



**PENINSULA OF SANTA ELENA STATE UNIVERSITY  
FACULTY OF EDUCATION AND LANGUAGES  
ENGLISH TEACHING CAREER**

**“WIKIS AS A TEACHING TOOL TO IMPROVE ENGLISH ACADEMIC  
READING SKILL ON ADULT OF EIGHTH GRADE AT COLEGIO  
PARTICULAR MIXTO BACHILLERATO A DISTANCIA “PROF.  
ERNESTO GONZÁLEZ MUÑOZ”, LA LIBERTAD, PROVINCE OF  
SANTA ELENA, SCHOOL YEAR 2015 -2016.”**

**RESEARCH PAPER**

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN ENGLISH**

**AUTHOR:**

GRACE DEL PEZO GONZÁLEZ

**ADVISOR:**

AB. LEONARDO CHAVEZ GONZABAY, MSC

LA LIBERTAD – ECUADOR

2015



**UNIVERSIDAD ESTATAL PENINSULA OF SANTA ELENA  
FACULTAD DE CIENCIAS DE LA EDUCACION E IDIOMAS  
CARRERA LICENCIATURA EN INGLES.**

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**TRABAJO DE TITULACIÓN**

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**LA LIBERTAD – ECUADOR**

2015

La Libertad, 1 December, 2015

**ADVISOR`S APPROVAL**

As Advisor of the research work titled **“WIKIS AS A TEACHING TOOL TO IMPROVE ENGLISH ACADEMIC READING SKILL ON ADULT OF EIGHTH GRADE AT COLEGIO PARTICULAR MIXTO BACHILLERATO A DISTANCIA “PROF. ERNESTO GONZÁLEZ MUÑOZ”, LA LIBERTAD, PROVINCE OF SANTA ELENA SCHOOL YEAR 2015 -2016.”**, done by GRACE DEL PEZO GONZÁLEZ, student of English Teaching Career, of Peninsula of Santa Elena State University, as a prerequisite to obtain a: **BACHERLO`S DEGREE IN ENGLISH**, I declare that after I have guided, reviewed, and studied this project, I approve it in all parts, because it has all requirements and enough merits to be accepted by Degree Tribunal.

**Sincerely,**

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Ab. Leonardo Chávez Gonzabay, MSc.

**ADVISOR**

La Libertad, 1 December, 2015

### **STATEMENT OF AUTHORSHIP**

I, Grace Carolina Del Pezo Gonzalez with ID number. 2400159014 undergraduate student from the Peninsula of Santa Elena State University, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor's degree in English, in my role as author of the research paper "Wikis As A Teaching Tool To Improve English Academic Reading Skill On Adult Of Eighth Grade At Colegio Particular Mixto Bachillerato A Distancia "Prof. Ernesto González Muñoz", La Libertad, Province Of Santa Elena School Year 2015 -2016.", certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

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## **DEDICATION**

I dedicate this work to God who guides my way, gives me strength to keep going and lose fear to all problems, especially by teaching me to face my setbacks and will not fail in the attempt. To my family who have always encouraged me, my beautiful daughter and my mother for their support, advice, understanding, love, exact words in difficult times, and for helping me with the necessary resources to study. They have given me everything, all I am as a person, my values, principles, character, effort, perseverance, and enough courage to achieve my goals. My brothers have always been there, during all the way to get my degree. My nephew Ismael and Sebastian who are also my motivation, inspiration and happiness.

**Grace**

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A special recognition to the Director of the English Teaching Career MSc. Glenda Pinoargote Parra for her guidance and expertise managing the English Teaching Career.

**Grace**



## **DECLARATIONS**

“The content of the following Graduation Work is my responsibility; the intellectual property belongs to the Peninsula of Santa Elena State University”.

**Grace Carolina Del Pezo Gonzalez**

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**AUTHOR: GRACE DEL PEZO GONZÁLEZ.  
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**ABSTRACT**

The present study was done with the purpose of developing reading comprehension skills in English language on students of eighth grade at Ernesto Gonzalez High School. According to the investigation more than 50% of responses indicated that they have some of the following weakness: they do not like to read news or magazines in English, they do not identify new vocabulary, they are not able to find the meanings of new words, they cannot write sentences using new words in English, they do not speak in English with classmates. That's why the reason of this project is to encourage students to improve their reading skills through the application of new ways of teaching English such as the reading program on wiki pages, where students are able to share information about several reading texts, edit and modify topics, update vocabulary and exchange ideas or summaries. Students must follow some reading strategies which are going to help them to improve the way they read, these are: Previewing, Predicting, Skimming and Scanning, Guessing from Context, Paraphrasing. In the first part, there is the problem statement, context, critical analysis, problem formulation, questions guide the research project and the importance of research. The second chapter deals with the review and literature, which contains previous research, philosophical base, main categories, the legal basis, assumptions and variables thesis. The third chapter is based on the methodology, the focus of its investigation, the level or type of research, population and sample, techniques and instruments, analysis and interpretation of the results. The fourth chapter the proposal, which contains the wikis, a general background, the significance, objectives (general and specific), the design and development of the proposal, finally, the fourth chapter shows the administrative frame.

**Key Words:** Wikis, Reading Comprehension, Reading Skill, Strategies



## INTRODUCTION

The technology consists of scientific knowledge that makes easier its adaptation to education through this medium, wikis were created as a tool to students who are willing to improve their learning with an updated teaching. This kind of technology allows promotes us to collaborative, individual, group working autonomously editions and develop the skills of logical and empirical thinking.

At schools students learn with old methodology that does not allow to develop their intellect and capabilities.

Traditional methods have focused on both: teachers and students who fail to achieve effective learning; just learning and learning not exceeded.

Most adults who are enrolled in English courses, they do of their own accord. Some need to improve their communication skills in English to do business or have better chances of promotions in their careers. Others want to travel to English speaking countries and want to be on their own. But most adults have full-time jobs and these activities do not allow them to study, others do not study for fear of speaking English in public or in a classroom and feel afraid of been ridiculed, they are calling the attention of others or do not have patience and feel ashamed in front of his classmates. Apart from these, others thought they did not have enough to time to learn English, much less do their tasks or fulfill their tasks in class and this makes students fail.

If you want to study, it doesn't matter where; it is consider that think studying at a distance school provides availability of time, it would be possible to work and study. Updated methods interact with technology, students could practice different tasks of learning techniques that can be applied in daily activities to motivate learning interest; This is the technology related to the implementation of the wiki tool.

The wiki is a tool that offers many benefits to students and teachers: Given these students' points of view, Wikis Web components were created, it's possible to determine that is an application to improve the process of learning English. It is a tool for teachers and students, this wiki is designed to be used in group work, it guides to communication and collaboration in homework to students who do not have enough time to study or complete their classroom activities.

Wikis are characterized by user-friendliness and speed of deployment, enabling powerful information sharing and collaboration tools simple, It also includes the additional advantage of reducing the technical skill required to use its features, allowing users to focus on the exchange of information.

This research consists of several chapters and each refers to different aspects of the research. In the first part, there is the problem statement, context, critical analysis, problem formulation, questions guide the research project and the importance of research objectives (general and specific) is described. The second chapter deals with the review and literature, which contains previous research, philosophical base, main categories, the legal basis, assumptions and variables thesis.

The third chapter is based on the methodology, the focus of its investigation, the level or type of research, population and sample, techniques and instruments, analysis and interpretation of the results and, finally, conclusions and recommendations are.

The fourth chapter the proposal, which contains the wikis, a general background, the significance, objectives (general and specific), the design and development of the proposal, along with graphs, graphics and charts, and interpretations of presents survey results. Finally, the fifth chapter shows the administrative frame work and GRAPHS explaining the budget resources (institutional, human, material, financial).

## **CHAPTER I**

### **1. The problem**

#### **1.1 Title of proposal**

“WIKIS AS A TEACHING TOOL TO IMPROVE ENGLISH ACADEMIC READING SKILL ON ADULT OF EIGHTH GRADE AT COLEGIO PARTICULAR MIXTO BACHILLERATO A DISTANCIA “PROF. ERNESTO GONZÁLEZ MUÑOZ”, LA LIBERTAD, PROVINCE OF SANTA ELENA SCHOOL YEAR 2015 -2016.”

#### **1.2 Problem statement**

It has been determined that worldwide, the reading percentage of people is very low, for this reason its practice is not that frequent in Ecuador’s high schools. Now on the other hand, if we look at it in a general way, the reading habits of adult people that are trying to achieve an academic grade, we note that adults are more active and practice more in order to understand what they read.

Therefore, if there some problems learning Spanish language, we must understand beyond measure that if they wish to learn such an important language as English, we must look for mechanisms that reduce the low percent of reading habits in students, understanding that the comprehensive reading in the English learning is a problem that finds its place of individual ways, and knowing that English Language is useful way of communication in approximately every area of knowledge, we have to design new tools to support the learning in the educational system.

Also it is necessary to indicate than the high school's teachers, have established mechanisms for young people, but what happens if such students are adult people

that restart the secondary studies for many reasons, and they feel in the present-day curriculum difficulties to perceive knowledge, including technological changes that teachers use as tools learning at present day.

For this reason in The Colegio Particular Bachillerato A Distancia “Prof. Ernesto Gonzalez Muñoz”, it has been intended to build up new teachings strategies in order to provide adults to have the right of knowledge of English subject, and let them go on with the strengthening of the English Language in another level.

### **1.2.1 Context**

English language has been widely used at schools in different levels, and it is considered as the universal language. English is used in our country as a business and educational tool, it has been officially established as the second most spoken language in the world. This language is learned and studied by many people every passing day; this is because of two important aspects in this modern world: a means to communicate with foreign visitors and tourists from all over the world, and to create greater opportunities for job searching in the working market. Nowadays, English is called international language and it is also the second language of many countries in the world.

In Ecuador, English language has become more important, a language that during the passing of the years has been studied and analyzed as a basis for the student personal formation. By being a more important language is obvious that it will be developed in all mass communication.

In Ecuador, the Board of Education has divided it in five domains. These five domains look to provide a wide understanding of the basic areas to dominate in English as a second language and looks forward to establishing this educational tool in the general education curriculum which relates the teaching and learning of

this language, it has been considered that students have to reach the end of the process of a competitive level in terms of knowledge and abilities acquired during the process.

Five Domains:

1. Language structure and fluency.
2. The Teachers must have knowledge of other cultures.
3. Curriculum Development.
4. Assessment.
5. Professionalism and Ethical commitment.

According to the Common European Framework the levels of learning English as a second language are as follows:

- Level A1: At the end of the 9th grade of basic general education.
- Level A2: At the end of 1st grade of High School.
- Level B1: At the end of 3<sup>rd</sup> grade of High School.

Teaching adult learners can be very easy, but challenging at the same time. Therefore, the final goal must be to reach the A2 level of English.

### **1.2.2 Critical analysis**

The design of wikis can improve learning for adult students to lose their fear in class and provide jobs of education through wikis to save time and connect with new technologies, and being updated according to the curriculum of the Board of education and improve English academic reading skill to students eighth grade of

basic education at Colegio Particular Mixto Bachillerato A Distancia “prof. Ernesto González Muñoz” La Libertad, province of Santa Elena,

### **1.2.3 Problem formulation**

How will the design of wikis as a teaching tool improve English academic reading skill on adult learners of eighth grade high School?

### **1.2.4 Guideline questions**

- ❖ What is “Wikis”?
- ❖ What kind of tools do high schools use to improve learning in English?
- ❖ Which would be the best method that adults would use as students to improve the acquisition of English language?
- ❖ Is it necessary to implement the Wikis to improve the autonomous work of adult students?
- ❖ How would use the Wikis to improve English academic reading skill in adult learners?

### **1.2.5 Delimitation of research object**

**Field:** Education

**Area:** English

**Aspect:** Wikis as a teaching tool to improve English academic reading skill on adult learners.

**Province:** Santa Elena

**City:** La Libertad

**Location:** La Libertad

**Space Limitation:** The present study was done in “Colegio Particular Mixto Bachillerato a Distancia “Prof. Ernesto González Muñoz”, province of Santa Elena, La Libertad town.

**Topic:** “Wikis as a teaching tool to improve English academic reading skill on adult of eighth grade at Colegio Particular Mixto Bachillerato a Distancia “ Prof. Ernesto González Muñoz”, La Libertad, province of Santa Elena, School Year 2015 -2016.”

**Geo-temporal-spatial delimitation:** Colegio Particular Mixto Bachillerato a Distancia “Prof. Ernesto González Muñoz.”



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

### **1.3 Significance of the research**

To improve the academic performance of students, the management of wikis results a useful tool, for such that there is a deficiency in the process of teaching a foreign language. Regarding the province level, it is clear that teachers do not give importance to the subject and are only based on the texts, homework, without considering there are websites which are a supporting tool.

Wiki is a tool for teaching and learning English language, a program designed to improve education. It allows students to interact on an ongoing basis on the website. Wiki grants students to be motivated by themselves, innovative applications through internet networks. This makes the student to create enthusiasm for the culture of research topics that have acquired particular complexity and Wiki knowledge helps to address the concerns of the group work and corrections among them are possible to reach a better understanding of the subject. Participants get to create a specific concept through each of their knowledge.

According to (Ahmand Albadri, 2013),The Wikis in a teaching environment could include:

- Fast and easy creation of simple websites for any purpose
- Easy course administration, timetabling, etc.
- Use of online and easy to update course syllabi
- Facilitating collaborative contribution to documents and group authoring
- tracking a group project on 'per contributor' basis
- project development with on-site peer review
- discussion boards
- user support and documentation
- virtual group study rooms



- data collection
- student feedback and self-assessment
- review classes, resources and teachers
- collaborative lecture notes

Due to the capabilities of Wikis, it can be interpreted as an intermediary between the reality and us. For this reason, we think that is important to research how the uses of the Wikis can be include in the development of skills; therefore, this work is aimed at realizing the educational reality related to the use and application of these networks.

This research work is justified, if it is considered that in the eighth grade students of basic education at Colegio Particular Mixto Bachillrato a Distancia “Prof.Ernesto Gonzalez Muñoz” La Libertad, Province of Santa Elena, there is a very complex problematic situation related with the existence of the Wikis.

Finally, the research proposed is justified because there were financial facts and material resources needed for its execution; it was also given the access to the school to obtain the necessary empirical information needed for the successful completion of this graduation paper.

## **1.4 Objectives of the research**

### **1.4.1 General objective**

- To evaluate the impact of wikis through the analysis of this tool as different literature in order to improve English academic Reading Skills on adult learners of eight grade at Colegio Particular Mixto Bachillerato A Distancia “Prof. Ernesto Gonzalez Muñoz “.

### **1.4.2 Specific objectives**

- To motivate students and awaken the interest in Wikis to improve reading skills.
- To provide opportunities for students to upload their work on a Wiki web page.
- To encourage educational use of Wikis so that students have access to technology.
- To develop strategies to improve English Reading Skills through wiki's designed.

## CHAPTER II

### 2. Referencial frame

The referencial frame allows us to know about previous research that other authors make as contribution to our study, besides determining the subjects about the topic.

#### 2.1 Previous research

“There are no works about reading skill to improve English language for high school students, that's why that it is permit doing this investigating work in the institution indicated.”

However, (Nwachukwu Prince, 2014), carried out a study on which she explain about the use of ICT's in Ecuador. She concluded that the digital Breach in the country is decreasing according to the training of the teacher in that subject, as well as of the technological implementation in high schools.

(Jimenez Catalan, 2014), explains that students of eighth grade have deficiencies in development of English oral expression, due to the lack of exercising in linguistic ability to learn a foreign language.

(Guerrero , 2014), says that the communicative understanding's acquisition is inadequate in student, because he / she does not achieve to express, interpreting the reading and the mean ideas.

(Ushioda, 2013), expresses that students found English subject bored, because there was not an interactive way to teach.

(Teehan, 2010), the word wiki derives from a Hawaiian word that means quick. This definition is applicable to this tool, as a wiki is a Web site that can be create in a hurry. Wikis have many uses, among which are managing information, knowledge, and ideas.

(Richardson, 2010), A wiki is a collaborative Web space where anyone can add content and anyone can edit content that has already been published. In schools, teachers and students have begun using password-protected wikis to create their own textbooks and resource sites.

## **2.2 Pedagogical basis**

Pedagogical basis is the science that analyzes Education and teaching, its target is to provide a plan to execute and evaluate learning process according to new strategies based on skills understanding, with the aim that each person would be able to get education and developments in society.

Constructivism has significant implications from educational – objectives reformulation, which are centered in an education by competences, to the knowledge construction focused in increasing the students' abilities.

## **2.3 Sociological basis**

The sociological basis in this study is about the man living in his social environment, this is, in the center of society, his culture, his country, his city, social status, etc. However, the sociologists' topics can include from big and vast sets, until reduced units of observation. Sociology does not study the society as a sum of individuals, but it goes into the multiple interactions of those individuals, applying research methods and systematic evaluation, that concedes their measurement, quantification and empiric verification.

This investigation is directed to offer technological tools like Wikis to improve the English Reading Skills at Colegio Particular Bachillerato A Distancia “Prof.Ernesto Gonzalez Muñoz”.

## **2.4 Philosophical basis**

(Wang X, 2013), says: “Educational Philosophy is a reflexive discipline, criticism, analytical and normative of focuses, processes and educational practices.” The present study is based on the critic and proposal model, on one hand it is critical because it analyzes cultural and educational reality, on the other hand it is looking for solutions to improve reading skills on adult students.

Philosophy was born since the time that humankind began to reflect about his existence and his environment, this was born for the love learning and getting knowledge too, Philosophy is very important in education because it tries to guide the teaching, to be able to understand and argument situations and realities. That’s why are important for this study its comprehension and application.

## **2.5 Legal basis**

### **2.5.1 Constitution of the republic of Ecuador**

#### **Fifth Section: Education**

**Article 349.** – The State will guarantee to the teaching staff, in all levels and modes, stability, up to date, constant formation, pedagogic and academic improvement; a just remuneration, according to their professionalization, performance and academic merit.

This article indicate that State will guarantee to the teaching staff, a good remuneration , according to their professional develop academic.It says that the teacher is remunerated properly as a teacher deserves and thus would feel motivated to be a good teacher providing services to transmit their knowledge, educate with much dedication, patience, be flexible, work with the aim of maintaining their class active and arrive with many desire to teach.

### **2.5.2 Organic law of intercultural education**

Article 7. -This article indicates that students have the following rights: to receive an integral and scientist formation, that help students to develop their personality, capacities and potentialities, respecting their rights and fundamental freedoms.

according this article says that students have rights to education as it is an opportunity for your formation and integral development of appropriate and timely manner without any discrimination, the student must remain in a tolerant environment by establishing mutual respect, express their ideas and to be heard so that their physical integrity respected and moral. It is enables personal development and fundamental freedom.

## **2.6 Fundamental categories**

### **2.6.1 Language**

( McArthur, 2005)says. “A human language is a signaling system. The written language is secondary and derivative. In the history of each individual, speech or signing is learned before writing, and there is good reason for believing that the same was true in the history of the species. There are communities that have speech without writing”. It is important this definition because English language is part of the present study.

## **2.6.2 Importance of English**

MINISTERIO DE EDUCACIÓN Y CULTURA (2014) says:

English may not be the most important language in the world, but it is the official language in a large numbers of countries. It is estimated that the number of people in the world that use in English to communicate on a regular basis is 2 billion. So most of the content produced on the internet (50%), is in English. So knowing English will allow you access to an incredible amount of information which may not be otherwise available understanding.

## **2.6.3 English in education**

MINISTERIO DE EDUCACIÓN Y CULTURA (2014): “Education is a vital part of anyone’s life, without it a person could not get a job and make it in real life. A teacher should support the student, as well as the student supporting the teacher. That’s way this study wants to find the best way to help teachers to design new forms of teach using technology.”

## **2.6.4 Lexical words and grammatical words**

According to ( McArthur, 2005)“English words fall into a numbers of different grammatical categories, called part of the speech, such as nouns, adjectives, verbs and pronouns.”

(wilson, 2008)says, “Foreign English teaching must focus on real communication, doing use of didactic resources, which let games activities conversation about real themes.”2.6.5 Didactic

( Capel, Leask, & Turner, 2005)states “Didactic is the part of the pedagogy that is occupied of the methods and techniques of teaching.”

### **2.6.6 Reading**

As (West, 2010 )proposed “Reading in a foreign or second or third language is much more difficult than reading in your mother tongue. It doesn’t come naturally and needs a lot of practice. In addition, there are a numbers of skills and strategies which we use when reading in our first language, without being aware of them.

Another contribution for the topic was made by (Verghese, 2007)“The students usually find related problems to the reading’s 5 components, phonological and phonological conscience, words reading, phonetics, fluidity, vocabulary and understanding, however, for some students problems would be one of these, but a combination of two or more factors, additional difficulty could be another elements as attention, memory or anxiety to understand English as a second language.”

### **2.6.7Comprehensive Reading**

Reading comes from the Latin word “lectum” which means: choose, select. It is the interpretation and selection of a message which has been received by writing.

Comprehension etymologically comes from the Latin word “comprehension”. RAEL define this word as an action of understanding, authorize, ability to know and penetrating things.

(Holsapple, 2003),explains “Reading is really an indispensable requisite in order to the learning, it is a transcendental tool to acquire knowledge, to access to the culture. Reading is an activity that plays a primordial role to teach English as a foreign language.”



Comprehensive Reading is defined as a process in which a reader constructs bases in previous knowledge, new meanings by interacting with the text.

The objective in this project is to analyze and research through a scientific methodology problems about reading skills in English on adults of Ernesto Gonzalez high school.

### **2.6.8 Strategies to develop reading skills**

There are some reading techniques that help us to understand what we are reading in a clear way, Guerrero N. (2014) expresses:

**Previewing:** it consists in checking headlines and subtitles of texts, so we can have a clearer vision about the structure of the book, magazine, article, newspaper etc.

**Predicting:** we can deduce what kind of text we are reading, the author, what type of reading use frequently, besides the kind of vocabulary the author use in his books.

**Skimming and Scanning:** here in this part is very important to identify principal ideas, after that it is important to identify the structured writing, and then the reader has to begin to answer questions in the predicting part.

**Guessing from Context:** if we don't know the meaning of some word at the time we are reading, we must find it to understand the next sentence in the book, so this way we will be able to develop the reading.

**Paraphrasing:** at the end of each paragraph the reader has to do a short abstract to understand the best way. Pg. 19

#### **2.6.8.1 Other strategies**

**Motivation.** - The purpose of Motivation is to activate prior knowledge and to formulate hypothesis about the chosen topic.

### **Previous-scheme activation:**

First, it must show the book title.

It will create all necessary knowledge to understand the information extracted from the reading.

### **To fix the reading's purpose**

Readers can set objectives by asking questions with the help of students and teachers too.

Readers can observe the title one more time, the drawings, the scheme to understand about the textual content.

In the present research the strategies will help students to improve reading skills on adults at Ernesto Gonzalez High School.

### **2.6.9 Translation – Grammar Method**

This method consists in making a translation word by word applying grammatical rules, with the purpose of understanding great – magnitude texts. The rule of this method is important for students to use the new wikis when editing words.

### **2.6.10 Learning English language through Comprehensive Reading**

Reading is one of the principal ways to learn a second language, despite there are other support resources such as videos, visual cards, reading, it is the cheapest way to study a foreign language, offering us an additional benefit, it allows to readers to enlarge their vocabulary objectively and effectively.

English reading has a big social importance, it is the most important skill to have a deep understanding about a second language, but in most cases the lack of motivation, strategies and techniques, reading becomes bored for students.

The design of new ways to teach using interactive web sites such as Wikis is the objective in this investigation.

### **2.6.11 Professionalism**

Burns, Anne; Richards, Jack C. (2012): “English language teaching is a profession, which means that it is seen as a career in a field of educational specialization, it requires a specialized knowledge base obtained through both academic study and practical experience, and it is a field of work where membership is based on entry requirements and standards.”

### **2.6.12 New information communication technology**

It is a lot of telecommunications (wireless networks), which enable users to access, store, transmit or receive information electronically, and manipulate information. The communication technology help to not to miss the information and communication because It is recorded on the web.

It is important to know about new information communication technology because students are going to use it in the Colegio Particular A Distancia "Prof Ernesto Gonzalez Muñoz".through wikis.

### **2.6.13 Internet**

Internet is a wide virtual world where are connecting millions of pages that you can find about specific topics through searchers. Internet is an important tool for

teachers, because there are several web sites where students can practice exercises in order to improve their reading skills

#### **2.6.14 Technology**

Technology is the branch of knowledge that deals with the creation and use of technical means and their interrelation with life, society, and the environment, drawing upon such subjects as industrial arts, engineering, applied science, and pure science.

#### **2.6.15 Wiki**

( B & W, 2001)explain:

Wiki is a web site that allows users to add and update content on the site using their own web browser. This was possible by Wiki software that runs on the web server. Wikis end up being created mainly by a collaborative effort of the site visitors. So the students can create reading or read about several subjects to improve their skills.

Wiki is a web site with pages that can be edited for multiples users through web browser. Users can create, modify or erase the same text that they have shared, this page could contain subjects about science, sports, music, and many others.

A great example of a large Wiki is the Wikipedia page, which is a free encyclopedia that has been translated in many languages that anyone can edit. The term “wiki” comes from the Hawaiian phrase, “wiki wiki”, which means “super-fast.

“Wiki enables visitors to change the content on a web page, participate in discussion with other users and create new links to other resources. Wikis are an important aspect of the social web, and open network type architecture that enables users to participate in creating and occasionally in destroying Web based artifacts” (M S, 2008).

( S, Pixy , Wilder, & Hilary , 2006):

Several uses of wikis allow teachers and learners to maximize the potential of print for digital natives by utilizing print in its electronic or digital form. For instance, wikis can be used for collaborative activities such as Web-writing or problem-solving, for information sources or case libraries, for submission of student assignments, and for project spaces.

According to Ferris and Wilder, Wikis is a tool that can be used in a classroom for many activities, such as printing, Web-writing and problem solving with the interaction of all students and the teacher.

As any technology, introduced into an educational system, its utilization in the classroom requires thoughtful and deliberate planning as well as creativity and enthusiasm in order for educators to achieve the most effective and appropriate methodology.

The objective of this study based on Wikis is to improve Reading skills in English for adult students at Colegio Particular A Distancia "Prof Ernesto Gonzalez Muñoz".through wikis.

### **2.6.16 Reading process**

(West, 2010 )there are three concepts that determine the importance of reading in the cognitive processes and the relationships established with the environment. In first place, reading is defined as a complex and multifaceted process in which the cognitive system recognizes letters, related sounds, build phonological representations, remember different meanings and select the one

which is more appropriate to the context. It also establishes a meaningful value and build up the global sense of the text from the information provided

Reading is one technique that acquires knowledge and This implies an active participation within a context that permit better the vocabulary helping to reach a better communicative skill and helps student get a wide range of words which allow him or her to comprehend better what is read. when a person read lot is able to produce text with high quality that shows the close relation between reading and writing skills.

## **2.7 Hypothesis**

Wikis as a teaching tool will improve English academic reading skill on adult learners of eighth grade at Colegio Particular Mixto Bachillerato A Distancia “Prof. Ernesto Gonzalez Muñoz?

## **2.8 Variables of the study**

**Independent variable:** Wiki as a teaching tool

**Dependent variable:** Academic Reading Skills

## **CHAPTER III**

### **Methodology**

#### **3.1 Research design**

This graduation paper is about the use of Wikis as a teaching tool to improve English academic Reading skills was used transverse descriptive design, which is very practical to get information related to studied object and the researcher can obtain Graph and textual interpretation.

In addition, this study required a qualitative and descriptive research to analyze all strategies to improve reading skills on students. After all the obtained information has been analyzed, it was defined all the necessary tools related to improve the reading weaknesses of students.

The next step was to select a sample according to the population of the research, then it was necessary in for the investigation to design questionnaires to collect all data for this investigation.

Furthermore, in the design section, there were applied the following instruments: survey and observation, guide on the sample, review and codification of all the information, the analysis of the information, and finally the research design finishes with the conclusions and recommendations from the study.

#### **Qualitative Research**

Qualitative research was applied with the aim to determine and develop reading strategies, first by examining through the study reading weaknesses of students, then with the information collected, it was possible to analyze the best strategies

to design new ways of teaching English, using Wikis, as a new tool to improve reading skills.

( K, Denzin, & S, 2005), says about qualitative research:

“Qualitative Research is characterized by its aims, which relate to understanding some aspect of social life, and its methods which generate words, rather than numbers, as data for analysis. This research has the following characteristics:

It is usually concise.

Statistical analysis is conducted to reduce and organize data.”

### **3.2 Type and level of investigation**

#### **Descriptive Research**

The current investigation was based on a descriptive research, it is meant to find characteristics about students’ reality to learn English language, and technology to use, modify and to apply Wikis on their everyday life and study.

The descriptive research is intended to describe the characteristics of a population. “Descriptive research is a study where two variables are manipulated to study the consequences of that manipulation” ( K, Denzin, & S, 2005).Descriptive research provides an accurate account of characteristics of a particular individual, event or group in real-life situation

### **3.3 Population and sample**

#### **Population**



“Population is defined as all subjects that conform set of specifications.” ( K, Denzin, & S, 2005).

Population for this investigation is composed for 60 students and 1 English teacher at Ernesto Gonzalez high school.

### **Sample**

This research is based on a population lower than 100 students, it has been considered not to use a statistical formula to get a sample size, instead a non-probability or convenience sampling was applied.

**CHART # 1Total Population**

<b>DESCRIPTION</b>	<b>POPULATION</b>
TEACHER	1
STUDENTS	60
<b>TOTAL</b>	61

**Source:** Ernesto Gonzalez High School  
**Author:** Grace Del Pezo González

### 3.4 VARIABLE OPERATIONALIZATION

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
<p>A Wiki is a Website that allows students to add and update content on the Website using their own web browser. This is possible by wiki software that runs on the web server. Wikis end up being created mainly by a collaborative effort of the site visitors. So students can create reading or read about several subjects to improve their skills.</p>	<p>Software</p> <p>Technological Tools</p> <p>Web Server</p>	<p>Skills</p> <p>Read Strategies</p> <p>Technology</p> <p>Web Sites</p>	<p>Reading news, stories or magazines in English is not easy for eighth grade students.</p> <p>Recognize new vocabularies to understand English reading is very important.</p> <p>Students can find the meaning of new words easily when the instructor is teaching an English subject.</p> <p>Ernesto Gonzalez High School's English programs should be instructed by well-prepared teachers.</p>	<p>Survey</p> <p>Observation</p> <p>Interview</p> <p>Students grades</p>

**Author:** Grace Del Pezo González

**Independent variable and Dependent variable**

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
<p style="text-align: center;"><b>Reading Skills</b></p> <p>Reading is one of the principal ways to learn a second language, even though there are other resources such as videos, visual cards, reading is the cheapest form to study a foreign language, offering students an additional benefit, it allows readers to enlarge their vocabulary objectively and effectively.</p>	<p>Comprehensive Reading</p> <p style="text-align: center;">Reading Ability</p> <p>Useful Expressions development (Listening)</p>	<ul style="list-style-type: none"> <li>✓ Motivation</li> <li>✓ Identify New Words</li> <li>✓ More Vocabulary</li> <li>✓ Identify Mean Idea</li> <li>✓ Do Summaries</li> <li>✓ Narration</li> </ul>	<p>Ernesto Gonzalez High School should improve its English laboratory Infra-structure to teach-learn English as well as possible.</p> <p>Ernesto Gonzalez High School's English programs should be instructed by well-prepared teachers.</p> <p>Using a new technological tool to improve English at Ernesto Gonzalez High school could be beneficial for students.</p>	<p style="text-align: center;">Observation</p> <p style="text-align: center;">Interview</p> <p style="text-align: center;">Survey</p>

Author: Grace Del Pezo González

### **Data collection**

The data for this research study was collected based on a survey applied to adult students who were currently practicing and learning English as a second language. In addition, there was a person to person interview with the director of the institution and the English teacher.

### **Data collection instrument**

For the students survey the researcher used questionnaires applied to the knowledge and tools implemented to learn English. For the person to person interview, It was used a tape recorder and digital camera.

### **3.4 Techniques and instruments**

**Questionnaires.** –Questionnaires were applied to 60 students, it contained ten closed question, about how teachers explained English classes, and the contribution of Wikis to improve the students’ reading skills.

**Observation Guide.** - It was a rigorous process that led to know in a direct way the object of the study, then the researcher was able to describe and analyze situations over the problem observed.

Peer observation guide was applied to one teacher in his/her natural environment, it would be applied to a teacher when he/she is teaching students English subjects at Colegio Particular Mixto Bachillerato A Distancia “Prof.Ernesto Gonzalez Muñoz”.

## DATA COLLECTION PLAN

BASIC QUESTIONS	EXPLANATION
<b>1.- For what?</b>	To study about reading weaknesses on students.
<b>2.- Of what people or objects?</b>	Students of eighth grade.
<b>3.- What aspects?</b>	To improve English reading skills.
<b>4.- ¿Who?</b>	Researcher: Grace del Pezo Gonzalez
<b>5.- To who?</b>	Colegio Particular Mixto Bachillerato a Distancia “Prof. Ernesto González Muñoz.
<b>6.- When?</b>	School Year 2015 -2016.
<b>7.- Where?</b>	At Ernesto Gonzalez Muñoz High School, located in La Libertad downtown, Province of Santa Elena.
<b>8.- How many times?</b>	Once.
<b>9.- How?</b>	Survey applied to students.
<b>10.- What collect techniques?</b>	Survey and Observation.
<b>11.- ¿With what?</b>	Questionnaire and Observation Guide.

**Author:** Grace Del Pezo González

## DATA PROCESSING PLAN

ACTIVITY	PROCESS	RESULT
<b>Direct Observation</b>	<p>Direct Observation will be used to see teacher's behavior at Prof Ernesto Gonzalez Muñoz High School, at the moment that he/she is teaching an English class.</p>	<p>As a result:</p> <p>Teacher doesn't apply new strategies to motivate students to read in English and use new tools.</p>
<b>Survey</b>	<p>Survey was used to collect information about all causes why students cannot get a good reading comprehension in English language.</p>	<p>As a result:</p> <p>Students do not like to read news or magazines in English.</p> <p>Students don't identify new vocabulary when they are reading in English.</p> <p>Students are not able to find the meanings of new words when they're trying to read in English. Students can't write sentences using new words in English,</p> <p>Students don't try to speak in English with classmates.</p>

**Elaborated by:** Grace Del Pezo González

### **3.6 Analysis and interpretation of results.**

#### **3.7 Interview Directed To Principal From “Prof Ernesto Gonzalez Muñoz”**

At present time English is a language that is being used for an international global communication .for this reason, the main Ecuadorian institutions given the importance of teaching English: English classes now an increased hours to give the class for the purpose of motivate students to learn the English language

**.Question # 1: How much time have you been Principal at Ernesto González High School?**

**Interpretation:** The principal said that as owner and proprietor of the school has more than five years as director.

**Question# 2: Do you consider students in Eight grade receive a good teach in English according to policy of “Ministerio de Educación y Cultura”?**

**Interpretation:** The principal said that currently according to the rules of the policy of "Ministry of Education and Culture" is not considered a good teaching by traditional methods that are are books but nevertheless, the teacher tries to give the best education to students but not effective.

**Question # 3: What have been the main problems to solve to teach a competitive English in the School?**

**Interpretation:** The principal said that the principal problems to be competitive to other schools was that other schools are updated with virtual classrooms and use of technology.

**Question # 4: Does English teachers are well prepared to teach the subject in Ernesto González High School?**

**Interpretation:** The principal said that if you have an English teacher, but not enough trained with new methodologies, but if you teach a traditional way.

**Question # 5: Do you consider important to propose new ways to teach English such as technological tools to improve skills in Students?**

**Interpretation:** The principal said that if it is important to apply websites classes as innovative tools that the internet is an educational process implementation for teaching, for the relationship of teacher and student in a way that can sharing an innovative education.



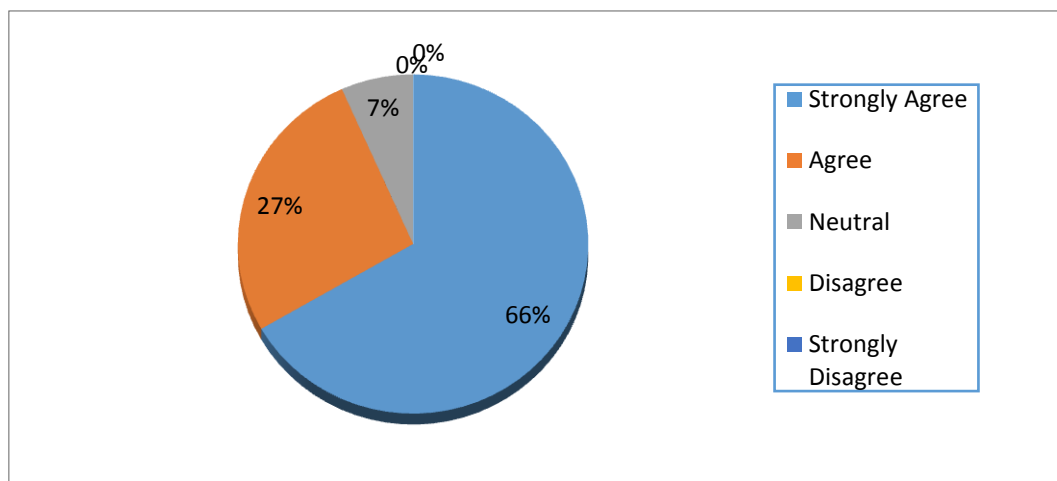
### 3.8 Questionnaire administered to eighth grade students of Colegio Particular “Prof Ernesto Gonzalez Muñoz”

1. Reading news, stories or magazines in English is not easy for eighth grade students.

**CHART # 2** Reading news

<b>1</b>	Options	Frequency	Percentage
	Strongly Agree	40	67%
	Agree	16	27%
	Neutral	4	7%
	Disagree	0	0%
	Strongly Disagree	0	0%
	<b>TOTAL</b>	<b>60</b>	<b>100%</b>

**GRAPHIC # 1** Reading news



**Source:** Survey Directed To Students

**Author:** Grace Del Pezo González

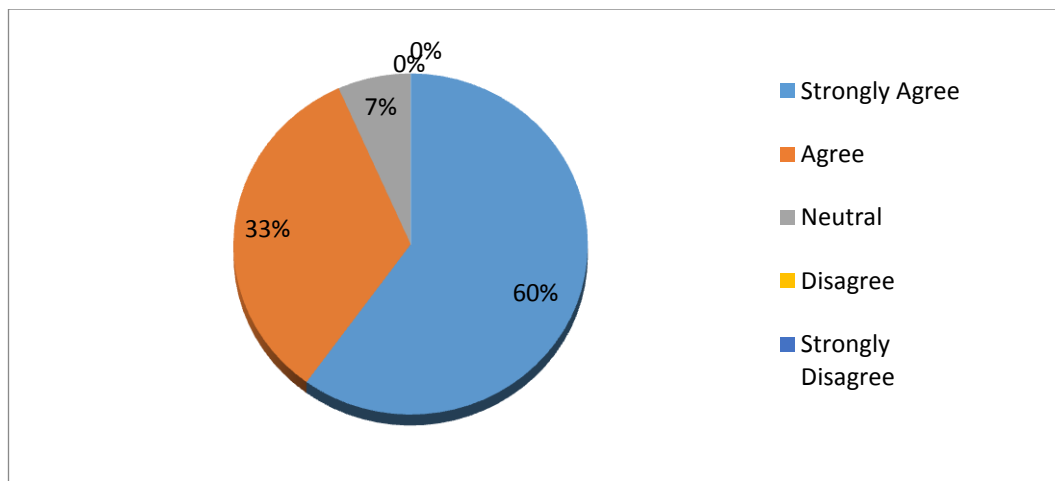
We can see that nearly 66% of students do not like to read publications in English. This may have implications for teachers because they have to find new strategies to encourage students to develop reading skills. On the other hand, it is clear that 0% of students find English literature easy to handle.

2. Recognize new vocabulary to understand English reading is very important

**CHART # 3** Recognize vocabularies

<b>2</b>	Options	Frequency	Percentage
	Strongly Agree	36	60%
	Agree	20	33%
	Neutral	4	7%
	Disagree	0	0%
	Strongly Disagree	0	0%
	<b>TOTAL</b>	<b>60</b>	<b>100%</b>

**GRAPH # 2** Recognize vocabulary



**Source:** Survey Directed To Students

**Author:** Grace Del Pezo González

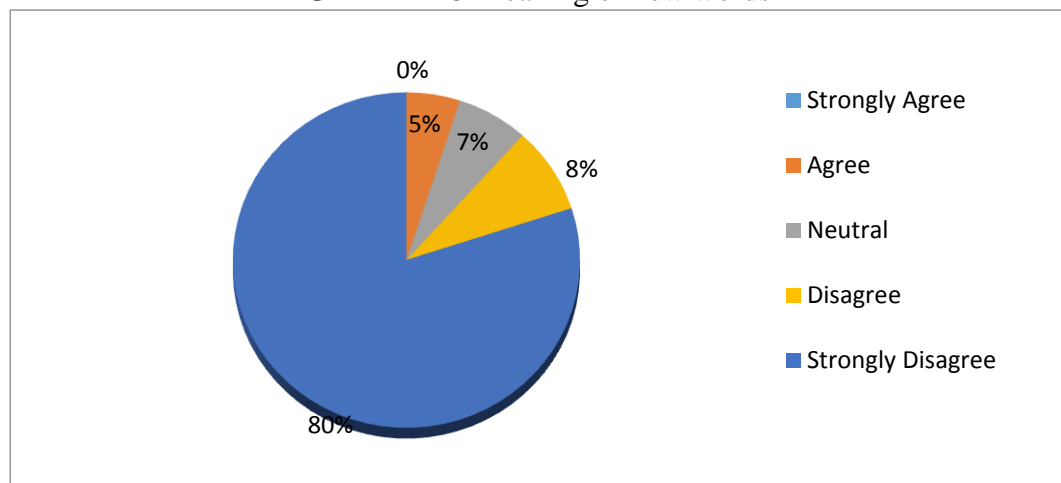
Almost 60% of respondent do not identify new vocabulary when they are reading in English. This is surprising because students must dominate at least 100 technical words in English, that means that teachers are not getting to their students, and students' do not pay attention about what they are learning.

3. Students can easily find the meaning of new words when the instructor is teaching an English subject.

**CHART # 4** Meaning of new words

<b>3</b>	Options	Frequency	Percentage
	Strongly Agree	0	0%
	Agree	3	5%
	Neutral	8	7%
	Disagree	5	8%
	Strongly Disagree	48	80%
	<b>TOTAL</b>	<b>60</b>	<b>100%</b>

**GRAPH # 3** Meaning of new words



**Source:** Survey Directed To Students  
**Author:** Grace Del Pezo González

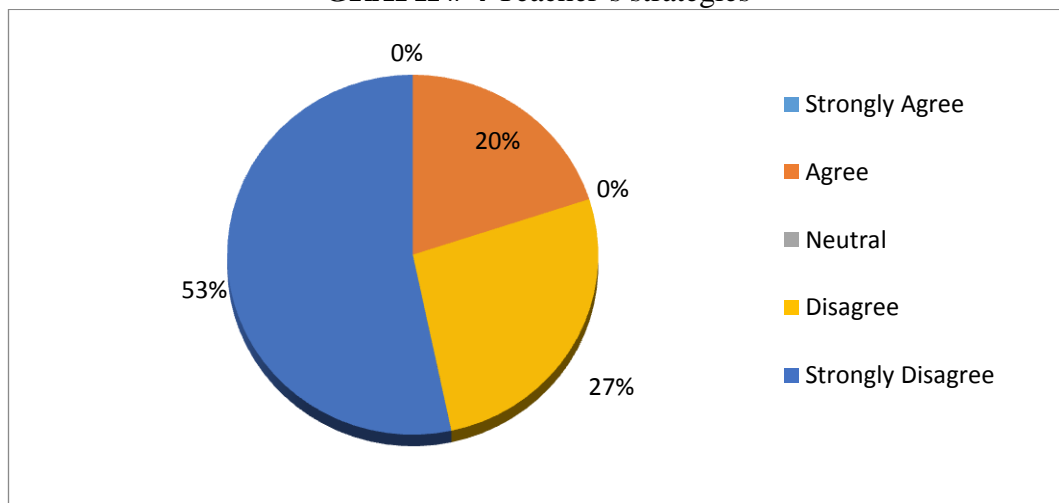
According to question three, 80% of students strongly disagree about finding the meaning of new words when they're trying to read in English, that's why teachers must demand as requirement to know the meaning of almost 100 words, on the other hand, only 5% of students agree with this question, they can find at least the meaning of 50 words.

4. Teacher's strategies help students to easily write sentences using new vocabulary words.

**CHART # 5** Teacher's strategies

<b>4</b>	Options	Frequency	Percentage
	Strongly Agree	0	0%
	Agree	12	20%
	Neutral	0	0%
	Disagree	16	27%
	Strongly Disagree	32	53%
	<b>TOTAL</b>	<b>60</b>	<b>100%</b>

**GRAPH # 4** Teacher's strategies



**Source:** Survey Directed To Students

**Author:** Grace Del Pezo González

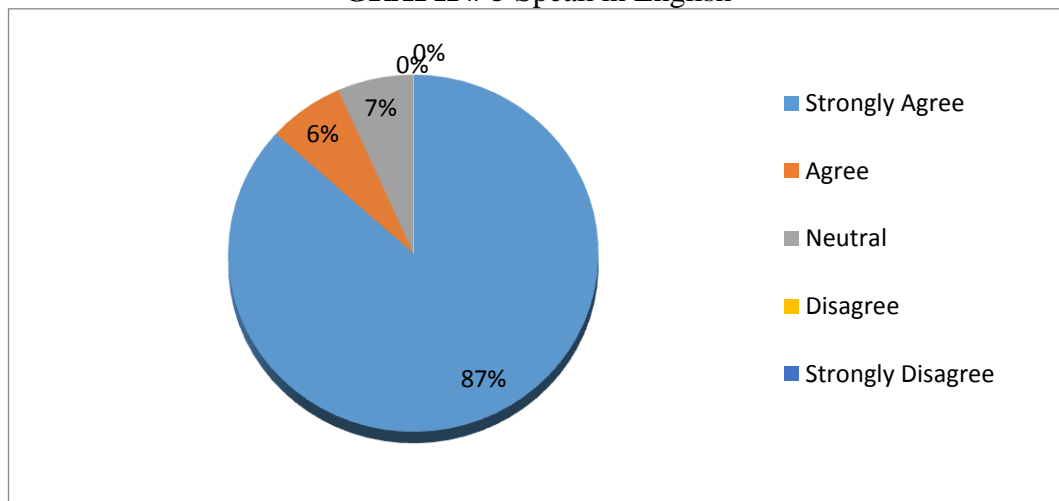
Answers to question four shows that 53% of students strongly disagree, because they are not totally able to write sentences using new words in English, this is really concerning because this indicates that adults haven't acquired enough knowledge during English classes, this shows teachers need to create interactive activities to improve adults reading skills; only 20% agree with the strategies that teachers use to support their classes.

5. Speak in English with classmates should be practiced after each class.

**5CHART # 6** Speak in English

<b>5</b>	Options	Frequency	Percentage
	Strongly Agree	52	87%
	Agree	4	7%
	Neutral	4	7%
	Disagree	0	0%
	Strongly Disagree	0	0%
	<b>TOTAL</b>	<b>60</b>	<b>100%</b>

**GRAPH # 5** Speak in English



**Source:** Survey Directed To Students

**Author:** Grace Del Pezo González

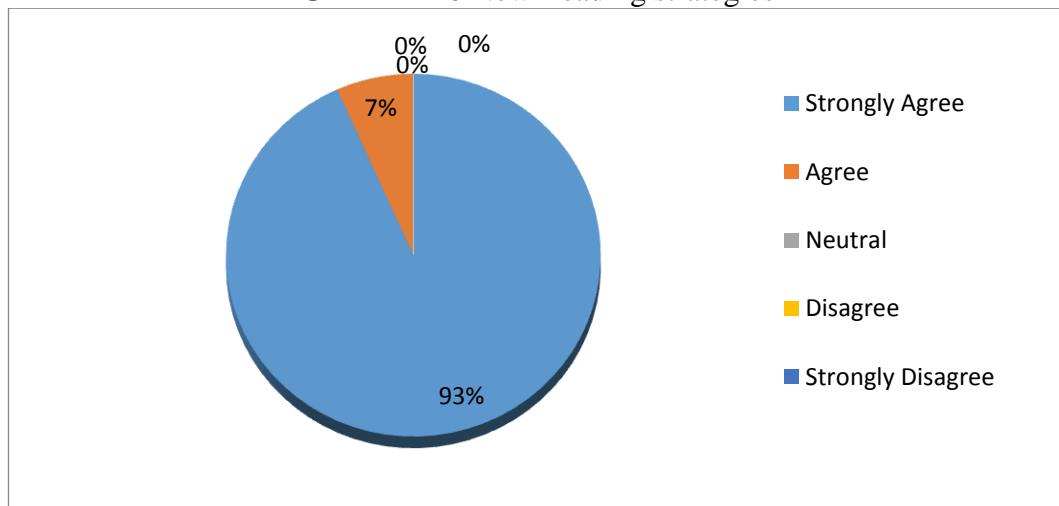
Responses to question five indicate that 87% of students strongly agree that speaking English with classmates out of the classroom or with friends and family should be practiced, and only 7% of adults indicated that they agree and they try to vocalize some sentences in English trying to improve their vocabulary and abilities.

6. The teacher should apply new reading strategies to improve Reading Comprehension in students.

**CHART # 7** New Reading strategies

<b>6</b>	<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
	Strongly Agree	56	93%
	Agree	4	7%
	Neutral	0	0%
	Disagree	0	0%
	Strongly Disagree	0	0%
	<b>TOTAL</b>	<b>60</b>	<b>100%</b>

**GRAPH # 6** New Reading strategies



**Source:** Survey Directed To Students

**Author:** Grace Del Pezo González

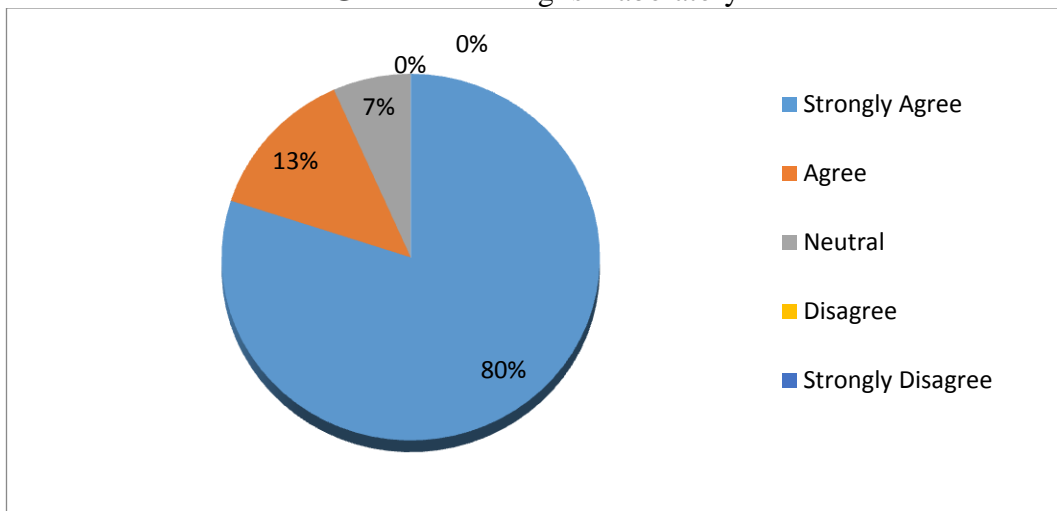
In questions 6, 93% strongly agree the teacher should apply new strategies to improve reading skills. Compare to 0% of students that think that new strategies are not useful in a classroom.

k7. Ernesto Gonzalez High School should improve its English laboratory Infrastructure to teach-learn English as well as possible.

**CHART # 8** English laboratory

<b>7</b>	Options	Frequency	Percentage
	Strongly Agree	48	80%
	Agree	8	13%
	Neutral	4	7%
	Disagree	0	0%
	Strongly Disagree	0	0%
	<b>TOTAL</b>	<b>60</b>	<b>100%</b>

**GRAPH # 7** English laboratory



**Source:** Survey Directed To Students  
**Author:** Grace Del Pezo González

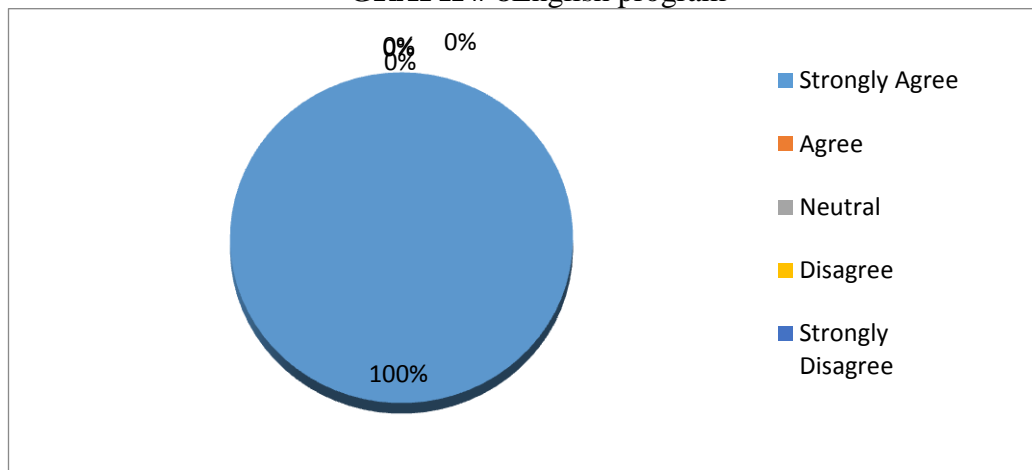
According to question seven, 80% of students strongly agree that in order to improve English learning; laboratory infrastructure must be renewed. On the other hand, there were not tallies to comply with this question about the English labs infrastructure.

8. Ernesto Gonzalez High School’s English program should be instructed by well-prepared teachers.

**CHART # 9** English program

	Options	Frequency	Percentage
<b>8</b>	Strongly Agree	60	100%
	Agree	0	0%
	Neutral	0	0%
	Disagree	0	0%
	Strongly Disagree	0	0%
	<b>TOTAL</b>	<b>60</b>	<b>100%</b>

**GRAPH # 8**English program



**Source:** Survey Directed To Students  
**Author:** Grace Del Pezo González

The data show a tendency that the teacher’s skills should be improved in order to learn English. 100% of students responded that teachers at Ernesto Gonzalez High School should be well prepared to teach English.

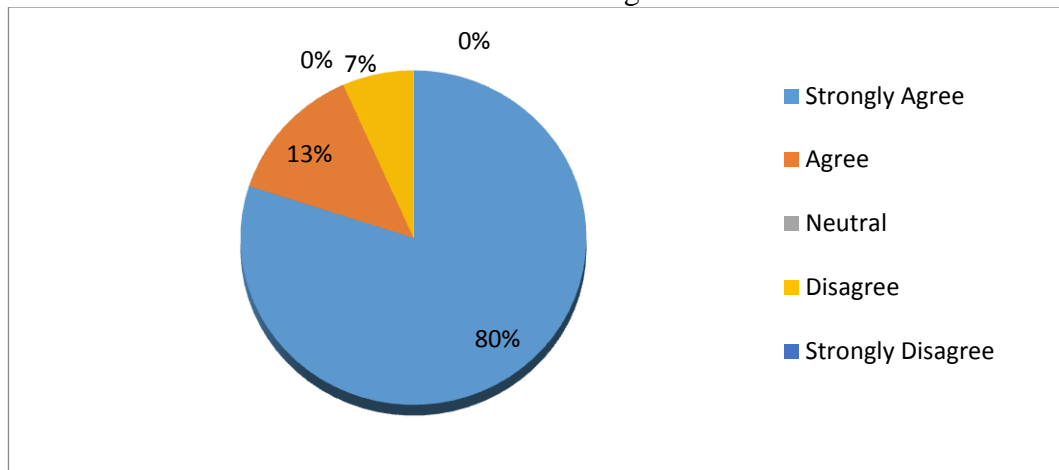


9. Using a new technological tool to improve English at Ernesto Gonzalez High school could be beneficial for students.

**CHART # 10** Technological tool

9	Options	Frequency	Percentage
	Strongly Agree	48	80%
	Agree	8	13%
	Neutral	0	0%
	Disagree	4	7%
	Strongly Disagree	0	0%
	<b>TOTAL</b>	<b>60</b>	<b>100%</b>

**GRAPH # 9** Technological tool



**Source:** Survey Directed To Students  
**Author:** Grace Del Pezo González

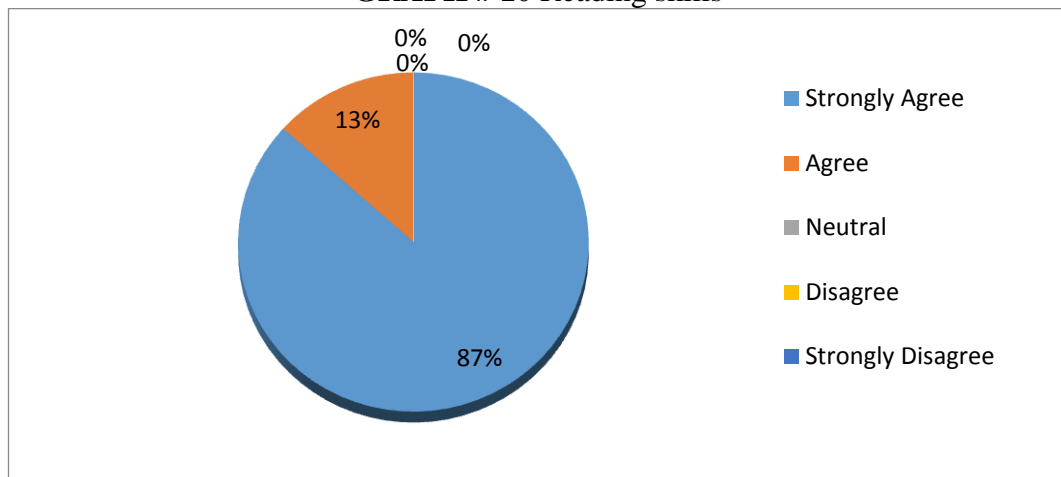
According to question eight, 80% of students strongly agree that a new technological tool to improve English at Ernesto Gonzalez High school could be beneficial for them, Wikis could be useful to improve their reading skills, and 4% of students disagree with this proposal, that's why is really important to explain them about the benefits of using new ways to learn English.

10. Students could acquire better reading skills by using reading programs presented on wiki pages.

**CHART # 11** Reading skills

<b>10</b>	Options	Frequency	Percentage
	Strongly Agree	52	87%
	Agree	8	13%
	Neutral	0	0%
	Disagree	0	0%
	Strongly Disagree	0	0%
	<b>TOTAL</b>	<b>60</b>	<b>100%</b>

**GRAPH # 10** Reading skills



**Source:** Survey Directed To Students

**Author:** Grace Del Pezo González

We can see that 87% of students indicated that they strongly agree with a new proposal to help them to improve their reading skills. Compare with 0% that strongly disagreed with this question.

## Observation guide

**Prepared for Teachers at Ernesto Gonzalez High School**

**CHART # 12** Observation Guide

Number #	Questions	Yes	No
1	Does the teacher speak in English slowly at all time, during class?	X	
2	Does the teacher answer students' questions, and clear all doubt about the subject?	X	
3	Does the teacher motivate to students to read in English language?		X
4	Does the teacher use strategies to teach students to read according their age?		X
5	Does the teacher use technological tools or software to teach English in the high school?		X

**Author:** Grace Del Pezo González

Observation is an important element in good teaching and program development, so it is necessary to apply it because we are trying to understand an ongoing behavior, process, situation or event of the teacher at Ernesto Gonzalez high school. According to the instrument, teachers must apply strategies to motivate students to read in English and use new tools. It was observed that teachers help adult students answer their questions, and speak slowly for better understanding.

### **3.9 Conclusions and recommendations**

#### **Conclusions**

According to the research, students do not like to read news or magazines in English, this could be caused due to the strategies that teachers use, the study also determined that adult students don't identify new vocabulary when they are reading in English, and for this reason they cannot make sentences in English.

Students are not able to find the meanings of new words when they're trying to read in English, so it is necessary to design homework related to reading about interesting subjects, besides students can't write sentences using new words in English, that is why they cannot improve their reading skills in English.

The study also found that teachers do not make recognize to reading in English as a method more ,to the students to improve English language.

Finally, all students strongly agree that teachers should improve their English teaching skills

## **Recommendations**

Based on the results of this research, it's recommended the design of Wiki pages an innovative program to the students , in order to that They are attracted to reading skills, news or magazines so they can improve their vocabulary and make paragraphs or phrases.

Although it is costly, Colegio Particular Bachillerato A Distancias "Prof Ernesto Gonzalez Muñoz" must invest in technological tools to teach methods English Language, these can be: a new advantage so that students can decipher or increase vocabulary according to policies of "Ministerio de Educacion y Cultura", with the purpose of giving its students a good education in the language English.

Is necessary To continue training English teachers with updated reading strategies, so they would be able to transmit their knowledge to adult students, to improve the reading in English language.

It is recommended to implement this proposal of wikis at Colegio Particular Bachillerato A Distancias "Prof Ernesto Gonzalez Muñoz", because it is an unpublished idea with the goal of helping students to improve their teaching skills in English.

## CHAPTER IV

### 4. Proposal

#### 4.1 Informational data

**Title Proposal:**

“Wikis as a Teaching Tool to Improve English Academic Reading Skill On Adult of Eighth Grade at Colegio Particular Mixto Bachillerato a Distancia “Prof. Ernesto González Muñoz”, La Libertad, Province of Santa Elena School Year 2015 -2016.”

**Executing Institution:**

Colegio Particular Mixto Bachillerato a Distancia “Prof. Ernesto González Muñoz”.

**Beneficiaries:**

Students of Eighth Grade.

**Location:**

Province of Santa Elena, La Libertad Downtown.

**Responsible Team:**

Author: Grace del Pezo González

Advisor: Ab. Leonardo Chávez Gonzabay

## 4.2 Proposal background

English is considered an important language in order to communicate and also as a professional development advance. Commercial activities worldwide are negotiated in English, this is why students need to learn and develop skills in this language.

It was necessary to examine concepts, theories, books, digital documents associated to strategies to improve English language in eighth grade students, that are according to “Ministerio de Educación y Cultura”.

Language Skills:

**Reading:** Eighth grade students at “Ernesto Gonzalez Muñoz” school, need to understand and identify very simple informational texts (e.g. labels, messages, postcards, catalogs, etc.) by making use of clues such as visuals, text shape and layout. Extract the gist and key information items from very simple informational text.

**Listening:** Eighth grade students are required to understand simple spoken text, understand expressions, words, and sentences related to the learner’s personal and educational background.

**Speaking:** Eighth grade students have low, hesitant, planned monologues, interact in a simple way by asking and answering simple questions about the learner’s personal and educational background.

**Writing:** Eighth grade students develop very simple informational texts that can have little or no detail, can have little variety in sentence structure.

### **4.3 Justification**

This proposal was designed with the aim to give teachers a new technological tool to encourage students to improve reading skills and comprehension through the use of Wikis as an interactive way to share with classmates and internet users about several topics, where they are able to expose their point of view, write about grammatical rules, add and update content on the site.

Analysis of the survey in Ernesto Gonzalez High school indicates; on one hand, that students do not like to read any publications in English, they also don't identify new vocabulary when they are reading in English, students are not able to write sentences using new words in English as well, finally students never try to speak in English with classmates. Moreover, the teacher does not apply strategies to motivate students to read in English and use new tools.

I think that this proposal will contribute to improve reading skills on students because Wikis are designed to motivate them with different activities according to their level.

### **4.4 Objectives**

#### **4.4.1 General Objective**

- To improve reading skills by implement wikis as a technological tool on adult learners of eighth grade from Colegio Particular Bachillerato A Distancia "Prof.Ernesto Gonzalez Muñoz".



#### 4.4.2 Specific Objectives

- To scheme the GRAPH interface of wiki pages and the texts to encourage students to improve reading skills.
- To develop interactive reading activities for eighth grade students with the purpose of developing their skills.
- To evaluate the use and benefits of Wikis to develop reading comprehension in class at Ernesto Gonzalez High school.

#### 4.5 Design and development of the proposal

Wikis will allow students to create, edit, modify or erase reading texts about science, sports, music, etc., with the aim to encourage them to improve their skills, in order to get a proficiency level according to MIDUC's indicators for 8<sup>th</sup> grade.

The development of the proposal followed some steps:

**First.** - To socialize the use and benefits of wikis as tool to improve reading skills with students and authorities at Ernesto Gonzalez Muñoz High School.

**Second.** -To show uploaded wiki pages with readings about many suitable topics for 8<sup>th</sup> grade students.

**Third.** - To develop activities applying reading strategies to evaluate students during every class.

**Fourth.** - To teach students the process to add and update reading content on the Wiki site.

#### 4.5.1 WHAT IS WIX.COM?

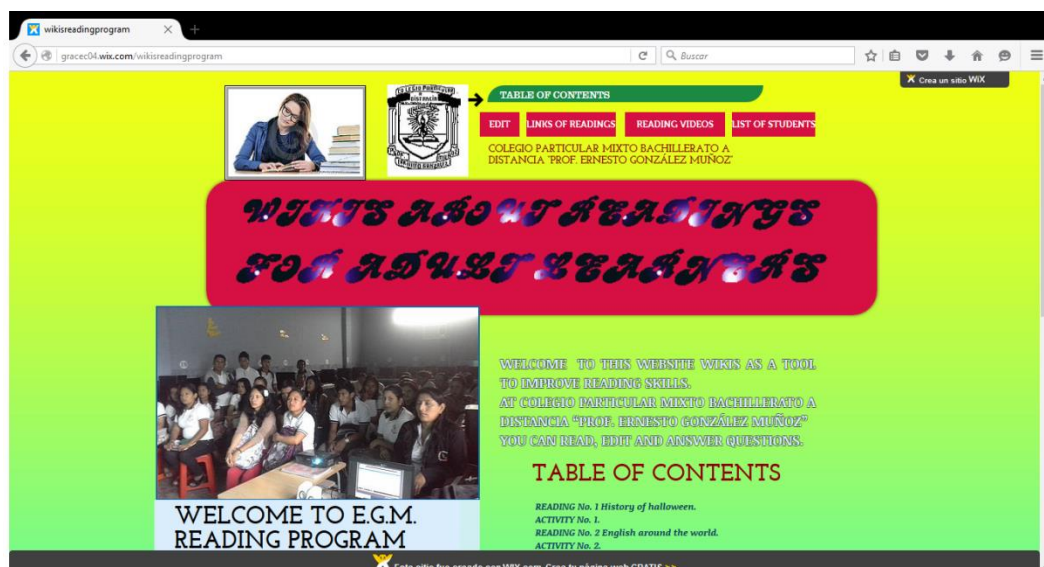
**Wix.com:** It is a platform for web sites to create a page that you can design innovative.



Wix.com Site logo  
Source: Internet

#### 4.5.2 WIKI ABOUT READINGS FOR ADULT LEARNERS.

The design of this web site "WIKI ABOUT READINGS FOR ADULT LEARNERS" was established by the owner of this new proposal, this page has several options for that the student can perform such activities readings skills. The link is: <http://gracec04.wix.com/wikisreadingprogram>



Final design of the "WIKIS ABOUT READING FOR ADULT" Web Site  
Author: Grace Carolina Del Pezo Gonzalez.  
Source: <http://gracec04.wix.com/wikisreadingprogram>

### 4.5.3 DESCRIPTION OF “WIKI ABOUT READINGS FOR ADULT LEARNERS” WEB SITE.

The description of this this website "WIKIS ABOUT READING FOR ADULT LEARNERS" design proposal has five options on the top of the page, these options can work in differents pages , the options are:, the options are:

- Table of Context
- Edit
- Links of the readings
- Readings videos
- List of students

### 4.5.4 TABLE OF CONTENT

This main option to this design because it allows to mentions each of the readings that students will work their activities.

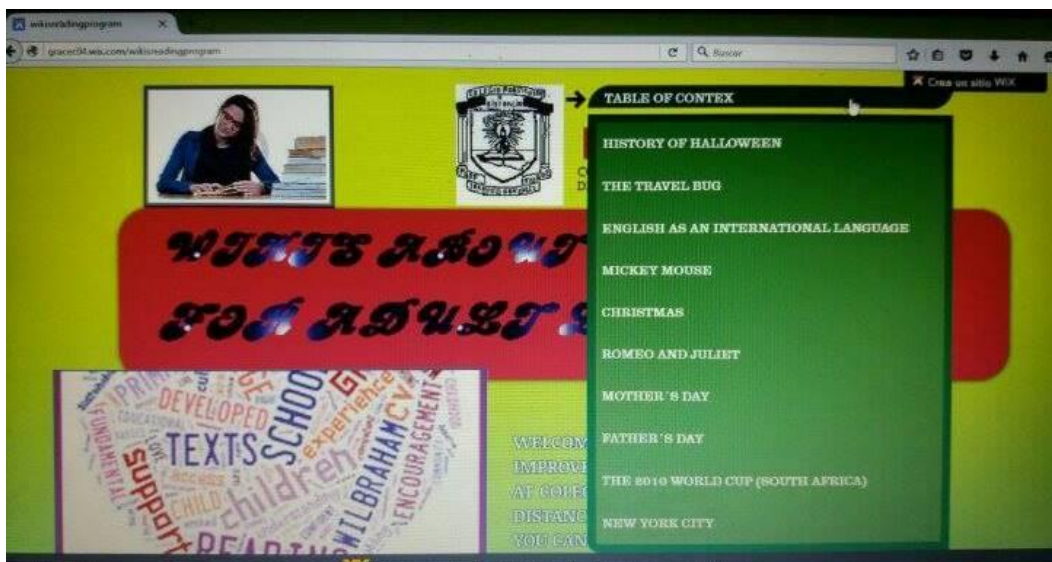
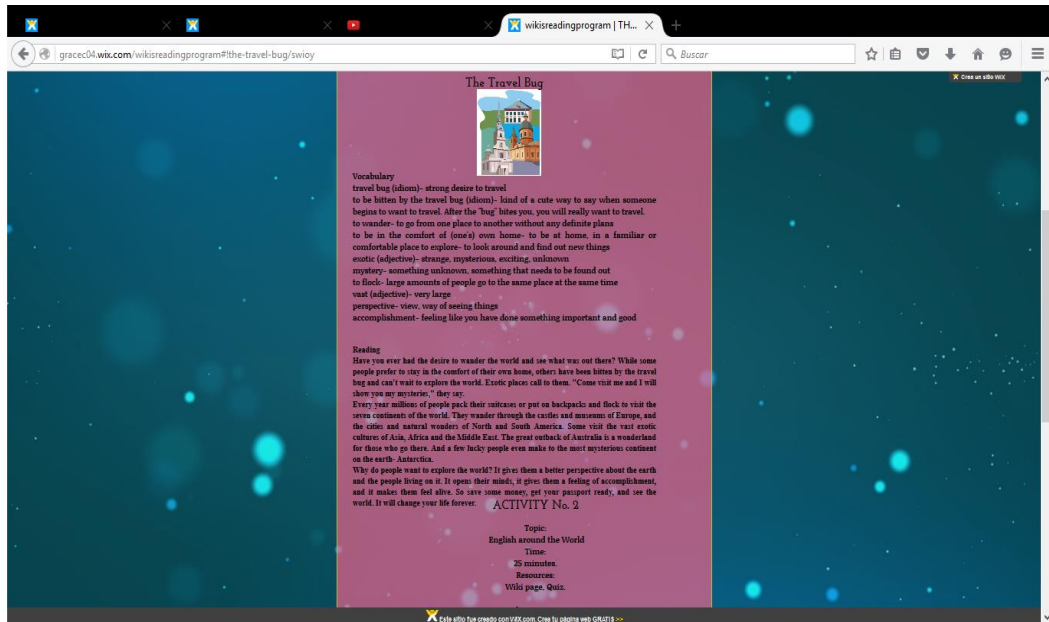


Table of context of the “WIKIS ABOUT READING FOR ADULT ” Web Site  
Author: Grace Carolina Del Pezo Gonzalez  
Source: <http://grace04.wix.com/wikisreadingprogram>



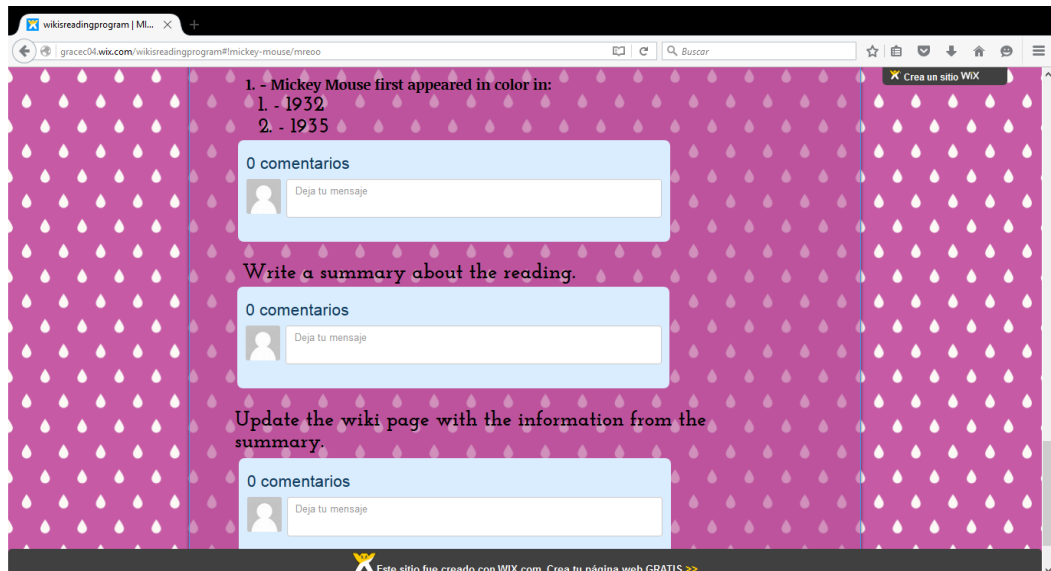
Readings of the “WIKIS ABOUT READING FOR ADULT ” Web Site

Author: Grace Carolina Del Pezo Gonzalez

Source: <http://gracec04.wix.com/wikisreadingprogram>

#### 4.5.5 EDIT

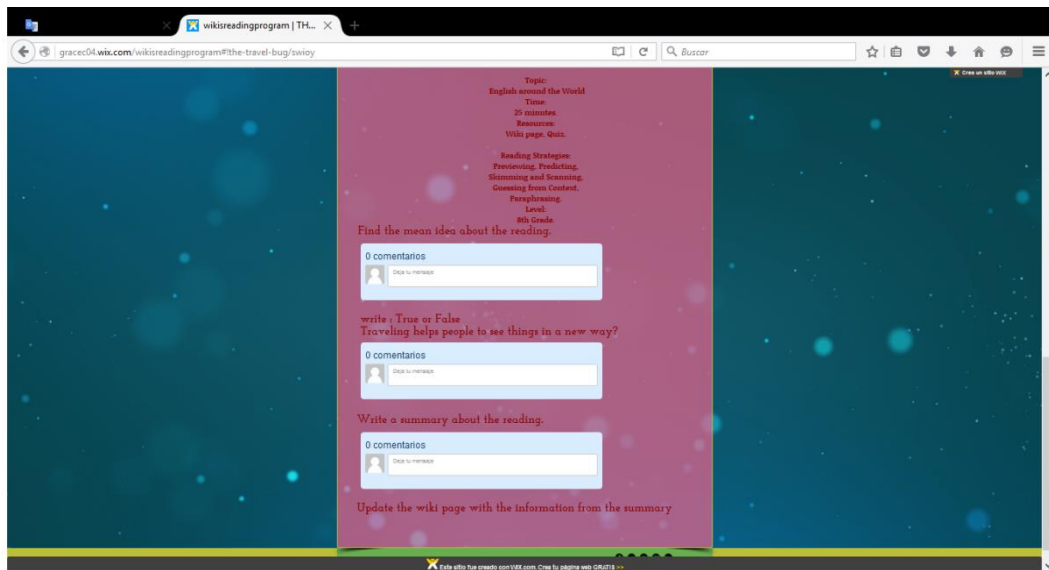
This option is part of each of the readings and works like this: the student can answer the question, or also can eliminate it and change your mind.



Edit of the “WIKIS ABOUT READING FOR ADULT ” Web Site

Author: Grace Carolina Del Pezo Gonzalez

Source: <http://gracec04.wix.com/wikisreadingprogram>



Edit of the “WIKIS ABOUT READING FOR ADULT ” Web Site

Author: Grace Carolina Del Pezo Gonzalez

Source: <http://gracec04.wix.com/wikisreadingprogram>

#### 4.5.6 LINKS OF THE READINGS

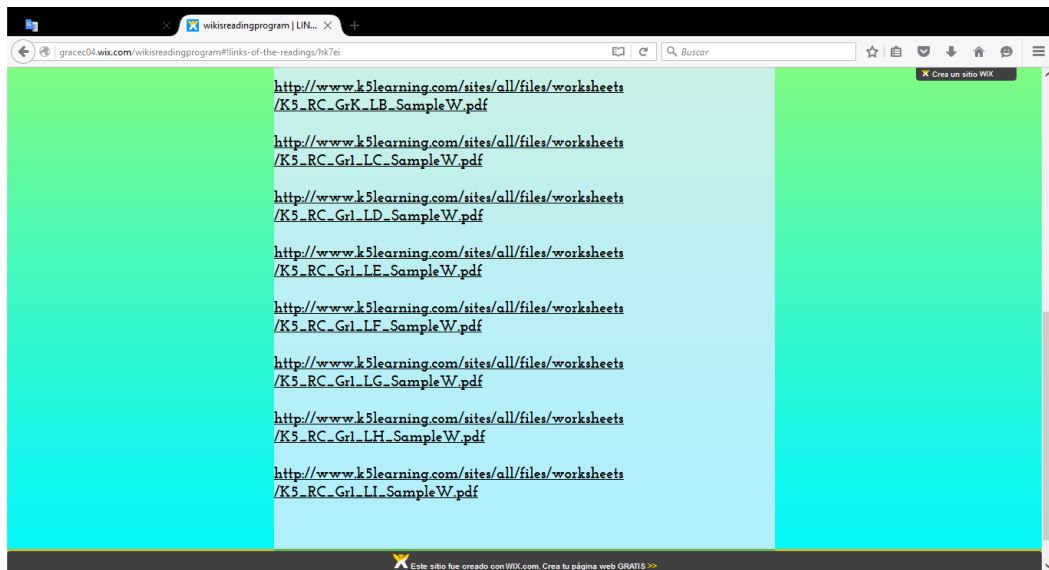
These links are different readings with activities to work in class or in house.



Links of the “WIKIS ABOUT READING FOR ADULT ” Web Site

Author: Grace Carolina Del Pezo Gonzalez

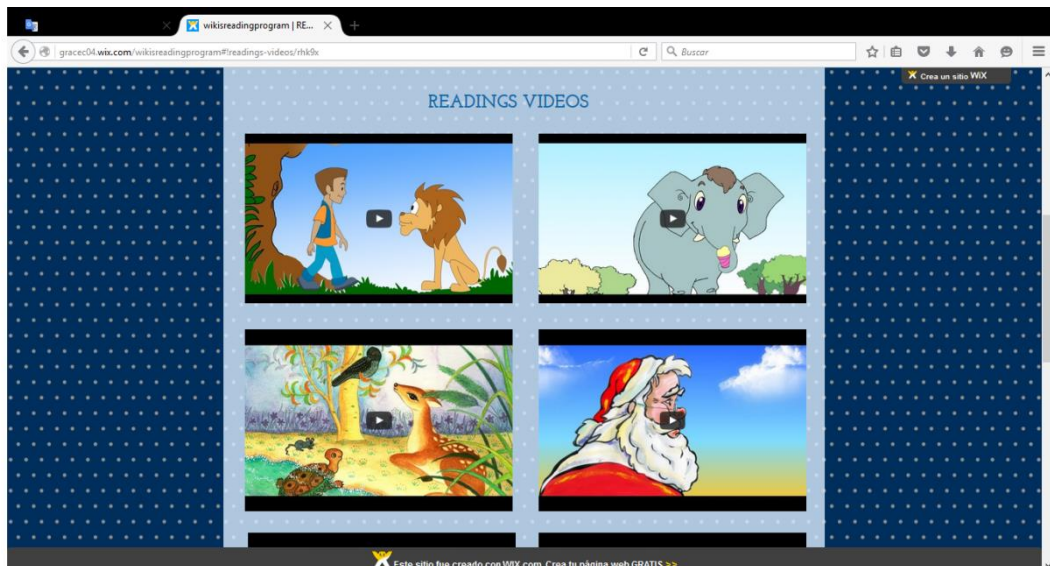
Source: <http://gracec04.wix.com/wikisreadingprogram>



**Links of the “WIKIS ABOUT READING FOR ADULT ” Web Site**  
**Author: Grace Carolina Del Pezo Gonzalez**  
**Source: <http://gracec04.wix.com/wikisreadingprogram>**

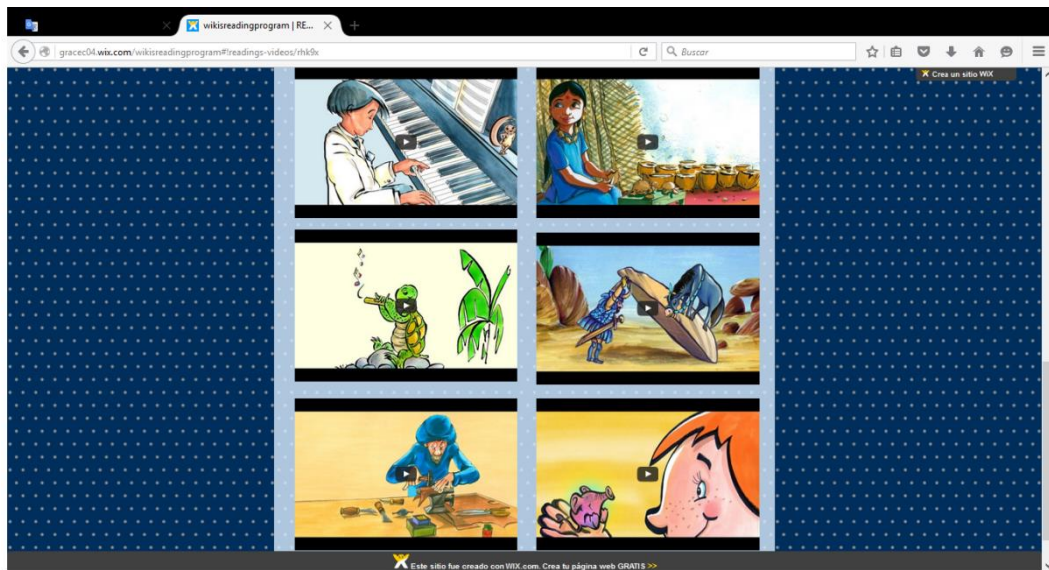
#### 4.5.7 READING VIDEOS

This option allows you to view readings by video for students to learn new vocabularies and improve their pronunciation.



**Videos of the “WIKIS ABOUT READING FOR ADULT ” Web Site**  
**Author: Grace Carolina Del Pezo Gonzalez**  
**Source: <http://gracec04.wix.com/wikisreadingprogram>**





Videos of the “WIKIS ABOUT READING FOR ADULT ” Web Site  
 Author: Grace Carolina Del Pezo Gonzalez  
 Source: <http://gracec04.wix.com/wikisreadingprogram>

#### 4.5.8 LIST OF STUDENTS

This option is the list of students who can highlight each of the students so they can work in each activity.



List of students of the “WIKIS ABOUT READING FOR ADULT ” Web Site  
 Author: Grace Carolina Del Pezo Gonzalez  
 Source: <http://gracec04.wix.com/wikisreadingprogram>

#### **4.5.9 IN THESE ACTIVITIES STUDENTS PRACTICE TO MEASURE LOW LEVEL AND MEDIUM LEVEL.**

##### **LOW LEVEL**

This low level means that not enough to effective learning

##### **MEDIUM LEVEL**

This means that average exceeds learning achieved.

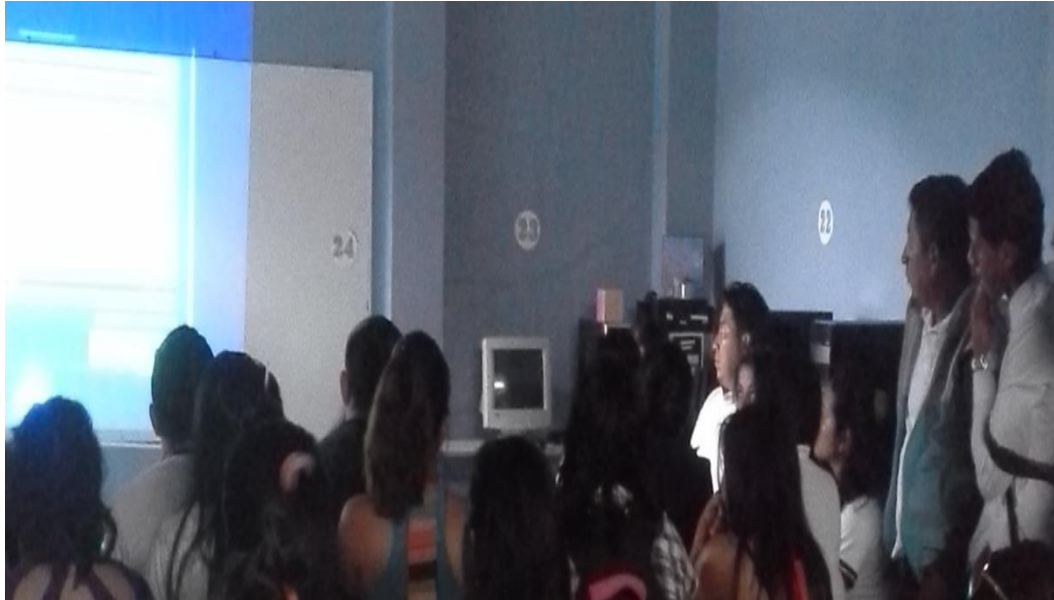
So that the website page was applied, **“WIKIS ABOUT READING FOR ADULT** in order to assess their level.To put into practice and see the level of students, they developed to read and answer the readings minutes, also heard video by writing summaries reading vocabularies.

Students listen to the teacher reading in English about a specific topic





Students read applying Reading strategies aloud.

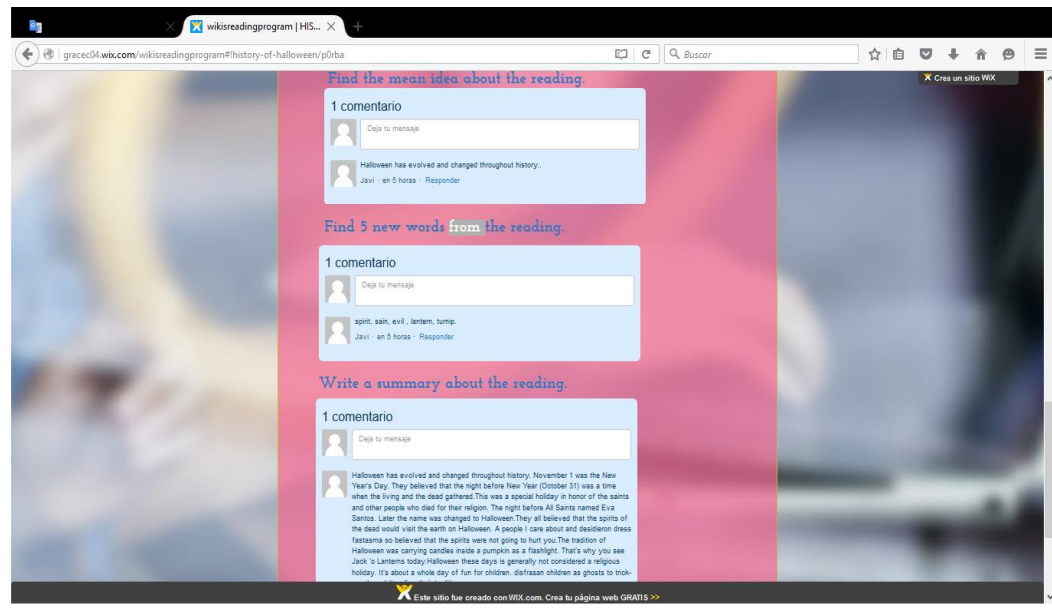


Student must find new vocabulary from the texts.



Students identify phrases they don't understand.

Write a summary about the Reading

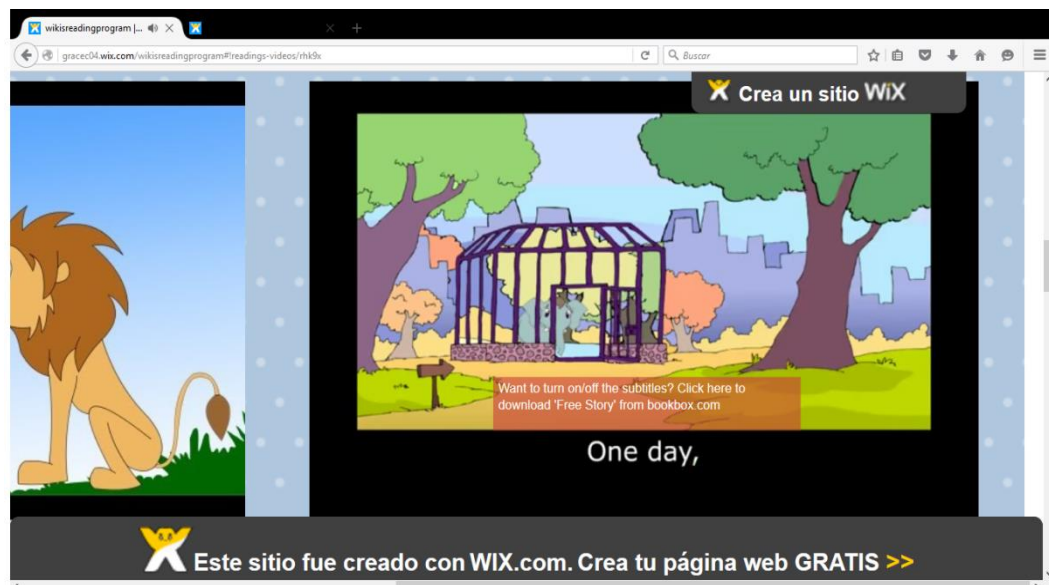


Practice in the “WIKIS ABOUT READING FOR ADULT ” Web Site

Author: Grace Carolina Del Pezo Gonzalez

Source: <http://gracec04.wix.com/wikisreadingprogram>

Recognize different vocabulary, reading and make a short summary seeing the video .



Practice in the “WIKIS ABOUT READING FOR ADULT ” Web Site

Author: Grace Carolina Del Pezo Gonzalez

Source: <http://gracec04.wix.com/wikisreadingprogram>

In the first evaluation, when the fifteen students completed the activities were presented with a low level because they could not identify vocabulary, making summaries and other activities this step because they frequented this website defined with time.



In the second evaluation, when the fifteen students completed the activities were presented with a medium level because they could identify vocabulary, making summaries and other activities so that was successful with this site because students were beginning to work more with wikis .



**4.5.10 TO KNOW THESE RESULTS ACQUIRE THIS RUBRIC.**

RUBRIC TO ASSESS WRITING SKILLS

A/1 LEVEL

<b>CATEGORY</b>	<b>2</b>	<b>1.5</b>	<b>1</b>	<b>0.5</b>
<b>Punctuation</b>	Capitalization, periods & question marks are used correctly.	1 - 3 mistakes made with capitlization, periods and/or question marks.	3+ mistakes made with capitalization, periods and/or question marks.	undefined
<b>Subject</b>	The subject matter was addressed appropriately.	Only part of the subject matter was addressed.	Writer did not address the subject matter directly.	
<b>Neatness</b>	Handwriting was legible and neat.	Difficult to read the handwriting.	Work is illegible.	
<b>Spelling</b>	No misspelled words	1-3 misspelled words.	4+ misspelled words	
<b>Organization</b>	Information is in logical sequence which reader can follow.	Information is presented randomly.	Information does not make sense to the rader.	

Source:[http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric\\_id=1927825&](http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=1927825&)

Adapted by :Grace Del Pezo González

#### 4.5.11 EVALUATION

In the evaluation several options were presented. These options are:

SECTION	ACTIVITIES	TOPIC
<b>Table of Context</b>	Test	Diagnostic Test (15 min.)
<b>Edit</b>	READINGS/VOCABULARY/ /QUESTIONS	<ul style="list-style-type: none"> <li>• History of halloween</li> <li>• English around the world</li> <li>• English as an international language</li> <li>• Mickey mouse</li> <li>• christmas</li> <li>• Romeo and juliet</li> </ul>
<b>Links of the Reading</b>	ACTIVITIES / READINGS	<ul style="list-style-type: none"> <li>• Animals emotions</li> <li>• The weather</li> <li>• Grandma’s Puppy</li> <li>• The Parade</li> </ul>
<b>Reading videos</b>	VIDEOS/SUMMARY	<ul style="list-style-type: none"> <li>• The little pianist</li> <li>• Santa’s Christmas</li> <li>• Tuttle’s Flute</li> <li>• The boo in the shoe</li> <li>• The first well</li> </ul>

Source: Taken from “WIKIS ABOUT READING FOR ADULT ” Web Site  
 Author: Grace Carolina Del Pezo González

#### 4.5.12 RESULTS

##### FIRST EVALUATION

Eighth grade students intervened in the design of the web site and the diagnostic test indicates the low level in the reading skill in them.

##### DIAGNOSTIC TEST RESULTS

N°	NAMES	EDIT	LINKS OF THE READINGS	READINGS VIDEOS
1	Alfonso Del Rosario Joseline Anahi	7	7,5	8
2	Aranea Villon Allison Naomi	6,5	5,1	7
3	Alcivar Perez Sandra Maria	8	6,5	5,5
4	Alejandro Clemente Luis Isidro	7	7	7,5
5	Altamirano Troya Genesis Roxana	7,5	7,2	6,5
6	Anchundia Figueroa Jessenia Elizabeth	6,5	6,3	7
7	Burbano Galvis Rodolfo Ernesto	8	7	7,2
8	Bernabe Perez Maria Fernanda	6	8	6,3
9	Borbor Malave Liz Yuraima	5,5	7,5	6,5
10	Balon Panimboza Jonathhan Saul	7,5	7,5	8
11	Burbano Palma Roldolfo Ernesto	8,5	8,5	7
12	Catuto Del Pezo Cristhy Lissett	8	6,5	7,5
13	Catuto Guale Genesis Dayana	7,5	7	6,5
14	Chavez Pareja Jose Ignacio	6,5	8,2	7
15	Chavez Pareja Jose Maria	4	7	6

Source: Taken from "WIKIS ABOUT READING FOR ADULT !! Web Site / Diagnostic Test  
Author: Luis Grace Carolina Del Pezo González



## SECOND EVALUATION

Eighth grade students once they have completed this diagnostic test through the website created by the author wikis, they have passed a level to arrive at a medium level.

### DIAGNOSTIC TEST RESULTS

Nº	NAMES	EDIT	LINKS OF THE READINGS	READINGS VIDEOS
1	Alfonso Del Rosario Joseline Anahi	8	9,5	10
2	Aranea Villon Allison Naomi	8	7,1	10
3	Alcivar Perez Sandra Maria	8	7,5	9
4	Alejandro Clemente Luis Isidro	8	10	8,5
5	Altamirano Troya Genesis Roxana	9,5	10	10
6	Anchundia Figueroa Jessenia Elizabeth	9,5	10	10
7	Burbano Galvis Rodolfo Ernesto	10	10	9
8	Bernabe Perez Maria Fernanda	7	8	10
9	Borbor Malave Liz Yuraima	9,5	8,5	10
10	Balon Panimboza Jonathhan Saul	7,5	9,5	9
11	Burbano Palma Roldolfo Ernesto	8,5	8,5	8,5
12	Catuto Del Pezo Cristhy Lissett	9	8,5	9
13	Catuto Guale Genesis Dayana	9,5	10	10
14	Chavez Pareja Jose Ignacio	7,5	10	8,5
15	Chavez Pareja Jose Maria	8	10	10

Source: Taken from "WIKIS ABOUT READING FOR ADULT "Web Site  
Author: Grace Carolina Del Pezo González

## GLOBAL SCORES PER ACTIVITY

### GLOBAL SCORES PER ACTIVITY

#### FIRST EVALUATION

ACTIVITIES	GRADE SCORE
<b>EDIT</b>	6,9
LINKS OF THE READINGS	7,1
READINGS VIDEOS	6,0
<b>TOTAL</b>	<b>6,9</b>

Source: Taken from "WIKIS ABOUT READING FOR ADULT LEARNERS" Web Site  
Author: Grace Carolina Del Pezo González

### GLOBAL SCORES PER ACTIVITY

#### SECOND EVALUATION

ACTIVITIES	GRADE SCORE
<b>EDIT</b>	8,5
LINKS OF THE READINGS	9,1
READINGS VIDEOS	9,4
<b>TOTAL</b>	<b>9,0</b>

Source: Taken from "WIKIS ABOUT READING FOR ADULT" Web Site  
Author: Grace Carolina Del Pezo González



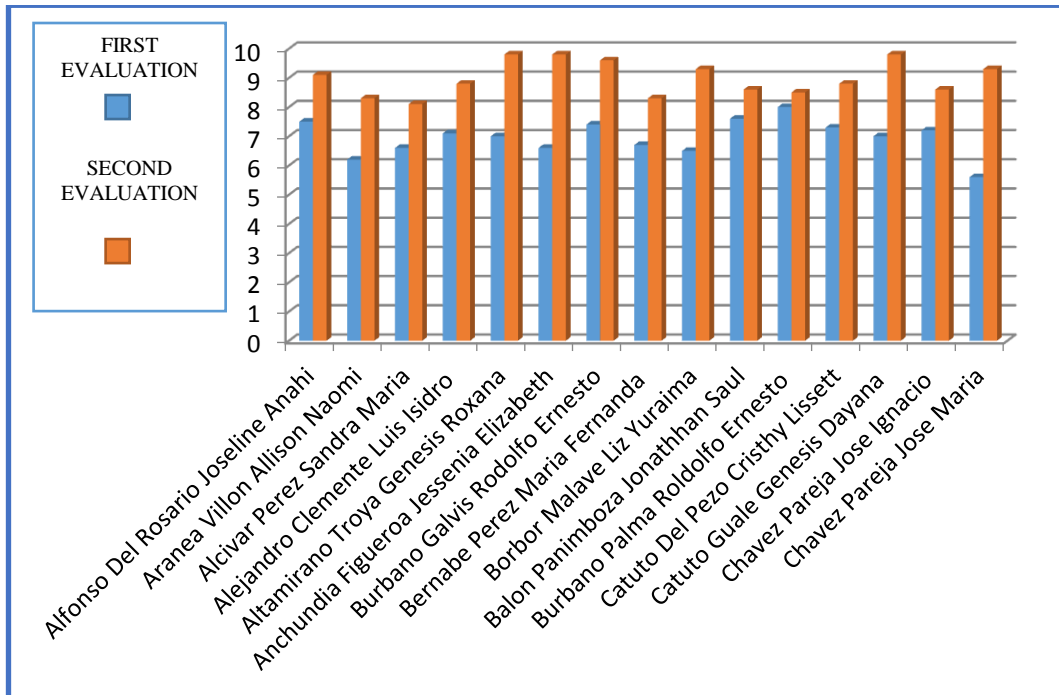
## EVALUATION RESULTS

### COMPARISON BETWEEN THE FIRST EVALUATION AND SECOND EVALUATION.

Nº	NAMES	FIRST EVALUATION	SECOND EVALUATION
1	Alfonso Del Rosario Joseline Anahi	7,5	9,1
2	Aranea Villon Allison Naomi	6,2	8,3
3	Alcivar Perez Sandra Maria	6,6	8,1
4	Alejandro Clemente Luis Isidro	7,1	8,8
5	Altamirano Troya Genesis Roxana	7,0	9,8
6	Anchundia Figueroa Jessenia Elizabeth	6,6	9,8
7	Burbano Galvis Rodolfo Ernesto	7,4	9,6
8	Bernabe Perez Maria Fernanda	6,7	8,3
9	Borbor Malave Liz Yuraima	6,5	9,3
10	Balon Panimboza Jonathhan Saul	7,6	8,6
11	Burbano Palma Roldolfo Ernesto	8,0	8,5
12	Catuto Del Pezo Cristhy Lissett	7,3	8,8
13	Catuto Guale Genesis Dayana	7,0	9,8
14	Chavez Pareja Jose Ignacio	7,2	8,6
15	Chavez Pareja Jose Maria	5,6	9,3
	TOTAL	6,9	<b>9,0</b>

Source: Taken from "WIKIS ABOUT READING FOR ADULT" Web Site  
Author: Grace Carolina Del Pezo González

## ANALYSIS OF THE STUDENTS' RESULTS



Author: Grace Carolina Del Pezo González

## STRATEGIES OF IMPROVEMENT

### Strategies of Improvement

BEFORE THE PROPOSAL	AFTER THE PROPOSAL
<ul style="list-style-type: none"> <li>• They did not use the technology in class.</li> <li>• Used book as traditional tool.</li> <li>• Low levels of reading skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Students innovate technology in class.</li> <li>• Classes are motivated by the use of technology</li> <li>• Improve the learning of reading skills with a medium level.</li> </ul>

Author: Grace Carolina Del Pezo González

## TEACHER'S GUIDELINES

This proposal is focused in the development of a technological tool to teach English language at Ernesto Gonzalez High school to help adult to acquire excellent reading skills according to National Curriculum which has three parameters:

<b>Linguistic Component</b>	<b>Sociolinguistic Component</b>	<b>Pragmatic Component</b>
<ul style="list-style-type: none"><li>• requires having a very basic repertoire of words and phrases related to their personal and educational background.</li></ul>	<ul style="list-style-type: none"><li>• requires use of basic expressions to impart and elicit factual information as well as socialize.</li></ul>	<ul style="list-style-type: none"><li>• requires link words or groups of words with very basic linear connectors like AND or OR.</li></ul>

Source: Ministerio de Educación y Cultura

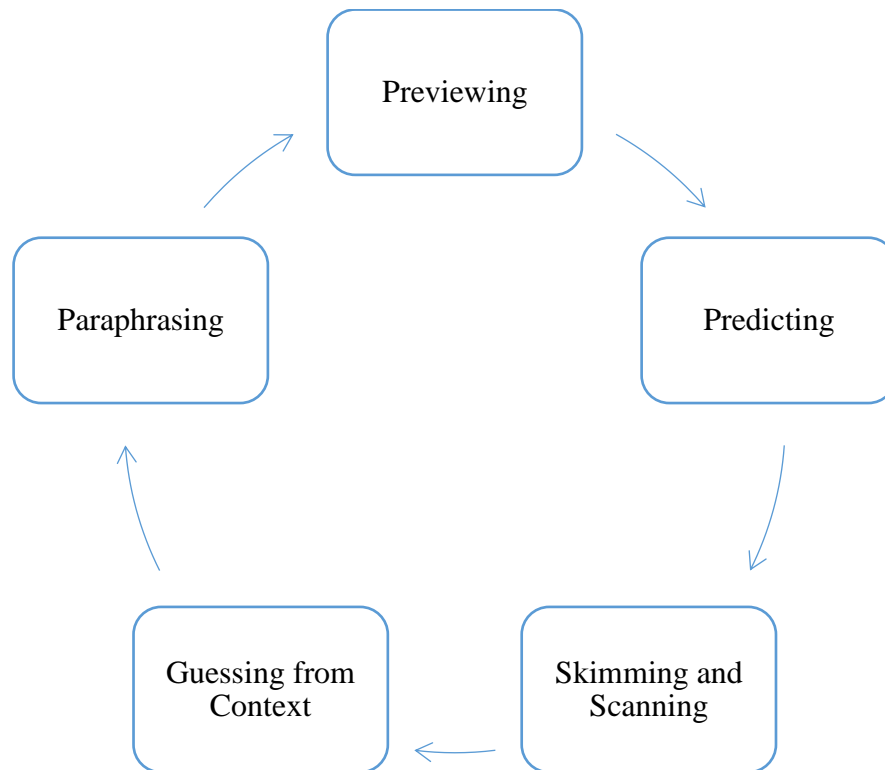
The design of wiki pages will have as main objective the achievement of indicators to improve students profile to dominate reading skills.

The students at the end of the year will be able to:

- ✓ Recognize cognitive words and loan words.
- ✓ Follow single-step written instructions.
- ✓ Understand adapted and authentic texts which are simple and short.
- ✓ Understand and identify short, simple informational texts, by making use of clues such as visuals, text shape and layout, and reading one phase at a time.
- ✓ Extract the gist and key information items from short, simple informational texts.

The objective of Wikis is to encourage the interest in students to read in English elaborated texts for eighth grade, and share with users on the web.

Teacher must explain to students about strategies to help them in the reading comprehension process during the class which are:



**Author:** Grace del Pezo González

After Reading class, students would use Wiki page, the teacher must apply the following activities to improve the reading skill in students.

## **4.6 Conclusions**

The research determined that students at Ernesto Gonzalez High School have many problems with reading skills such as: lack of interest in reading news or magazines in English, poor identification of new vocabulary, inability to find the meanings of new words, limited creation sentences using new words in English, limited effort of speaking English with classmates, lack of motivation during the class.

This study also estimated, that English teachers do not give the necessary motivation to encourage students to appreciate the importance of learning foreign languages to communicate their ideas and increase skills in their professional profile.

Through this study we can verify that students agree that a new way of learning English, such as Wikis would improve their reading skills, on the other hand, High Schools must motivate teachers to strengthen their knowledge in English language to increase the education level Colegio Particular Bachillerato A Distancia "Prof Ernesto Gonzalez Muñoz" .

#### **4.7 Recommendations**

It is necessary to have a monthly analysis about reading skills in students to evaluate the progress in reading according to indicators given by “Ministerio de Educación y Cultura” and identify the weaknesses to correct the teaching-learning process.

English teachers at Colegio Particular Bachillerato A Distancia "Prof Ernesto Gonzalez Muñoz" must improve their knowledge in English through programs developed to that the students are motivate by State Education Institutions as a help to strengthen Education in Ecuador in the language english.

It is recommended the use of wikis pages as a complement to the process of teaching of English language at Colegio Particular Bachillerato A Distancia "Prof Ernesto Gonzalez Muñoz" with the aim to improve English reading skills in students; in order to fulfill the indicators to reach the proficiency in English program developed by “Ministerio de Educación y Cultura.”

## CHAPTER V

### 5. Administrative frame

#### 5.1 Resources

CHART # 13Resources

<b>RESOURCES</b>	<p><b>INSTITUTIONAL:</b></p> <p>“COLEGIO PARTICULAR MIXTO BACHILLERATO A DISTANCIA “PROF. ERNESTO GONZÁLEZ MUÑOZ”</p> <p><b>HUMAN:</b></p> <p>1 Advisor, 1 Researcher, Principal, Teachers, Students.</p> <p><b>MATERIALS:</b></p> <p>Paper, Folders. Pens, Printer, Books, Internet.</p> <p><b>ECONOMIC:</b></p> <p>\$496.60</p>
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Author: Grace del Pezo González

## 5.2 Materials

MATERIALS				
	Equipment	Quantity	Price	Total
1	Paper	5 reams	\$ 3.00	\$ 15.00
2	Folder	4	\$ 0.50	\$ 2.00
3	Pen	12	\$ 0.30	\$ 3.60
4	Printer	1	\$ 400	\$ 400
5	Flash Memory	2	\$ 8.00	\$ 16.00
6	Internet	6 months	\$ 30	\$ 180
	<b>TOTAL</b>			\$ 496.60

Author: Grace del Pezo González

## 5.3 Equipment

EQUIPMENT				
	EQUIPMENT	QUANTITY	PRICE	TOTAL
1	computer	1	1.800	1.800
2	projector	1	1.000	1.000
3	speakers	2	40	40
4	Flash Memory	1	8	8
5	Camera	1	200	200
6	Printer	1	200	200
7	network	1	150	150
	<b>TOTAL</b>			3.438

Elaborated by: Grace del Pezo González



## 5.4 Timetable

2016

MONTH	September				October				November				December				January				February		
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3
<b>ACTIVITIES</b>																							
1. Topic Approval				X																			
2. Appointment of Tutor					X																		
3. Meeting with Tutor						X																	
4. Meeting with Students							X																
5. 1 tutoring job qualifications							X	X															
6. Development Chapter I and II								X															
7. Review and correction								X															
8. 2 tutoring job qualifications									X	X													
9. Sample identification										X													
10. Development and implementation of instruments											X												
11. Collection and analysis of results												X											
12. Determination of conclusion and recommendations													X										
13. Preparation of the proposal														X									
14. Drafting of the report															X								
15. Delivery of Draft report																X							
16. Dedication to academic peers																X							
17. Handover reports																	X						
18.3 Thesis tutoring																		X					
19. Final reporting																			X				
20. Delivery of the final report ( binds)																				X			
21. Delivery of report to the Secretary																					X	X	X
22. Pre-Thesis dissertation																					X	X	X
23.4 Thesis advisory																					X	X	X
24. Delivery of the final report (hard-cover)																					X	X	X
25. Preparation for final Dissertation																					X	X	X
26. Thesis final Dissertation																							X
27. Graduation Date																							

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# APPENDIX

## 5.6 APPENDIX

### APPENDIX N° 1.- Colegio "Prof. Ernesto González"



Colegio Particular Mixto Bachillerato A Distancia "Prof. Ernesto González Muñoz"

### APPENDIX N° 2.- Prof. Ernesto González Classrooms



Classrooms At Colegio "Prof. Ernesto González Muñoz".



**APPENDIX N° 3.- Lcdo. Alberto Ramírez Caiche**



Interview with the director of Colegio Particular “Prof. Ernesto Gonzalez Muñoz”

#### APPENDIX N° 4.- Students



Students filling the questionnaire

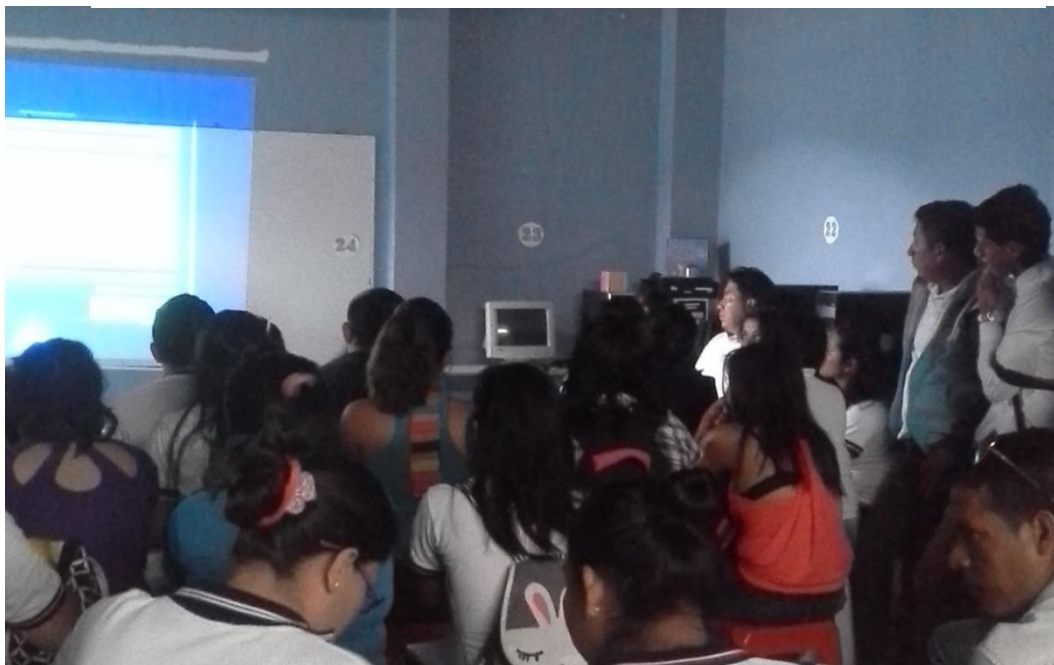
#### APPENDIX N° 5.- STUDENTS



students do a summary of the activity of wikis



**APPENDIX N°. 6 students**



Presenting the page design wikis

**APPENDIX N°. 7 STUDENTS USING TECNOLOGY.**



Making a test to measure their knowledge implementing wikis page.

**APPENDIX N°. 8 English Teacher**



Interview to determine teacher's opinion about the proposal

**APPENDIX N°. 9 English Teacher**



Interview the teacher about the observation of class teaching.



## APPENDIX N°. 10 Name of Students

N°	APELLIDOS Y NOMBRES
1	ALFONSO DEL ROSARIO JOSELINE ANAHI
2	ARANEA VILLON ALLISON NAOMI
3	ALCIVAR PEREZ SANDRA MARIA
4	ALEJANDRO CLEMENTE LUIS ISIDRO
5	ALTAMIRANO TROYA GENESIS ROXANA
6	ANCHUNDIA FIGUEROA JESSENIA ELIZABETH
7	BURBANO GALVIS RODOLFO ERNESTO
8	BERNABE PEREZ MARIA FERNANDA
9	BORBOR MALAVE LIZ YURAIMA
10	BALON PANIMBOZA JONATHHAN SAUL
11	BURBANO PALMA ROLDOLFO ERNESTO
12	CATUTO DEL PEZO CRISTHY LISSETT
13	CATUTO GUALE GENESIS DAYANA
14	CHAVEZ PAREJA JOSE IGNACIO
15	CHAVEZ PAREJA JOSE MARIA
16	CONFORME CEDEÑO ESTRELLA MARISOL
17	CRUZ CRUZ MARIA ISABEL
18	CRUZ PLUAS JOSE BYRON
19	CASTAÑEDA LOPEZ CINDY ESTEFANY
20	CASTAÑEDA LOPEZ VERONICA
21	CHELE CRUZ CARLOS FRANCISCO
22	CLAVIJO CONFORME ALBA ROCIO
23	CLAVIJO CONFORME YIME RICARDO

24	COLORADO FRANCO MARIA MAGDALENA	
25	CONDO DELGADO JULEIDY LILIBETH	
26	DE LA CRUZ TOMALA JOSE LUIS	
27	DEL HIERRO SANTILLAN CARLOS ROBERTO	
28	DOMINGUEZ DOMINGUEZ DIANA GISELLA	
29	DOMINGUEZ SORIANO JORDAN PATRICIO	
30	ERAZO MINA RUBI MARIA	
31	ESPINOZA MEJIA MAYRA JOHANNA	
32	FLOREANO LAINEZ DANNY LUIS	
33	GONZALE MALAVE ALVARO GUILLERMO	
34	GONZALEZ CULQUI LUIS JUNIOR	
35	GONZALEZ GONZABAY CAROLINA MAGDALENA	
36	GONZALEZ MONTENEGRO INGRID KATIUSKA	
37	GUALE NEIRA JENNY JULIA	
38	IBARRA GUEVARA WILLIAM	
39	LUCAS GOMEZ STEFANO GIAN PIERO	
40	MACIAS ALMEIDA PIEDAD CELESTE	
41	MACIAS PROAÑO PAOLA PATRICIA	
42	MERA MONTIEL MARIA PRISCILA	
43	MORA CALDERON SILVERIO LIZANDRO	
44	PERERO TOMALA JOHANNA ANGELICA	
45	PEREZ GONZALEZ LUCY YADIRA	
46	PANCHANA ORRALA ADRIAN ARMANDO	
47	PARRALES GUALE WILMER ANIBAL	
48	PEZO MERCHAN CINTYA GRACIELA	
49	PILLIGUA VELEZ GEOCONDA JANETH	
50	REYES REYES FATIMA CATALINA	
51	RODRIGUEZ BARZOLA JENIFFER SUSANA	
52	RODRIGUEZ REYES JESSICA ALEXANDRA	

53	ROSALES RAYO LIGIA ELENA	
54	RAMIREZ FLOREANO LUIS MARCOS	
55	REYES PUCHA GISELA MARIA	
56	RODRIGUEZ LINO CARLOS ALBERTO	
57	TENESACA SARMIENTO NANCY YOLANDA	
58	TIGRERO CHALEN BELLE BEATRIZ	
59	TORRES TOMALA FRANCA MARTINA	
60	YAGUAL MAGALLANES CAROLINA NICOLE	



## APPENDIX No 11

### AOBSERVATION GUIDE

Prepared for Teachers at Ernesto Gonzalez High School

Number #	Questions	Yes	No
1	Does the teacher speak in English slowly at all time, during class?	X	
2	Does the teacher answer students' questions, and clear all doubt about the subject?	X	
3	Does the teacher motivate to students to read in English language?		X
4	Does the teacher use strategies to teach students to read according their age?		X
5	Does the teacher use technological tools or software to teach English in the high school?		X

## APPENDIX 12: Survey applied to "EGM" students

**SURVEY APPLIED TO "EGM" STUDENTS  
FROM EIGHTH GRADE, ENGLISH SUBJECT  
ACADEMIC YEAR 2015-2016**

**Objective:** To analyze why students cannot improve English reading skills.

**INSTRUCTIONS:**

The student should mark with an X in the box of preference.

A – Strongly Agree  
D - Disagree

B – Agree  
E – Strongly Disagree

C – Neutral

PERSONAL INFORMATION			
Sex: M	<input type="checkbox"/>	Age:	<input type="checkbox"/>
Grade:		Trade School of:	

No.	Questions	A	B	C	D	E
1	Reading news, stories or magazines in English is not easy for eighth grade students.					
2	Recognize new vocabulary to understand English reading is very important.					
3	Students can easily find the meaning of new words when the instructor is teaching an English subject.					
4	Teacher's strategies help students to easily write sentences using new vocabulary words.					
5	Speak in English with classmates should be practiced after each class.					
6	The teacher should apply new reading strategies to improve Reading Comprehension in students.					
7	Ernesto Gonzalez High School should improve its English laboratory Infrastructure to teach-learn English as well as possible.					
8	Ernesto Gonzalez High School's English program should be instructed by well-prepared teachers					
9	Using a new technological tool to improve English at Ernesto Gonzalez High school could be beneficial for students.					
10	Students could acquire better reading skills by using reading programs presented on wiki pages.					

## APPENDIX 13

### INTERVIEW TO THE PRINCIPAL



**PENINSULA OF SANTA ELENA STATE UNIVERSITY  
FACULTY OF EDUCATION AND LANGUAGES  
ENGLISH TEACHING CAREER  
ACADEMIC YEAR 2015 - 2016**

Interview to  
**Principal of Ernesto Gonzalez High School**

#### **Questions**

- 1. - How much time have you been Principal at Ernesto González High School?**
- 2. - Do you consider students in Eight grade receive a good teach in English according to policy of “Ministerio de Educación y Cultura”?**
- 3. - What have been the main problems to solve to teach a competitive English in the School?**
- 4. - Does English teachers are well prepared to teach the subject in Ernesto González High School?**
- 5. - Do you consider important to propose new ways to teach English such as technological tools to improve skills in Students?**

**APPENDIX 14**  
**SCHOOL AUTHORIZATION**

La Libertad de 8 de Junio del 2015



**Colegio Particular a Distancia**  
**“PROF. ERNESTO GONZALEZ MUÑOZ”**  
Fundado el 19 de Julio de 1996. Con Resolución Ministerial N° 3592  
La Libertad cda. 6 De Enero – Telf. 2781025

**EL RECTO DEL COLEGIO PARTICULAR**  
**“PROF:ERNESTO GONZALEZ MUÑOZ”**

**AUTORIZA**

A la Srta. Grace Del Pezo González , portadora de la cédula de identidad N°240015901-4 egresada de la Carrera Licenciatura en Ingles ,se encuentra desarrollando el trabajo de Titulación previo a la obtención del Título de Licenciatura Idioma Ingles detallando su tema “WIKIS AS A TEACHING TOOL TO IMPROVE ENGLISH ACADEMIC READING SKILL ON ADULT OF EIGHTH GRADE AT COLEGIO PARTICULAR MIXTO BACHILLERATO A DISTANCIA “PROF. ERNESTO GONZÁLEZ MUÑOZ”, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2015 -2016.”

Es todo cuanto puedo certificar en honor de la verdad, la interesada puede hacer uso del documento cuando el caso lo amerite.



Atentamente

*Recibido*  
08/06/2015

**MSc. Alberto Ramírez Caiche**  
**RECTOR**

Lcdo. Alberto Ramírez Caiche MSc  
RECTOR



**APPENDIX 15**  
**SCHOOL CERTIFICATE**



La Libertad de 27 de Noviembre o del 2015

**Colegio Particular a Distancia**  
**“PROF. ERNESTO GONZALEZ MUÑOZ”**



Fundado el 19 de Julio de 1996. Con Resolución Ministerial N° 3592  
La Libertad cdla. 6 De Enero – Telf. 2781025

**EL RECTO DEL COLEGIO PARTICULAR**  
**“PROF. ERNESTO GONZALEZ MUÑOZ”**

**CERTIFICA**

Que la Srta. Grace Del Pezo González ,portadora de la cédula de identidad N°240015901-4 culminó con éxitos el trabajo de Tesis “WIKIS AS A TEACHING TOOL TO IMPROVE ENGLISH ACADEMIC READING SKILL ON ADULT OF EIGHTH GRADE AT COLEGIO PARTICULAR MIXTO BACHILLERATO A DISTANCIA “PROF. ERNESTO GONZÁLEZ MUÑOZ”, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2015 -2016.”

Es todo cuanto puedo certificar en honor de la verdad, la interesada puede hacer uso del documento cuando el caso lo amerite.

Atentamente

*Recibido*  
*27/11/2015*



**MSc. Alberto Ramírez Caiche**  
**RECTOR**

\_\_\_\_\_  
Ldo. Alberto Ramírez Caiche MSc  
RECTOR

**APPENDIX 16**  
**URKUND CERTIFICATE**

UNIVERSIDAD ESTATAL  
PENÍNSULA DE SANTA ELENA



La Libertad, 1 de Diciembre del 2015

**CERTIFICADO ANTIPLAGIO**

**001-TUTOR LACHG-2015**

En calidad de tutor del trabajo de titulación denominado **“WIKIS AS A TEACHING TOOL TO IMPROVE ENGLISH ACADEMIC READING SKILL ON ADULT OF EIGHTH GRADE AT COLEGIO PARTICULAR MIXTO BACHILLERATO A DISTANCIA “PROF. ERNESTO GONZÁLEZ MUÑOZ”, LA LIBERTAD, PROVINCE OF SANTA ELENA SCHOOL YEAR 2015 -2016.”**, elaborado por el estudiante **Grace Carolina Del Pezo González**, egresada de la Carrera de **Licenciatura en Inglés**, de la Facultad de **Ciencias de la Educación e Idiomas, Escuela de Idiomas** de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de **Licenciada en Inglés**, me permito declarar que una vez analizado en el sistema antiplagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con **6%** de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

Ab. Chávez Gonzabay Leo A. MsC.

C.I.: 0906716766

DOCENTE TUTOR

# UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA



**URKUND**

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Alternative sources	
1	<a href="http://www.usb.org/journal/Jan_07/articles07.htm">http://www.usb.org/journal/Jan_07/articles07.htm</a>
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Bristow 2005, Connel 2005, Edington et al. 2005, Godwin 2003, Lamb 2004, O'Neill 2005, Schwartz et al. 2004.

The wikis in a teaching environment could include:

- Fast and easy creation of simple websites for any purpose
- Easy course administration, scheduling, etc.
- Use of online and easy to update course syllabi
- Facilitating collaborative contribution to documents and group authoring
- Tracking a group project on "per contributor" basis
- Project development with on-site peer review
- Discussion boards
- User support and documentation
- Virtual group study rooms
- Data collection
- Student feedback and self-assessment
- Review classes, resources and teachers
- Collaborative lecture notes

Due to these capabilities of wikis it is an intermediary between the reality and us. For this reason, we think that it is important to research how the uses of the wikis include in the development of skills; therefore, this work is oriented to know the educative reality related to the use and application of these networks. This research work is justified, if it is considered that egyptian grade students of basic education at Colegio Particular MuroBachillero A Distancia "prof. Ernesto Gonzalez Muñoz" La Libertad, Province of Santa Elena, there is a very complex problematic situation related with the existence of the wikis. Finally, the researching proposed is justified because there are economic factors and material resources needed for its execution; it also facilitates the access to the knowled to obtain the necessary empirical information needed for the successful completion of this graduation thesis.

**1.4 OBJECTIVES OF THE RESEARCH**

1.4.1 GENERAL OBJECTIVE 1) To improve English reading language throughout wikis on adult learners of fourth grade.

1.4.2 SPECIFIC OBJECTIVES 1) To motivate students and awaken the

**URKUND**

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2	<a href="#">IMPACT OF TECHNOLOGY ON ...</a>
Alternative sources	
Sources not used	

CHAPTER II.2. REFERENCIAL FRAME The referencial frame permits us to know about previous investigations that others authors make as contribution to our study, besides determining the subjects about the theme.

2.1 PREVIOUS RESEARCH There are two books about reading skill to improve English language for high school students, what's why that permit doing this investigating work in the instruction indicated. However, Nuñez M. (2012), did a study on which she explain about the use of TICs in Ecuador. She concluded that the digital Breach in the country is decreasing according to the participation of teachers in that subject, as well as of the technological implementation in high schools.

Avilés M. (2014), explain that students of eighth grade have difficulties in development of English oral expression, due the lack of exercising in linguistic ability to learn a foreign language.

Guerrero M. (2014), says that the communicative understanding's acquisition is inadequate in the students, because he does not achieve to express, interpreting the reading and the main ideas.

Colásquez C. (2014), expresses that students found English subject boring, because there were not and interactive way to teach.

2.2 PEDAGOGICAL BASIS Pedagogical basis is the science that analyze Education and teaching. Its target is to provide a plan to evaluate and evaluate learning process according to new strategies bases in skills understanding, with the aim that every person would be able to get an education and develop in society. Constructivism has significant implications from educational - objectives reformulation, which are centered in an education by competences, to the knowledge construction focused in increase the students' abilities.

2.3 SOCIOLOGICAL BASIS The sociological basis in this study try about the man living in his social environment, this is, in the center of society, his culture, his country, his city, social rank, etc. However, the sociologists' ambit can include from big and vast sets, all reduced units of observation. Sociology does not study the society as a sum of individuals, but it goes from the available knowledge of the social individuals, analyze the research methods and construct



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CHAPTER 4. PROPOSAL 4.1 INFORMATIONAL DATA

Title Proposal: "Skills as a Teaching Tool to Improve English Academic Reading Skill On Adult of Eighth GRADE at Colegio Particular Inma Bachikomas a Distancia "Prof. Ernesto González Muñoz", La Libertad, Province of Santa Elena School Year 2015-2016"

Developing Institution: Colegio Particular Inma Bachikomas a Distancia "Prof. Ernesto González Muñoz"

Beneficiaries: Students of Eighth Grade.

Location: Province of Santa Elena, La Libertad Decumbium.

Responsible Team: Author: Grace del Pezo González Advisor: Ab. Len Chávez Elizalde Faculty: Grace del Pezo González 4.2 PROPOSAL BACKGROUND English is considered an important language in order to communicate and in order to professional development advance. Commercial activities worldwide are registered in English, this is why students need to learn and develop skills in this language. It was necessary to examine concepts, theories, books, digital documents associated to strategies to improve English language in eighth grade students, that according to "Instituto de Educación y Cultura" Language Skills Reading: Eighth grade students at "San José González Muñoz" school, needs understand and identify very simple informational texts (e.g. labels, messages, postcards, catalogs, etc.) by making use of clues such as visuals, text shape and layout. Extract the gist and key information from very simple informational text. Listening: Eighth grade students are required to understand

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