.3 Technological research

Using technology, students have the ability to develop other competences in other fields.

Nowadays the curricular suggests the use technology in class or as an autonomous work, then the application of educational platform complements to educational programs in the learning process.

3.2.4 Qualitative research

Using the quality method for data collection, the researcher presents authentic explanation about the possible problems and solutions about this reading comprehension¹⁶ at Escuela de Educación Básica “El Vigía”.

3.3 Population

The whole population of this research is composed by director, teachers, parents and students.

Chart 3.1

Items	Category	Population
1	Director	1
2	English teachers	3
3	Parents	339
4	Students	339
Whole population		682

Source: Escuela de Educación Básica “El Vigía”

Elaboration: William Figueroa De La Rosa

The population made up of 682 members that take part at Escuela de Educación Básica “El Vigía” placed in José Luis Tamayo, Salinas

3.4 Sample

The Sample is a part of population, focused in teachers, students and parents of Escuela de Educación Básica “El Vigía”.

The calculus of the sample size is determined under the next formula:

¹⁶ (Kuada, 2012, p. 103) Research Methodology. A Project Guide For University Students.

$$n = \frac{N}{e^2(N - 1) + 1}$$

3.4.1 Sample of teachers

Due to the small number of population of English teachers, the researcher considers the study of entire English staff.

Chart 3.2

Stratum	Total
English teacher	3

3.4.2 Sample of parents

$$n = \frac{N}{e^2(N - 1) + 1}$$

$$n = \frac{339}{0.05^2(339 - 1) + 1}$$

$$n = \frac{339}{0.0025(338) + 1}$$

$$n = \frac{339}{1.845}$$

$$n = 183$$

3.4.2.1 Size of fraction sample

$$f = \frac{n}{N}$$

$$f = \frac{183}{339}$$

$$f = 0.5398$$

Chart 3.3

Stratum	Element x f	Fraction
6 year EGB(parents)	22 x 0.5398	12

3.4.3 Sample of students

$$n = \frac{N}{e^2(N - 1) + 1}$$

$$n = \frac{339}{0.05^2(339 - 1) + 1}$$

$$n = \frac{339}{0.0025(338) + 1}$$

$$n = \frac{339}{1.845}$$

$$n = 183$$

$$n = \frac{N}{e^2(N - 1) + 1}$$

$$n = \frac{339}{0.05^2(339 - 1) + 1}$$

$$n = \frac{339}{0.0025(338) + 1}$$

$$n = \frac{339}{1.845}$$

$$n = 183$$

3.4.3.1 Size of fraction sample

$$f = \frac{n}{N}$$

$$f = \frac{183}{339}$$

$$f = 0.5398$$

Chart 3.4

Stratum	Element x f	Fraction
6 year EGB (students)	22 x 0.5398	12

3.5 Operationalization of variables

Chart 3.5 Independent variable: The application of Educational Platform "Edmodo"

DEFINITION	CATEGORIES	INDICATOR	ITEMS	TECHNIQUES
Educational Platform "Edmodo" is an educational platform applied in the learning process using microbloggings. It is an important tool for teachers to develop student knowledge.	Equalize knowledge	Take part in the leaning process	Do you consider that the traditional learning should be changed?	Observing Interviewing Survey
	Learning strategy	Application of technology	Do you consider that students should use technology to increase their knowledge in the process of learning?	
	Acquired knowledge	Application of knowledge	Do you consider that the application of an Educational platform can help to develop skill in students?	

Source: Escuela de Educación Básica "El Vigía"

Elaboration: William Figueroa De La Rosa

Chart 3.6 Dependent variable: The development of reading comprehension competence

DEFINITION	CATEGORIES	INDICATOR	ITEMS	TECHNIQUES
<p>Reading comprehension is the process to understand a text that involves some techniques in order to be successful and competent to enhance knowledge, then reading comprehension competence is to acquire knowledge through a text.</p>	Interest in reading	Development of learner's competence	Do you agree that reading is an important skill to develop learner's competences?	<p>Observing Interviewing Survey</p>
	Learning strategy	Skimming, scanning, analysis, comprehension.	Do you consider that reading can help to develop skill in students?	

Source: Escuela de Educación Básica "El Vigía"

Elaboration: William Figueroa De La Rosa

3.6 Techniques and Instruments

3.6.1 Observation

The first step of this research is to know about the problem and observe an important technique to develop the possible solution and analysis of hypothesis.

The researcher uses observation to provide important information about the school, allows the study of school situation, behavior of students, teachers and parents, and analyze indicator of studies.

3.6.2 Interview

With interviews, the researcher can know about student problems and have a direct contact with them, as well as with tutors or the principal.

The interviewer uses questionnaires to gather information about the difficulties in reading comprehension, and tries to know about reasons for future analysis.

3.6.3 Survey

The survey conducted to English teachers, parents and students, was designed with numerical values in Linkert type scales.

The researcher uses surveys for comparing and analyzing the problems and possible solutions. With surveys, the researcher gets quantitative result of data collection.

3.7 Plan of data collection

For collecting data, the researcher used:

Search bibliographic information

Search information into the web

Books

Surveys

Interview

These are presented in the next questions:

Chart 3.7

Questions	Explanation
1. What for?	To measure the importance of reading comprehension in the process of learning
2. Who is it directed to?	Students of sixth year at Escuela de Educación Básica "El Vigia"
3. Under what features is it?	Techniques' and instruments to develop reading comprehension competences
4. Who?	Researcher: William Figueroa
5. When?	School year 2014 – 2015
6. Where is data collected?	Escuela de Educación Básica "El Vigia" José Luis Tamayo, Salinas.
7. What technique?	Through a survey
8. How?	Using questionnaire

Source: Escuela de Educación Básica "El Vigia"

Elaboration: William Figueroa De La Rosa

3.8 Plan of data processing

The performance of this research follows the next process:

Collection of bibliographic data

Elaboration of survey

Application of survey

Tabulation, interpretation and critical analysis of data

Conclusions y recommendations

Chart 3.8

Conclusion	Searching of data	Collection and analysis of data	Approach	Plan of solution
Through survey and interview directed to principal, teachers, students and parents, the researcher determined the fallacy in reading comprehension and the purpose of it.	Identifying the problem, the researcher inquires on the cause and effect produced in this research	Through surveys, the researcher collects and analyzes the data and allows to design the purpose of this research	With this research, the researcher identifies the fallacy about methodology in reading and the influence in reading comprehension.	The application of “Edmodo” will be an important tool for applying of methodological strategy to develop student´s reading comprehension competences.

Source: Escuela de Educación Básica “El Vigía”

Elaboration: William Figueroa De La Rosa

3.9 Analysis and interpretation of the results

3.9.1 Survey to teachers

1 Do you consider that the traditional learning should be changed?

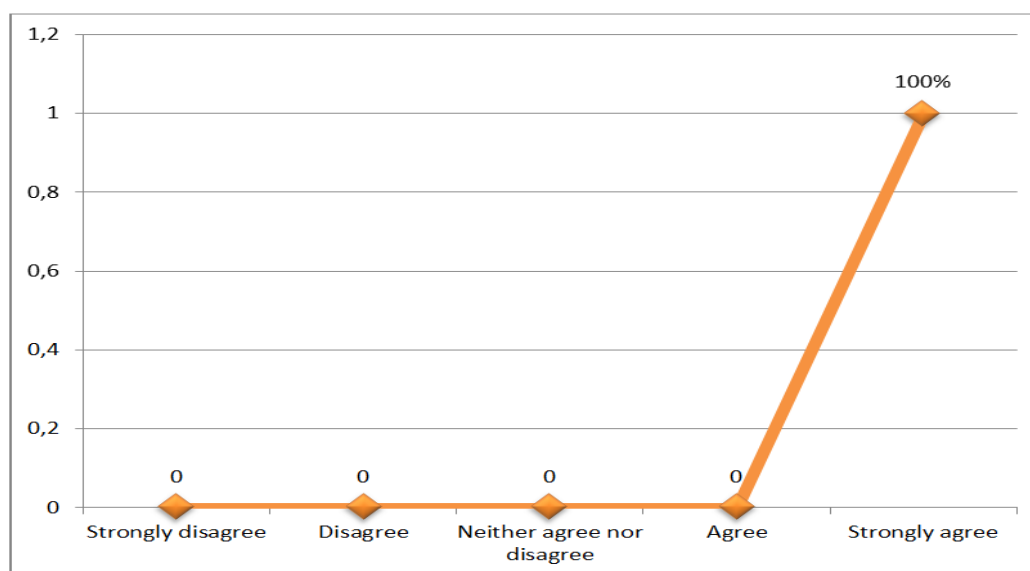
Chart 3.9

OPTIONS	FREQUENCY	PERCENTAGE (%)
Strongly disagree	0	0%
Disagree	0	0%
Neither agree nor disagree	0	0%
Agree	0	0%
Strongly agree	3	100%
TOTAL	3	100%

Source: Escuela de Educación Básica “El Vigia”

Elaboration: William Figueroa De La Rosa

Graph 3.1



Source: Escuela de Educación Básica “El Vigia”

Elaboration: William Figueroa De La Rosa

Analysis: According of data, 100% of teachers strongly agree, they consider that traditional education should change. Nowadays, the education is growing and The Department of Ecuadorian Education suggests that teachers update their knowledge constantly.

2 Do you consider that teachers are capable of using technology in class?

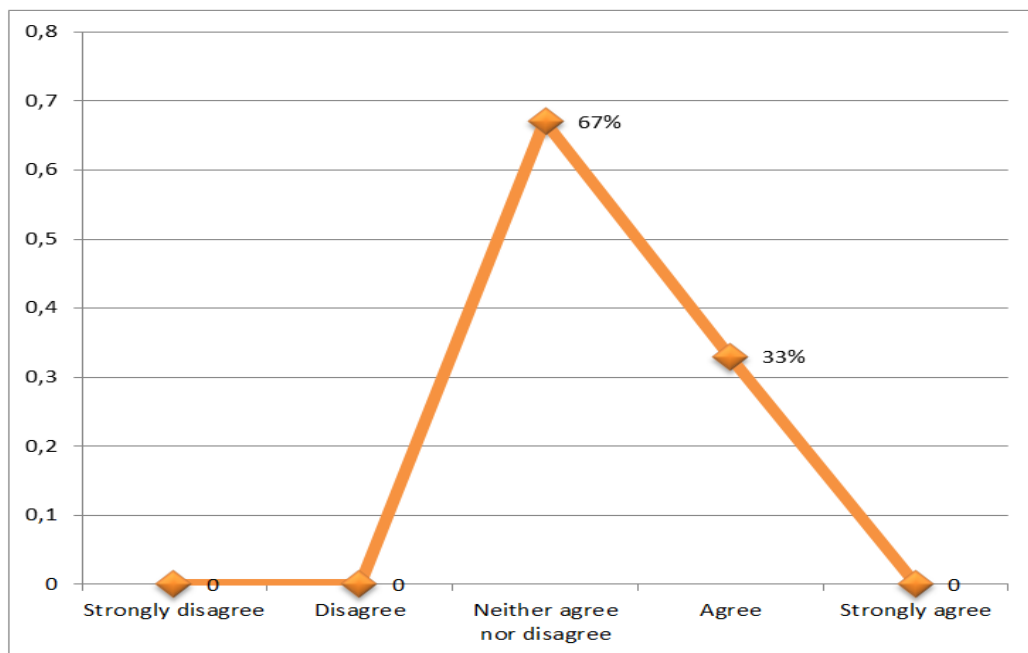
Chart 3.10

OPTIONS	FREQUENCY	PERCENTAGE (%)
Strongly disagree	0	0%
Disagree	0	0%
Neither agree nor disagree	2	67%
Agree	1	33%
Strongly agree	0	0%
TOTAL	3	100%

Source: Escuela de Educación Básica “El Vigia”

Elaboration: William Figueroa De La Rosa

Graph 3.2



Source: Escuela de Educación Básica “El Vigia”

Elaboration: William Figueroa De La Rosa

Analysis: The use of technology in class is an important tool to develop knowledge, and teachers have the obligation to update their knowledge. According to the data, 67% of teachers neither agree nor disagree. Nowadays most of teachers don't use technology in class, for this reason Schools should promote seminars about technology in class.

3 Do you consider that teachers should use technology in class?

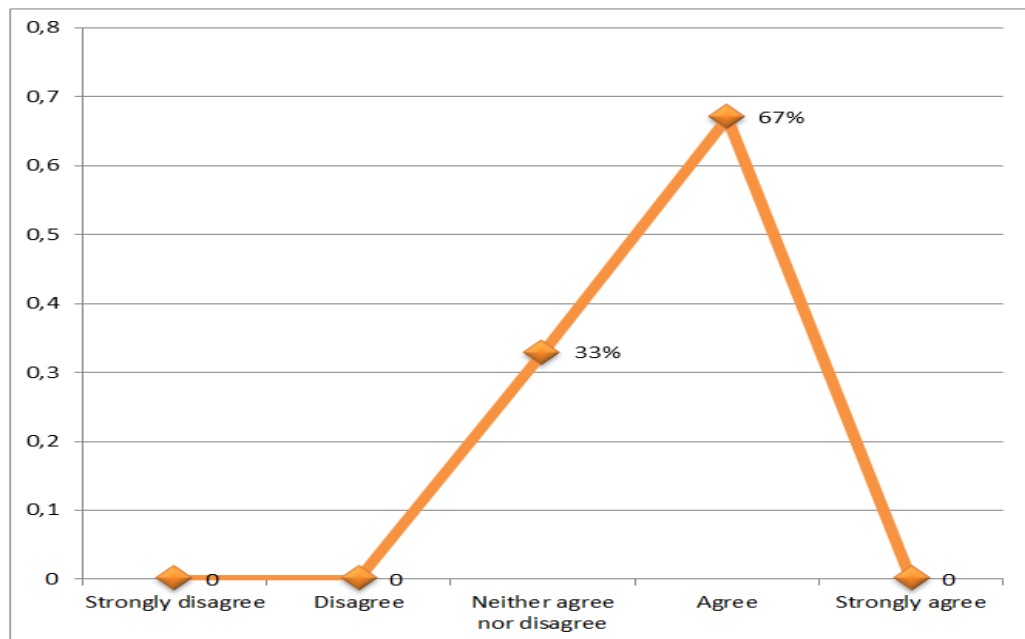
Chart 3.11

OPTIONS	FREQUENCY	PERCENTAGE (%)
Strongly disagree	0	%
Disagree	0	%
Neither agree nor disagree	1	33%
Agree	2	67%
Strongly agree	0	%
TOTAL	3	100%

Source: Escuela de Educación Básica “El Vigía”

Elaboration: William Figueroa De La Rosa

Graph 3.3



Source: Escuela de Educación Básica “El Vigía”

Elaboration: William Figueroa De La Rosa

Analysis: According to the data, 67% of teachers agree, they consider that is necessary to use technology in class but not all subjects; because some schools don't have technology available in classroom. Schools should think that technology is important in the process of learning.

4 Do you consider that the application of an educational platform can help to develop skill in students?

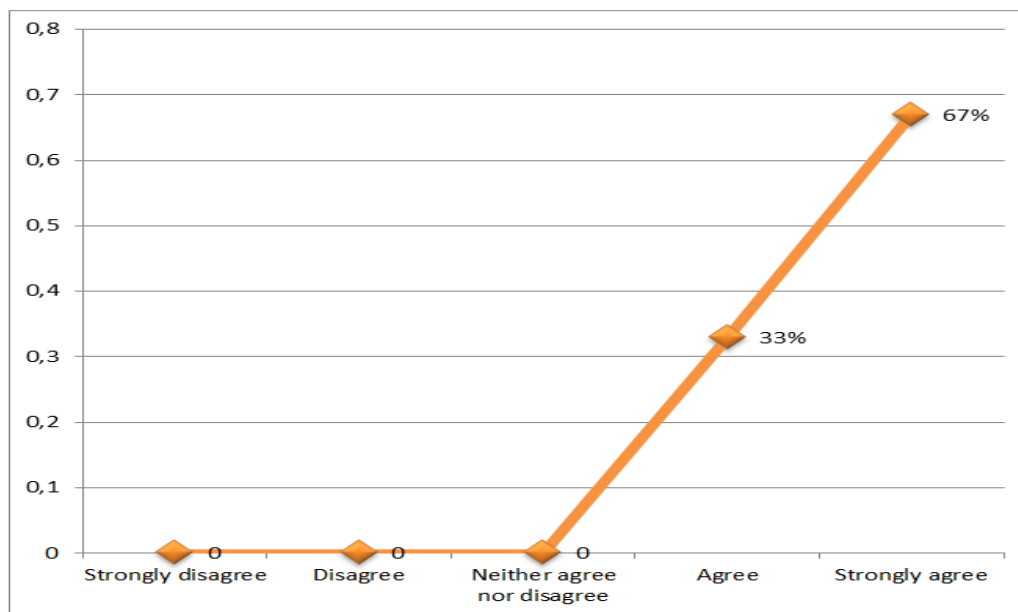
Chart 3.12

OPTIONS	FREQUENCY	PERCENTAGE (%)
Strongly disagree	0	0%
Disagree	0	0%
Neither agree nor disagree	0	0%
Agree	1	33%
Strongly agree	2	67%
TOTAL	3	100%

Source: Escuela de Educación Básica “El Vigia”

Elaboration: William Figueroa De La Rosa

Graph 3.4



Source: Escuela de Educación Básica “El Vigia”

Elaboration: William Figueroa De La Rosa

Analysis: According to the data, 67% of teachers strongly agree, they consider that it is necessary to use technology in class and the application of an educational platform can improve and develop knowledge in students. Using technology students can project themselves for the future.

5 Do you believe that the application of an educational platform will help to be a successful student?

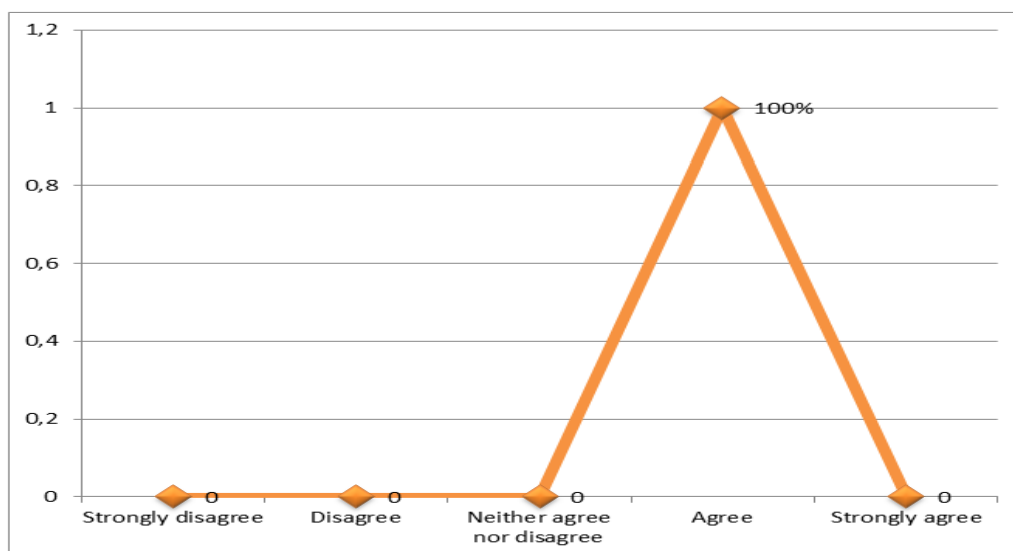
Chart 3.13

OPTIONS	FREQUENCY	PERCENTAGE (%)
Strongly disagree	0	0%
Disagree	0	0%
Neither agree nor disagree	0	0%
Agree	3	100%
Strongly agree	0	0%
TOTAL	3	100%

Source: Escuela de Educación Básica “El Vigia”

Elaboration: William Figueroa De La Rosa

Graph 3.5



Source: Escuela de Educación Básica “El Vigia”

Elaboration: William Figueroa De La Rosa

Analysis: According to the data, 100% of teachers agree, they consider that it is necessary to use technology in class, and the application of an educational platform can improve and develop knowledge in students.

Depending on the Pedagogical Area and teachers promote the application of Educational platforms into the curriculum.

6 Do you agree that reading is an important skill to develop learner’s competences?

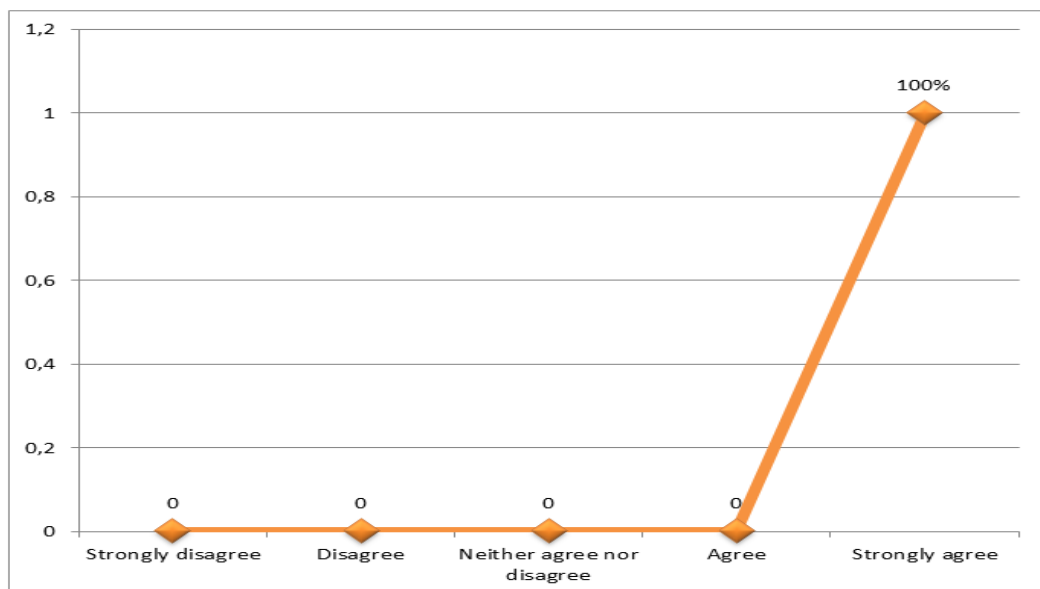
Chart 3.14

OPTIONS	FREQUENCY	PERCENTAGE (%)
Strongly disagree	0	0%
Disagree	0	0%
Neither agree nor disagree	0	0%
Agree	0	0%
Strongly agree	3	100%
TOTAL	3	100%

Source: Escuela de Educación Básica “El Vigía”

Elaboration: William Figueroa De La Rosa

Graph 3.6



Source: Escuela de Educación Básica “El Vigía”

Elaboration: William Figueroa De La Rosa

Analysis: According to the data, 100% of teachers strongly agree, they consider that reading is necessary because students not only increase their vocabulary; they acquire skill in the process of learning.

7 Do you agree that reading should be applied in all fields of education?

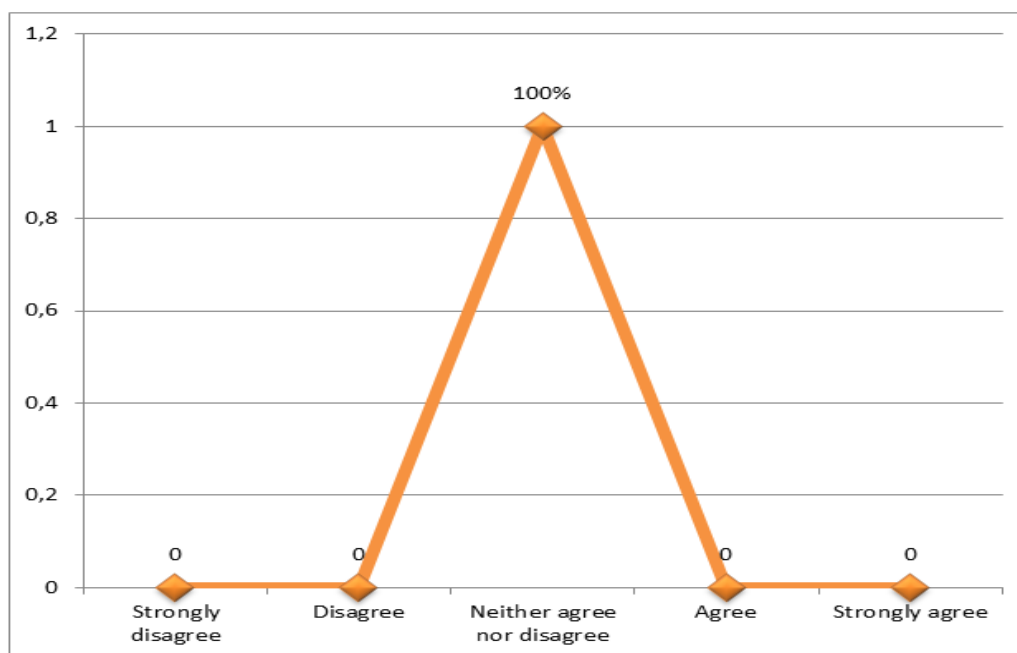
Chart 3.15

OPTIONS	FREQUENCY	PERCENTAGE (%)
Strongly disagree	0	0%
Disagree	0	0%
Neither agree nor disagree	3	100%
Agree	0	0%
Strongly agree	0	0%
TOTAL	3	100%

Source: Escuela de Educación Básica “El Vigía”

Elaboration: William Figueroa De La Rosa

Graph 3.7



Source: Escuela de Educación Básica “El Vigía”

Elaboration: William Figueroa De La Rosa

Analysis: According to the data, 100% of teachers neither agree nor disagree, they consider that reading is necessary but not in all fields. They take reading very seriously because there are practical subjects, for this reason it isn't necessary. The English field expands among many areas in the curriculum; teachers can promote reading like a strategy to increase competences.

8 Do you consider that students should use technology to increase their knowledge in the process of learning?

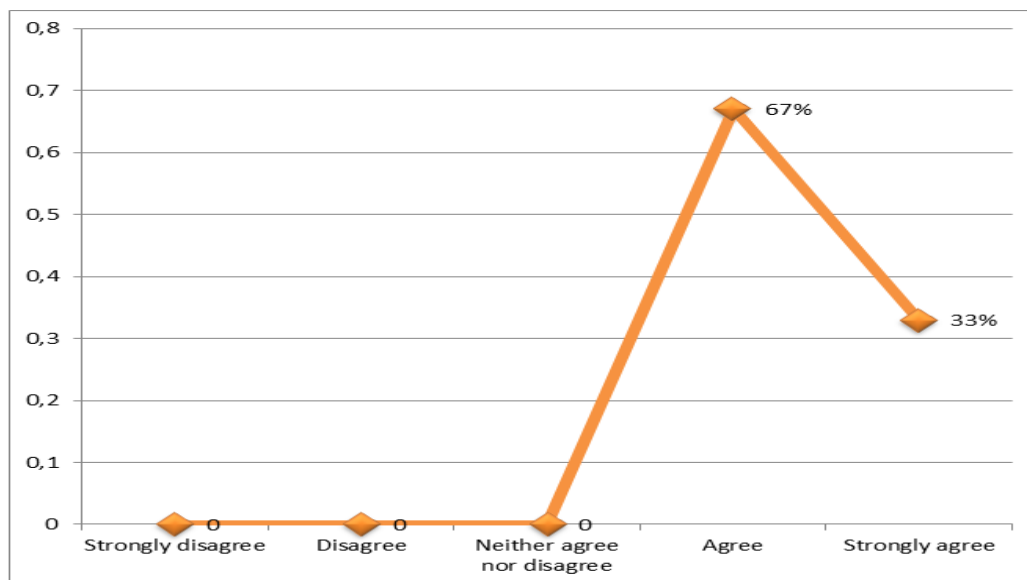
Chart 3.16

OPTIONS	FREQUENCY	PERCENTAGE (%)
Strongly disagree	0	0%
Disagree	0	0%
Neither agree nor disagree	0	0%
Agree	2	67%
Strongly agree	1	33%
TOTAL	3	100%

Source: Escuela de Educación Básica “El Vigía”

Elaboration: William Figueroa De La Rosa

Graph 3.8



Source: Escuela de Educación Básica “El Vigía”

Elaboration: William Figueroa De La Rosa

Analysis: According to the data, 67% of the teachers agree, they consider that the use of technology in class is so important; nowadays the use of technology in class or as autonomous work can increase all skills. It depends mostly on adequate resources to develop it.

9 Do you consider that students are ready to use technology in the process of learning?

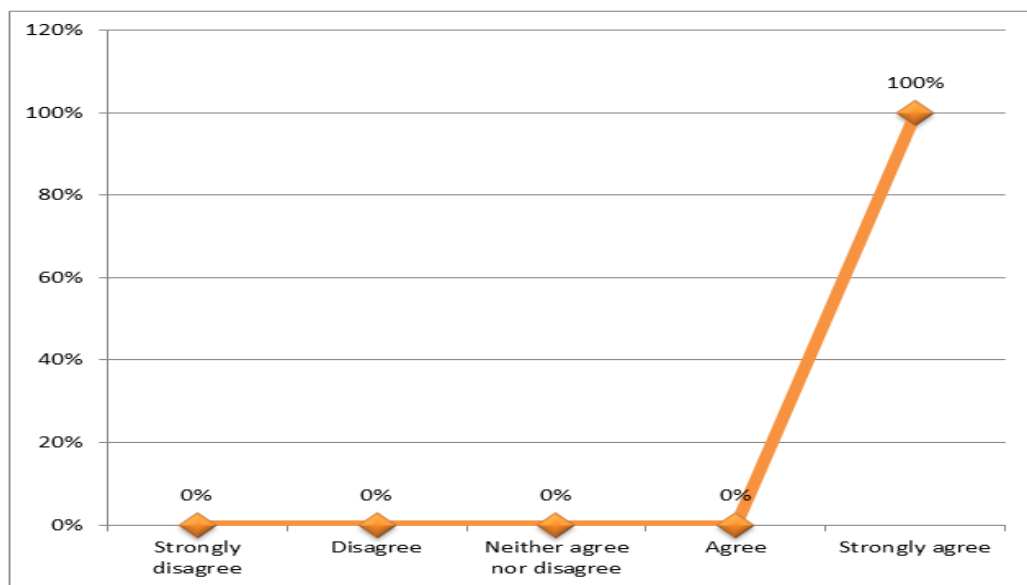
Chart 3.17

OPTIONS	FREQUENCY	PERCENTAGE (%)
Strongly disagree	0	0%
Disagree	0	0%
Neither agree nor disagree	0	0%
Agree	0	0%
Strongly agree	3	100%
TOTAL	3	100%

Source: Escuela de Educación Básica “El Vigía”

Elaboration: William Figueroa De La Rosa

Graph 3.9



Source: Escuela de Educación Básica “El Vigía”

Elaboration: William Figueroa De La Rosa

Analysis: According to the data, 100% of teachers strongly agree, they consider that all students are able to use technology; they are growing up with technology, and depend of guidance to development a skill in all fields. It can be a successful strategy to increase student’s competence.

10 Do you consider that a reading comprehension program in an Educational Platform can make a successful student?

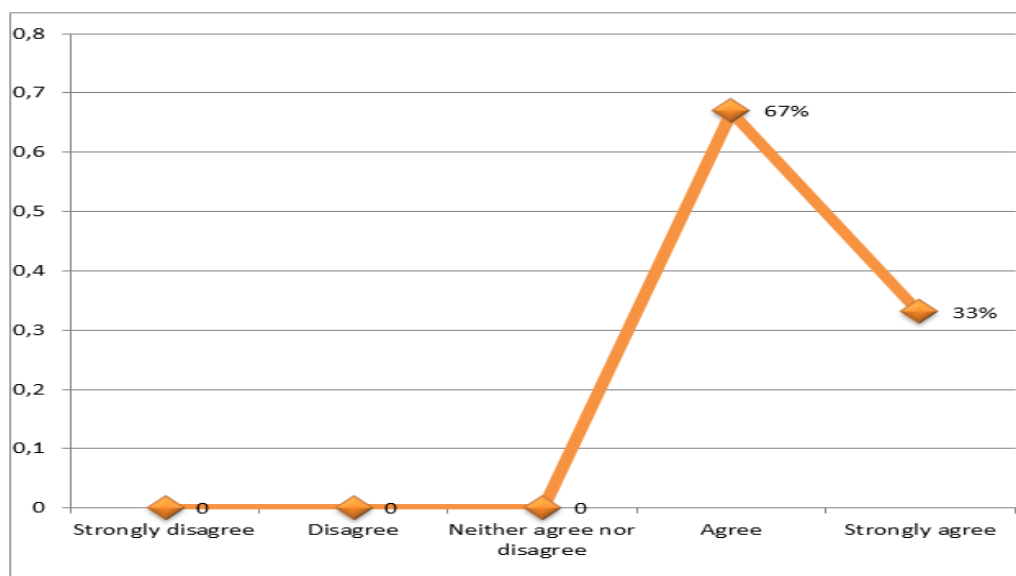
Chart 3.18

OPTIONS	FREQUENCY	PERCENTAGE (%)
Strongly disagree	0	0%
Disagree	0	0%
Neither agree nor disagree	0	0%
Agree	2	67%
Strongly agree	1	33%
TOTAL	3	100%

Source: Escuela de Educación Básica “El Vigía”

Elaboration: William Figueroa De La Rosa

Graph 3.10



Source: Escuela de Educación Básica “El Vigía”

Elaboration: William Figueroa De La Rosa

Analysis: According to the data, 67% of the teachers agree; they consider that students have the opportunity to benefit from technology and gain strategies in reading comprehension. Students have the opportunity to practice reading and some strategies to comprehend a paragraph or text.

3.9.2 Survey to parents

1. Do you consider that the traditional learning should be changed?

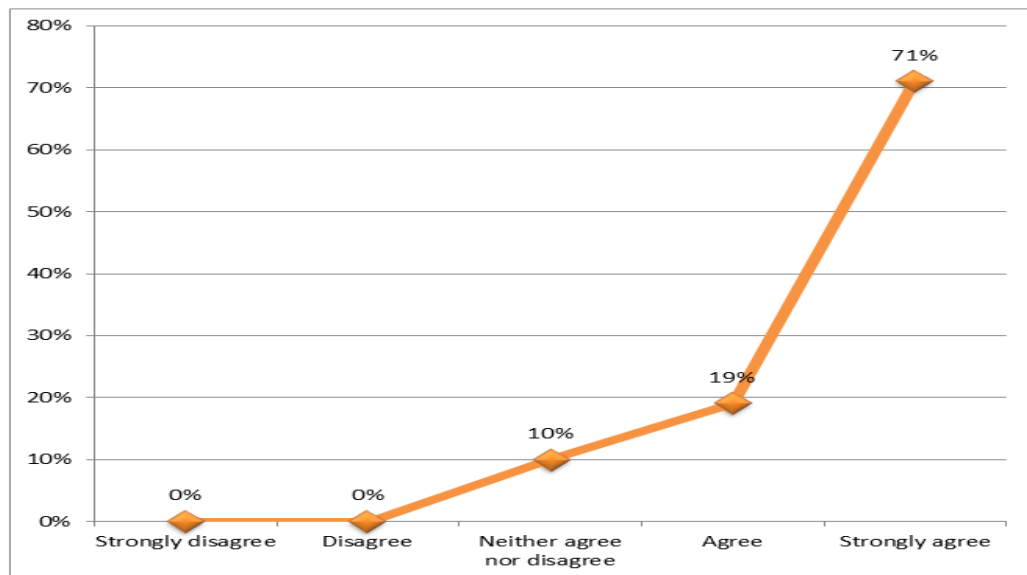
Chart 3.19

OPTIONS	FREQUENCY	PERCENTAGE (%)
Strongly disagree	0	%
Disagree	0	%
Neither agree nor disagree	18	10%
Agree	35	19%
Strongly agree	130	71%
TOTAL	183	100%

Source: Escuela de Educación Básica “El Vigía”

Elaboration: William Figueroa De La Rosa

Graph 3.11



Source: Escuela de Educación Básica “El Vigía”

Elaboration: William Figueroa De La Rosa

Analysis: According to the data, 71% of parents strongly agree; they consider that teachers should apply new technique for teaching. Nowadays the education is changing and the methodology of education should change too.

2. Do you know about technology in class?

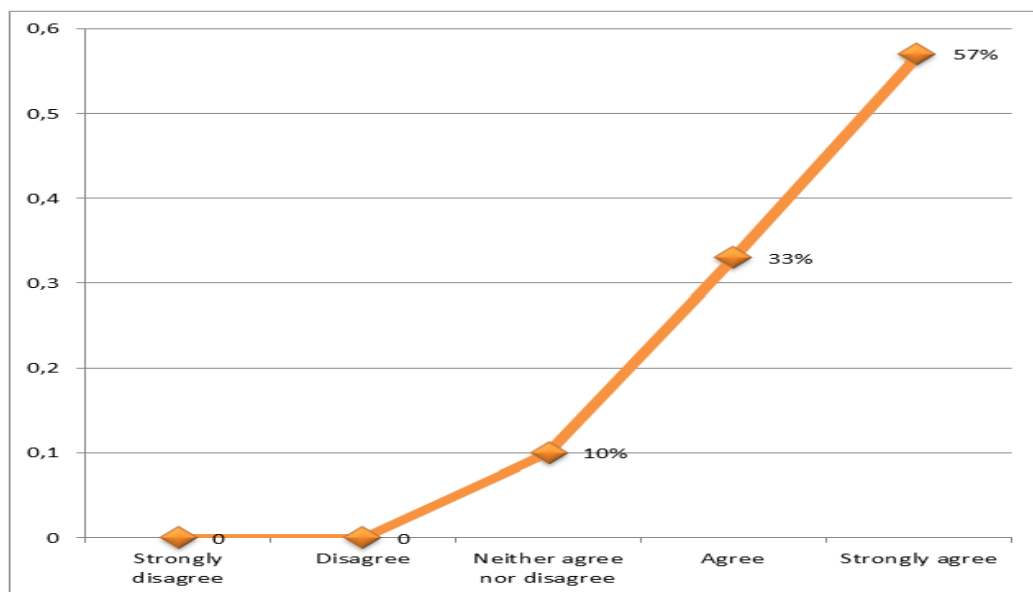
Chart 3.20

OPTIONS	FREQUENCY	PERCENTAGE (%)
Strongly disagree	0	0%
Disagree	0	0%
Neither agree nor disagree	18	10%
Agree	61	33%
Strongly agree	104	57%
TOTAL	183	100%

Source: Escuela de Educación Básica “El Vigía”

Elaboration: William Figueroa De La Rosa

Graph 3.12



Source: Escuela de Educación Básica “El Vigía”

Elaboration: William Figueroa De La Rosa

Analysis: According to the data, 57% of parents strongly agree. Some parents believe that technology is only internet, they don't know how their kids can benefit from this tool. Schools should promote seminars about new gadgets and services in education directed to Parents. It can help them to know about technology in education.

3. Do you consider that teachers should use technology in class?

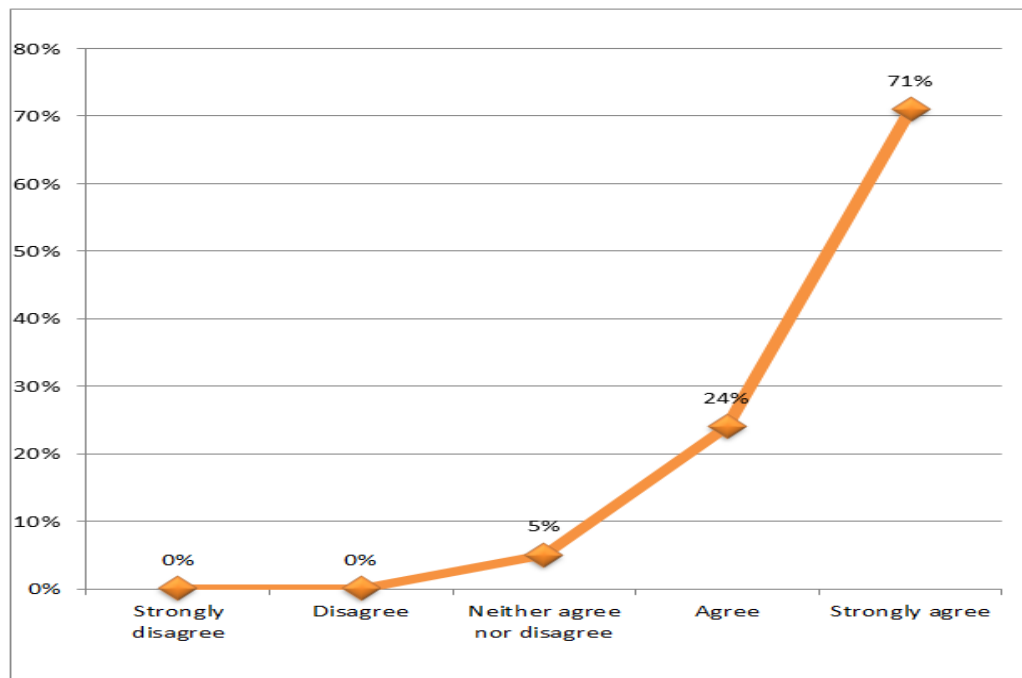
Chart 3.21

OPTIONS	FREQUENCY	PERCENTAGE (%)
Strongly disagree	0	0%
Disagree	0	0%
Neither agree nor disagree	9	5%
Agree	44	24%
Strongly agree	130	71%
TOTAL	183	100%

Source: Escuela de Educación Básica “El Vigía”

Elaboration: William Figueroa De La Rosa

Graph 3.13



Source: Escuela de Educación Básica “El Vigía”

Elaboration: William Figueroa De La Rosa

Analysis: According to the data, 71% of parents strongly agree. They believe that technology in class should increase ability and skill of students. They understand that technology can be a good strategy to increase interest in the English area.

4. Do you consider that the application of an educational platform can help students in the development of skills?

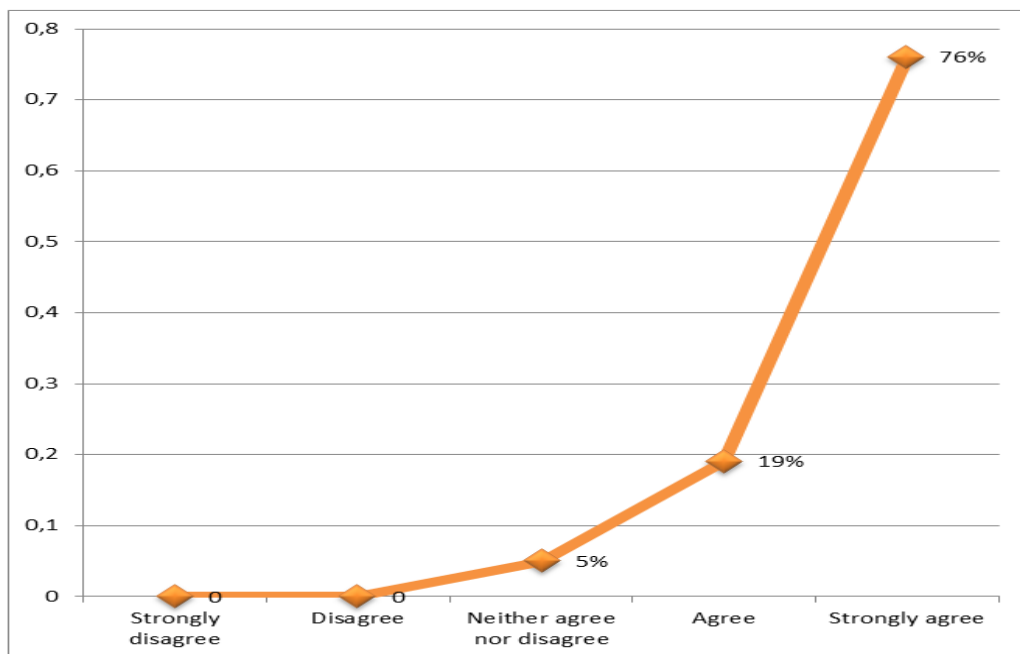
Chart 3.22

OPTIONS	FREQUENCY	PERCENTAGE (%)
Strongly disagree	0	0%
Disagree	0	0%
Neither agree nor disagree	9	5%
Agree	35	19%
Strongly agree	139	76%
TOTAL	183	100%

Source: Escuela de Educación Básica “El Vigía”

Elaboration: William Figueroa De La Rosa

Graph 3.14



Source: Escuela de Educación Básica “El Vigía”

Elaboration: William Figueroa De La Rosa

Analysis: According to the data, 76% of parents strongly agree, they consider that it is necessary to use an educational platform to improve and develop knowledge in students.

5. Do you believe that the application of an educational platform will help students to be successful?

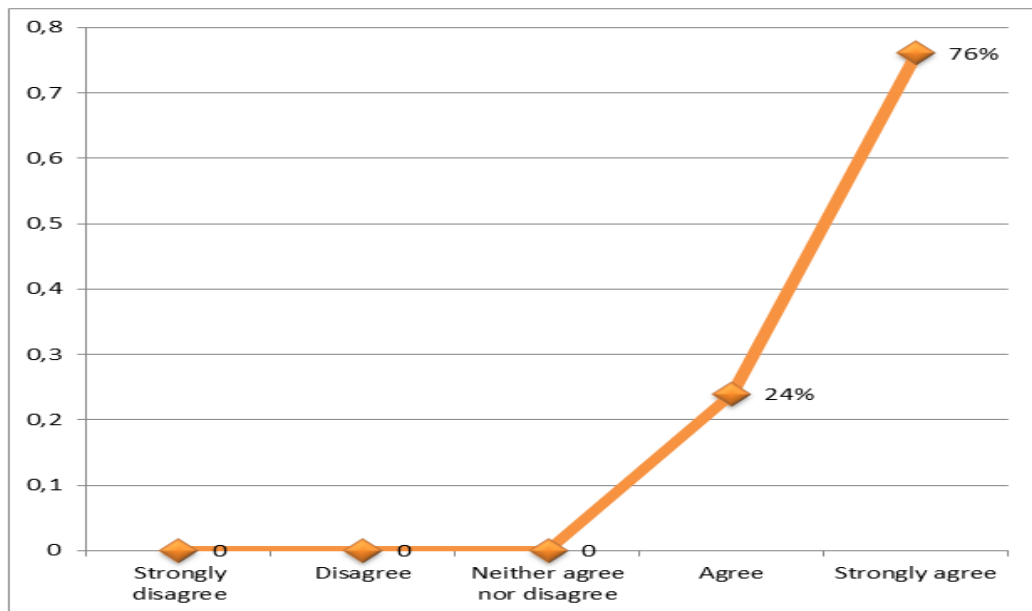
Chart 3.23

OPTIONS	FREQUENCY	PERCENTAGE (%)
Strongly disagree	0	0%
Disagree	0	0%
Neither agree nor disagree	0	0%
Agree	44	24%
Strongly agree	139	76%
TOTAL	183	100%

Source: Escuela de Educación Básica “El Vigia”

Elaboration: William Figueroa De La Rosa

Graph 3.15



Source: Escuela de Educación Básica “El Vigia”

Elaboration: William Figueroa De La Rosa

Analysis: According to the data, 76% of parents strongly agree, they consider that using an educational platform and successful resources in the web can improve and develop knowledge in students.

6. Do you agree that reading is an important skill to develop communicative competences?

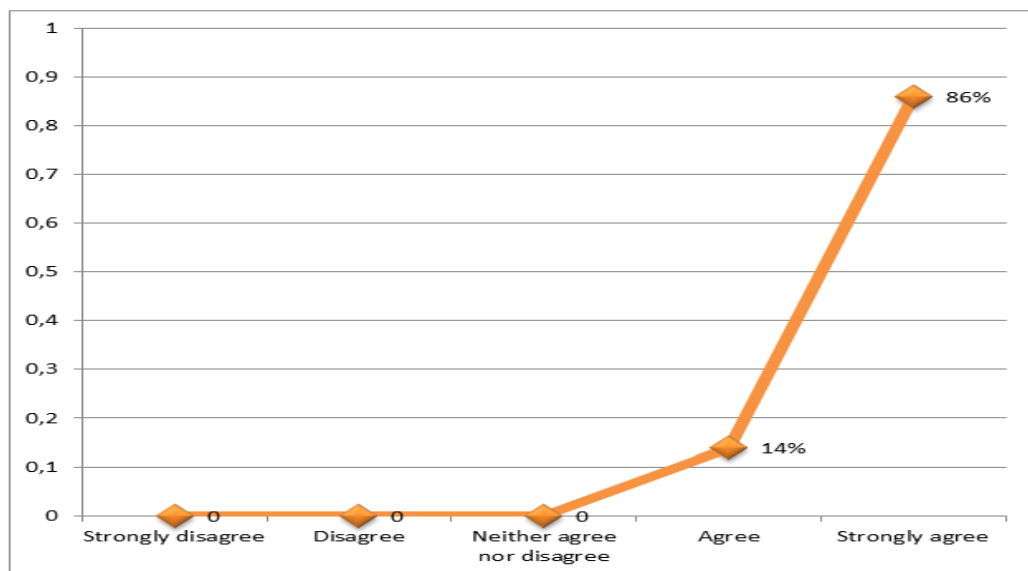
Chart 3.24

OPTIONS	FREQUENCY	PERCENTAGE (%)
Strongly disagree	0	0%
Disagree	0	0%
Neither agree nor disagree	0	0%
Agree	26	14%
Strongly agree	157	86%
TOTAL	183	100%

Source: Escuela de Educación Básica “El Vigía”

Elaboration: William Figueroa De La Rosa

Graph 3.16



Source: Escuela de Educación Básica “El Vigía”

Elaboration: William Figueroa De La Rosa

Analysis: According to the data, 86% of parents strongly agree, they consider that reading is necessary in the curriculum; they understand that students need more reading exercises in all fields, getting better assessment and outstanding outcomes.

7. Do you agree that reading should be applied in all fields of education?

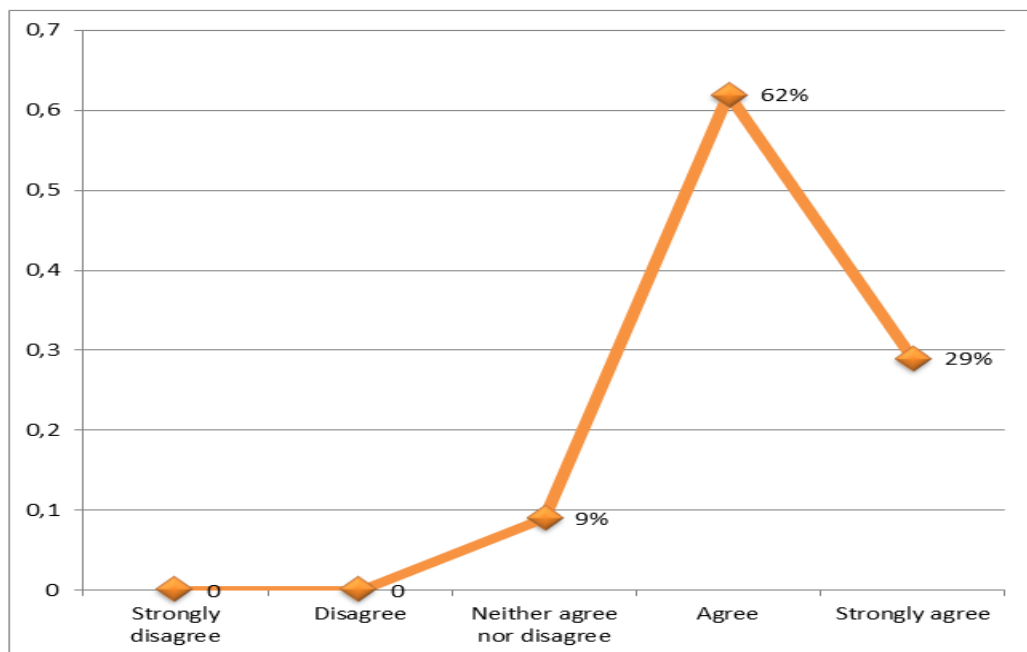
Chart 3.25

OPTIONS	FREQUENCY	PERCENTAGE (%)
Strongly disagree	0	0%
Disagree	0	0%
Neither agree nor disagree	17	9%
Agree	113	62%
Strongly agree	53	29%
TOTAL	183	100%

Source: Escuela de Educación Básica “El Vigia”

Elaboration: William Figueroa De La Rosa

Graph 3.17



Source: Escuela de Educación Básica “El Vigia”

Elaboration: William Figueroa De La Rosa

Analysis: According to the data, 62% of parents agree, they consider that reading is so important but only in specific subjects; they understand that students need more reading exercises in order to get better learning outcomes.

8. Do you consider that teachers should apply technology in English subject?

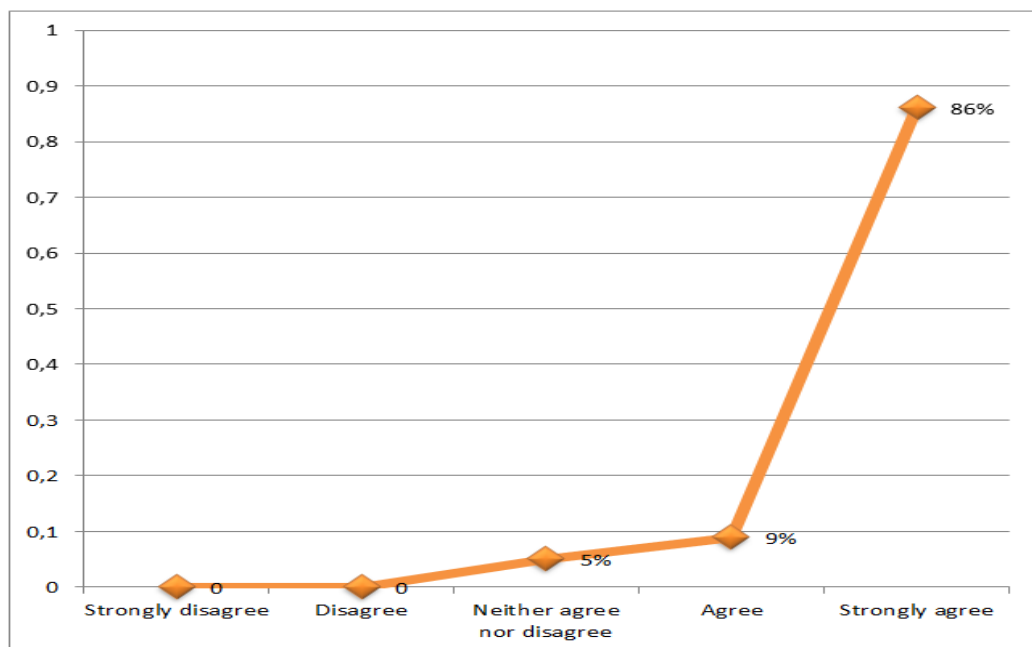
Chart 3.26

OPTIONS	FREQUENCY	PERCENTAGE (%)
Strongly disagree	0	0%
Disagree	0	0%
Neither agree nor disagree	9	5%
Agree	17	9%
Strongly agree	157	86%
TOTAL	183	100%

Source: Escuela de Educación Básica “El Vigía”

Elaboration: William Figueroa De La Rosa

Graph 3.18



Source: Escuela de Educación Básica “El Vigía”

Elaboration: William Figueroa De La Rosa

Analysis: According to the data, 86% of parents strongly agree, previous research shows that students learn technology quickly, and applying a program in reading using technology, would speed up the process.

9. Do you consider that students are ready to use technology in the process of learning?

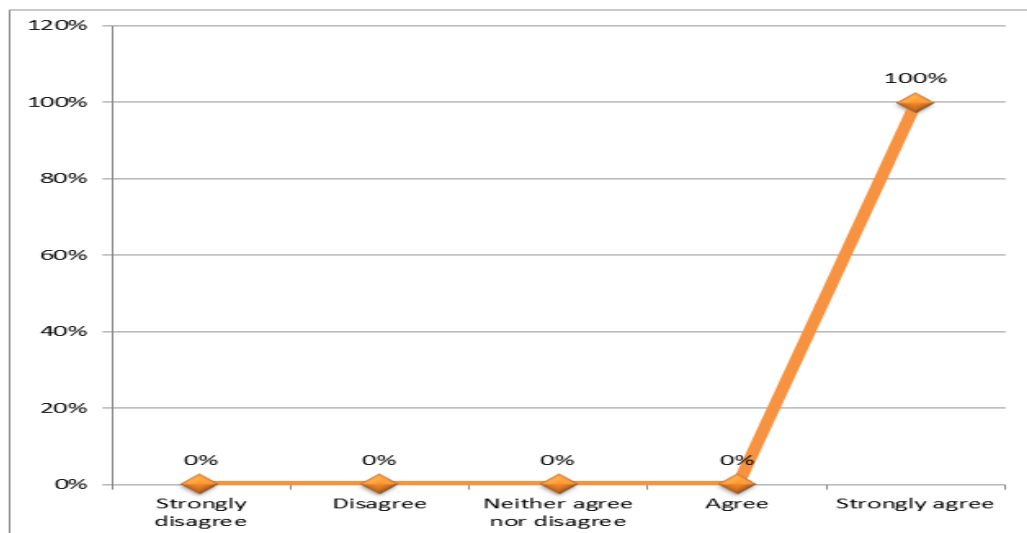
Chart 3.27

OPTIONS	FREQUENCY	PERCENTAGE (%)
Strongly disagree	0	0%
Disagree	0	0%
Neither agree nor disagree	0	0%
Agree	0	0%
Strongly agree	183	100%
TOTAL	183	100%

Source: Escuela de Educación Básica “El Vigía”

Elaboration: William Figueroa De La Rosa

Graph 3.19



Source: Escuela de Educación Básica “El Vigía”

Elaboration: William Figueroa De La Rosa

Analysis: According to the data, 100% of parents strongly agree, they consider that students are able to use internet especially social networks. Educational platforms are web page designed for educational purpose, for this reason they will use this platform without a problem.

10. Do you consider that a reading comprehension program in an Educational Platform can make a successful student?

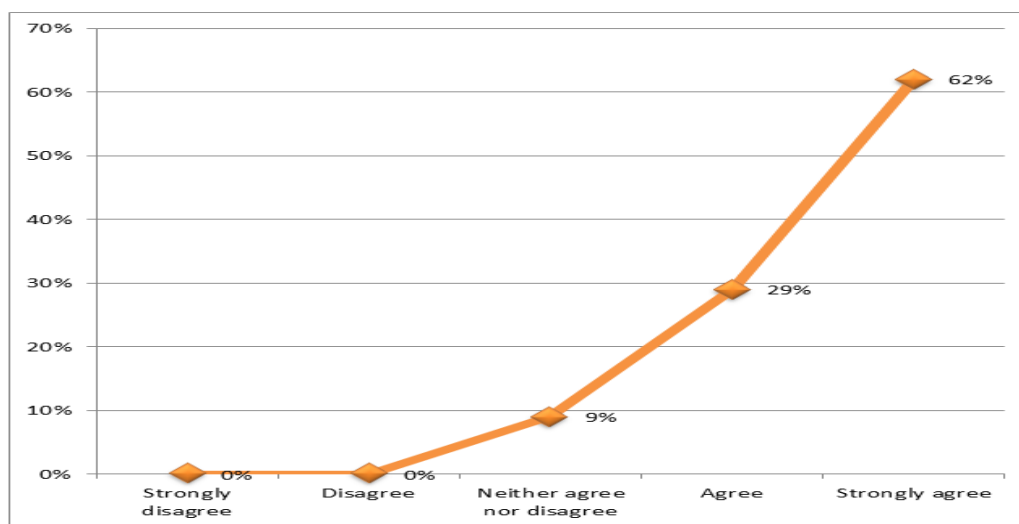
Chart 3.28

OPTIONS	FREQUENCY	PERCENTAGE (%)
Strongly disagree	0	0%
Disagree	0	0%
Neither agree nor disagree	17	9%
Agree	53	29%
Strongly agree	113	62%
TOTAL	183	100%

Source: Escuela de Educación Básica “El Vigia”

Elaboration: William Figueroa De La Rosa

Graph 3.20



Source: Escuela de Educación Básica “El Vigia”

Elaboration: William Figueroa De La Rosa

Analysis: According to the data, 62% of parents strongly agree, they consider that using an education platform, students can lead to better opportunities linked to technology like learning with web resources, developing reading strategies, increasing knowledge, developing other communicative skills, and so on.

3.9.3 Survey to students

1 Do you consider that reading is a good skill to increase your knowledge?

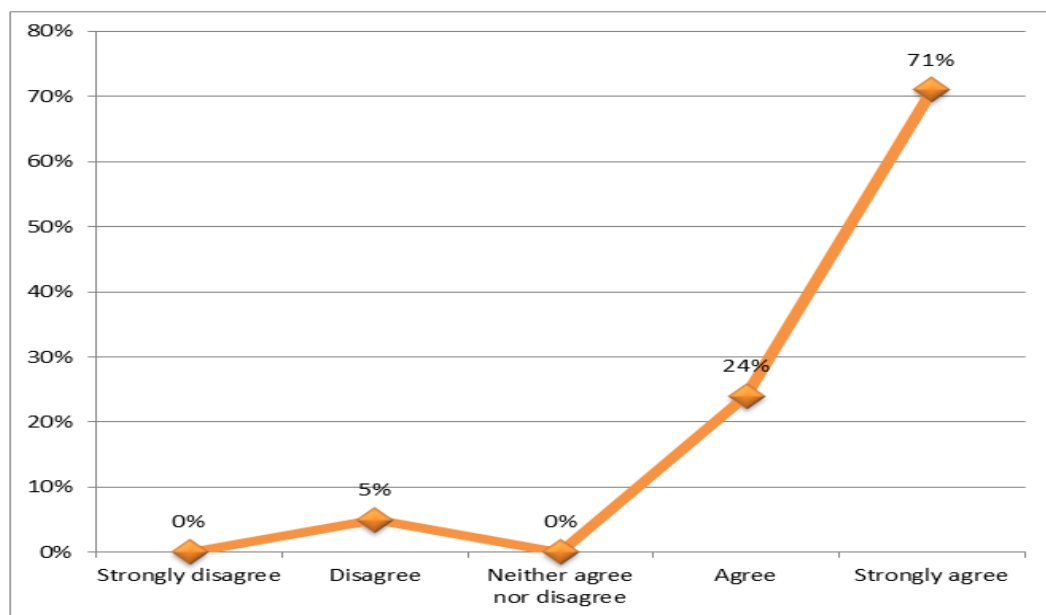
Chart 3.29

OPTIONS	FREQUENCY	PERCENTAGE (%)
Strongly disagree	0	0%
Disagree	9	5%
Neither agree nor disagree	0	0%
Agree	44	24%
Strongly agree	130	71%
TOTAL	183	100%

Source: Escuela de Educación Básica “El Vigia”

Elaboration: William Figueroa De La Rosa

Graph 3.21



Source: Escuela de Educación Básica “El Vigia”

Elaboration: William Figueroa De La Rosa

Analysis: According to the data, 71% of students strongly agree. They consider that reading is essential in education, students have the opportunity to know vocabulary, follow grammar structure, develop reading strategies, increase knowledge, develop other communicative skills, and so on.

2 Do you use technology in class?

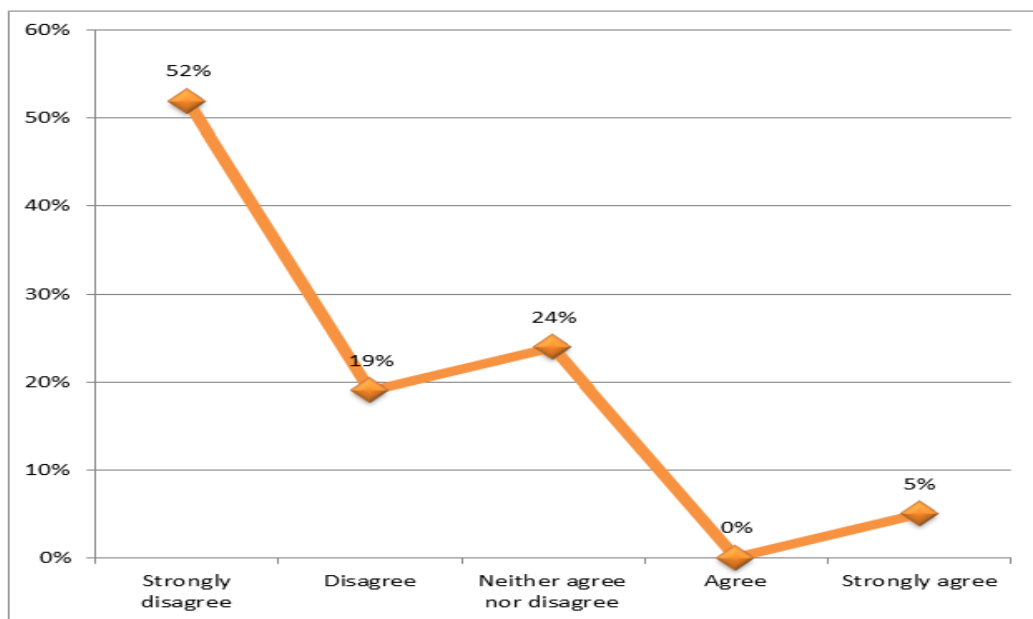
Chart 3.30

OPTIONS	FREQUENCY	PERCENTAGE (%)
Strongly disagree	95	52%
Disagree	35	19%
Neither agree nor disagree	44	24%
Agree	0	0%
Strongly agree	9	5%
TOTAL	183	100%

Source: Escuela de Educación Básica “El Vigia”

Elaboration: William Figueroa De La Rosa

Graph 3.22



Source: Escuela de Educación Básica “El Vigia”

Elaboration: William Figueroa De La Rosa

Analysis: According to the data, 52% of students strongly disagree; they don't use technology in class or only use for specific classes. All subjects should use technology or educational web sites into curriculum because it can grasp students' attention to the learning process.

3 Do you consider teachers should use technology in class?

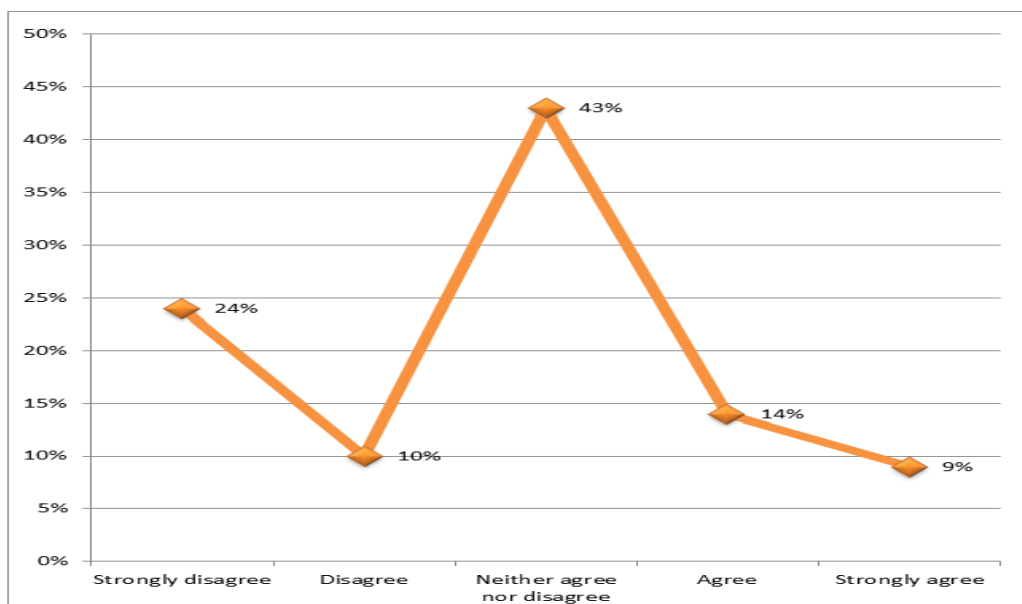
Chart 3.31

OPTIONS	FREQUENCY	PERCENTAGE (%)
Strongly disagree	44	24%
Disagree	18	10%
Neither agree nor disagree	79	43%
Agree	26	14%
Strongly agree	16	9%
TOTAL	183	100%

Source: Escuela de Educación Básica “El Vigia”

Elaboration: William Figueroa De La Rosa

Graph 3.23



Source: Escuela de Educación Básica “El Vigia”

Elaboration: William Figueroa De La Rosa

Analysis: According to the data, 43% of students neither agree nor disagree. The reason might be that teachers are not using technology or simply they don't have the possibilities to provide this device for class use. Using ICT in the classroom can interest students in the learning process.

4 Do you consider that the application of an educational platform can help you in the development of reading skill?

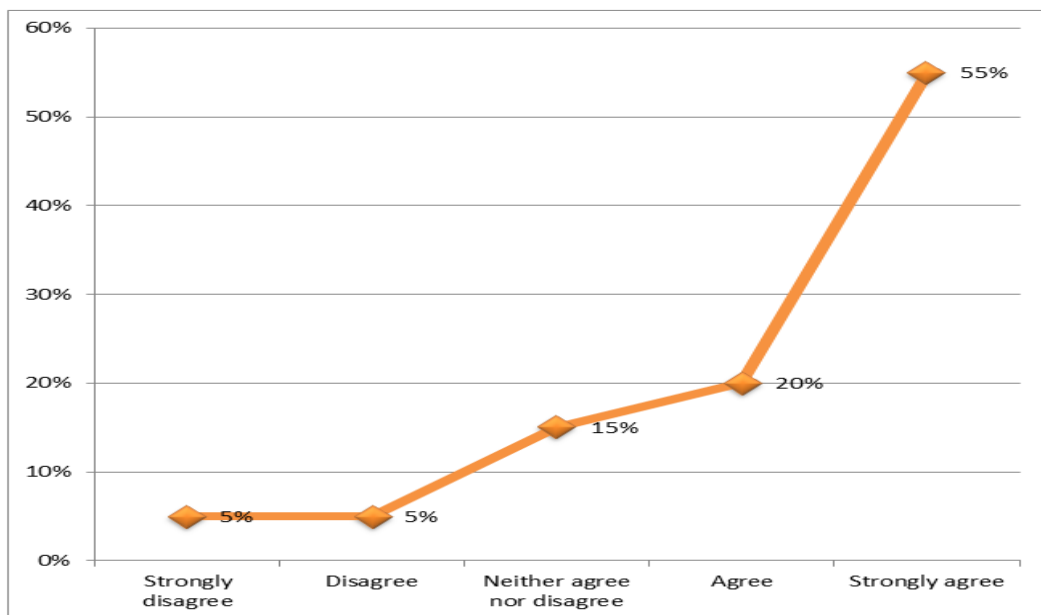
Chart 3.32

OPTIONS	FREQUENCY	PERCENTAGE (%)
Strongly disagree	9	5%
Disagree	9	5%
Neither agree nor disagree	27	15%
Agree	37	20%
Strongly agree	101	55%
TOTAL	183	100%

Source: Escuela de Educación Básica “El Vigia”

Elaboration: William Figueroa De La Rosa

Graph 3.24



Source: Escuela de Educación Básica “El Vigia”

Elaboration: William Figueroa De La Rosa

Analysis: According to the data, 55% of students strongly agree. The reason might be that technology can be easily mastered by children and teenagers. The application of an education platform could be an important strategy in the process of learning, especially in reading comprehension.

5 Do you consider that an Educational Platform will help students in the process of language acquisition?

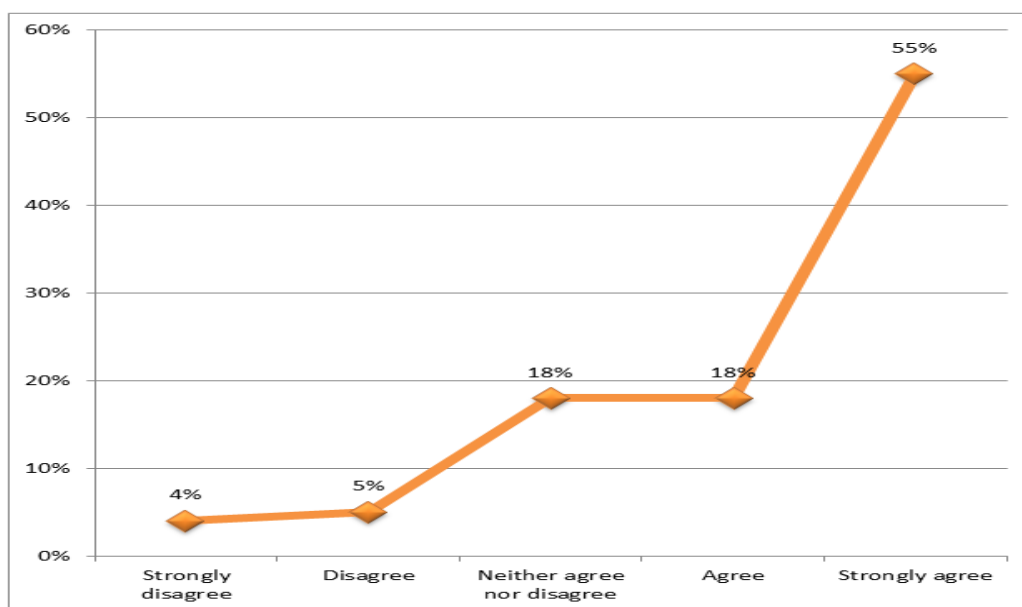
Chart 3.33

OPTIONS	FREQUENCY	PERCENTAGE (%)
Strongly disagree	7	4%
Disagree	9	5%
Neither agree nor disagree	33	18%
Agree	33	18%
Strongly agree	101	55%
TOTAL	183	100%

Source: Escuela de Educación Básica “El Vigía”

Elaboration: William Figueroa De La Rosa

Graph 3.25



Source: Escuela de Educación Básica “El Vigía”

Elaboration: William Figueroa De La Rosa

Analysis: According to the data, 55% of students strongly agree, they understand that lot of resources provided in the web sites will help in the learning process.

6 Do you agree that reading is an important skill to develop communicative competences?

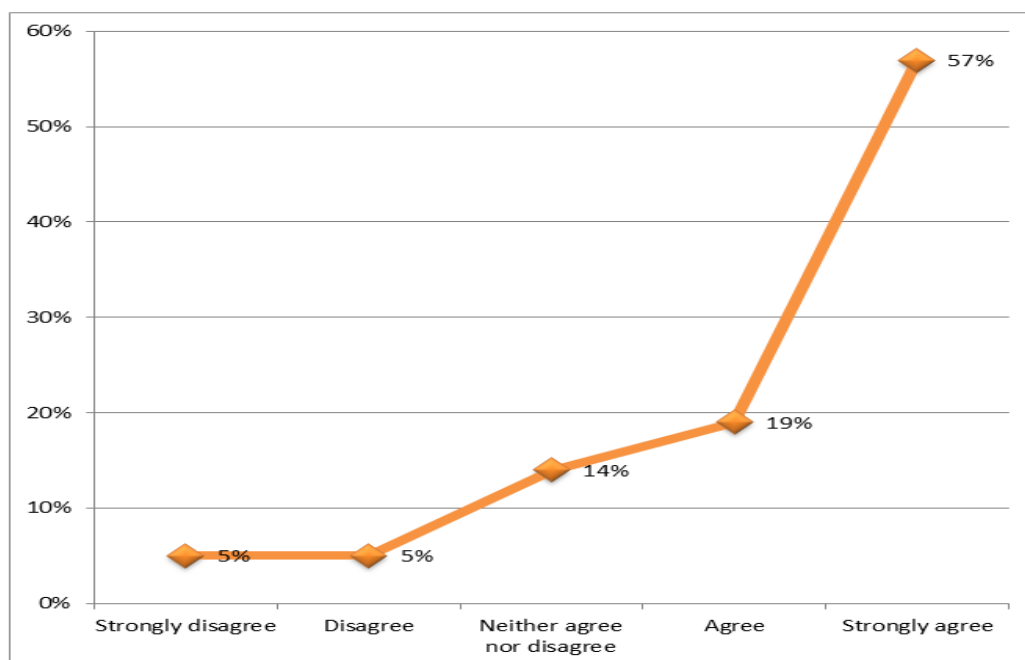
Chart 3.34

OPTIONS	FREQUENCY	PERCENTAGE (%)
Strongly disagree	9	5%
Disagree	9	5%
Neither agree nor disagree	26	14%
Agree	35	19%
Strongly agree	104	57%
TOTAL	183	100%

Source: Escuela de Educación Básica “El Vigía”

Elaboration: William Figueroa De La Rosa

Graph 3.26



Source: Escuela de Educación Básica “El Vigía”

Elaboration: William Figueroa De La Rosa

Analysis: According to the data, 57% of students strongly agree, they consider that reading tasks are a must when developing of communicative competences.

7 Do you agree that reading should be applied in all fields of education?

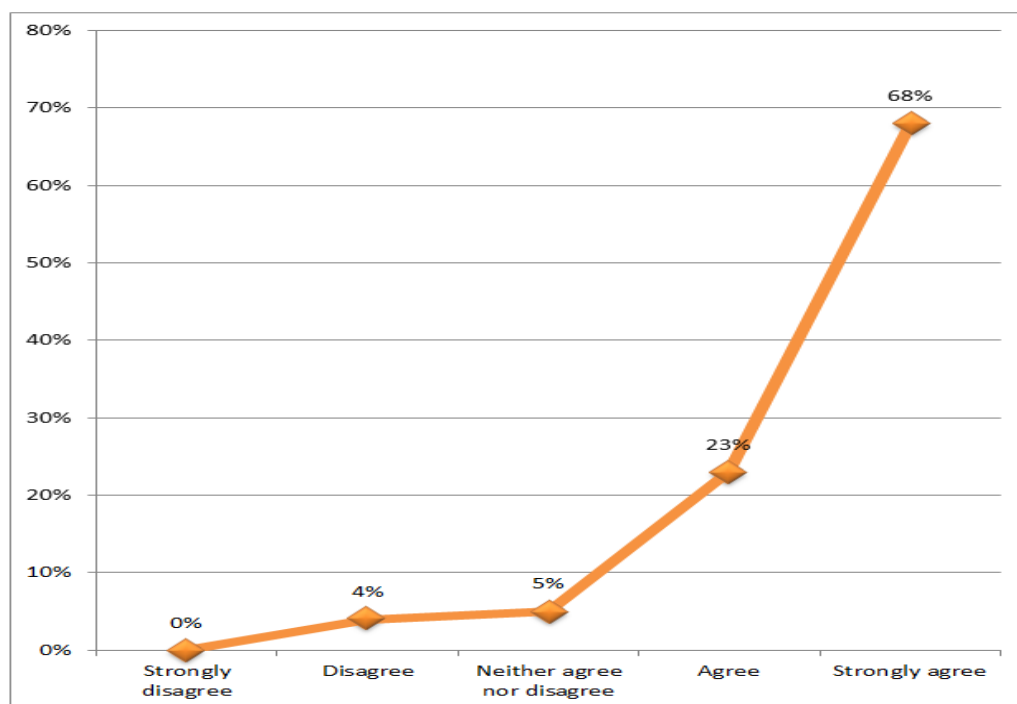
Chart 3.35

OPTIONS	FREQUENCY	PERCENTAGE (%)
Strongly disagree	0	0%
Disagree	7	4%
Neither agree nor disagree	9	5%
Agree	42	23%
Strongly agree	125	68%
TOTAL	183	100%

Source: Escuela de Educación Básica “El Vigia”

Elaboration: William Figueroa De La Rosa

Graph 3.27



Source: Escuela de Educación Básica “El Vigia”

Elaboration: William Figueroa De La Rosa

Analysis: According to the data, 68% of students strongly agree, they consider that the reading competence is so important in the process of learning. Reading develops knowledge that can help them to increase other language abilities.

8 Do you consider that students should use technology in English Subject?

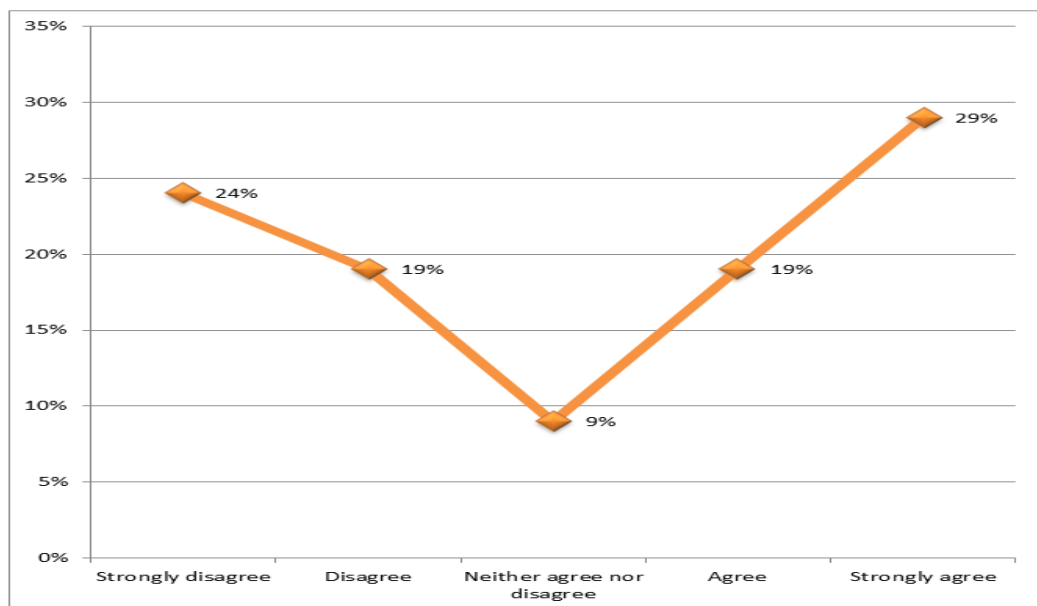
Chart 3.36

OPTIONS	FREQUENCY	PERCENTAGE (%)
Strongly disagree	44	24%
Disagree	35	19%
Neither agree nor disagree	16	9%
Agree	35	19%
Strongly agree	53	29%
TOTAL	183	100%

Source: Escuela de Educación Básica “El Vigia”

Elaboration: William Figueroa De La Rosa

Graph 3.28



Source: Escuela de Educación Básica “El Vigia”

Elaboration: William Figueroa De La Rosa

Analysis: According to the data, 29% of students strongly agree, they consider that the use of technology in class is so important; nowadays the use of technology in class or as autonomous work can increase other skills.

9 Do you consider that you are ready to use technology in the process of learning?

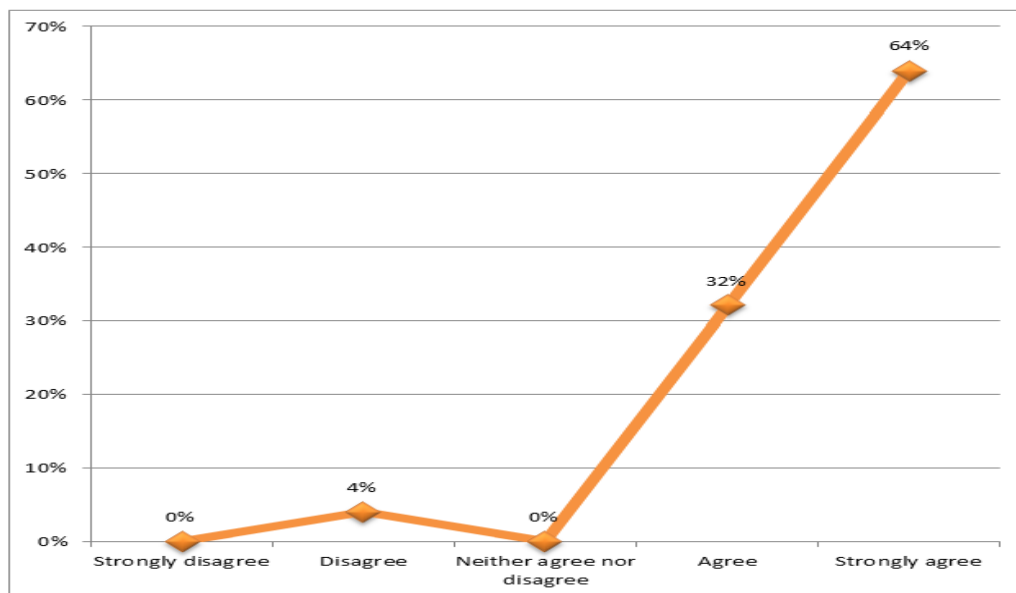
Chart 3.37

OPTIONS	FREQUENCY	PERCENTAGE (%)
Strongly disagree	0	0%
Disagree	7	4%
Neither agree nor disagree	0	0%
Agree	59	32%
Strongly agree	117	64%
TOTAL	183	100%

Source: Escuela de Educación Básica “El Vigía”

Elaboration: William Figueroa De La Rosa

Graph 3.29



Source: Escuela de Educación Básica “El Vigía”

Elaboration: William Figueroa De La Rosa

Analysis: According to the data, 64% of students strongly agree. Students know how technology works; they are capable of using all the services that technology provides easily. Students grew up with technology.

10 Do you consider that a reading comprehension program in an Educational Platform can make a successful student?

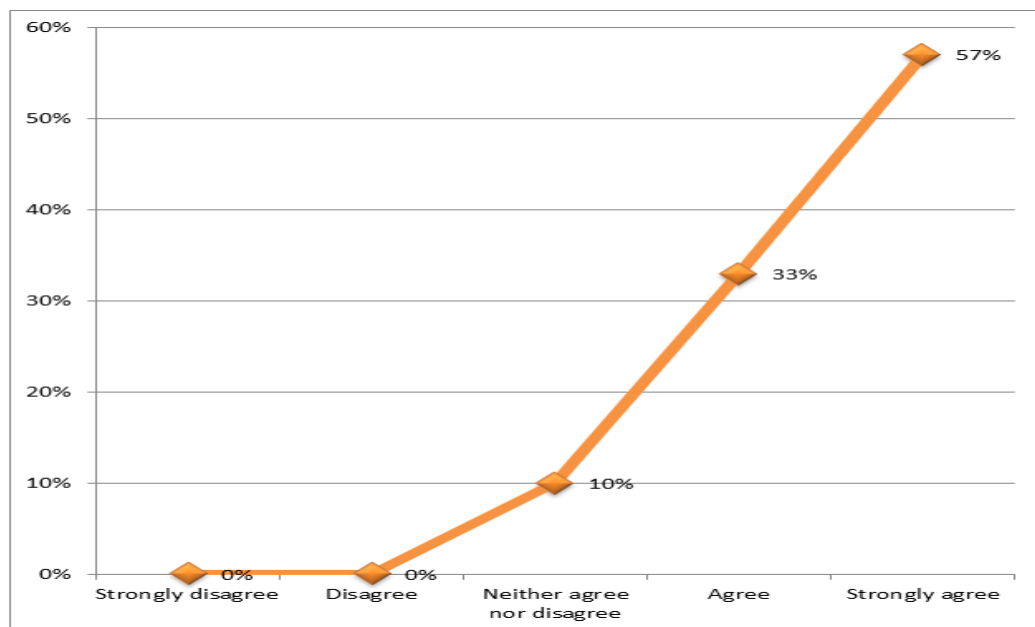
Chart 3.38

OPTIONS	FREQUENCY	PERCENTAGE (%)
Strongly disagree	0	0%
Disagree	0	0%
Neither agree nor disagree	18	10%
Agree	61	33%
Strongly agree	104	57%
TOTAL	183	100%

Source: Escuela de Educación Básica “El Vigía”

Elaboration: William Figueroa De La Rosa

Graph 3.30



Source: Escuela de Educación Básica “El Vigía”

Elaboration: William Figueroa De La Rosa

Analysis: According to the data, 57% of students strongly agree. Students know that reading is so important in the process of learning; they consider that with this platform they would have better chances to develop reading comprehension.

3.10 Conclusions and Recommendations

3.10.1 Conclusions

In conclusion:

- Few teachers apply technology in class, the reason is that they have poor knowledge related to ICT, or don't have access to appropriate material and resources.
- Reading is an important skill that students need to increase regarding communicative competences.
- Parents don't motivate their children to practice English subject.
- Students don't have the appropriate background of the reading skill. This becomes a disadvantage to develop other skills.
- Students don't know techniques to comprehend reading texts and feel frustrated in the English subject.
- Students need additional activities using technology that develop reading comprehension.

3.10.2 Recommendations

To recommend:

- Teachers should apply technology in class; also update their knowledge with the help of the training department of the School.
- Schools and teachers have the obligation to develop a reading comprehension program with appropriate contents; this will help students to practice their reading skills.

- Parents should encourage their children to improve their English knowledge.
- Students should practice reading as an important strategy to acquire knowledge. The application of an educational platform in a reading comprehension program will be an important tool and will help students in the process of learning.
- Students should learn effective reading techniques, therefore students will be able to comprehend a text and increase their motivation in English subject.
- Students should access to additional activities using technology. Using The Educational Platform “Edmodo”, students will be engaged in developing reading comprehension.

CHAPTER IV

PROPOSAL

4.1 Informative data

4.1.1 Title

Educational Platform “Edmodo” to develop reading comprehension competence in students of sixth year at Escuela De Educación Básica “El Vigía”, José Luis Tamayo, Salinas, 2014-2015.

4.1.2 Institution

Escuela De Educación Básica “El Vigía”

4.1.3 Beneficiaries

Students of sixth year at Escuela De Educación Básica “El Vigía”

4.1.4 Location

José Luis Tamayo, Salinas, Santa Elena.

4.1.5 Period of research

From October 2014 to January 2015

4.1.6 Responsible of research

Autor: William Valentín Figueroa De La Rosa

Advisor: Msc. Cecilia Jara Escobar

4.2 Background

Charles Darwin (1859) “It is not the strongest of the species that survives, not the most intelligent that survives. It is the one that is the most adaptable to change.”¹⁷

Education and technology change in a glimpse, and Ecuador is not the exception. Nowadays it is necessary to adapt technology into the curriculum as a strong strategy to progress in Education.

Reading comprehension carries out an important role in the process of acquisition of knowledge. Through the process of comprehension, learners process mental information, mix knowledge, infer, inquire, know new vocabulary, and so on.

4.3 Significance

Using web tools like “Edmodo”, teachers can: innovate and plan creative lessons, share ideas, create learning communities, increase learners’ motivation, create tools according to the teacher’s needs, innovate in technology, share information with other teachers around the world, etc.

A tool that “Edmodo” provides is how to create quizzes; it is used as an important strategy applied in comprehension previous to a reading.

According to Dayna Laur (2013), “teachers should use quizzes in order to measure student’s comprehension. It can be creative multiple choice, short answer, true or false, fill in the blank, or matching quiz.”¹⁸

¹⁷ (Crane, Beverley E., 2012, p. 1) Using Web 2.0 and Social Networking Tools in the K-12 Classroom

¹⁸ (Laur, 2013, p. 10) Instant Edmodo How-to

The Educational Platform Edmodo provides those tools in order to do different activities to measure the acquisition of language.

4.4 Objectives

4.4.1 General objective

- To improve reading comprehension skill through strategy resources in The Educational Platform “Edmodo” in students of sixth year at Escuela De Educación Básica “El Vigía”.

4.4.2 Specific objectives

- To establish strategies in order to develop reading comprehension competence.
- To attach reading activities in the Educational Platform “Edmodo”
- To implement reading comprehension exercises in the Educational Platform “Edmodo” to students of sixth year at Escuela De Educación Básica “El Vigía”.
- To measure the level of reading comprehension to students of sixth year at Escuela De Educación Básica “El Vigía”.

4.5 Methodology

Chart 4.1

Objective	Workshop	Resource	Date	Responsible
To understand a reading in present tense in order to do a quiz.	Joseph's day	*Word document *Quiz in "Edmodo"	Nov 6 th , 2014	Researcher
To understand a reading in present tense with adverbs of frequency in order to do a quiz.	Samuel and Mango	*Word document *Quiz in "Edmodo"	Nov 14 th , 2014	Researcher
To infer a reading in present continuous in order to do a quiz.	Claudio and Sofia are going out at the mall	*Word document *Quiz in "Edmodo"	Jan 8 th , 2015	Researcher
To comprehend a reading in present continuous in order to do a quiz.	Jeremy and Andrea	*Word document *Quiz in "Edmodo"	Jan 27 th , 2015	Researcher
To comprehend a reading in past tense in order to do a quiz.	They watched a movie	*Word document *Quiz in "Edmodo"	Jan 28 th , 2015	Researcher
To comprehend a reading in future tense in order to do a quiz.	Will Mike win \$1,000?	*Word document *Quiz in "Edmodo"	Jan 30 th , 2015	Researcher

Elaboration: William Figueroa De La Rosa

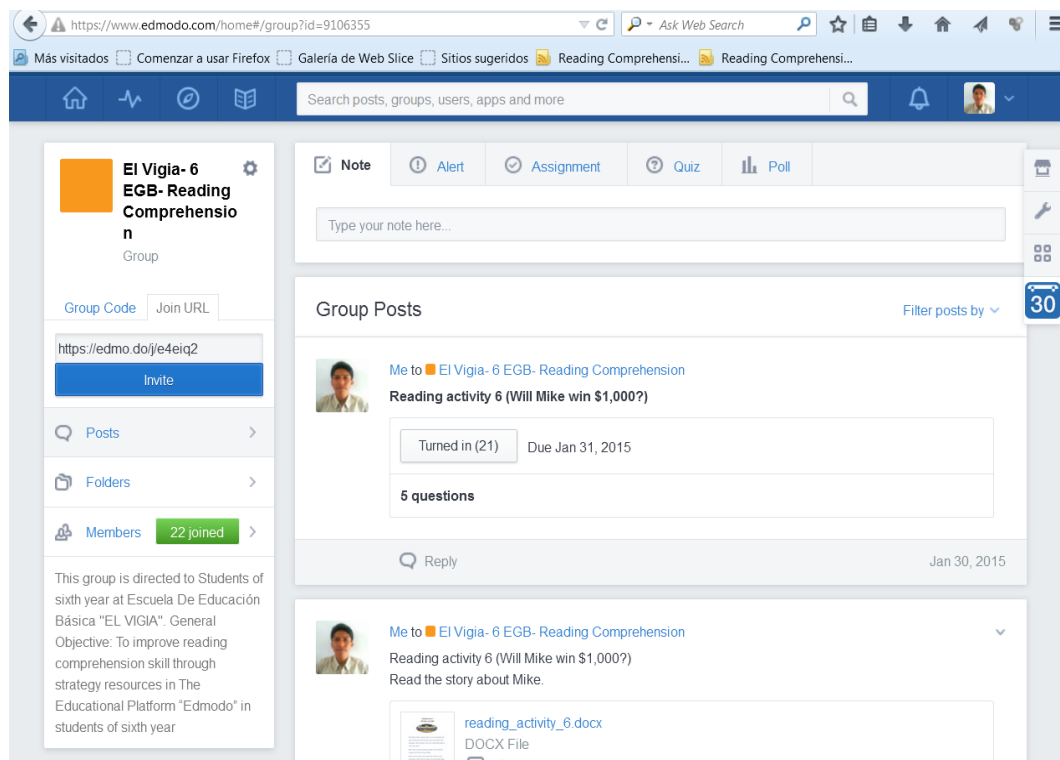
4.5.1 Description of Educational Platform Edmodo

Edmodo is an educational platform. It permits create virtual communication sites or students' group in the web. In it, teachers can share files, messages, links, work schedule, tasks, activities, quiz, etc. Those can be managed from the teacher.

The idea of this research is to create a reading comprehension group directed to students of sixth year at Escuela De Educación Básica "El Vigía".

The researcher will attach some resources in order to improve comprehension skill and student will read and will do some quiz in order to comprehend a reading.

Figure 4.1 Group



Source: https://edmodo.com/public/el-vigia-6-egb-reading-comprehension/group_id/9106355

Elaboration: William Figueroa De La Rosa

4.6 Action plan: Strategies to develop reading comprehension

4.6.1 Workshop 1: Present Tense

Topic: Joseph's day

Objective: To understand a reading in present tense in order to do a quiz

Chart 4.2

ACTIVITY	RESOURCE	ASSESSMENT
<ul style="list-style-type: none"> *Go to the educational platform "Edmodo". *Read the story about Joseph. * Identify grammar structure in present tense. *Complete a test about reading. 	<ul style="list-style-type: none"> *Document in word attached in Edmodo. *Quiz in Edmodo. 	<ul style="list-style-type: none"> *Measure comprehension doing a quiz. *Use true and false answers to measure comprehension.

Elaboration: William Figueroa De La Rosa

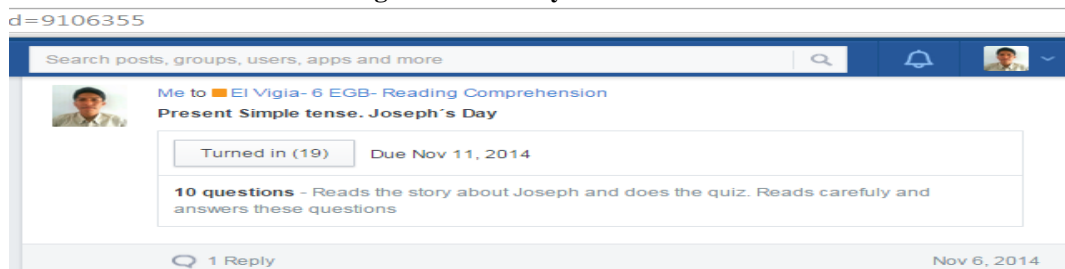
Figure 4.2 Resource 1 attached in "Edmodo"



Source: <https://www.edmodo.com/post/339406191>

Elaboration: William Figueroa De La Rosa

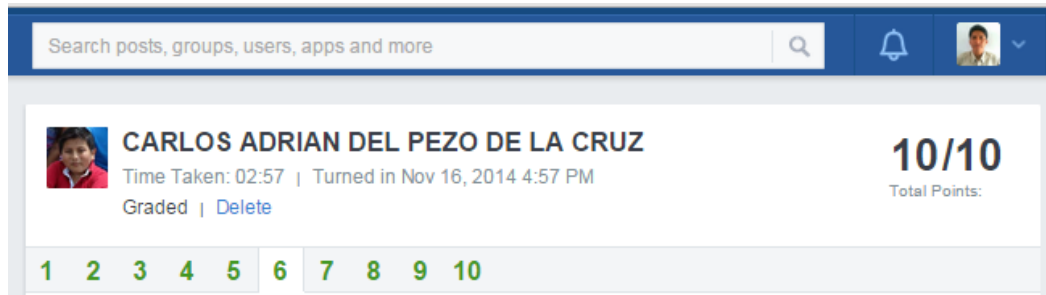
Figure 4.3 Activity 1 in "Edmodo"



Source: <https://www.edmodo.com/post/339398451>

Elaboration: William Figueroa De La Rosa

Figure 4.4 Measure comprehension doing a quiz



Source: <https://www.edmodo.com/post/339398451>

Elaboration: William Figueroa De La Rosa

4.6.2 Workshop 2: Present Tense – Adverbs Of Frequency

Topic: Samuel and Mango.

Objective: To understand a reading in present tense with adverbs of frequency in order to do a quiz.

Chart 4.3

ACTIVITY	RESOURCE	ASSESSMENT
<ul style="list-style-type: none"> *Go to the educational platform “Edmodo”. *Read the story about Samuel and Mango. * Identify grammar structure in present tense. *Complete a quiz 	<ul style="list-style-type: none"> *Document in word attached in “Edmodo”. *Quiz in “Edmodo”. 	<ul style="list-style-type: none"> *Measure comprehension doing a quiz. *Use questions to measure comprehension.

Elaboration: William Figueroa De La Rosa

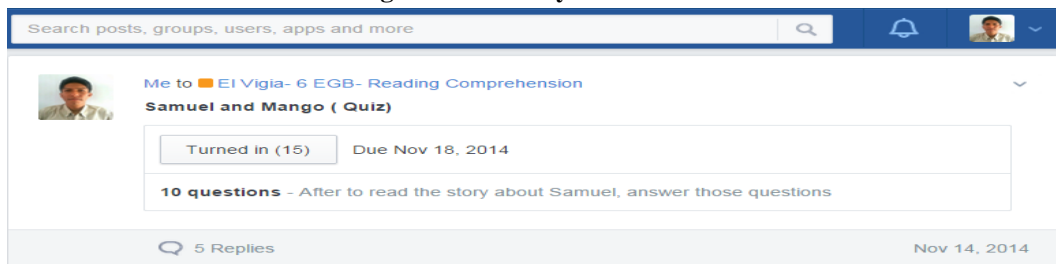
Figure 4.5 Resource 2 attached in “Edmodo



Source: <https://www.edmodo.com/post/344467401>

Elaboration: William Figueroa De La Rosa

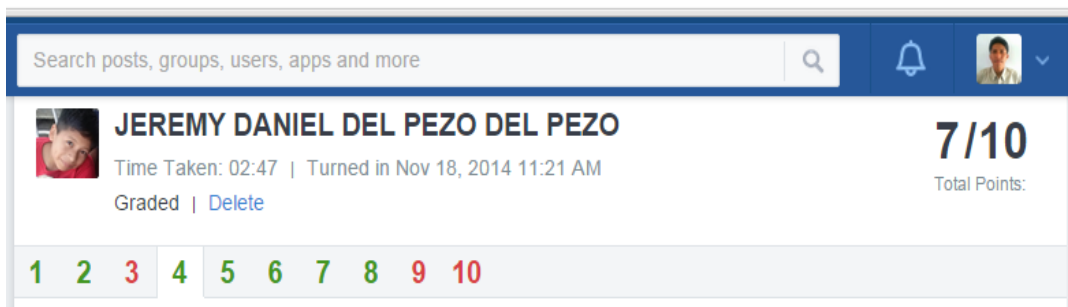
Figure 4.6 Activity2 in “Edmodo



Source: <https://www.edmodo.com/post/344467401>

Elaboration: William Figueroa De La Rosa

Figure 4.7 Measure comprehension doing a quiz



Source: <https://www.edmodo.com>

Elaboration: William Figueroa De La Rosa

4.6.3 Workshop 3: Present Progressive

Topic: Claudio and Sofia are going out to the mall.

Objective: To infer a reading in present continuous in order to do a quiz.

Chart 4.4

ACTIVITY	RESOURCE	ASSESSMENT
<ul style="list-style-type: none"> *Go to the educational platform “Edmodo” *Read the story about Claudio and Sofia. * Identify grammar structure in present progressive. *Complete a quiz. 	<ul style="list-style-type: none"> *Document in word attached in “Edmodo”. *Quiz in “Edmodo”. 	<ul style="list-style-type: none"> *Measure comprehension doing a quiz *Use questions to measure comprehension

Elaboration: William Figueroa De La Rosa

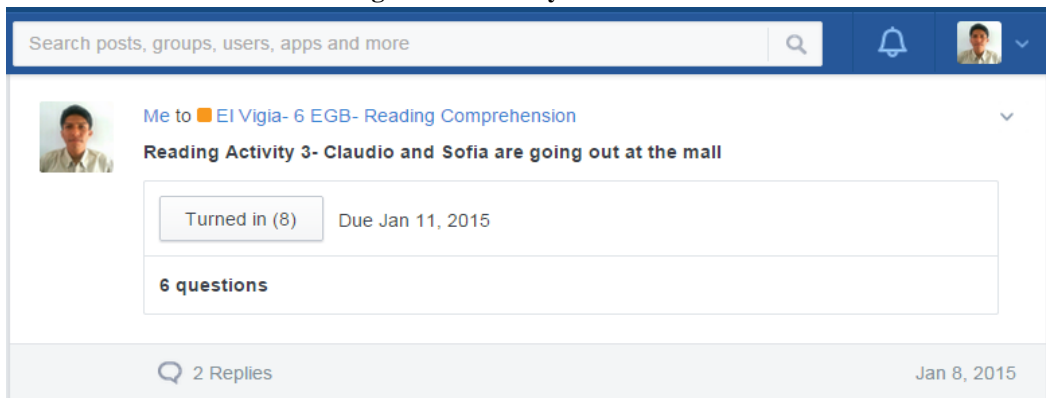
Figure 4.8 Resource 3 attached in “Edmodo



Source: <https://www.edmodo.com/post/366955707>

Elaboration: William Figueroa De La Rosa

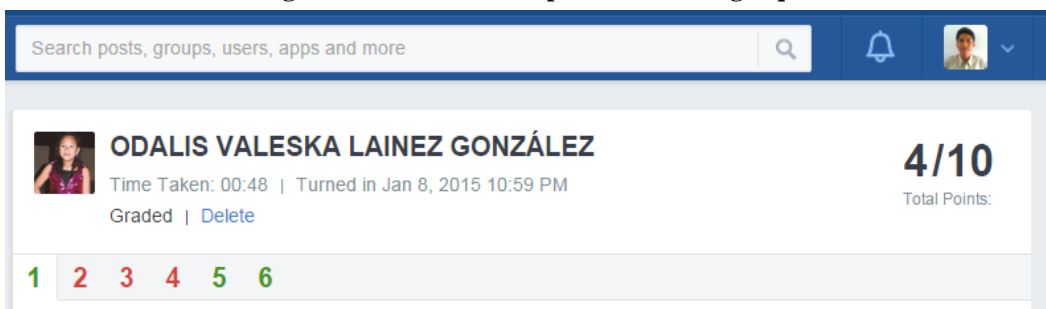
Figure 4.9 Activity 3 in “Edmodo



Source: <https://www.edmodo.com/post/367490617>

Elaboration: William Figueroa De La Rosa

Figure 4.10 Measure comprehension doing a quiz



Source: <https://www.edmodo.com>

Elaboration: William Figueroa De La Rosa

4.6.4 Workshop 4: Present Progressive

Topic: Jeremy and Andrea

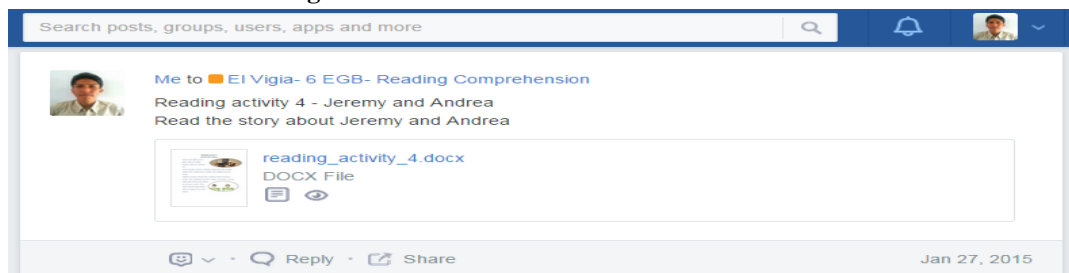
Objective: To comprehend a reading in present continuous in order to do a quiz.

Chart 4.5

ACTIVITY	RESOURCE	ASSESSMENT
<ul style="list-style-type: none"> *Go to the educational platform “Edmodo”. *Reads the story about Jeremy and Andrea. * Identify grammar structure in present progressive. *Complete a quiz. 	<ul style="list-style-type: none"> *Document in word attached in “Edmodo”. *Quiz in “Edmodo”. 	<ul style="list-style-type: none"> *Measure comprehension doing a quiz. *Use questions to measure comprehension.

Elaboration: William Figueroa De La Rosa

Figure 4.11 Resource 4 attached in “Edmodo



Source: <https://www.edmodo.com/post/376981689>

Elaboration: William Figueroa De La Rosa

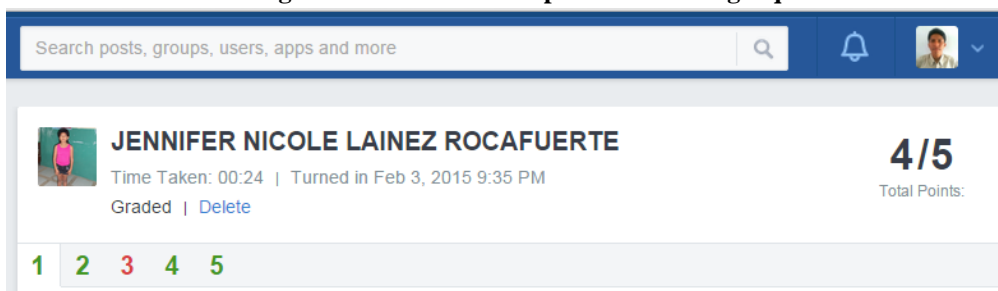
Figure 4.12 Activity 4 in “Edmodo



Source: <https://www.edmodo.com/post/377007409>

Elaboration: William Figueroa De La Rosa

Figure 4.13 Measure comprehension doing a quiz



Source: <https://www.edmodo.com>

Elaboration: William Figueroa De La Rosa

4.6.5 Workshop 5: Past Tense

Topic: They watched a movie

Objective: To comprehend a reading in past tense in order to do a quiz.

Chart 4.6

ACTIVITY	RESOURCE	ASSESSMENT
<ul style="list-style-type: none"> *Go to the educational platform “Edmodo”. *Read the story about Jenniffer and Emilly. * Identify grammar structure in past tense. *Complete a quiz. 	<ul style="list-style-type: none"> *Document in word attached in “Edmodo”. *Quiz in “Edmodo”. 	<ul style="list-style-type: none"> *Measure comprehension doing a quiz. *Use questions to measure comprehension.

Elaboration: William Figueroa De La Rosa

Figure 4.14 Resource 5 attached in “Edmodo



Source: <https://www.edmodo.com/post/377331617>

Elaboration: William Figueroa De La Rosa

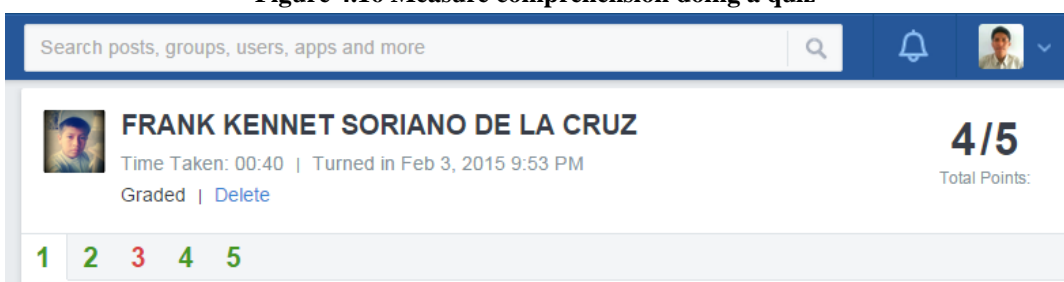
Figure 4.15 Activity 5 in “Edmodo



Source: <https://www.edmodo.com/post/377388249>

Elaboration: William Figueroa De La Rosa

Figure 4.16 Measure comprehension doing a quiz



Source: <https://www.edmodo.com>

Elaboration: William Figueroa De La Rosa

4.6.6 Workshop 6: Future Tense (Will – Going to + verb)

Topic: Will Mike win \$1,000?

Objective: To comprehend a reading in future tense in order to do a quiz.

Chart 4.7

ACTIVITY	RESOURCE	ASSESSMENT
<ul style="list-style-type: none"> *Go to the educational platform “Edmodo”. *Read the story about Mike. * Identify grammar structure in future tense. *Complete a quiz. 	<ul style="list-style-type: none"> *Document in word attached in “Edmodo”. *Quiz in “Edmodo”. 	<ul style="list-style-type: none"> *Measures comprehension doing a quiz. *Use questions to measure comprehension.

Elaboration: William Figueroa De La Rosa

Figure 4.17 Resource 6 attached in “Edmodo



Source: <https://www.edmodo.com/post/378885067>

Elaboration: William Figueroa De La Rosa

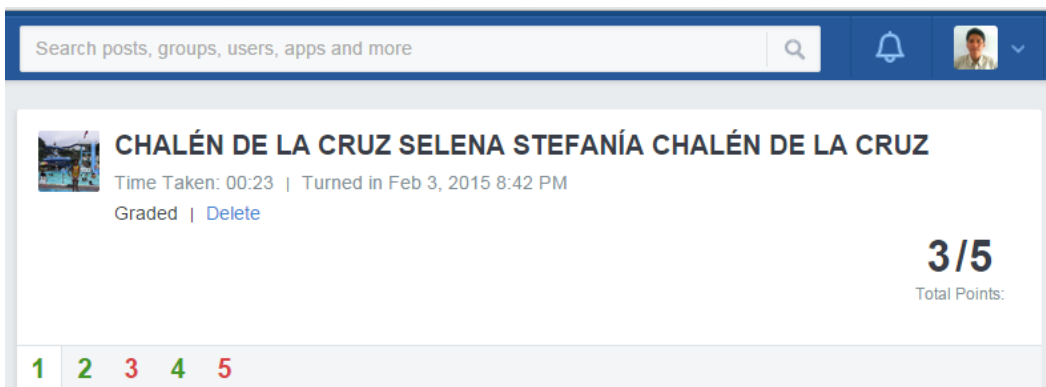
Figure 4.18 Activity 6 in “Edmodo



Source: <https://www.edmodo.com/post/378885079>

Elaboration: William Figueroa De La Rosa

Figure 4.19 Measure comprehension doing a quiz



Source: <https://www.edmodo.com>

Elaboration: William Figueroa De La Rosa

Figure 4.20 Student's progress

JEAN PIERRE G.
Student

15 Posts & Replies 1 Groups 0 Badges

Progress

El Vigia- 6 EGB- Rea...
93% Grade
0 Badge

1 Teacher
20 Classmates

Source: <https://www.edmodo.com>

Elaboration: William Figueroa De La Rosa

Figure 4.21 General Progress

Progress / El Vigia- 6 EGB- Reading Comprehension

Student	Total	Reading activity 6 (Will Mike win \$1,000?)	Comprehension activity 5 (They watched a movie)	Comprehension Activity 4 (Jeremy and Andrea)	Reading Activity 3- Claudio and Sofia are going out at the mall	Samuel and Mango (Quiz)	Present Simple tense. Joseph's Day
CHALÉN DE LA C...	69%	3/5	5/5	4/5	6/10	8/10	5/10
JORDY ABEL CH...	56%	2/5	4/5	2/5	2/10	9/10	6/10
JHONATAN GABR...	44%	2/5	2/5	2/5	2/10	5/10	7/10
CARLOS ADRIAN ...	87%	4/5	4/5	5/5	10/10	10/10	6/10
JEIMMY BRIGITT ...	69%	2/5	2/5	3/5	8/10	8/10	8/10
JEREMY DANIEL ...	73%	3/5	4/5	4/5	7/10	7/10	8/10
JEAN CARLOS G...	49%	2/5	3/5	3/5	5/10	5/10	4/10
ANDREA CRISTIA...	62%	2/5	3/5	4/5	7/10	6/10	6/10
KEVIN DARIO GO...	76%	4/5	4/5	4/5	7/10	9/10	6/10
JEAN PIERRE GO...	93%	5/5	4/5	4/5	10/10	9/10	10/10
ODALIS VALESK...	36%	2/5	2/5	3/5	4/10	4/10	1/10
JENNIFER NICOL...	51%	3/5	4/5	4/5	4/10	6/10	2/10
EMILY ELIZABET...	62%	3/5	4/5	3/5	5/10	9/10	4/10
JOEL GABRIEL P...	53%	3/5	4/5	2/5	5/10	5/10	5/10
HÉCTOR HERNA...	42%	2/5	4/5	2/5	7/10	3/10	1/10
CLAUDIO EZEQUI...	60%	2/5	4/5	2/5	10/10	0/10	9/10
FRANK KENNET ...	76%	3/5	4/5	2/5	7/10	9/10	9/10
JEREMY JESUS ...	51%	2/5	4/5	4/5	6/10	0/10	7/10
VICTOR ARIEL TI...	64%	3/5	4/5	3/5	10/10	9/10	0/10
HELLEN MELISS...	62%	3/5	5/5	2/5	8/10	8/10	2/10
ALEX ARIEL YAG...	96%	5/5	5/5	4/5	10/10	10/10	9/10

Source: https://www.edmodo.com/home#/gradebook/group?group_id=9106355&uid=31312291

Elaboration: William Figueroa De La Rosa

CHAPTER V

ADMINISTRATIVE FRAMEWORK

5.1 Resources

5.1.1 Institutional

Escuela De Educación Básica “El Vigía”, José Luis Tamayo, Salinas, School Year
2014 - 2015.

5.1.2 Humans

Principal, teachers, students, parents, tutor, researcher

5.1.3 Materials

5.1.3.1 Teaching materials

Books

E-books

Web resources

Educational platform “Edmodo

Files in word

5.1.3.2 Technological materials

Computer

Printer

5.1.3.3 Technical materials

Surveys

Questionnaire

Reading comprehension activities

5.1.4 Economic (Budget)

Chart 5.1

EQUIPMENT			
No	Item	PRICE	TOTAL
1	Computer	400.00	400.00
1	Printer	120,00	120,00
1	Pen drive	10,00	10,00
	TOTAL		530.00

Chart 5.2

FINANCES			
Nº	Item	Price	Total
5	Internet service(month)	20.00	100.00
5	Transport (month)	20.00	100.00
1	Others	50.00	50.00
	TOTAL		250.00

Chart 5.3

MATERIALS			
NO	ITEMS	PRICE	TOTAL
3	Book	\$30,00	90,00
6	Paper (block)	\$ 4,20	25,20
100	Photocopies	\$ 0,03	3,00
4	Folder	\$ 0.60	2,40
3	Pen	\$ 0,30	0,90
3	Pencil	\$ 0,25	0,75
1	Notebook	\$ 1.00	1,00
	TOTAL		123.25

Chart 5.4

ITEMS	PRICE
Equipment	530.00
Finances	250
Materials	123.25
TOTAL	903.25

5.2 Timetable

Chart 5.5

ACTIVIDADES	JULY				AUGUST				SEPT				OCTOBER				NOV				DEC				JAN				FEB				MARCH			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Approval of Proporsal Project																																				
Designation of Tutor																																				
Meeting with Tutor																																				
Meeting with Graduates																																				
1st. Tutorial of Graduation Research Work																																				
Development of Chapters I – II																																				
Checking and Correction																																				
2nd. Tutorial of Graduation Research Work																																				
Identification of Sample																																				
Elaboration and Application of Instruments																																				
Collection and Analysis of Result																																				
Determination of Conclusions and Recommendations																																				
Development of Proposal																																				
Checking and Correction																																				
Presentation - Reception of the report																																				
3rd. Tutorial of the Graduation Research work																																				
Elaboration of Chapter V																																				
Checking and Correction																																				
4th. Tutorial Graduation Research Work																																				
Distribution of Members of Tribunal																																				
Predefense of the Graduation Research Work																																				
Delivery of the Final Report																																				
Thesis Defense																																				
Graduation																																				

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Appendix

APPENDIX # 1. Observation



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTY OF SCIENCES OF THE EDUCATION AND LANGUAGE.
ENGLISH CAREER.
OBSERVATION

Objective: to inquire possible reason which students get low score in reading comprehension activities

Teacher: William Valentín Figueroa De La Rosa	School: Escuela De Educacion Basica El Vigia		
Subject: English	Course: 6 year		
Date:			
Scale:			
1. Achieved 2. in process 3. unachieved			
	1	2	3
1. Students punctuality			
2. Students comfort			
3. Student attention			
4. Student motivation			
5. Student participation			
6. Student literacy			
7. Student pronunciation			
8. Student comprehension			
9. Student vocal fluently			
10. Student concentration			

Observation: _____

Researcher: _____

APPENDIX # 2. Survey to teachers



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

FACULTY OF SCIENCES OF THE EDUCATION AND LANGUAGE.

ENGLISH CAREER.

SURVEY TO TEACHERS

READ THE QUESTIONS CAREFULLY IN ORDER TO ANSWER THIS SURVEY. MARK WITH AN X WHICH YOU CONSIDER CORRECTLY. YOUR ANSWERS WILL BE SO IMPORTANT FOR THIS RESEARCH.

SCALE:

1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree

	1	2	3	4	5
1. Do you consider that the traditional learning should be changed?					
2. Do you consider that teachers are capable of using technology in class?					
3. Do you consider that teachers should use technology in class?					
4. Do you consider that the application of an Educational platform can help to develop skills in students?					
5. Do you believe that the application of an educational platform will help to be a successful student?					
6. Do you agree that reading is an important skill to develop learner's competences?					
7. Do you agree that reading should be applied in all fields of education?					
8. Do you consider that students should use technology to increase their knowledge in the process of learning?					
9. Do you consider that students are ready to use technology in the process of learning?					
10. Do you consider that a reading comprehension program in an Educational Platform can make a successful student?					

APPENDIX # 3. Survey to parents



UNIVERSIDAD ESTADAL PENÍNSULA DE SANTA ELENA

FACULTY OF SCIENCES OF THE EDUCATION AND LANGUAGE.

ENGLISH CAREER.

SURVEY TO PARENTS

READ THE QUESTIONS CAREFULLY IN ORDER TO ANSWER THIS SURVEY. MARK WITH A **X** THAT YOU CONSIDER CORRECTLY. YOUR ANSWERS WILL BE SO IMPORTANT FOR THIS RESEARCH.

SCALE:

1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree

	1	2	3	4	5
1. Do you consider that the traditional learning should be changed?					
2. Do you know about technology in class?					
3. Do you consider teachers should use technology in class?					
4. Do you consider that the application of an Educational platform can help students in the development of reading skills?					
5. Do you believe that the application of an Educational Platform will help students to be successful?					
6. Do you agree that reading is an important skill to develop communicative competences?					
7. Do you agree that reading should be applied in all field of education?					
8. Do you consider that teachers should apply technology in English Subject?					
9. Do you consider that students are ready to use technology in the process of learning?					
10. Do you consider that a reading comprehension program in an Educational Platform can make a successful student?					

APPENDIX # 4. Survey to students



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTY OF SCIENCES OF THE EDUCATION AND LANGUAGE.

ENGLISH CAREER.

SURVEY TO STUDENTS

READ THE QUESTIONS CAREFULLY IN ORDER TO ANSWER THIS SURVEY. MARK WITH A **X** THAT YOU CONSIDER CORRECTLY. YOUR ANSWERS WILL BE SO IMPORTANT FOR THIS RESEARCH.

SCALE:

1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree

	1	2	3	4	5
1. Do you consider that reading is a good skill to increase your knowledge?					
2. Do you use technology in class?					
3. Do you consider teachers should use technology in class?					
4. Do you consider that the application of an Educational Platform can help you in the development reading skills?					
5. Do you consider that an Educational Platform will help students in the process of language acquisition?					
6. Do you agree that reading is an important skill to develop communicative competences?					
7. Do you agree that reading should be applied in all field of education?					
8. Do you consider that students should use technology in English Subject?					
9. Do you consider that you are ready to use technology in the process of learning?					
10. Do you consider that a reading comprehension program in an Educational Platform can make a successful student?					

APPENDIX # 5. Resource 1

Reading activity 1

Joseph's Day



On Saturday, Joseph gets up at 10 o'clock. Then he reads a book in the kitchen. He has breakfast at 11.30 and then he calls his mother in USA.

In the afternoon, at 2:00, Joseph plays soccer with his sister Maria and after that, they eat dinner in a Mexican restaurant. At 8:00, Joseph swims for 30 minutes and then he goes by bike to his brother's house. They talk and listen to romantic music.

Joseph watches a movie in the evening and drinks a glass of soda. He goes to bed at 11.30 p.m.

Comprehension activity 1

1. Joseph gets up at 10am on Mondays.
A. True
B. False
2. Joseph reads a book in the kitchen.
A. True
B. False
3. His father lives in Scotland.
A. True
B. False
4. Joseph plays tennis with his sister.
A. True
B. False
5. Joseph and his sister eat before playing tennis.
A. True
B. False
6. Joseph goes swimming at five o'clock.
A. True
B. False
7. Joseph drives to his brother's house.
A. True
B. False
8. Joseph and his brother listen to music.
A. True
B. False
9. Joseph drinks a glass of wine at night.
A. True
B. False
10. Joseph goes to bed at 11.30pm.
A. True
B. False

APPENDIX # 6. Resource 2

Reading activity 2

Samuel and Mango

Samuel is a farmer. He lives in Ayangue. He has a horse named Mango. Samuel loves Mango. He rides Mango every day. Sometimes they walk slowly, and sometimes they run fast. They always have a good time.

Mango is Samuel's horse. He is white. His tail is black. He is four years old. Mango lives in a stable near the house.

Mango waits for Samuel every morning at 6 o'clock. He enjoys their time together. Often, Samuel gives his 2 pears every day. After long rides, Samuel always washes and brushes Mango. He usually brushes his tail. Then he gives his food and fresh water. Mango loves Samuel.



Comprehension activity 2

- Where does Samuel live?
 - Samuel lives in Salinas
 - Samuel lives in Ayangue
 - Samuel lives in Santa Elena
- What does Samuel do every day?
 - Samuel rides Mango every day
 - Samuel eats Mango every day.
 - Samuel goes Ayangue every day.
- Who is Mango?
 - Mango is a city
 - Mango is a horse.
 - Mango is my brother.
- Where does Mango live?
 - Mango lives in a field
 - Mango lives in a house
 - Mango lives in a stable
- What does Samuel often give Mango?
 - Samuel often gives tomatoes.
 - Samuel often gives apples.
 - Samuel often gives pears.
- What does Samuel do after long rides?
 - After long rides, Samuel usually washes and brushes Mango.
 - After long rides, Samuel eats Mango.
 - After long rides, Samuel talks with Mango.
- Does Samuel love Mango?
 - Yes, he does
 - No, he doesn't
- Is Mango three years old?
 - No, he isn't
 - Yes, he is
- Who is Samuel?
 - A horse
 - A farmer
 - A teacher
- What color is Mango?
 - Red
 - Black
 - White

APPENDIX # 7. Resource 3

Reading activity 3

Claudio and Sofia are going out at the mall



Now, it is Saturday afternoon. Claudio and Sofia are at “El Paseo” mall. They are sitting in front of KFC. They are eating a hamburger.

At this moment, Claudio is drinking lemonade. He is sitting next to Sofia. He is talking to Sofia.

Sofia is Claudio’s friend. She is also drinking lemonade. Claudio is listening to Sofia.

After lunch, Claudio and Sofia are returning at home. They live in Jose Luis Tamayo. They are taking the bus at home.

Comprehension activity 3

1. Where are Claudio and Sofia on Saturday afternoon?
 - A. They are at “El Paseo” mall.
 - B. They are at home.
2. What are Claudio and Sofia doing at the mall?
 - A. They are eating sandwich.
 - B. They are eating hamburger.
3. Where are Claudio and Sofia sitting now?
 - A. They are sitting in front of KFC.
 - B. They are sitting in front of Carl Jr.
4. What is Claudio drinking?
 - A. He is drinking a cup of coffee
 - B. He is drinking lemonade.
5. Where are Claudio and Sofia going after lunch?
 - A. They are playing video game.
 - B. They are returning at home
6. Where do they live?
 - A. They live in Guayaquil
 - B. They live in Jose Luis Tamayo

APPENDIX # 8. Resource 4

Reading activity 4

Jeremy and Andrea

Jeremy and Andrea are at home. They are sitting together. They are watching TV.

At this moment, Jeremy is drinking orange juice. He is eating chicken. He is sitting next to Andrea. He is talking about his family.

Andrea is Jeremy's friend. She is sitting in front of Jeremy's brother. She is drinking lemonade. Andrea is listening to Jeremy. After lunch, Jeremy and Andrea are leaving to school. They study in the El Vigia School. They are taking a bus to their school.



Comprehension activity 4

1. Where are Jeremy and Andrea?
 - A. They are at school
 - B. They are at home
2. Are Andrea and Jeremy sitting together?
 - A. Yes, they are
 - B. No, they aren't
3. Are Andrea and Jeremy watching TV?
 - A. Yes, they are
 - B. No, they aren't
4. What is Jeremy drinking?
 - A. A juice
 - B. A lemonade
 - C. A cup of coffee
5. Select activity that Jeremy is doing
 - A. He is talking about sport
 - B. He is talking about his dog
 - C. He is talking about his family
6. Select school that they are studying
 - A. "El Vigia" school
 - B. "El Vigilante" school

APPENDIX # 9. Resource 5

Reading activity 5

They watched a movie

Last weekend, Jeniffer and Emilly went to the cinema. They watched a movie. The movie started at 5:00 p.m.

Jeniffer and Emilly enjoyed the movie.

After the movie, Jeniffer and Emilly walked at the park. They talked about their next weekend.

When Jeniffer and Emilly went home, their parents were not asleep. They waited for Jeniffer and Emilly to return. They were excited to hear about the movie.

Jeniffer told mother about the movie. Jeniffer and Emilly were very tired. It was a fantastic movie!



Comprehension activity 5

1. Chose the correct activity that Jeniffer and Emily did last weekend
 - A. They went to the park
 - B. They went to the cinema
 - C. They went to the museum
2. What time did the movie start?
 - A. At five o'clock
 - B. At six o'clock
 - C. At seven o'clock
3. When they returned at home, were their parents asleep?
 - A. Yes, they were
 - B. No, they weren't
4. Did Jeniffer talk with her mother?
 - A. Yes, she did
 - B. No, she didn't
5. Did Jeniffer and Emilly like the movie?
 - A. Yes, they did
 - B. No, they didn't

APPENDIX # 10. Resource 6

Reading activity 6

Will Mike win \$1,000?



This Sunday, Mike is going to play in a soccer tournament. He practiced hard all year because he wants to be the best in the tournament. The best player will receive \$1,000. Mike hopes he will be the winner!

Mike's Dad is going to encourage to Mike. He will watch his compete. He will stay in from of Mike.

Mike's mom is going to stay at home. She will listen to the tournament on radio. They are going to be proud whether Mike wins the game.

Comprehension activity 6

1. Which sport is Mike going to play?
 - A. Basket
 - B. Tennis
 - C. Soccer
 - D. Volley
2. Is Mike going to play in a tournament?
 - A. Yes, he is
 - B. No, he isn't
3. How much will the winner earn?
 - A. One hundred dollars
 - B. One thousand dollars
 - C. One million of dollars
4. What is Mike's father going to do?
 - A. He is going to play with Mike
 - B. He is going to encourage to Mike
 - C. He is going to help to Mike
5. Will Mike's mother watch the game?
 - A. Yes, she will
 - B. No, she will not

APPENDIX # 11. Photos

Photo 11.1 Socialization directed to teachers



Photo 11.2 Socialization directed to parents



Photo 11.3 Survey to parents



Photo 11.4 Survey to students



Photo 11.5 Students in classroom



Photo 11.6 Students apply Edmodo



APPENDIX # 12. School certificate



Escuela de Educación Básica
“EL VIGÍA”

José Luis Tamayo – Salinas
Telefax. 2776730



CERTIFICADO

Yo, **MSc. Margarita Del Pezo** certifico que el Sr. **William Valentín Figueroa De La Rosa** con C.I. **0918849563** ha realizado el proyecto de investigación titulada **EDUCATIONAL PLATFORM “EDMODO” TO DEVELOP READING COMPREHENSION COMPETENCE IN STUDENTS OF SIXTH YEAR AT ESCUELA DE EDUCACIÓN BÁSICA “EL VIGÍA”, JOSÉ LUIS TAMAYO, SALINAS, 2014-2015** en esta institución durante el período lectivo 2014 – 2015

Atentamente



MSc. Margarita Del Pezo
Directora



APPENDIX # 13. Specialist certificate

SONIA MARIA BARRAGAN LUCAS
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Salinas, 22 de enero de 2015

CERTIFICADO DEL GRAMATÓLOGO

CERTIFICO

Yo, SONIA MARIA BARRAGAN LUCAS, certifico que he revisado la redacción y ortografía del trabajo de graduación con el tema: **EDUCATIONAL PLATFORM "EDMODO" TO DEVELOP READING COMPREHENSION COMPETENCE IN STUDENTS OF SIXTH YEAR AT ESCUELA DE EDUCACIÓN BÁSICA "EL VIGÍA", JOSÉ LUIS TAMAYO, SALINAS, 2014-2015** elaborado por el egresado **WILLIAM VALENTÍN FIGUEROA DE LA ROSA**.

Que, he realizado las correcciones correspondientes al trabajo de titulación en mención. Por lo expuesto, autorizo al petitorio, el uso de este certificado, como considere conveniente a sus intereses.


Msc. SONIA MARIA BARRAGAN LUCAS

CI.: 0916203748

APPENDIX # 14. Urkund certificate



UNIVERSIDAD ESTADAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
ESCUELA DE CIENCIAS DE LA EDUCACIÓN
CARRERA DE LICENCIATURA EN IDIOMA INGLÉS

La Libertad 23 de Enero del 2015

Para: Leda. Glenda Pinoargote Parra. MAD
Directora de Carrera Licenciatura en Idioma Inglés
De: Econ. Alexandra Jara Escobar. MSc.
Docente

ASUNTO: Informe de los resultados del servicio documental Urkund.

Por medio de este comunicado hago llegar a usted, los resultados obtenidos en la Tesis del señor: **WILLIAM VALENTIN FIGUEROA DE LA ROSA** una vez pasado el debido proceso de revisión en el servicio Urkund, en el cual se detectó el 0% de similitud el mismo que va por debajo de indicadores considerados plagio, de la misma manera solicitar el paso para la defensa de la Tesis para la obtención al Título de Licenciado en Idioma Inglés

De ante mano agradezco su tiempo y pronta respuesta.

Atentamente,


Econ. Alexandra Jara Escobar. MSc.
Docente

Documento: William Figueroa Tesis Final.docx [D12995130]

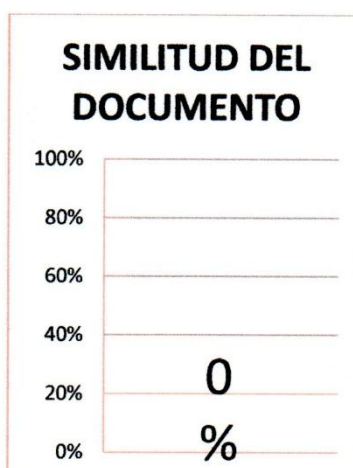
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