



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA**  
**FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS**  
**CARRERA DE LICENCIATURA EN INGLÉS**

**TEMA:**

**“INTERACTIVE CD TO REINFORCE ENGLISH READING SKILL IN STUDENTS OF FIRST YEAR BACHILLERATO AT UNIDAD EDUCATIVA “LA LIBERTAD”, LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2014-2015”**

**TRABAJO DE TITULACIÓN**

**Previo a la Obtención del Título de:**

**LICENCIADO EN INGLÉS.**

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**LA LIBERTAD – ECUADOR**

**MARZO 2016**



**PENINSULA OF SANTA ELENA  
STATE UNIVERSITY**

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

**“INTERACTIVE CD TO REINFORCE ENGLISH READING  
SKILL IN STUDENTS OF FIRST YEAR BACHILLERATO  
AT UNIDAD EDUCATIVA “LA LIBERTAD”, LA LIBERTAD,  
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**RESEARCH PAPER**

As a prerequisite to obtain a:

**BACHELOR´S DEGREE IN ENGLISH**

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2016

**La Libertad, March 8<sup>th</sup> 2016**

**ADVISOR'S APPROVAL**

In my role as Adviser of the research paper under the title **“INTERACTIVE CD TO REINFORCE ENGLISH READING SKILL IN STUDENTS OF FIRST YEAR BACHILLERATO AT UNIDAD EDUCATIVA “LA LIBERTAD”, LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2014-2015”** prepared by CARLOS EFRAIN REYES SUÁREZ undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

**Sincerely**

---

ING. XAVIER ANTONIO ALMEIDA BRIONES, MSc.

**La Libertad, March 8<sup>th</sup> 2016**

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## **DEDICATION**

I dedicate this thesis to God who blesses me every day with health, patient, and love and gave me knowledge to understand many things that are new for me.

To my wife Monica and my son Carlitos Rafael who were my motivation and inspiration during this time to finish this task.

To my beautiful and lovely mother who gave me life and the necessary support every day of my life, without her none of this would be possible.

To my UPSE professors who gave me their knowledge and experiences during my study time, thanks for being patience and for trust in me.

**Carlos**

## **ACKNOWLEDGMENT**

Initially I would like to thank God, who blesses me during all this process, I would also like to thank to Ing. Xavier Almeida Briones, MSc for his professional guidance during the development of this work and for always expect the best effort of me, to MSc. Elsa Arrieta for her help and leadership during most of my permanence at the university as Director of my career, to UPSE for permit to study inside his walls during these 5 years and to all my professors for their dedication and patience.

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

**Carlos**



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# **PENINSULA OF SANTA ELENA STATE UNIVERSITY**

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

**“INTERACTIVE CD TO REINFORCE ENGLISH READING SKILL IN STUDENTS OF FIRST YEAR BACHILLERATO AT UNIDAD EDUCATIVA “LA LIBERTAD”, LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2014-2015”.**

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**Advisor: Ing. Xavier Antonio Almeida Briones, MSc.**

## **ABSTRACT**

This research project elaborated and implemented an Interactive Reading CD with the objective to improve English reading skill in students of first year of Bachillerato at Unidad Educativa La Libertad, its design was supported by the use and application of the ICT in Education. For the development of the research was necessary to apply surveys and interviews to the principal of the institution and a specialist in technology. Also a diagnostic test was taken in order to measure the level of reading in students, throughout the implementation of the proposal students developed some reading activities and practiced their comprehension, the proposal also has the option to listen audio scripts of the readings. Results showed that students improved their reading skill such as comprehension, pronunciation, fluency, punctuation and vocabulary afterward the implementation of the Interactive Reading CD, in consequence this project is recommended for the Unidad Educativa La Libertad as a tool to improve the teaching-learning process in response to the demands of new generations.

**KEYWORDS:** Interactive CD, Reading skills, technology, Education.

## INTRODUCTION

Scientific and technological developments affect directly in people's life and in society consequently this research have compiled information for the development of a English reading CD to show its influence on the teaching-learning reading process in students and give an approach to this important activity, the use of this CD is focused on strategies for interactive learning of students from Bachillerato at Unidad Educativa "La Libertad".

Reading is a significant skill at the moment to acquire a second language although all abilities are important, reading generally emphasizes several advantages contributing with other skills such as speaking, listening and writing; reading also provide students a large amount of words, develop oral and writing production simultaneously improves listening comprehension.

This research is structured by five chapters and each one covers diverse aspects of this work. Chapter One describes the statement of the problem, contextualization, critical analysis, formulation of the problem, guideline questions, limitation, research project, significance and objectives of the research (general and specifics).

Chapter two is about literature review, it contains previous researches, philosophical basis, fundamental categories, legal basis, hypothesis and variables of the study.

Chapter three is based on the methodology; it is about the research approach, level or type of the research, population and sample, techniques and instruments, analysis and interpretation of the results and finally conclusions and recommendations.

Chapter four is about the proposal; it contains informative data, proposal background, significance, objectives (general and specifics), design and development of the proposal, charts, tables and graphs, and interpretations of the results of surveys.

Finally chapter five shows the administrative framework, it contains the resources (institutional, human, materials, economic)

## **CHAPTER I**

### **THE PROBLEM**

#### **1.1. Title**

**“INTERACTIVE CD TO REINFORCE ENGLISH READING SKILL IN STUDENTS OF FIRST YEAR BACHILLERATO AT UNIDAD EDUCATIVA “LA LIBERTAD”, LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2014-2015”.**

#### **1.2. Statement of the problem**

##### **1.2.1. Context**

The learning of English has become a necessity around the world as a result of the process of globalization, most countries include English in their study programs in order to become a competitive country. English has four principal skills (speaking, listening, writing, and reading), reading is considered one of the most important skills necessary for a happy, productive and successful life.

The use of technology in the educational area has changed the methodology of teaching English, the traditional way has kept in the past, and technology offers teachers a large variety of tools for different subjects including software of reading in English.

The Ecuadorian government has decided to offer a quality and warm education and has spent a big amount of resources in public education in order to have the best learning conditions, for this reason a government program called “Advance” is providing free English books to high school students, during the last two years these texts have been printed by Pearson Education Limited.

The education system is focused on the improvement of the English level in students, they must take five hours of English classes per week, but there are not enough reading activities according to the numbers of given classes. That is a drawback to develop reading skills, because students get bored when they read books and in some cases they do not want to read because they do not understand what they are reading, also students find readings boring because they do not get engaged with the topics that they find in the books, in other words they do not get meaningful learning.

In Santa Elena, public high schools have been following the educational stream reflected in the national English curriculum (National Guideline), each book is made up to obtain a specific level for instance students of first year of Bachillerato have to reach level A2 at the end of the school year according to the national curriculum specifications and the Common European Framework of Reference for Languages. (Precisiones para la enseñanza y aprendizaje, Ministerio de Educación del Ecuador 2014).

Unidad Educativa “La Libertad” is located at La Libertad canton and it was founded on April 11<sup>th</sup>, 1986 since that time until now it has been offering a quality education in the entire province, English is including in the curriculum with a study program according to the recommendations of the national curriculum.

The same low level of performance of the reading skill, has been detected in students at “La Libertad” high school, because teachers in this institution do not apply enough English strategies as it should be.

This Interactive CD is designed to develop English reading skills in students of first year of Bachillerato, using technology with interactive reading activities to engage students since this is the way the students prefer to learn, increasing their vocabulary, adding topics according to their ages and interests, this CD also has reading audios in order to improve listening and pronunciation.



### **1.2.2. Critical Analysis**

In this world where English learning is important in all fields, it is a necessity to update the education methods with the use of new technology (ICT), according to English books that the public schools are teaching, there is a necessity in reading skill since there are not enough reading materials for students to work in class.

Teachers are conscious that reading is one of the most important skills, students practice most of the time listening, speaking and writing because English book bring several activities to develop these skills, on the other hand when students read many mistakes arise because they do not have enough reading activities in their books.

Most of the educators teach reading with the same methodology and strategies in every class, and most of the oldest teachers think that is the correct way, and they resist to use modern technology in order to engage students with the readings during the class, as we know students practice English five hours per week and there is only a reading exercise in each unit and it is a necessity to reinforce the reading skill with more exercises.

This interactive CD will improve the reading skill in students of first year Bachillerato at Unidad Educativa “La Libertad”, using an interactive way besides the traditional one, for these reasons it is important to increase the numbers of readings and activities using technology in order to make students practice and get engaged with the texts.

### **1.2.3. Problem formulation**

Will the interactive English reading CD improve reading skill in students of first year Bachillerato at Unidad Educativa La Libertad?

#### 1.2.4. Guideline questions

1. What is an interactive CD?
2. What is the influence of an interactive CD in the Reading skill in students of first year of Bachillerato at Unidad Educativa “La Libertad”.
3. What is Reading skill?
4. Is it necessary to implement an interactive CD to reinforce the Reading skill in students of first year of Bachillerato at Unidad Educativa “La Libertad”?

#### 1.2.5. Problem Limitation

- **FIELD:** Reading
- **AREA:** English.
- **ASPECT:** Interactive CD
- **TITLE:** “INTERACTIVE CD TO REINFORCE ENGLISH READING SKILL IN STUDENTS OF FIRST YEAR BACHILLERATO AT UNIDAD EDUCATIVA “LA LIBERTAD”, LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2014-2015”.
- **PROBLEM:** The implementation of an interactive CD will reinforce the Reading skill in students of first year of Bachillerato at Unidad Educativa “La Libertad”?
- **TIME LIMITATION:** The research will be held during the academic year 2014-2015.
- **POPULATION LIMITATION:** First year students of Bachillerato from Unidad Educativa “La Libertad”

- **SPACE LIMITATION:** Unidad Educativa “La Libertad”
- **CONTEXT LIMITATION:** This research will be focused on the influence of the Interactive Reading CD as a technological resource to reinforce the reading skill of the First year students of Bachillerato from Unidad Educativa “La Libertad”.

### 1.3. Significance

There are some reasons why this research paper is important in the field of education and innovation. In Ecuador there has not been any deep study related to reinforce reading skill, leaving a door open for researchers in the linguistic field.

The significance and contribution of this research paper will be based on today’s technology to Education; it might even cause a sociological impact on the way traditional teaching is taught. First year students from Unidad Educativa “La Libertad” will benefit immediately in a holistic way, but with emphasis on improving their reading skill. From a social point of view the interactive reading CD will try to reinforce the reading skill in student’s environment which is ruled by technology.

This research will allow teachers and students to improve their reading skill determining what are the problems of the English teaching process, this validates what this work is proposed to do.

Finally, this research is feasible since there are not similar studies in this province about it, there is not enough reading material in the English government books, and this research will be the first to begin with similar jobs also it has the support of the Institutional Education where it is going to be implemented.

## **1.4. Objectives**

### **1.4.1 General Objective of the research**

To analyze the importance of the interactive reading CD in order to reinforce English reading skills in students of first year Bachillerato at Unidad Educativa “La Libertad”, La Libertad, Province of Santa Elena.

### **1.4.2. Specific Objectives of the research**

1. To identify the strategies used during the reading process at first year of Bachillerato at Unidad Educativa “La Libertad”
2. To determine the best strategies and methodologies to reinforce reading skill.
3. To design, implement and evaluate the reading CD that reinforce the reading skill students at first year of Bachillerato at Unidad Educativa “La Libertad”.

## CHAPTER II

### LITERATURE REVIEW

#### 2.1. Previous Research

English as a foreign language has four main skills: speaking, reading, writing, and listening. Reading is one of the most important skill and technology has made an important progress in the way reading is learned. Teachers can use technology to adapt the learning process since English is a foreign language and most of the students get bored when they practice a reading activity, nowadays teenagers prefer to read multimedia information because it is an interactive way that offer different options.

According to E.F.A. (Education For All) Global Monitoring Report (2013) from UNESCO “Education offers the poor a route to a better life if all learners in low income countries finished school with basic reading skills, nearly 171 million people could be lifted out of poverty”. The access to knowledge is Reading, through it millions of people in the whole world could left their inadequate form of life. If people could get a minimum level of reading they will acquire different kinds of knowledge like cultural, social, and scientific.

Crystal, D. (2012) states that “English is now the language most widely taught as a foreign language - in over 100 countries, such as China, Russia, Germany, Spain, Egypt and Brazil - and in most of these countries it is emerging as the chief foreign language to be encountered in schools, often displacing another language in the process”. Through the time English language has become universally used since its importance in different aspects like tourisms, business, Education and technology.

Amar, V. (2004) states that “ICT improve students motivation by allowing construct their own knowledge and transforming it into meaningful learning, training of students and independent students who see in the instruction not an obligation, but rather, an interesting section to which they can be approach with a flexible and innovative provision”. Students have a strong attraction to technological resources and most of these tools can be used as a class complement, examples of these resources are computers, tablets, CD’s and smartphones.

According to Fasting R. and Lyster S. (2005) “The use of technology to develop reading abilities show that assisted readings for technological resources have the potential to help and support the basic abilities in reading because students have more options to choose readings and their interest for reading increase”. Technological resources can be implemented in order to develop basic reading skills, they allow students to learn how to read at their own rhythm.

Stockwell, R. and Bowen D. (1997) mention that “The phonics system had been used successfully in the USA and Europe for many years to teach children how to read. It supplies the students with tools to expand their vocabulary.” Some reading programs provide tools that help to reinforce reading skill because they have audio scripts of the readings where students can follow the reading with the listening tasks. Vocabulary is an important skill that is included in readings, it helps students to reinforce their vocabulary.

Aguilar, S. (2013) expresses that “The multimedia involves two components: hardware (the support, the tangible, the mechanic) and content (message, in this case refers to the material or educational content).” (Translated by the author). The multimedia is a tool that contains different kind of animated and funny contents through the combination of various elements. This instrument is in constant growing as students can manipulate in an easy and interactive way: videos, texts, images that motivate them to continue in the process of learning.

Gudiño, C., & Herrera, P. (2013) agree that “Speaking and thinking on an interactive CD as one magnetic medium that replaces or complements a more interesting and creative gaming form, as it attracts the children’s attention, helps to relate to the technological environment.” (Translated by the author). The use of multimedia tools develop an adequate learning environment where students can develop the intellectual, visual and audio part of their bodies through the use of technological tools.

Carrillo, B. (2009) mentions that “Information and communication technology are a group of services, networks, devices that aim to improve the quality people’s life in an environment, which are integrated into a system of interconnected and complementary information.” (Translated by the author). ICT’s have become an important technological tool that contribute to the education system since students learn through experience and practice in a funny environment consolidating and improving their skills.

Sánchez, O. (2014) states that “ICT’s produce changes in the way of teaching and learning as both teachers and students reconsider their actions and modify them according to the current guidelines of education of this new knowledge society.” (Translated by the author). The ICT’s are tools that offer an education of quality using interactive methods and strategies of learning that stimulate the students sense with music, videos, and interactive information changing the way of teaching and learning.

According to McMillan online dictionary the term Interactive means: An interactive computer program, video, etc. that reacts to the information and instructions that you give it.

## **2.2. Philosophical Basis**

According to Collier E. (1969) “Educational technology in the broadest sense that encompasses the application of systems, techniques and materials to enhance the learning process.” This author express that it is necessary to incorporate inside the

learning process the use of technology in order to engage students to apply all kind of multimedia materials. Teachers should include in their classes the use of interactive programs to innovate the learning.

According González, S. (2012) Aristotle's Theory of Knowledge says: "In the absence of all sensation is impossible to know or understand anything." The Aristotelian theory of knowledge expresses the importance of the interchange between humans and the environment through the contact with the reality and this generates real experiences that happened to the expansion and enrichment of intellectual abilities of the individual.

Technologies of Information and Communication represent tools that offers science as a tool for educational training through interactivity. The competitive edge in learners must engage and get used to new innovations presented to society, actions that will allow them to make feasible the pedagogical actions during the assimilation of knowledge and thus allow the guide to instruct the learner reasonable.

According to Booth D, (2007) "Reading is a complex and integrative process, and a technique that works effectively in a particular context". The act of read involve to others skills like writing and speaking, it is necessary that students learn how to read correctly in order to improve not only reading otherwise the rest of skills.

According to Carrell P., Devine J., and Eskey D. (1991) "Reading is thus viewed as a kind of dialogue between the reader and the text". These authors mention that readers should interact with readings in order that the reader understand what the writer want to express in the text.



## **2.3. Fundamental Categories**

### **2.3.1. Education**

Education is the action or set of actions to develop their intellectual abilities in one or more areas of knowledge, it involves imparting or transmitting knowledge.

### **2.3.2. Multimedia**

Multimedia is any text combination, art, sound, graphics, videos and animations, projected through a computer or other electronic resources. Multimedia is one of the areas that has progressed more in the educational sphere, taking an innovative combination with software and hardware computer.

### **2.3.3. Software**

Software is a program that serve for the computer operation, each software has its specific assignment, and the software is the logic part of the computer.

### **2.3.4. Educational Software**

Educational software is a technological resource that aims to; support the work of teachers in the teaching-learning process. Contains educational content that generate an interactive environment between the computer and the user, different from other types of software.

### **2.3.5. Information and Communication Technology (ICT)**

It is known as ICT to those computational and informatics tools that store, process, synthesize, recover and present information, it is represented in the most varied form. It is a set of tools, media and channels to shape, storage and broadcasting computational content.

### **2.3.6. Interactive CD**

It is a magnetic disk having their content quickly and easily, besides stimulating exploration, analysis and self-assessment in the teaching process. Some authors emphasize on the ease in handling these technological resources provided by the compression of information and strengthening auditory memory.

### **2.3.7. English language**

English is the principal language of the United States of America, and Canada in America, Great Britain, Ireland, Australia and New Zealand in Europe, and various other countries around the world. There are approximately 400 million native speakers, and it is the way of communication for many million more. It is the most widely used second language in the world.

### **2.3.8. Reading**

This is the process of looking at a sequence of written symbols and getting meaning from them. In the reading process eyes to receive written symbols (letters, spaces and punctuation marks) and the brain transforms symbols to words, sentences and paragraphs that permit to communicate something to us.

Reading is a receptive ability - through it people achieve information. But the complex reading process requires the speaking skill, so that people can pronounce words that they read. In this sense, reading is also a productive skill in that people are both receiving information and transmitting it.

### **2.3.9. Reading process**

The reading process consist in three major steps: pre-reading (before reading), during reading (the reading itself), and post-reading (after reading).

### **2.3.10. Reading Comprehension**

Its purpose is to understand everything its procedure will be search the dictionary all unknown words to the reader to understand the content of a text; distinguish main ideas from secondary; chasing the conclusions and not rest easy without understanding what they are and how it came to them.

### **2.4. Legal Basis**

This investigation is based legally in the Political Constitution of the Republic of Ecuador approved in Montecristi on July 23 and 24th, 2008, to establish the following:

Art. 16. Section 2. All persons, individually or collectively form, have the right to: Universal access all kind of communication and information technologies. (See Appendix No. 1)

Art. 343. Establishes that a national system of education will aim to develop individual and collective abilities and potentialities of the people. (See Appendix No. 1)

Art. 347. Section 8. Mention to include the information and communication technology in the educational process. (See Appendix No. 1)

## **LAW OF INTERCULTURAL EDUCATION**

Similarly, respect to this research, the Organic Law of Intercultural Education expressed in articles the following:

Art. 38. Section. h. Express that teachers must improve and enhance the intellectual and cognitive part of the learner through activities and resources as technology and knowledge teaching. (See Appendix No. 1)

Art. 6. Section j. This section supports education system through digital technologies; as ICTs. (See Appendix No. 1)

Art. 6. Section m. The state covers the tasks of scientific and technological research components that increase daily empirical and intellectual preparation in the educational process. (See Appendix No. 1)

### **CHILDHOOD AND ADOLESCENCE CODE**

Art. 38. Section a. This article protects the development of natural and individual qualities possessed by children and adolescents in their formative stage, through recreational activities to enrich and set knowledge acquired during class hours. (See Appendix No. 1)

#### **2.5. Hypothesis**

The application of an Interactive CD will reinforce the English Reading Skill in Students of First Year Bachillerato at Unidad Educativa “La Libertad”, La Libertad, Province of Santa Elena. School Year 2015-2016”.

#### **2.6. Variables of Study**

**Independent Variable:** Interactive CD.

**Dependent Variable:** Reading skill

## **CHARTER III**

### **METHODOLOGY**

#### **3.1. Research Approach**

The development of this research is based on qualitative and quantitative approaches that are supported by research techniques such as observation, interview and surveys conducted to teachers, parents, students and principal of the school, at Unidad Educativa “La Libertad”, La Libertad, Province of Santa Elena. School Year 2014-2015”

##### **3.1.1. Quantitative Method**

This method was used to analyze and interpret the data obtained through statistical tables and graphs for examination. It presents the results with higher and lower approval, in order to understand and solve the problem.

##### **3.1.2. Qualitative Method**

This approach details characteristics of the real situation investigated at Unidad Educativa “La Libertad” specially in the first year of Bachillerato concerning to the reading skill because it is one of the fundamental axis in the educative curriculum.

##### **3.1.3. Inductive - deductive Method**

This method allowed to go from the particular to the general, which is to find the cause and effect of the problem. While the deductive method takes care of existing problems to find the best alternative solution.

### **3.1.4. Scientific Method**

Scientific research look for knowledge or solutions to scientific problems; that indicates to find a solution for students to arouse the interest in reading.

### **3.1.5. Observation Method**

This method allowed to describe and explain the current of the student to acquire interest in reading and in classes achieve assimilate and understand the contents and thus benefit their learning.

## **3.2. Level or Type of Research**

### **3.2.1. Field research**

The investigative process was directly involved with the population because it allows to perceives the problem for real data and avoid investigative bias in other words allows to obtain features and important data of the study object.

### **3.2.2. Bibliography Research**

This type of research allowed to investigate and select scientific-theoretical foundations on the subject of investigation, the main topics listed within the theoretical framework related to the use of an interactive CD, interactive reading activities and the use of ICTS in high school were established using this level of research.

### **3.2.3. Correlational Research**

This method measured the degree of relationship between the stated problem (of the first year students from “La Libertad” high school) and the proposal (the use of interactive reading CD to reinforce reading skill).

### 3.2.4. Applied Research

This method allowed the application of different instruments in order to collect data from the students of first of Bachillerato at “La Libertad” high school.

## 3.3. Population and Sample

### 3.3.1. The population

The population of this project was composed by students, parents, teachers, principal of the school and specialist, the following table shows the total population:

Chart N° 1. Population

<b>POPULATION</b>			
<b>No</b>	<b>Description</b>	<b>Amount</b>	<b>%</b>
<b>01</b>	Students	60	89,56 %
<b>02</b>	Teachers	5	7,46 %
<b>03</b>	School Principal	1	1,49 %
<b>04</b>	Specialist	1	1,49 %
<b>TOTAL</b>		<b>67</b>	<b>100 %</b>

**Source:** “La Libertad” High School  
**Author:** Carlos Efraín Reyes Suárez.

### 3.3.2. Sample

Since the size of the population is manageable (65), the 100 % of the population was studied. It means that no sample size formula was applied.

### 3.4. Operationalization of Variables

**Independent variable:** Interactive CD.

Chart N° 2 Independent Variable

Conceptualization	Dimensions	Indicators	Items	Techniques Instruments
<p>Interactive CD is a storage unit that keeps the interactivity between the user and the computer through its dynamic content.</p>	<p>Technological resource</p> <p>ITC's in the education</p>	<p>Interactive programs</p> <p>Didactic tool</p> <p>Interactive learning</p> <p>Teaching method</p>	<p>Do you consider that the use of an interactive Reading CD will reinforce the teaching and learning process in English subject?</p> <p>Do you apply audiovisual technology to teach reading?</p> <p>Do you think teachers should innovate their teaching and learning methods in readings?</p> <p>Do you think teachers should use interactive tools to improve reading in class?</p>	<p>Observation</p> <p>Interview</p> <p>Survey</p> <p>Camera</p> <p>Video Camera</p>

**Source:** “La Libertad” High School.  
**Author:** Carlos Efraín Reyes Suárez.



**Dependent Variable:** Reading skill.

Chart N° 3 Dependent Variable

<b>Conceptualization</b>	<b>Dimensions</b>	<b>Indicators</b>	<b>Items</b>	<b>Techniques Instruments</b>
<p>Reading is an activity in which the student reads and understands the contents of a text, analyzes and synthesizes having an active participation in the classroom.</p>	<p>Learning and teaching process</p> <p>Technological instrument</p>	<p>Rubrics</p> <p>Teaching strategies</p> <p>Classroom activities</p>	<p>Does your teacher implement reading activities in the classroom?</p> <p>Do your teachers plan fun activities to improve the knowledge assimilation in students about the reading?</p> <p>Do you consider that it is necessary to use reading activities in class?</p> <p>Are you willing to work with an interactive CD to improve your reading skill?</p>	<p>Observation</p> <p>Interview</p> <p>Survey</p> <p>Camera</p> <p>Video camera</p>

**Source:** “La Libertad” High School.  
**Author:** Carlos Efraín Reyes Suárez.

## **3.5. Techniques and Instruments for Data Collection**

### **3.5.1. Techniques**

In order to achieve the proposed objectives in the research the following techniques were applied: observation, interview and survey.

#### **3.5.1.1. Observation**

This technique allowed to extract directly information and thus to be in approach with students of the First year of Bachillerato to identify what are the difficulties presented in reading.

#### **3.5.1.2. Interview**

The interview was conducted at High School Principal MSc. Agustin Aquino Bazan in order to obtain information about the methodologies and techniques applied in the teaching of reading at first year of Bachillerato, with questions previously structured for the proposal reality and feasibility understanding.

#### **3.5.1.3. Survey**

The surveys allowed to extract information through questionnaires to students, parents and teachers of First year of Bachillerato at “La Libertad” high school, at Province of Santa Elena.

### **3.5.2. Instruments**

#### **3.5.2.1. Notebook**

This instrument was used to register relevant information observed during the research at first year of Bachillerato at “La Libertad” high School.

### 3.5.2.2. Digital Camera

This technological resource allowed to capture images that show the process of application and implementation of interactive Cd to improve reading in students of first year of Bachillerato at “La Libertad” high School.

### 3.5.2.3. Questionnaire

This instrument was used to write down significant events that served to the research topic.

### 3.5.2.4 Voice Recorder

This instrument was used to record the interview of the Director of “La Libertad” high School MSc. Agustin Aquino Bazan. It was very useful instrument for the analysis of responses for each question.

## 3.6. Data Collection Plan

Chart No. 4 Data Collection Plan.

<b>BASIC QUESTIONS</b>	<b>EXPLANATION</b>
1. What for?	To evaluate the teaching and learning process in order to give the solution of the problem.
2. From which people or objects?	Students of the first year of Bachillerato.
3. About what aspect?	Interactive techniques
4. Who?	Carlos Efraín Reyes Suárez
5. To Whom?	Principal of the school, teachers, students and specialist.
6. When?	2015-2016
7. Where?	La Libertad High School
8. How many times?	Once in the first quimester school year 2015 – 2016
9. How?	Group and individual form
10. What data collection techniques?	Observation. Interview. Survey.
11. With what?	Questionnaire Camera Camcorder Notebook

**Source:** “La Libertad” high school

**Author:** Carlos Efraín Reyes Suárez.

### 3.7 Data Processing Plan

Chart N° 5 Data Processing Plan

<b>Determining a situation</b>	<b>Information search</b>	<b>Data collection and analysis</b>	<b>Definition and formulation</b>	<b>Designing solutions</b>
<p>Through direct observation to students of first Bachillerato, it was determined the existence of a low level of knowledge about reading, factors that impede the progress. In turn, students show the interest on the interactive Cd in order to develop teaching and learning process.</p>	<p>After the problem was determined, the next step was to conduct the investigations with useful tools like the internet, to read articles, books, etc. To determine the causes and effects of the problem.</p> <p>This information allowed to establish the reasons for the persistence of traditional teaching and learning reading methods.</p>	<p>Once the problem was confirmed in first year of Bachillerato, surveys and interview were conducted (survey for students and interviews for Principal, Directors and reading experts), these were analyzed in order to develop a proposal to solve the stated problem.</p>	<p>Using all the collected Data that proved the low level of reading in students of first Bachillerato al “La Libertad” high school, it was important to involve the Principal of the high school and teachers in the incoming process in order to improve the level of reading in each student.</p>	<p>Implementing the interactive reading CD students improved their level of reading because they will use and learn with a technological tool.</p>

**Source:** Authority, teachers, parents, families and school students.

**Author:** Carlos Efraín Reyes Suárez.

### **3.8 Analysis and Interpretation of Results**

#### **3.8.1 Interview directed to the Principal.**

**Question 1:** Do you consider that reading is important for the teaching – learning process?

**Interpretation:** The principal of La Libertad High School MSc. Agustin Aquino Bazán said that reading is the fundamental base for the student to climb steeply and reach a high level knowledge.

**Question 2:** How do you consider the English class in this school?

**Interpretation:** He said that English classes are optimal according to the level of teachers.

**Question 3:** Do you think that teachers implement the right strategies and methods for teaching reading?

**Interpretation:** The principal said that methods may not, so the school needs methods to be implemented that are aligned to technological advances, but other strategies are also necessary in order to reach the practice of reading in English.

**Question 4:** Do you consider that students from this institution have developed their reading skill satisfactorily?

**Interpretation:** The Principal said that reading in Spanish is a positive thing, but not at the level that can satisfy us, difficulties arise in English by the instruments but we have a percentage of students who can express themselves and dominate the language.

**Question 5:** Do you think that students enjoy reading in English in this Institution?

**Interpretation:** He said that students do not have motivation for reading, but the students have the predisposition.

**Question 6:** Have you ever heard about interactive CD that help students to improve their reading skill?

**Interpretation:** He said that he has not heard about interactive reading CD before.

**Question 7:** Do you think that the implementation of an interactive CD motivate the students' interest in class?

**Interpretation:** He said that a CD is practically a new and innovative instrument that will be applied to students and surely they will benefit from it.

**Question 8:** Do you consider that an interactive CD could help students from this institution to improve their reading skills?

**Interpretation:** He said that knowledge and practice will benefit us.

**Question 9:** Are you willing to implement in your institution the use of an interactive CD with activities to improve the students' reading skill?

**Interpretation:** He said that as are facing difficult times, the implementation of an interactive CD will promote the interest of reading and enhance the teaching level of reading.

### **3.8.2. Interview to Specialists**

**Question 1:** Do you consider that English is important in today's education?

**Interpretation:** According to MSc. Sixter Palma Murga, Computer Science Teacher English is the most spoken language on the planet so students have a need to know it. In order to get a fourth level degree it is required to speak and write in English.

**Question 2:** How do you consider the English classes should be?

**Interpretation:** He said that there are many teachers who work in the theoretical part on the first instance of the teaching-learning process of English language, but it is important to point out that apart from writing correctly students should also handle language expressions where there are certain deficiencies.

**Question 3:** Do you think that English teachers implement the right strategies and methods to teach reading in class?

**Interpretation:** He said that usually teachers use their recorders for repetitions of various exercises that are on the books of the government or audio guides that they can download from their personal library to replicate students in class.

**Question 4:** Do you consider that students develop their reading skills satisfactorily?

**Interpretation:** He said that in terms of results of learning English usually the average is 65% result of success where 35% have reading problems because students do not practice, they only limit themselves to what the teacher says or if a teacher who is more practical than theoretical students can not develop at that time.

**Question 5: Do you consider that better strategies could help students to improve their reading skills?**

**Interpretation:** He said that there are different technological resources that can be used safely today, in a world where technology prevails we can make use of the benefit of education.

**Question 6: How can you define an interactive CD to improve reading?**

**Interpretation:** He said that while the technology is used, students will always have that appreciation for that part, then it is a plus that teachers have and if it is dynamic and captures the interest of the students it will get favorable results.

**Question 7: Do you consider that interactive CD could help students to improve their reading skills?**

**Interpretation:** He said that students will feel encouraged by this new method of teaching, and if it is dynamic students can interact and learn in a dynamic way.

**Question 8: What are the advantages of using interactive CD?**

**Interpretation:** He said that the convenience of being able to practice at home, repeated many times as you want the learning process, and currently when a student does not reach the required learning they can use this tool as academic reinforcement activities.

**Question 9: What reading strategies do you recommend?**

**Interpretation:** He recommended to make a cd where students interact and practice.

**Question 10: Do you recommend the use interactive CDs in educational institutions?**

**Interpretation:** He said that meanwhile an interactive cd has a defined objective, it will always improve the education therefore is favorable the application within the middle schools.



### 3.8.3. Survey directed to students

**Question 1:** How do you consider English?

**Objective:** To determine the opinion of students about the importance of English language.

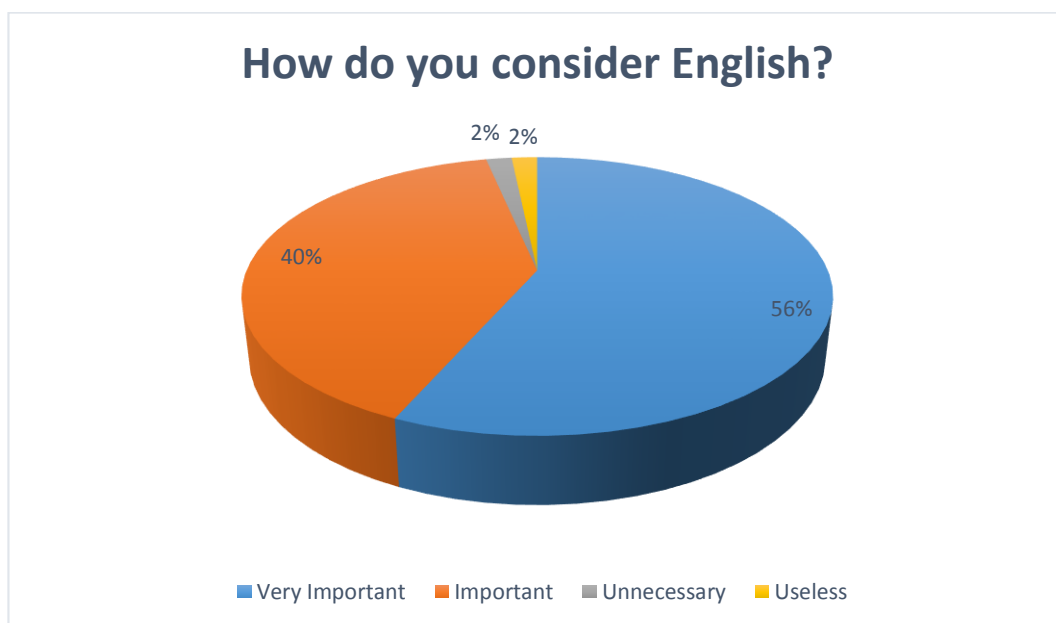
Chart N° 6: Importance of reading.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Very Important	34	56 %
Important	24	40 %
Unnecessary	1	2 %
Useless	1	2 %
Total	60	100 %

**Source:** Students from Unidad Educativa “La Libertad”

**Author:** Carlos Efraín Reyes Suárez.

Graph N° 1: Importance of reading.



**Source:** Students from Unidad Educativa “La Libertad”

**Author:** Carlos Efraín Reyes Suárez.

**Interpretation:** Most of students agreed that English language is very important and important within the Teaching - Learning process, only few students expressed that it is unnecessary or useless.

**Question 2:** How do you consider the English classes?

**Objective:** To determine the level of acceptance of English classes.

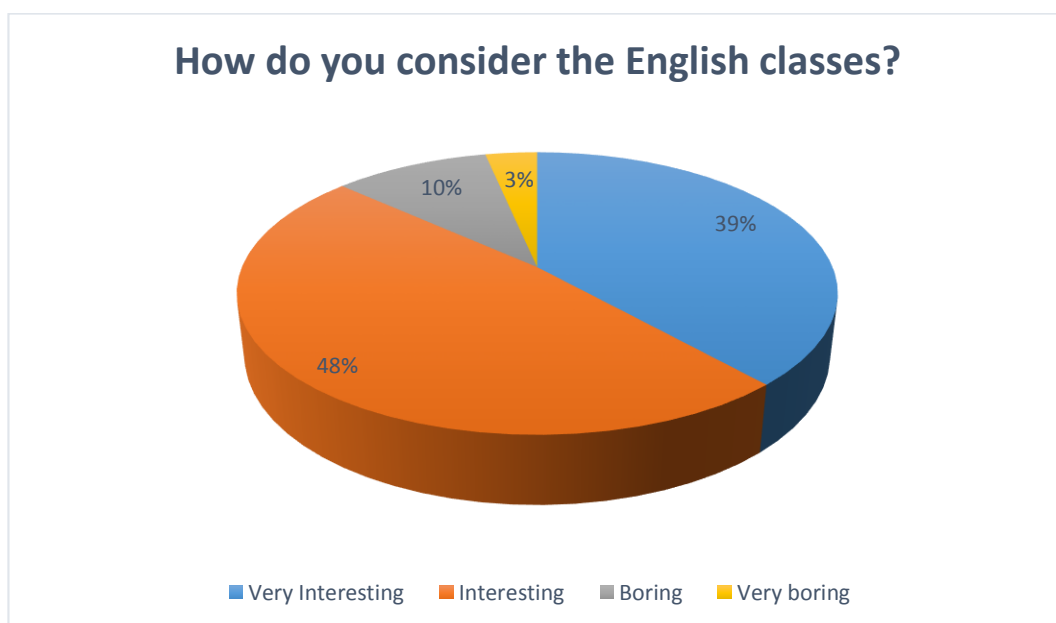
Chart N° 7: Acceptance of English classes.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Very Interesting	23	39 %
Interesting	29	48 %
Boring	6	10 %
Very boring	2	3 %
Total	60	100 %

**Source:** Students from Unidad Educativa “La Libertad”

**Author:** Carlos Efraín Reyes Suárez.

Graph N° 2: Acceptance of English classes.



**Source:** Students from Unidad Educativa “La Libertad”

**Author:** Carlos Efraín Reyes Suárez.

**Interpretation:** Most of students agreed that the English classes are very interesting and interesting; a few students consider that English classes are boring and very boring.

**Question 3:** Do your teachers apply different activities in the English class?

**Objective:** To determine if teachers apply different activities in English classes.

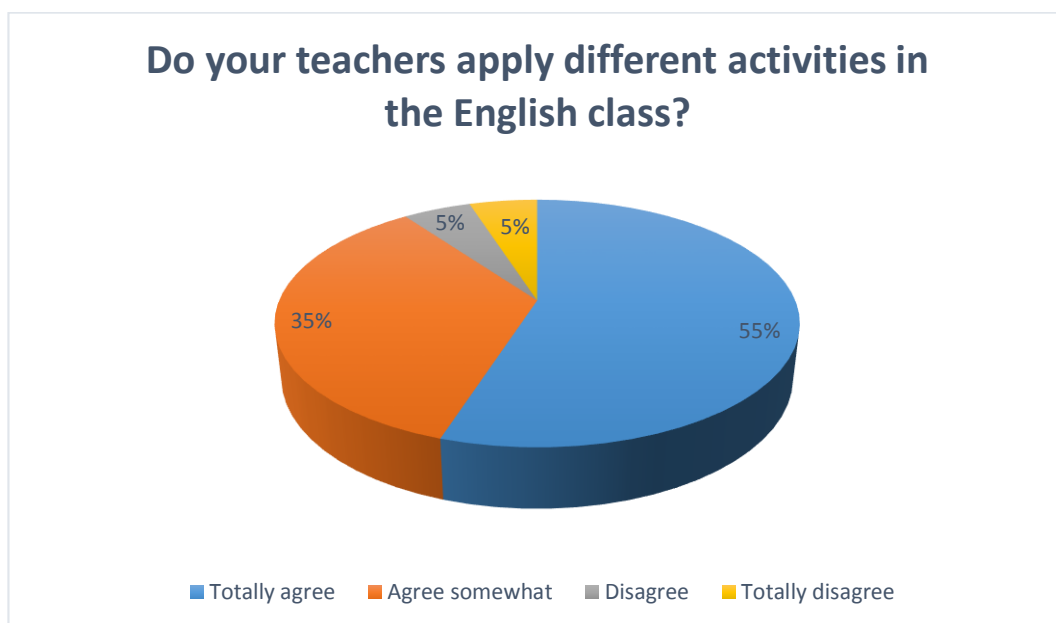
**Chart N° 8:** Application of different activities in the English class.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Totally agree	33	55 %
Agree somewhat	21	35 %
Disagree	3	5 %
Totally disagree	3	5 %
Total	60	100 %

**Source:** Students from Unidad Educativa “La Libertad”

**Author:** Carlos Efraín Reyes Suárez.

Graph N° 3: Application of different activities in the English class.



**Source:** Students from Unidad Educativa “La Libertad”

**Author:** Carlos Efraín Reyes Suárez.

**Interpretation:** Most of students agreed that teacher apply different activities in the English class, a few students consider that teachers do not apply different activities.

**Question 4:** Do you consider that you have developed your reading skills satisfactorily?

**Objective:** To determine if students has developed reading skill.

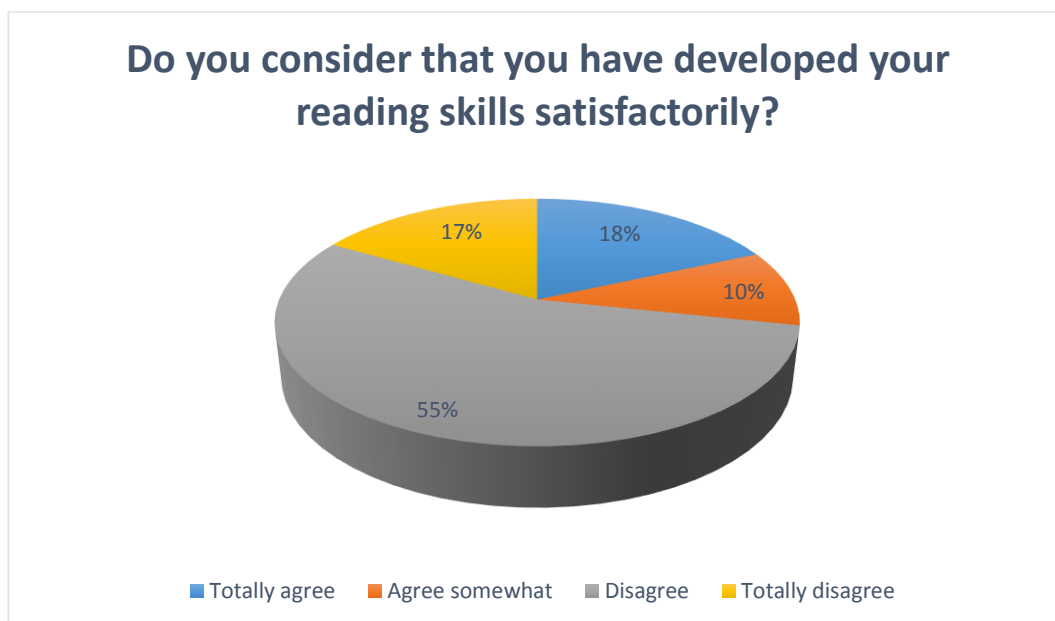
**Chart N° 9:** Development of reading skills.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Totally agree	11	18 %
Agree somewhat	6	10 %
Disagree	33	55 %
Totally disagree	10	17 %
Total	60	100 %

**Source:** Students from Unidad Educativa “La Libertad”

**Author:** Carlos Efraín Reyes Suárez.

**Graph N° 4:** Development of reading skills.



**Source:** Students from Unidad Educativa “La Libertad”

**Author:** Carlos Efraín Reyes Suárez.

**Interpretation:** Most of students agreed that they have not developed their reading skill, only a few students agreed that they have developed their reading skill satisfactorily.

**Question 5:** Do you think that reading in English is fun?

**Objective:** To determine if the students think that reading is fun.

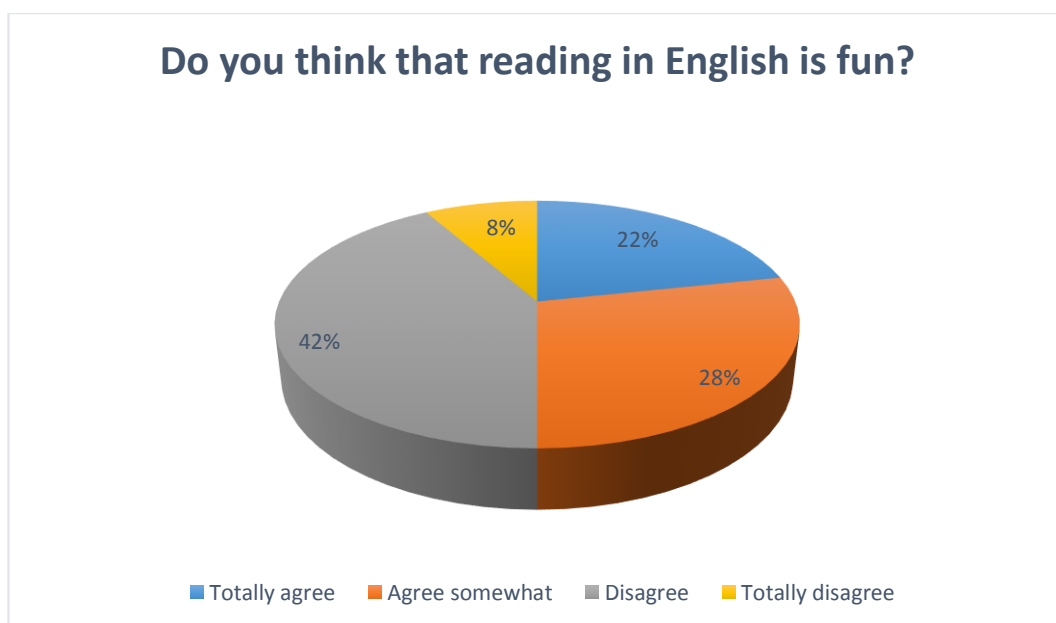
**Chart N° 10:** Consideration of English.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Totally agree	13	22 %
Agree somewhat	17	28 %
Disagree	25	42 %
Totally disagree	5	8 %
Total	60	100 %

**Source:** Students from Unidad Educativa “La Libertad”

**Author:** Carlos Efraín Reyes Suárez.

**Graph N° 5:** Consideration of English.



**Source:** Students from Unidad Educativa “La Libertad”

**Author:** Carlos Efraín Reyes Suárez.

**Interpretation:** Some students considered that reading in English is fun, others students agreed somewhat that English is fun, another disagreed and a few students considered totally disagree that English is fun.

**Question 6:** Do you consider that better strategies could help you to improve your reading skill?

**Objective:** To determine the acceptance of the use of better strategies in order to improve reading skill.

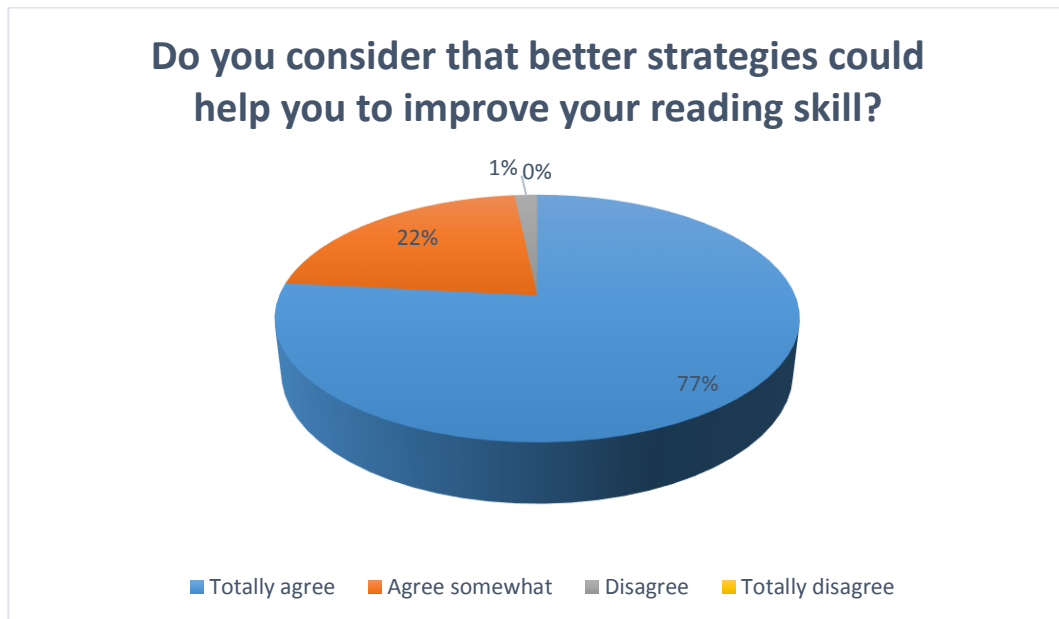
**Chart N° 11:** Use of better strategies to improve the reading skills.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Totally agree	46	77 %
Agree somewhat	13	22 %
Disagree	1	1 %
Totally disagree	0	0 %
Total	60	100 %

**Source:** Students from Unidad Educativa “La Libertad”

**Author:** Carlos Efraín Reyes Suárez.

Graph N° 6: Use of better strategies to improve the reading skills.



**Source:** Students from Unidad Educativa “La Libertad”

**Author:** Carlos Efraín Reyes Suárez.

**Interpretation:** The majority of students considered that better strategies could help to improve their reading skill.

**Question 7:** Have you ever heard about interactive CD that contribute to improve your reading skill?

**Objective:** To determine the acceptance of the implementation of the interactive CD.

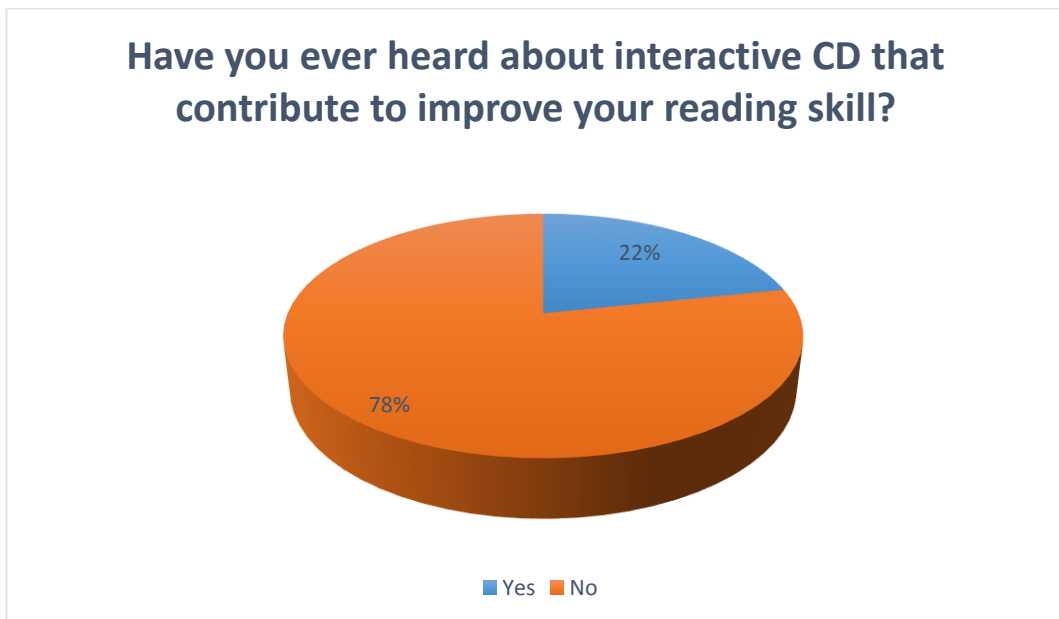
**Chart N° 12:** Acceptance of interactive CD implementation.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	13	22 %
No	47	78 %
Total	60	100 %

**Source:** Students from Unidad Educativa “La Libertad”

**Author:** Carlos Efraín Reyes Suárez.

Graph N° 7: Acceptance of interactive CD implementation.



**Source:** Students from Unidad Educativa “La Libertad”

**Author:** Carlos Efraín Reyes Suárez.

**Interpretation:** The majority of students did not know or haven not heard about Interactive Reading CDs, but it is important to point out that more than a quarter know o have heard about this type of CDs.

**Question 8:** Do you consider that the implementation of an interactive CD could motivate your interest in class?

**Objective:** To determine the level of acceptance of the interactive reading CD.

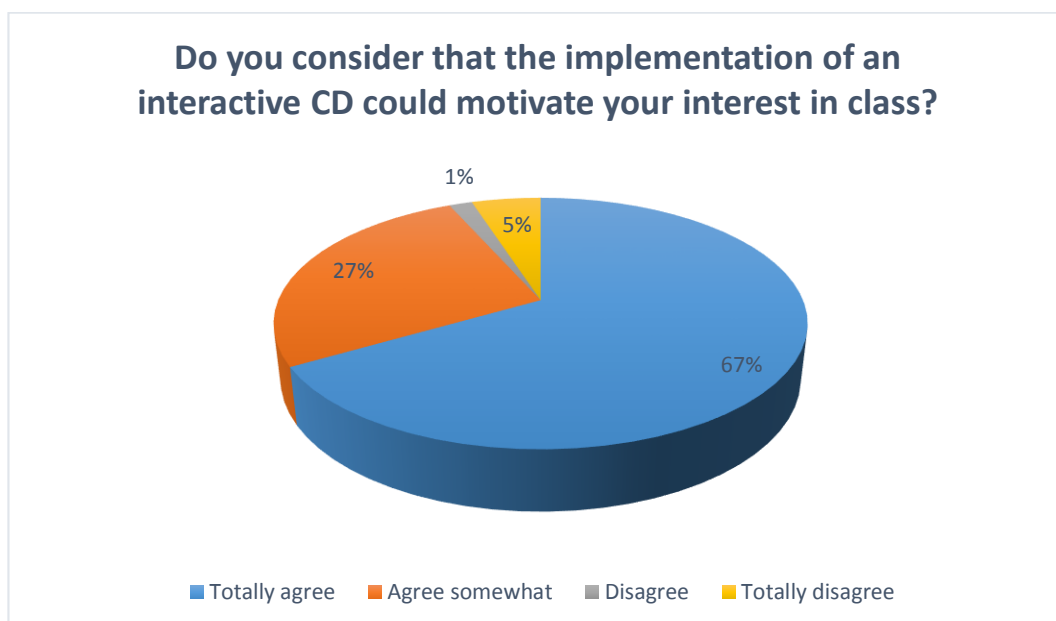
**Chart N° 13:** Implementation of the interactive CD.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Totally agree	40	67 %
Agree somewhat	16	27 %
Disagree	1	1 %
Totally disagree	3	5 %
Total	60	100 %

**Source:** Students from Unidad Educativa “La Libertad”

**Author:** Carlos Efraín Reyes Suárez.

Graph N° 8: Implementation of the interactive CD.



**Source:** Students from Unidad Educativa “La Libertad”

**Author:** Carlos Efraín Reyes Suárez.

**Interpretation:** Most students thought that the implementation of an interactive reading CD could motivate their interest in reading.



**Question 9:** Are you willing to use an interactive CD with activities to improve your reading skill?

**Objective:** To determine the level of participation of students in the use of the Interactive Reading CD.

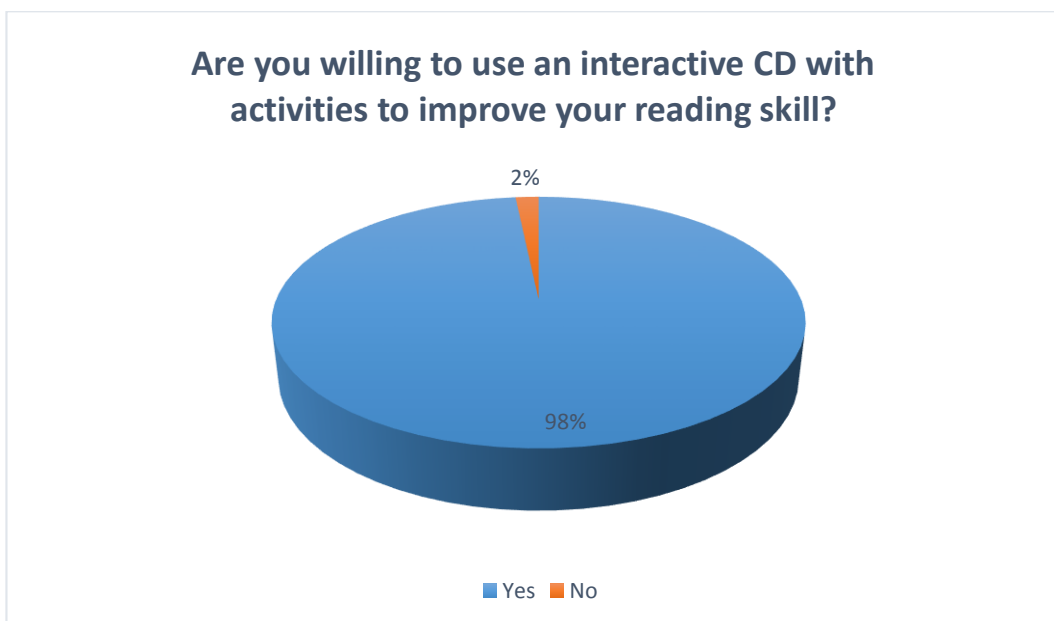
Chart N° 14: Participation of students in the use of the interactive CD.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	59	98 %
No	1	2 %
Total	60	100 %

**Source:** Students from Unidad Educativa “La Libertad”

**Author:** Carlos Efraín Reyes Suárez.

Graph N° 9: Participation of students in the use of the interactive CD.



**Source:** Students from Unidad Educativa “La Libertad”

**Author:** Carlos Efraín Reyes Suárez.

**Interpretation:** Most students would like to use the interactive reading CD and only a student did not agree with the implementation.

### 3.8.4. Survey directed to teachers

**Question 1:** How do you consider reading?

**Objective:** To determine the opinion of teachers about the importance of reading for them.

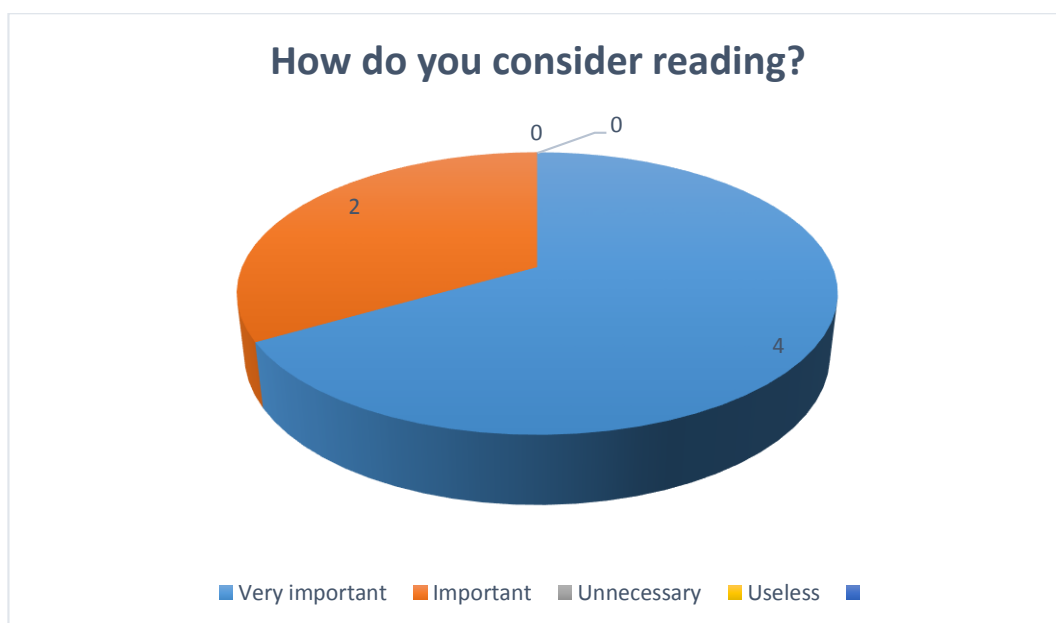
Chart N° 15: Importance of reading.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Very important	4	67 %
Important	2	33 %
Unnecessary	0	0 %
Useless	0	0 %
Total	6	100 %

**Source:** Teachers from Unidad Educativa “La Libertad”

**Author:** Carlos Efraín Reyes Suárez.

Graph N° 10: Importance of reading.



**Source:** Teachers from Unidad Educativa “La Libertad”

**Author:** Carlos Efraín Reyes Suárez.

**Interpretation:** Most teachers considered that reading is very important within the Teaching - Learning process for their students, and few teachers expressed that it is important.

**Question 2:** How do you consider the English classes?

**Objective:** To determine how teachers consider English Classes.

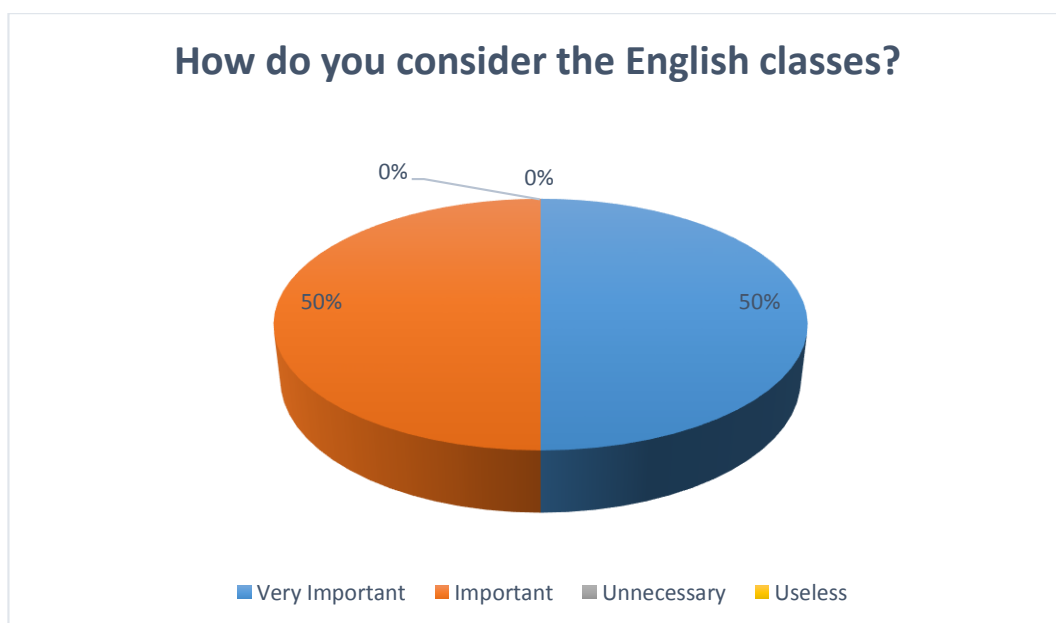
**Chart N° 16:** Importance of the English classes.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Very important	3	50 %
Important	3	50 %
Unnecessary	0	0 %
Useless	0	0 %
Total	6	100 %

**Source:** Teachers from Unidad Educativa “La Libertad”

**Author:** Carlos Efraín Reyes Suárez.

**Graph N° 11:** Importance of the English classes.



**Source:** Teachers from Unidad Educativa “La Libertad”

**Author:** Carlos Efraín Reyes Suárez.

**Interpretation:** Half of teachers agreed that English classes are very important and the other half said that is important.

**Question 3:** Do you think that teachers implement the right strategies and methods for teaching reading?

**Objective:** To determine if teachers implement the right strategies and methods for teaching reading.

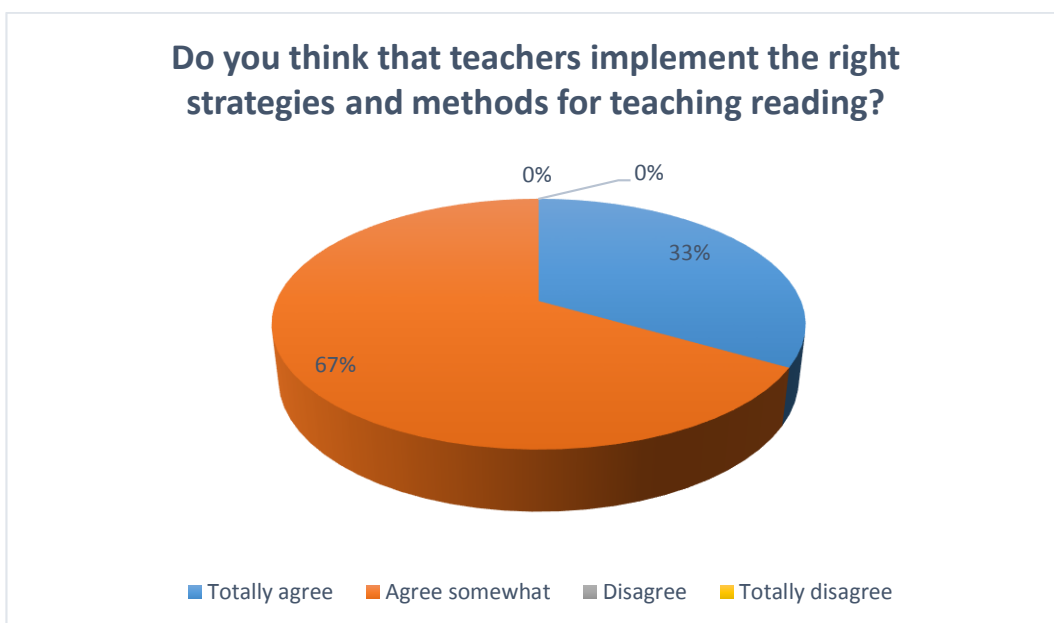
**Chart N° 17:** Implementation of right strategies and methods.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Totally agree	2	33 %
Agree somewhat	4	67 %
Disagree	0	0 %
Totally disagree	0	0 %
Total	6	100 %

**Source:** Teachers from Unidad Educativa “La Libertad”

**Author:** Carlos Efraín Reyes Suárez.

Graph N° 12: Implementation of right strategies and methods.



**Source:** Teachers from Unidad Educativa “La Libertad”

**Author:** Carlos Efraín Reyes Suárez.

**Interpretation:** Most teachers agreed somewhat that they implement the right strategies and methods. A few teachers agreed that they implement the right strategies and methods for teaching reading.

**Question 4:** Do you consider that your students have developed their reading skill satisfactorily?

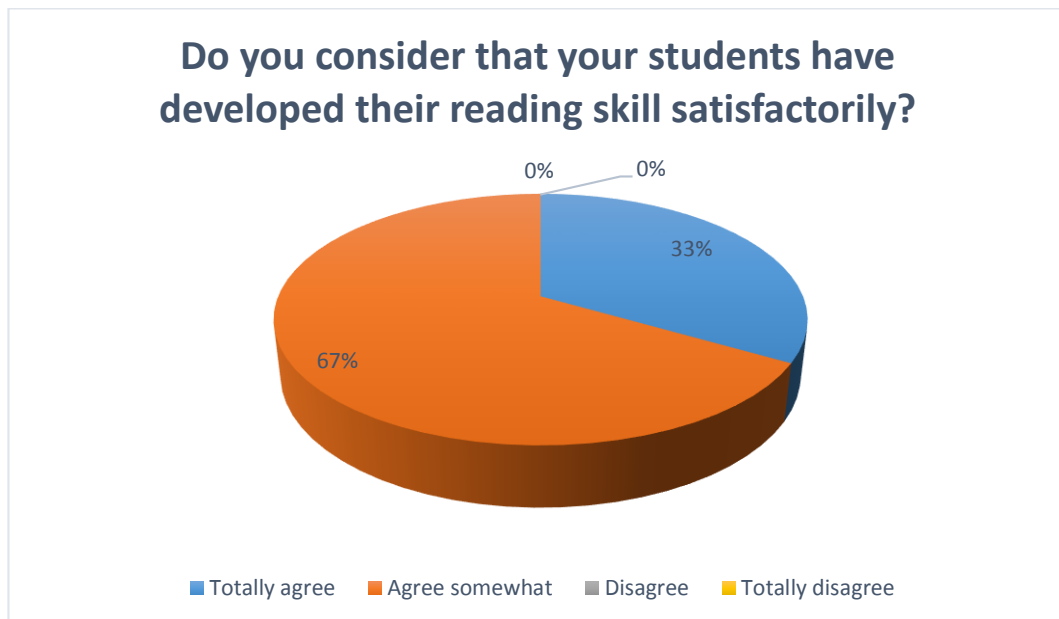
**Objective:** To determine if students have developed their reading skill satisfactorily.

**Chart N° 18:** Development of students reading skill.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Totally agree	2	33 %
Agree somewhat	4	67 %
Disagree	0	0 %
Totally disagree	0	0 %
Total	6	100 %

**Source:** Teachers from Unidad Educativa “La Libertad”  
**Author:** Carlos Efraín Reyes Suárez.

**Graph N° 13:** Development of students reading skill.



**Source:** Teachers from Unidad Educativa “La Libertad”  
**Author:** Carlos Efraín Reyes Suárez.

**Interpretation:** Most teachers agreed somewhat that their students have developed their reading skill satisfactorily. A few teachers agreed that their students have developed their reading skill satisfactorily.

**Question 5:** Do you think that your students enjoy reading in English?

**Objective:** To determine if students enjoy reading in English.

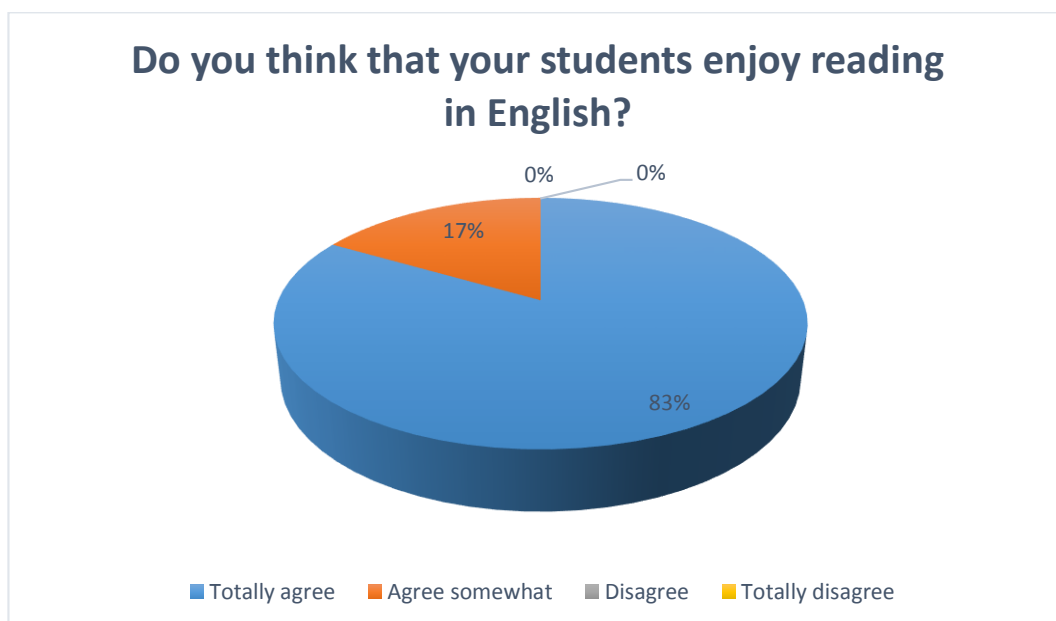
**Chart N° 19:** Students enjoy reading in English.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Totally agree	5	83 %
Agree somewhat	1	17 %
Disagree	0	0 %
Totally disagree	0	0 %
Total	6	100 %

**Source:** Teachers from Unidad Educativa “La Libertad”

**Author:** Carlos Efraín Reyes Suárez.

**Graph N° 14:** Students enjoy reading in English.



**Source:** Teachers from Unidad Educativa “La Libertad”

**Author:** Carlos Efraín Reyes Suárez.

**Interpretation:** Most teachers considered that students enjoy reading in class, a few teachers agreed somewhat.

**Question 6:** Do you considered that better strategies could contribute your students to improve their reading skills?

**Objective:** To determine if better strategies could help your students to improve their reading skills.

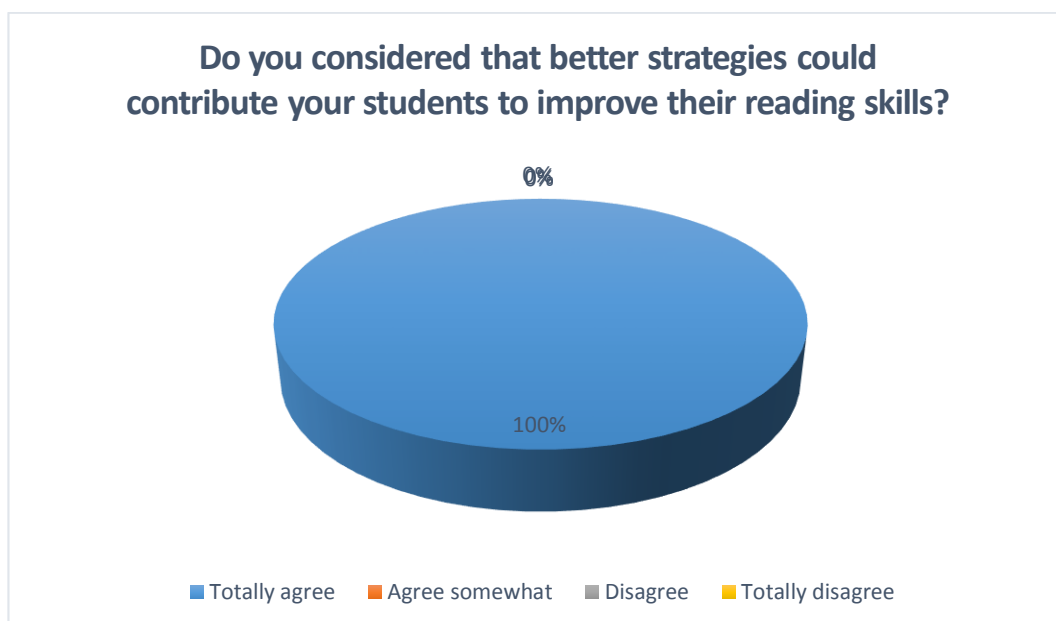
**Chart N° 20:** Implementation of better strategies.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Totally agree	6	100 %
Agree somewhat	0	0 %
Disagree	0	0 %
Totally disagree	0	0 %
Total	6	100 %

**Source:** Teachers from Unidad Educativa “La Libertad”

**Author:** Carlos Efraín Reyes Suárez.

**Graph N° 15:** Implementation of better strategies.



**Source:** Teachers from Unidad Educativa “La Libertad”

**Author:** Carlos Efraín Reyes Suárez.

**Interpretation:** All teachers considered that better strategies could help their students to improve reading skill.

**Question 7:** Have you ever heard about an interactive CD that help students to improve their reading skill?

**Objective:** To determine if teachers have heard about an interactive CD that help students to improve their reading skill.

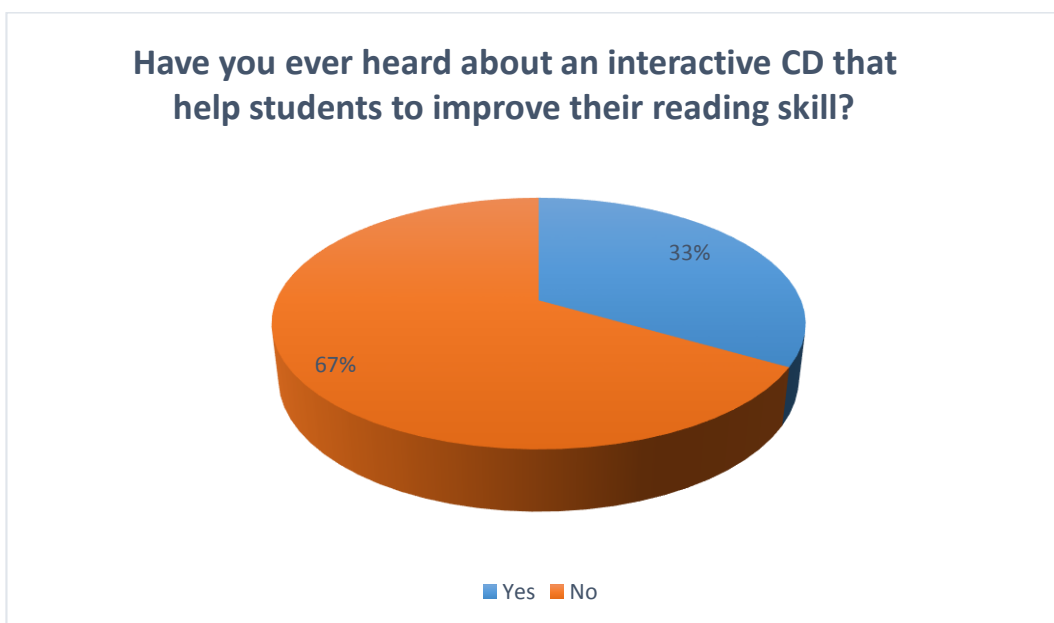
Chart N° 21: Use of the Interactive CD.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	2	33 %
No	4	67 %
Total	6	100 %

**Source:** Teachers from Unidad Educativa “La Libertad”

**Author:** Carlos Efraín Reyes Suárez.

Graph N° 16: Use of the Interactive CD.



**Source:** Teachers from Unidad Educativa “La Libertad”

**Author:** Carlos Efraín Reyes Suárez.

**Interpretation:** Most teachers agreed that they have not heard about an interactive reading CD. A few teachers said that they have heard.



**Question 8:** Do you consider that the implementation of an interactive CD motivate the students' interest in class?

**Objective:** To determine if the implementation of an interactive CD motivate the students' interest in class.

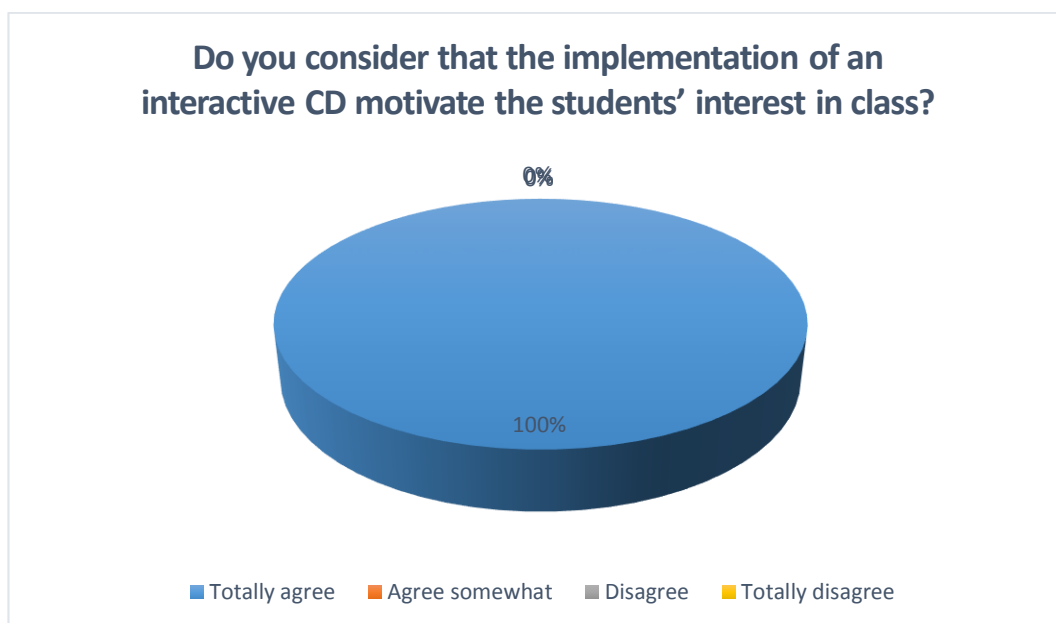
Chart N° 22: Implementation of interactive CD in English classes.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Totally agree	6	100 %
Agree somewhat	0	0 %
Disagree	0	0 %
Totally disagree	0	0 %
Total	6	100 %

**Source:** Teachers from Unidad Educativa “La Libertad”

**Author:** Carlos Efraín Reyes Suárez.

Graph N° 17: Implementation of interactive CD in English classes.



**Source:** Teachers from Unidad Educativa “La Libertad”

**Author:** Carlos Efraín Reyes Suárez.

**Interpretation:** All teachers considered that the implementation of an interactive CD will motivate the students to improve reading skill.

**Question 9:** Are you willing to use an interactive CD with activities to improve the students' reading skills?

**Objective:** To determine if students willing to use an interactive CD with activities to improve the students' reading skills.

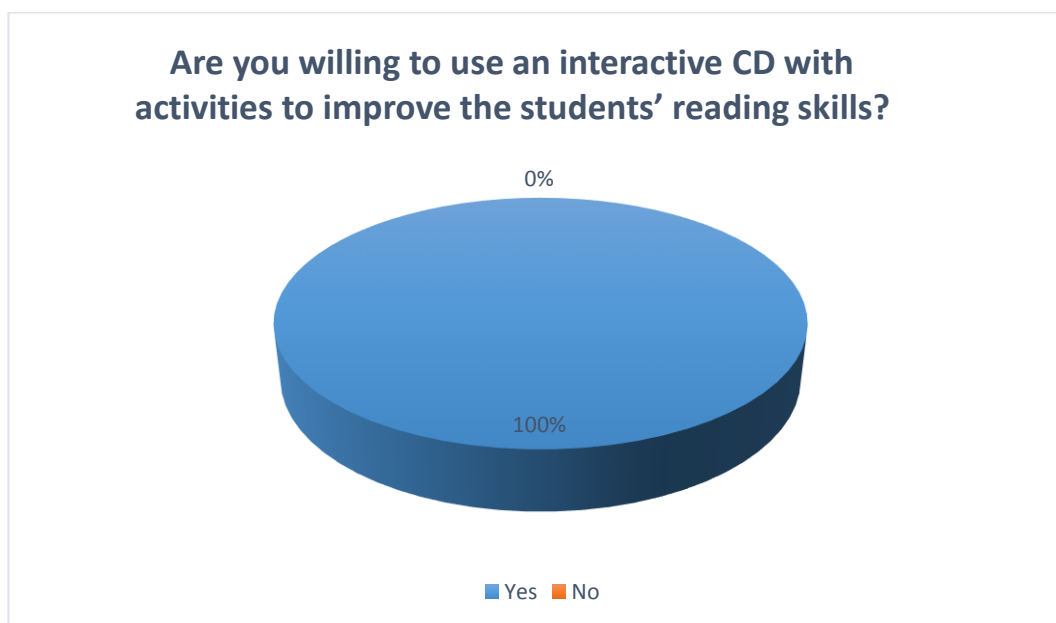
Chart N° 23: Participation of students in the use of the interactive CD.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	6	100 %
No	0	0 %
Total	6	100 %

**Source:** Teachers from Unidad Educativa "La Libertad"

**Author:** Carlos Efraín Reyes Suárez.

Graph N° 18: Participation of students in the use of the interactive CD.



**Source:** Teachers from Unidad Educativa "La Libertad"

**Author:** Carlos Efraín Reyes Suárez.

**Interpretation:** All teachers would like to use the interactive reading CD in order to improve reading skill.

### 3.8.5. Results chart- students

Chart N° 24: Results chart- students

N°	QUESTIONS	Very Important		Important		Unnecessary		Useless		TOTAL	
		Q	%	Q	%	Q	%	Q	%	Q	%
1	<b>Do you consider English as .....</b>	34	56,66	24	40,00	1	1,67	1	1,67	60	100
2	<b>How do you consider the English classes?</b>	<b>Very Interesting</b>		<b>Interesting</b>		<b>Boring</b>		<b>Very boring</b>		<b>Q</b>	<b>%</b>
		23	38,33	29	48,34	6	10,00	2	3,33	60	100
3	<b>Do your teachers apply different activities in the English class?</b>	<b>Totally agree</b>		<b>Agree Somewhat</b>		<b>Disagree</b>		<b>Totally disagree</b>		<b>Q</b>	<b>%</b>
		33	55,00	21	35,00	3	5,00	3	5,00	60	100
4	<b>Do you consider that you have developed your reading skills satisfactorily?</b>	11	18,33	6	10,00	33	55,00	10	16,67	60	100
5	<b>Do you think that reading in English is fun?</b>	13	21,67	17	28,33	25	41,67	5	8,33	60	100
6	<b>Do you consider that better strategies could help you to improve your reading skills?</b>	46	76,66	13	21,67	1	1,67	0	0,00	60	100
7	<b>Have you ever heard about interactive CD that help to improve your reading skill?</b>	<b>YES</b>				<b>NO</b>				<b>Q</b>	<b>%</b>
		13		21,67		47		78,33		60	100
8	<b>Do you consider that the implementation of an interactive CD could motivate your interest in class?</b>	<b>Totally agree</b>		<b>Agree Somewhat</b>		<b>Disagree</b>		<b>Totally disagree</b>			
		40	66,66	16	26,67	1	1,67	3	5,00	60	100
9	<b>Are you willing to use an interactive CD with activities to improve your reading skill?</b>	<b>YES</b>				<b>NO</b>				<b>Q</b>	<b>%</b>
		59		98,33		1		1,67		60	100

**Source:** Teachers from Unidad Educativa “La Libertad”

**Author:** Carlos Efraín Reyes Suárez.

### **3.8.5.1. Analysis of results - students**

Results showed that students considered that the interactive reading CD is very important during the Teaching – Learning process, they also considered that they did not have enough activities for reading, that is one of the reasons why their Reading abilities have not been developed satisfactorily, in order to solve this problem students believed that the use of the interactive reading CD could bring a solution since it allow students to work more in the school or at home.

On the other side, students considered that the implementation of an interactive reading CD will help to improve their reading skill and in this way to obtain better grades in the English Subject, finally students showed their acceptance to participate in the proposed course.

### 3.8.6. Results chart- teachers.

Chart N° 25: Results chart- teachers

N°	QUESTIONS	Very Important		Important		Unnecessary		Useless		TOTAL	
		Q	%	Q	%	Q	%	Q	%	Q	%
1	Do you consider English as .....	4	66,77	2	33,33	0	0,00	0	0,00	6	100
2	How do you consider the English classes?	3	50,00	3	50,00	0	0,00	0	0,00	6	100
3	Do your teachers apply different activities in the English class?	Totally agree		Agree Somewhat		Disagree		Totally disagree		Q	%
		2	33,33	4	66,77	0	0,00	0	0,00	6	100
4	Do you consider that you have developed your reading skills satisfactorily?	2	33,33	4	66,77	0	0,00	0	0,00	6	100
5	Do you think that reading in English is fun?	5	83,33	1	16,67	0	0,00	0	0,00	6	100
6	Do you consider that better strategies could help you to improve your reading skills?	6	100,00	0	0,00	0	0,00	0	0,00	6	100
7	Have you ever heard about interactive CD that help to improve your reading skill?	YES				NO				Q	%
		2		33,33		4		66,77		6	100
8	Do you consider that the implementation of an interactive CD could motivate your interest in class?	Totally agree		Agree Somewhat		Disagree		Totally disagree			
		6	100,00	0	0,00	0	0,00	0	0,00	6	100
9	Are you willing to use an interactive CD with activities to improve your reading skill?	YES				NO				Q	%
		6		100,00		0		0,00		6	100

Source: Teachers from Unidad Educativa “La Libertad”

Author: Carlos Efraín Reyes Suárez.

### **3.8.6.1. Analysis of results - teachers**

Results showed that teachers considered that reading is very important during the Teaching – Learning process of their student, they also considered that their students did not like to read in class and have problems with comprehension, that is one of the reasons why their reading abilities have not been developed satisfactorily, in order to solve this problem teachers believed that the use of an interactive CD could bring a solution since it will allow their students to work more in the school or at home.

On the other side, teachers considered that the implementation of an interactive reading CD will help their students to improve their reading skill and in this way to obtain better grades in the English Subject, finally teachers showed their acceptance to participate in the implementation of the interactive reading CD.

### **3.8.6.2. Analysis of the observation in class.**

The results of the observation showed that teachers only use the reading that the English book offer for public schools, students did not feel encouraged to read during the English classes because teachers do not apply technological material to teach reading.

Most of the reading activities were not evaluated by teachers and this could be one of the reasons that students did not like to read. They realized that is not important to practice reading, furthermore students were not interested in practicing the readings activities.

### 3.8.6.2.1 Observation guide

GENERAL INFORMATION		
<b>Observer:</b> Carlos Reyes	<b>Institution:</b> U.E La Libertad	
<b>Observed Teacher:</b>	<b>Course:</b> First Year of Bachillerato.	
<b>Date:</b> December 22 <sup>nd</sup> , 2015	<b>Beginning time:</b>	<b>Finishing time:</b>
<b>Objective:</b> To evaluate the teacher's strategies and methodology applied to develop Reading in a daily class.		

Nº	DESCRIPTION	YES	NO	PARTIALLY
<b>Introduction and Content</b>				
1	Teacher establishes the objectives of the reading exercise.	x		
2	Teacher introduces the reading appropriately.		x	
3	Teacher provides students the opportunity to listen the reading.		x	
4	Teacher asks students to do reading exercises.	x		
5	Teacher discusses the meaning of the word with students.	x		
<b>Methodology</b>				
6	Teacher applies teaching strategies which lead and motivate students to read.		x	
<b>Didactic Resources</b>				
7	Teacher uses didactic materials to teach reading.	x		
8	Teacher utilizes technological material to teach reading correctly.		x	
9	Teacher encourages students to read with the interactive material.		x	
10	The use of an interactive reading CD promotes the students' motivation to read texts.	x		
11	The use of an interactive reading CD provides students opportunities to read more effective.	x		
12	The use of an interactive reading CD stimulates the participation of all students into the reading exercise.	x		
<b>Evaluation</b>				
13	Teacher verifies the results of reading through the application of interactive reading tool.		x	
14	Teacher evaluates the students reading skill.		x	

### **3.9. Conclusions and Recommendations**

#### **3.9.1. Conclusions**

1. The reading abilities in students of first year Bachillerato at La Libertad High School have not been developed satisfactorily, this ability is essential in the English learning process.
2. The ICT in education with reading activities appears as an excellent option to engage students to read in a different and attractive way.
3. The implementation of an interactive reading CD will be a useful tool to improve reading in students of first year Bachillerato at La Libertad High School.

#### **3.9.2. Recommendations**

1. It is recommended to implement interactive strategies to improve the reading abilities in students of the first year Bachillerato at La Libertad High School.
2. Teachers should use ICT in education, reading activities are as a good option to engage students to read in a different and attractive way.
3. It is recommended to implement an interactive reading CD, it will be a useful tool to improve reading in students of the first year Bachillerato at La Libertad High School.



## CHAPTER IV

### PROPOSAL

#### 4.1. Informative Data

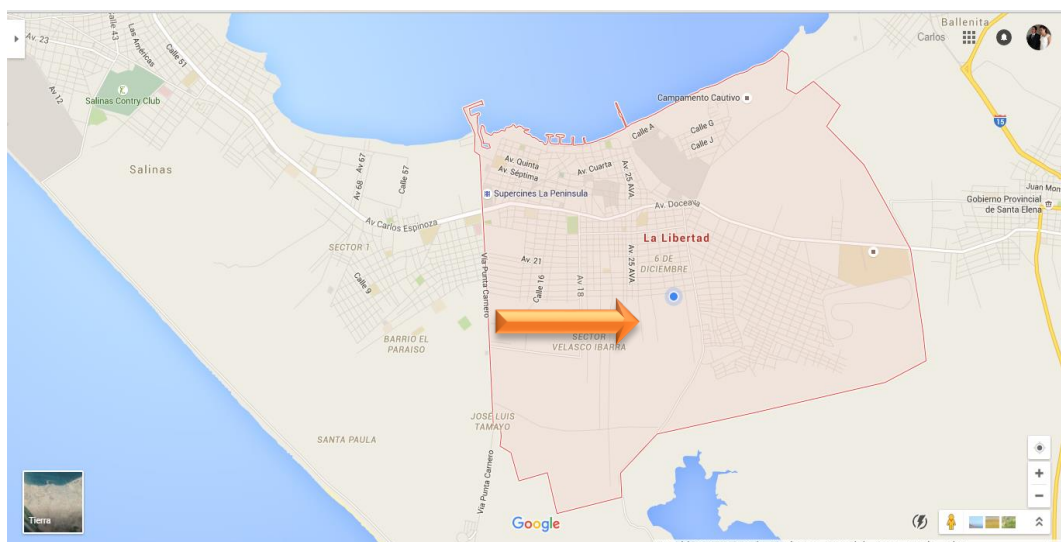
##### 4.1.1. Title of the Proposal

“INTERACTIVE CD TO REINFORCE ENGLISH READING SKILL IN STUDENTS OF FIRST YEAR BACHILLERATO AT UNIDAD EDUCATIVA “LA LIBERTAD”, LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2014-2015”.

##### 4.1.2. Executing Institution

The proposal project to implement an Interactive Reading CD to reinforce English reading skill at Unidad Educativa “La Libertad” is located in La Libertad, Province of Santa Elena.

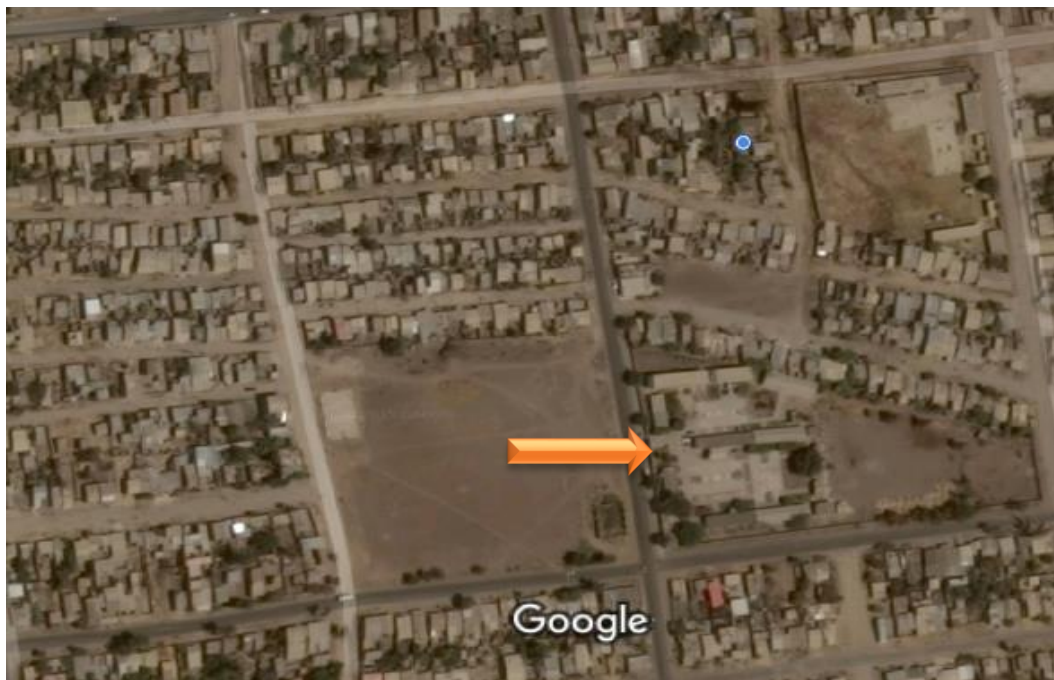
Illustration No. 1: Map of the Geographic location of the La Libertad, Province of Santa Elena



Source: Google maps.

Author: <https://www.google.com.ec/maps/@-2.237913,-80.9001971,17z>.

Illustration No. 2: Map of the Geographic location of the Unidad Educativa "La Libertad" in La Libertad, Province of Santa Elena



Source: Google maps

Author: <https://www.google.com.ec/maps/@-2.237913,-80.9001971,751m/data=!3m1!1e3>

Picture No. 1: Unidad Educativa La Libertad.



Source: Unidad Educativa La Libertad.

Author: Carlos Efraín Reyes Suarez.

Picture No. 2: Unidad Educativa La Libertad View.



Source: “La Libertad” High School  
Author: Carlos Efraín Reyes Suárez.

#### 4.1.3. Beneficiaries

The direct and indirect beneficiaries of this proposals are:

Chart No. 26: Beneficiaries

SCHOOL	BENEFICIARIES	TOTAL
Unidad Educativa “La Libertad”	Students of first year of Bachillerato	60
	Teachers	6
	Principal	1
TOTAL		67

#### 4.1.4. Responsible Technical Team

Author: Carlos Efraín Reyes Suárez

Advisor: Ing. Xavier Almeida, MSc.

## **4.2. Feasibility**

The development of this proposal started when the principal of the Unidad Educativa “La Libertad” MSc. Agustín Aquino Bazán accepted to collaborate with the implementation and development of this project benefiting to a big group of students and helped to teachers with a new and interactive tool.

### **4.2.1. Characteristics of the Proposal**

- a) Previously the application of the proposal it will be necessary to establish a diagnostic test to determine the real level of the students.
- b) An interactive reading CD will be implemented.
- c) This interactive reading CD will provide some activities to improve students reading skill; each Unit will content activities with its own instructions.
- d) This interactive reading CD will be divided into six units with readings, exercises and results to show the level of interaction of the students.
- e) This interactive reading CD will allow teachers to reinforce the reading skill of students of first of Bachillerato.

## **4.3. Proposal Background**

Around the world technology is making big changes in society, becoming one of the most favorite resources for children, youth and adult, due to their broad components to transmit information and research, daily actions involving the use of ICT in the educational process.

Ecuadorian government is focused on the English teaching training in order to use technology in the classrooms of public schools, but there are some educational areas where the government needs to reinforce the teaching process.

Reading is one of the most important skill that humans have to develop in order to acquire more data, it is considered the door of all knowledge. But nowadays it is a new era where technology has a predominant acceptance in students who feel a big attraction to it.

Public schools in Ecuador are implementing a new government web site ([www.educarecuador.gob.ec](http://www.educarecuador.gob.ec)) where parents and students can check the grades and activities that public schools are doing. The use of technology becomes really important nowadays, teacher have the responsibility to use technological tools in order that improve their English classes and make them more attractive for students.

At Unidad Educativa La Libertad, students do not have enough interest in reading in a foreign language, through book, it does not engage students interest because they feel bored and unhappy when they read from a book, teachers do not have technological tools that facilitate the reading process.

“La Libertad” is a Public School located in La Libertad canton whose *Mission is* “To prepare young people with a critical and humanistic sense, trained in science, investigation, endeavor, nature respect and compromised with the community development.” and its *Vision is to* “To establish as a leader institution in the Province of Santa Elena with young people and trained for superior studies which potentialities and individualities guaranty the solutions to the necessities of the community framed in the good living.”; students from first year of Bachillerato have low interest to read in English, low level of pronunciation, fear to be mocked when they read in front of the other students.

For this reason the implementation of an interactive reading CD is presented starting with the review of the theoretical framework, design of surveys, they determined that the problem was the lack of the use of technological tools, because students demonstrated boredom when working on this skill, English classes should be more interactive and interesting to get students attention, in this way students become more active and learn faster the English language using technology in class.

#### **4.4. Objectives**

##### **General Objective:**

To reinforce English reading skill through the implementation of an interactive CD in students of first year of Bachillerato at “Unidad Educativa La Libertad”.

##### **Specific Objective:**

1. To evaluate the level of reading skills in the students.
2. To design the interactive reading CD for the first year of Bachillerato at “La Libertad” Public High School.
3. To apply the interactive reading CD that reinforce the reading skill.
4. To evaluate the result of the implementation of the interactive reading CD.

#### **4.5. Design and development of the proposal**

The use of the Interactive Reading CD is an important support in the development of reading skill of the first year students from Unidad Educativa La Libertad, province of Santa Elena, school year 2014-2015, this project will help students to improve their reading skill.

##### **4.5.1. Definition**

According to Business Dictionary.com: An Interactive Reading CD is a modern tool that present multimedia content like sounds, text, images, videos and other applications. It can be watching in a computer. The principal characteristic is that the interactive CD has an autorun or an .exe file that makes the program start.

This Interactive CD is composed by readings exercises according to the government English book (English Book Level 3). This proposal work will provide different activities to develop reading and comprehension, through this way students will learn English language in an interactive way.

#### **4.5.2. Significance**

The implementation of an Interactive CD to reinforce reading skills will benefit students of first year of Bachillerato in the following ways:

- a. Students will enjoy reading English text using technology.
- b. It will be an additional tool that can be used for teachers and students.
- c. Students will be motivated to read using technology. .
- d. Students will feel stimulated to read in a second language.
- e. Students will improve their reading skill.

#### **4.5.3. Recommendation to use the interactive reading CD.**

The use of an interactive reading CD will improve the English learning process since students will be able to improve their reading skills: punctuation, pronunciation, spelling, grammar, vocabulary, fluency and comprehension. After starting with the implementation of the interactive reading CD students noticed that their English reading level increased and they were losing their fear for reading in class, the use of this tool have a great benefit in the English language process. The use of this interactive reading CD is recommended during the school year to reinforce the teaching process.

#### **4.5.4. Use of interactive CD for teachers of the first year of Bachillerato.**

The use of technological tools is very important since today these resources allow teachers to be innovators, as well as to implement new strategies in the classroom that improve the academic level of their students through education.

The application of this interactive reading CD will benefit students since it contains readings related to the national environment and a minimum percentage readings about international aspects, this CD will improve reading skills and understanding of students.

#### **4.5.5. Use of the interactive reading CD for students of first year of Bachillerato.**

When students start to work with the interactive reading CD, they will find readings, allowing them to arouse the interest and encourage reading, they may interact with an environment that is very feasible since they can improve the ability of reading and improve the quality of education.

#### **4.5.6. Description of the Interactive Reading CD**

This interactive reading CD is especially designed for students of first year of Bachillerato at Unidad Educativa “La Libertad”, the main objective is to present an interactive tool to support reading using dynamic and simple contents where students observe, listen and read the readings of each unit.

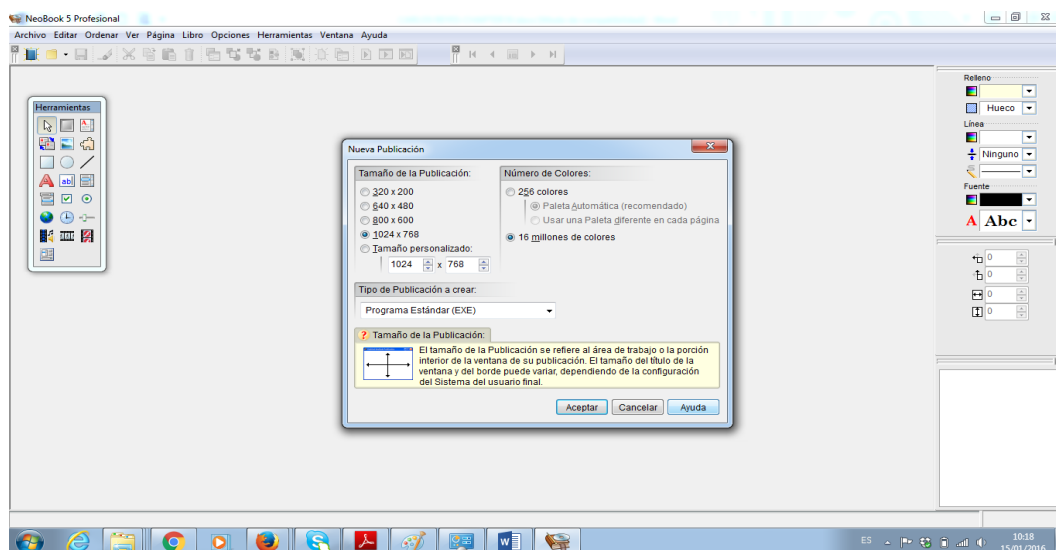
For the development and design of this interactive reading CD, images, and tutorial videos from the Internet were used. The Interactive reading CD presentation has six units where there are buttons that allow the visualization for each unit allowing the direct use of the information as an indispensable resource for improving reading.

The Interactive Reading CD was created on "NeoBook 5 Profesional" (A multimedia program), and this has commands that allow automatic execution of actions on the object, also the interactive CD has a media player for the embodiment of sounds, animated gif to add moving images, article linked to incorporate texts.

The Interactive CD design is characterized by a structure that allows internal navigation links in the program and return to the main window. It also has pages of assessments in order to practice the readings made by the students. The design of the window of the interactive CD is similar to a Samsung digital Tab in order to engage student's attention.



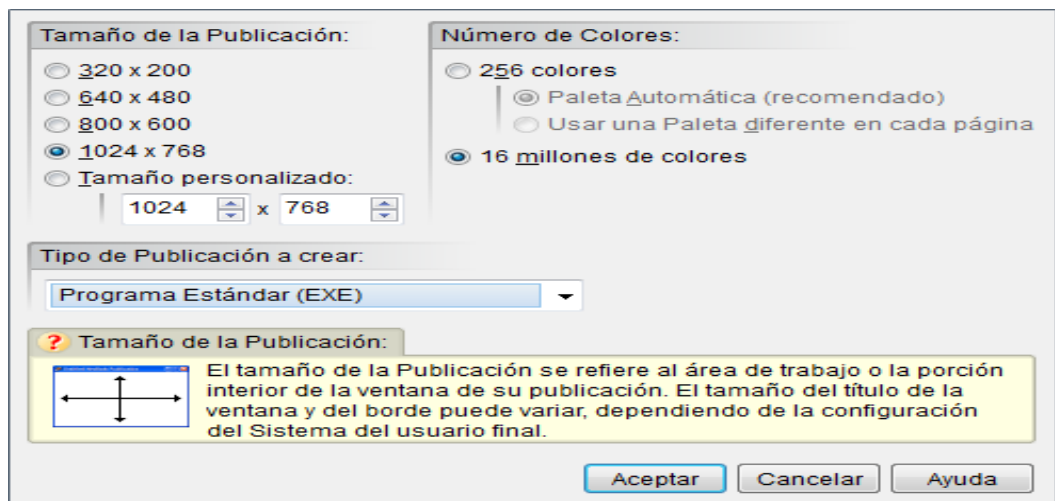
Illustration No. 3: NeoBook 5 Profesional Program.



Source: NeoBook 5 Profesional

This option is used to choose the different sizes of the windows, the program comes with a default size, but it allows to personalize the windows size, the number of colors that start from 256 colors to 16 million, and the type of the publication (Format .exe).

Illustration No. 4: Size of the publication.



Source: NeoBook 5 Profesional

This floating option helps to introduce different kinds of objects such as text, images, figures, bottoms for exercises, timer, audios, videos, internet links and applications and gift images.

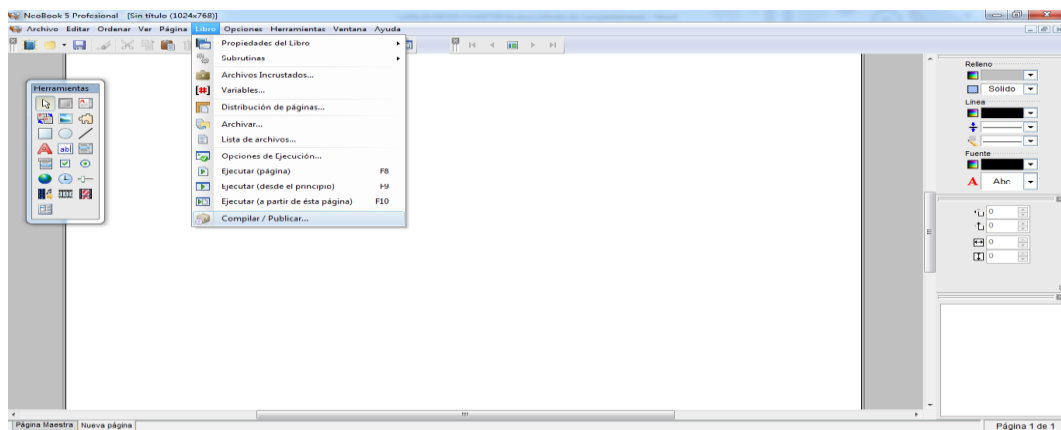
Illustration No. 5: NeoBook 5 Professional Program.



Source: NeoBook 5 Professional

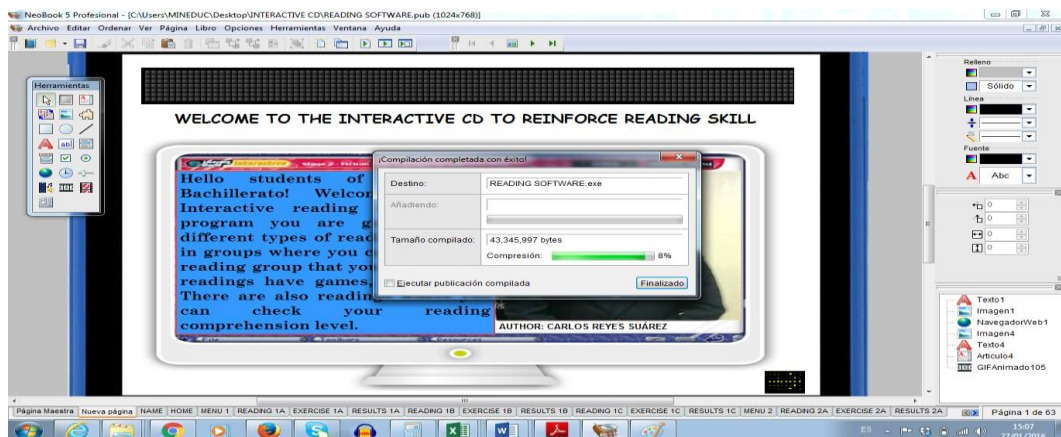
It is necessary to organize in folders the information used for the development of the program. At the end of the design of the interactive reading CD was necessary to compile the publication, therefore the CD can be showed in other computers even though the computers do not have the Neobook Professional software installed.

Illustration No. 6: Compile option.



Source: NeoBook 5 Professional

Illustration No. 7: Publication Compiled.



Source: Interactive Reading CD  
 Author: Carlos Efraín Reyes Suárez.

#### 4.5.7. Cover Page

The UPSE logo appears at the beginning of the Interactive Reading CD.

Illustration No.8: UPSE logo.



Source: Interactive Reading CD  
Author: Carlos Efraín Reyes Suárez.

Before the welcome page is showed, at the top of the window it is observed a “signed”, in the middle of the window, it is a welcome message of the author and at the right bottom there is a “next pressbottom” that allow students to continue to the next page.

Illustration No. 9: Welcome page.



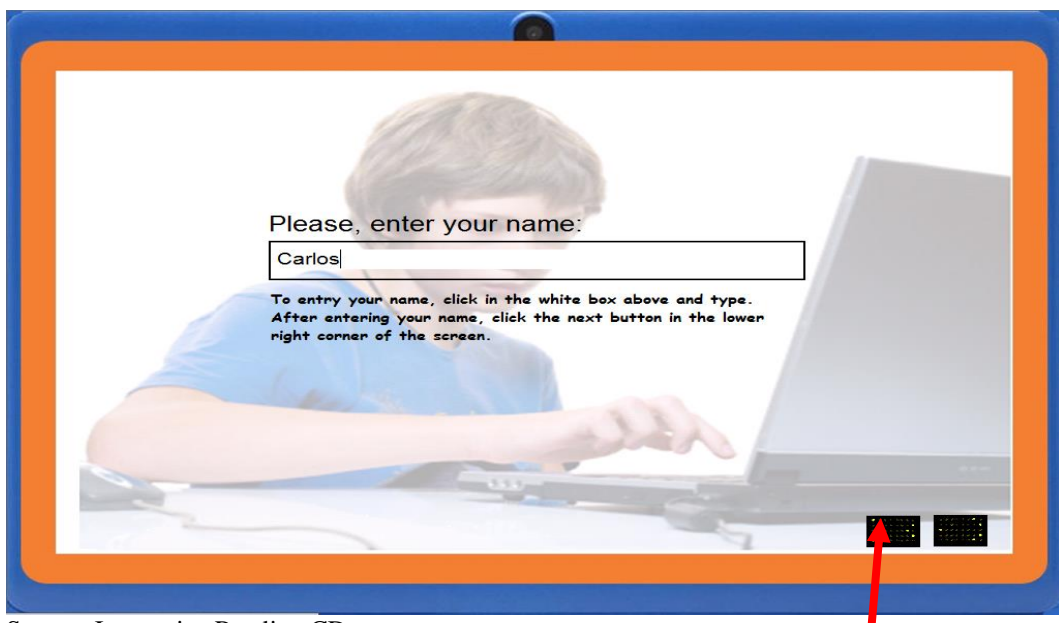
Source: Interactive Reading CD  
Author: Carlos Efraín Reyes Suárez.

Next bottom

#### 4.5.8. Enter name page.

In this page students are able to enter their names and in this way they are going to feel more identified with the Interactive reading CD. They must write their names in the box, it is necessary to continue to the menu page. At the bottom of the page there is a new press bottom, it is the “forward bottom” in order to come back to the previous page.

Illustration No. 10: ID page.



Source: Interactive Reading CD  
Author: Carlos Efraín Reyes Suárez.

Forward bottom

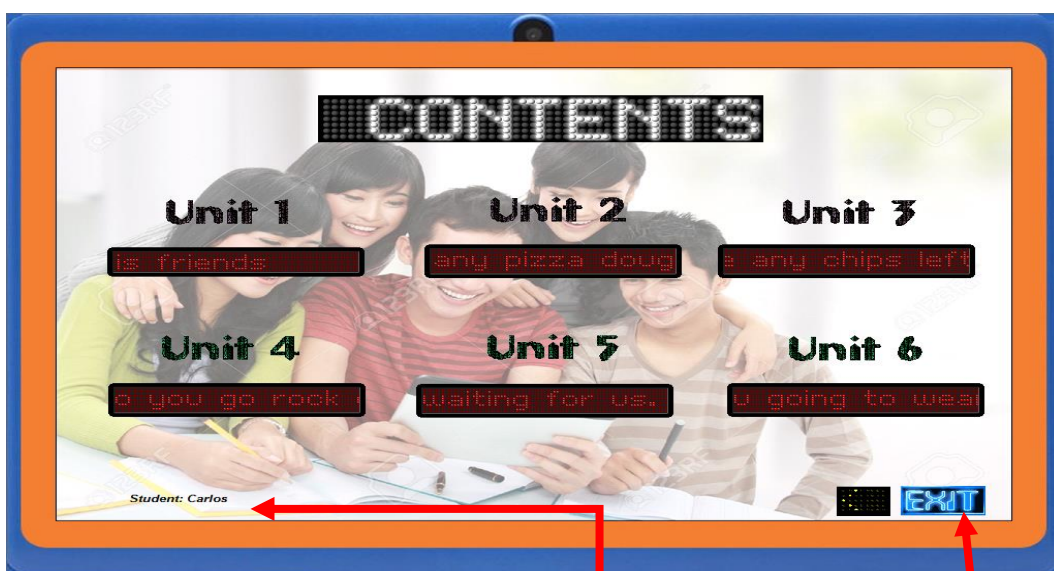
#### 4.5.9. Content.

The content of the interactive reading CD is based on the “English Student Book 3” provided by the Ecuadorian Ministry of Education for First Year of Bachillerato considering its six units:

1. Unit 1: Alex meets his friends.
2. Unit 2: Do you have any pizza dough?
3. Unit 3: Are there any chips left?
4. Unit 4: How often do you go rock climbing?
5. Unit 5: Everybody’s waiting for us.
6. Unit 6: What are you going to wear?

Furthermore the Content page is the only one that has an “exit press bottom” in order to quit the interactive reading CD, on the left corner there will be the name of the student who is using the CD.

Illustration No. 11: Contents Page.



Source: Interactive Reading CD

Author: Carlos Efraín Reyes Suárez.

Student name

Exit bottom

#### 4.5.10. Instructions to access the activities in each unit:

- a. Students access to the Interactive Reading CD logging with the names.
- b. They access to the Contents Page.
- c. Teacher asks to press on the Unit that students are going to work.
- d. On the screen the student will find the names of the Readings.
- e. Teacher asks to choose one of them for example Central Park Vicente Rocafuerte.
- f. Then the selected reading appears on the screen.
- g. Teacher starts introducing asking questions about the images on the reading.
- h. Teacher builds background knowledge asking questions what/where/who etc.
- i. Then Students start reading using the audio script, they can repeat the reading two or three times
- j. After reading they start working comprehension exercises on the next page.
- k. Finally teacher evaluates using the following rubric

#### 4.5.11. Access to the Units of the interactive reading CD

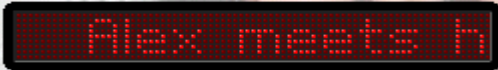
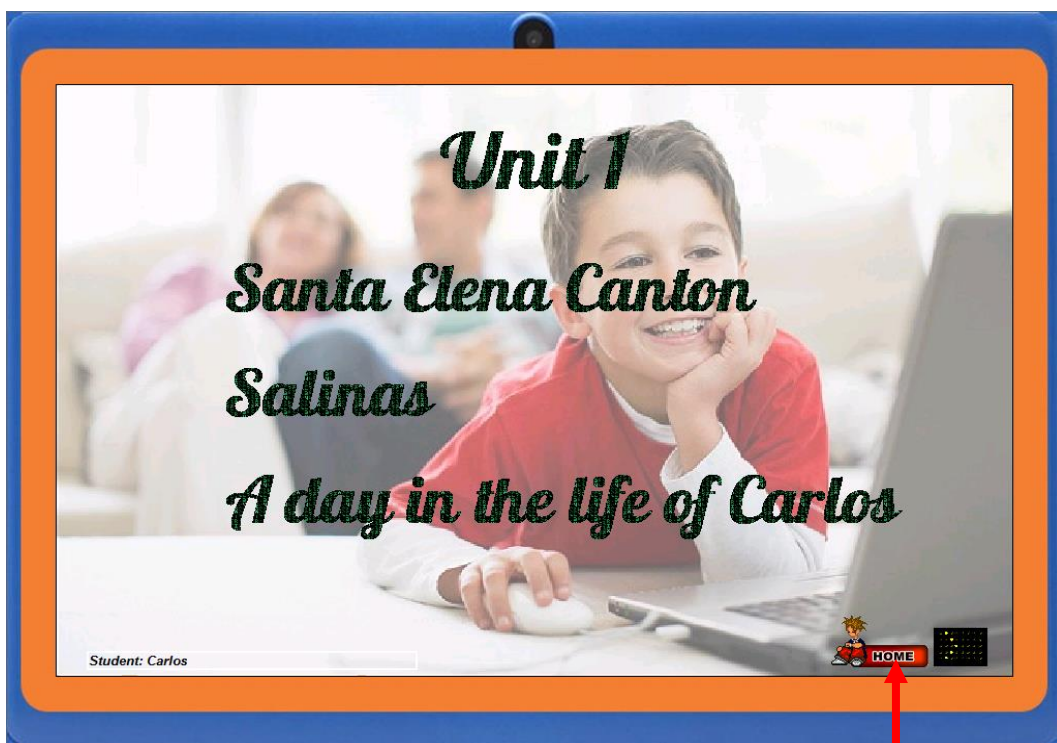
Students can click on the unit press bottom to access to the different unit contents, for example if they click on the bottom  it takes them to a new page with readings of different topics. Unit 1 contains three readings Santa Elena Canton, Salinas and A day in the life of Carlos.

Illustration No. 12: Unit 1 Page.



Source: Interactive Reading CD  
Author: Carlos Efraín Reyes Suárez.

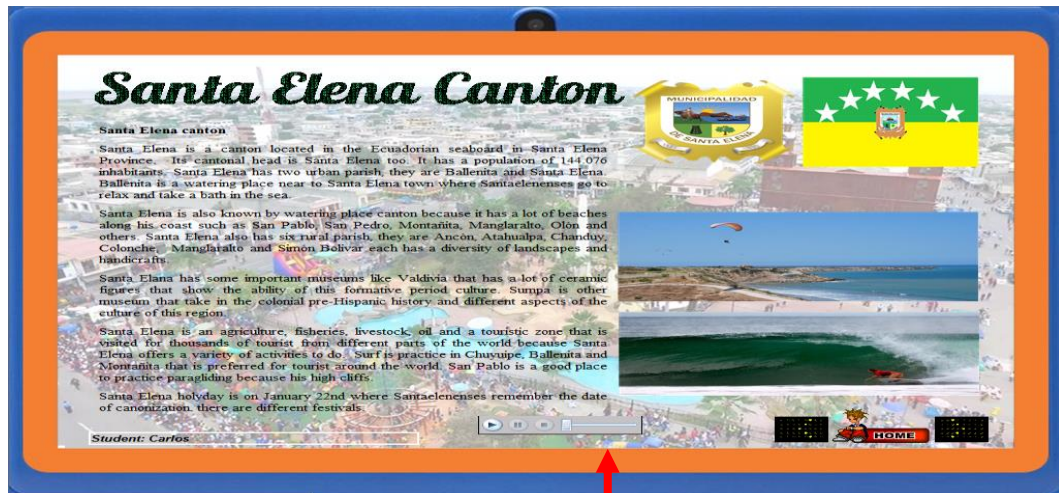
Home bottom.

Each unit contains three readings that were written taking into consideration the grammatical structure and the unit vocabulary connecting the reading with the topic related to the social and geographical environment of the students. In this page the “Home bottom” appears, in order to come back to the Contents Page.

After selecting the first reading Santa Elena Canton on Unit 1 it appears a reading with some images that help students to understand and remember the reading, after students finish reading they have to click on the “next bottom” in order to continue

with the comprehension exercise. There is also an audio script where students are able to listen the readings in order to recognize the pronunciation of the words.

Illustration No. 13: Reading Page.



Source: Interactive Reading CD  
 Author: Carlos Efraín Reyes Suárez.

Audio script

In this page students have to select the best option according what they read previously. After choose all options they must to press the next bottom.

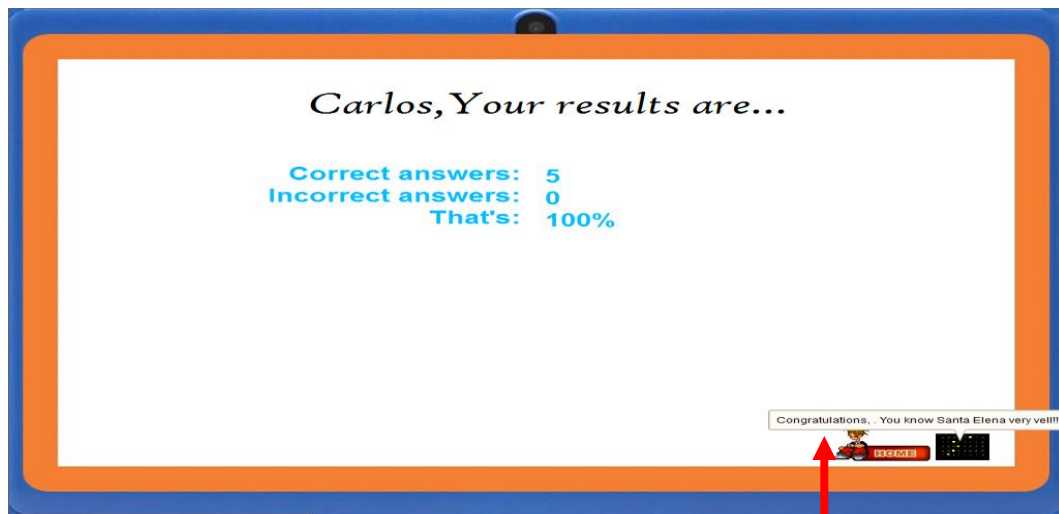
Illustration No. 14: Comprehension Page.



Source: Interactive Reading CD  
 Author: Carlos Efraín Reyes Suárez.

Students can check the number of correct and incorrect answers in this page, also they can observe the grades obtained in this exercise. The CD congratulates students if they get more than 70 percentage.

Illustration No. 15: Result Page.



Source: Interactive Reading CD  
Author: Carlos Efraín Reyes Suárez.

Congratulate message

Once students finish the readings they must click the next bottom in order to go to the Unit Page where there are other readings until they finish all of them. This Unit has three different readings Eating out, Homemade Pepperoni Pizza, Meat Lasagna.

Illustration No. 16: Unit 2 Page.



Source: Interactive Reading CD  
Author: Carlos Efraín Reyes Suárez.

This reading belongs to Unit 2, students has also the opportunity to listen the audio script in order to improve their reading skill, after they finish the activity they must continue with the comprehension page.



Illustration No. 17: Reading Page

**Eating out.**

Hello my Friends I am John, and I am going to talk about my eating habits, I usually eat out because my job, in the morning I have breakfast in the school bar, I order an omelet with a cup of coffee with milk and a little sugar, and an orange juice.

For lunch I usually eat lunch in a restaurant near my work, the food is good but not so good like my wife prepares, the waiter brings me the menu and I usually choose healthy meals, to start I order a vegetable soup because I love vegetables, and for the main course I usually order fish because I like it. I eat meat once a week because meat isn't too healthy.

For dessert I order a chocolate cake with cream or peach ice cream, and for drink I buy some natural juice or I sometimes drink soda. The food isn't expensive but the most important it's delicious. For dinner, I eat at home, my wife prepares different menus each day, and she knows that I like, but generally I only drink a glass of milk, an omelet and a cheese sandwich.

Student: Carlos

RESTAURANT

HOME

Source: Interactive Reading CD  
Author: Carlos Efraín Reyes Suárez.

In this page students have to select the best option according what they read previously. After choose all options they must to press the next bottom.

Illustration No. 18: Comprehension Page.

**Choose the best answer**

How often does John eat out?  
 usually  
 often  
 always

John has breakfast...  
 in the school bar  
 at the cafeteria  
 in a restaurant

John usually chooses  
 healthy food  
 junk food  
 vegetarian food

How often does John eat meat?  
 two times a week  
 once a week  
 sometimes

For dinner John drinks a glass of...  
 soda  
 milk  
 water

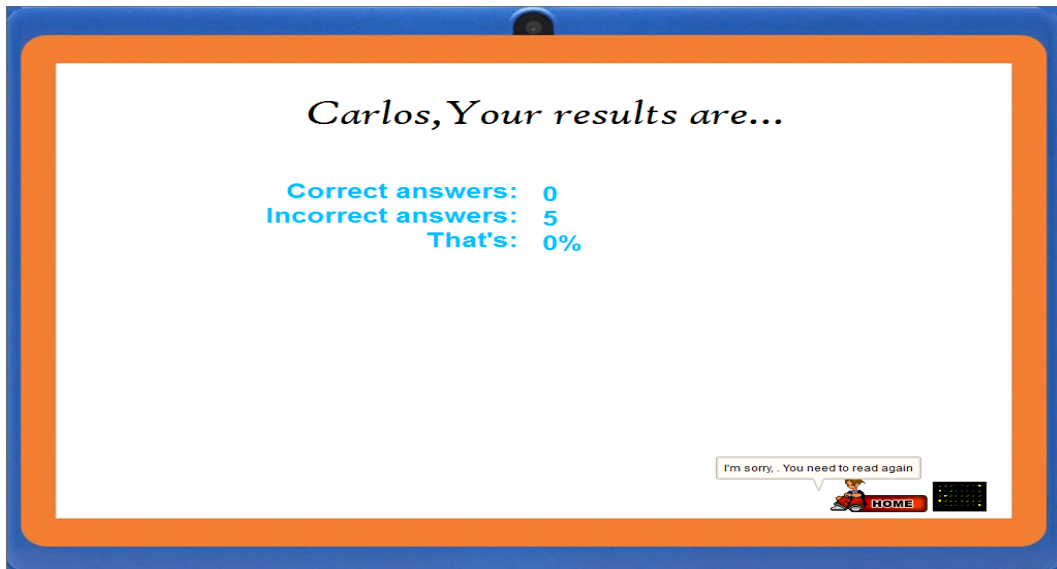
Student: Carlos

HOME

Source: Interactive Reading CD  
Author: Carlos Efraín Reyes Suárez.

Students can check the number of correct and incorrect answers in this page, also they can observe the grades obtained in this exercise. The CD congratulates students if they get more than 70 percentage.

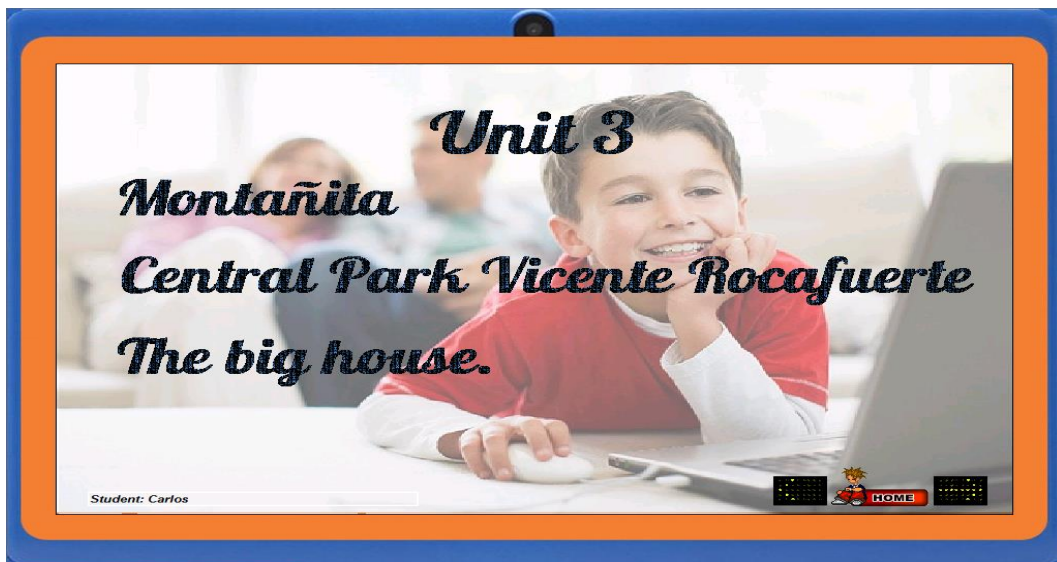
Illustration No. 19: Result Page.



Source: Interactive Reading CD  
Author: Carlos Efraín Reyes Suárez.

In Unit 3 there are readings such as Montañita, Central Park Vicente Rocafuerte, The Big House.

Illustration No. 20: Unit 3 Page.



Source: Interactive Reading CD  
Author: Carlos Efraín Reyes Suárez.

This reading belongs to Unit 3, students has also the opportunity to listen the audio script in order to improve their reading skill, after they finish the activity they must continue with the comprehension page.

Illustration No. 21: Reading Page

**Central Park Vicente Rocafuerte**

In Santa Elena central park there are different activities to do, there are some green areas where you can sit with your friends or family and enjoy the shade of a tree, for children there are some games where they can play and have a great time that they do not come back at home, this park also has a small square that is used for all kind of events such as politic, religious, cultural and social events. In front of the park there is the Santa Elena municipality building, next to there is the Red Cross building.

On the other side there is the Empress Santa Elena cathedral that has almost one hundred years, in this church there is a part of the history of this city, around the park there are different stores like drugstores, markets, restaurants, cybers, ice cream, and fast food stores. This park receive tourist from diverse parts of the country and the world.

Student: Carlos

HOME

The page features a blue border and an orange inner frame. It includes a background image of a park with a fountain and a church. There are two inset images: one of the Santa Elena cathedral and another of a busy park area with many people. A 'HOME' button is located at the bottom right.

Source: Interactive Reading CD  
Author: Carlos Efraín Reyes Suárez.

In this page students have to select the best option according what they read previously. After choose all options they must to press the next bottom.

Illustration No. 22: Comprehension Page

**Choose the best answer**

**Some ingredients for Quick Pizza Sauce are:**  
1 teaspoon dried oregano, and dried basil, crushed.  
1 tablespoon sugar and 1 1/2 teaspoons salt.  
1 Pepperoni and 1 cup shredded mozzarella cheese.

**Some ingredients for Easy Pizza Crust are:**  
1 tablespoon sugar and 1/3 cup oil.  
1 (6 ounce) of Pepperoni.  
1/2 teaspoon garlic powder.

**For sauce you have to:**  
Knead for about 4 minutes, on a floured surface.  
Divide dough in half.  
Combine the ingredients with 1/2 cup water in bowl.

**For crust you have to:**  
Combine 2 cups of flour with the dry yeast.  
Preheat oven to 425 degrees F.  
Bake for 18 to 20 minutes until crusts are browned.

**Some ingredients for Toppings are:**  
1 (6 ounce) of Pepperoni.  
1/2 teaspoon onion powder.  
1 1/3 cups very warm water.

Student: Carlos

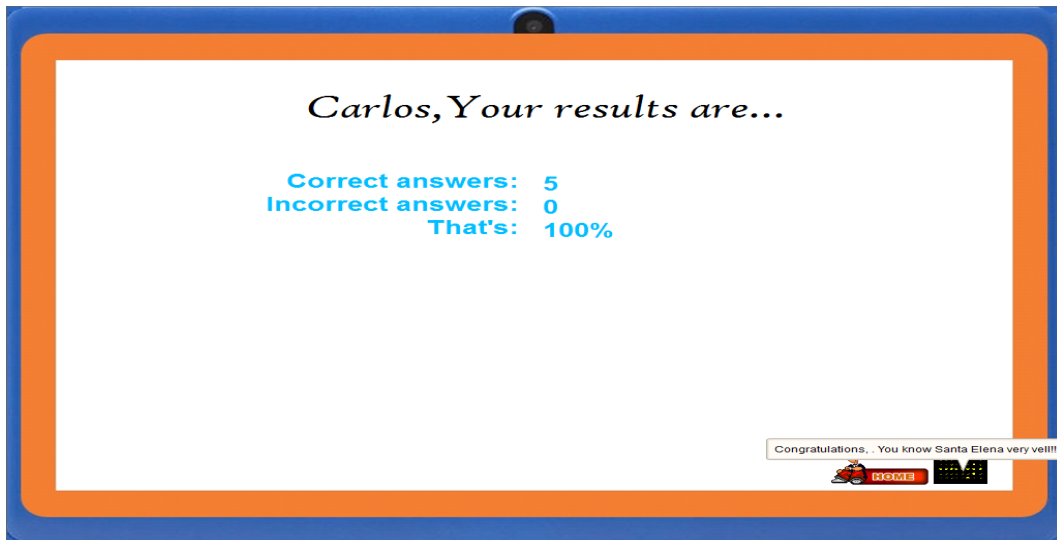
HOME

The page features a blue border and an orange inner frame. It includes a background image of five diverse young people holding question marks. There are three text boxes with instructions and ingredients for pizza sauce, crust, and toppings. A 'HOME' button is located at the bottom right.

Source: Interactive Reading CD  
Author: Carlos Efraín Reyes Suárez.

Students can check the number of correct and incorrect answers in this page, also they can observe the grades obtained in this exercise. The CD congratulates students if they get more than 70 percentage.

Illustration No. 23: Result Page.



Source: Interactive Reading CD  
Author: Carlos Efraín Reyes Suárez.

In Unit 4 there are readings such as A Special Christmas Present, Barth's Hobbies and Interests and Novak Djokovic.

Illustration No. 24: Unit 4 Page.



Source: Interactive Reading CD  
Author: Carlos Efraín Reyes Suárez.

This reading belongs to Unit 4, students has also the opportunity to listen the audio script in order to improve their reading skill, after they finish the activity they must continue with the comprehension page.

Illustration No. 25: Reading Page

**A Special Christmas Present**

Janet usually wants to buy a Christmas present for a special person, her mother. Janet's father always gives her \$10.00 per week, and she puts \$5.00 a week into her moneybox. After four months Janet takes \$80.00 out of her moneybox and she goes to the Paseo shopping mall in La Libertad. She looks and looks around all the stores for a perfect gift for her mom. Suddenly she sees a nice brooch in the shape of his favorite pet. She says to herself, "My mother loves jewelry, and the brooch costs only \$50.00." She buys the brooch and some Christmas paper, and takes it home. She wraps the present in Christmas paper and places it under the Christmas tree. She is very excited and she is looking forward to Christmas morning to see the joy on her mother's face. But when her mother opens the present she screams with fright because she sees a spider.

Student: \_\_\_\_\_

HOME

The interface features a blue background with a white border. On the left, there is a text box with a story about Janet. On the right, there is a colorful illustration of Santa Claus, a reindeer, and a penguin. Below the text, there are two images: a gold brooch and a spider. At the bottom right, there is a 'HOME' button with a small character icon.

Source: Interactive Reading CD  
Author: Carlos Efraín Reyes Suárez.

In this page students have to select the best option according what they read previously. After choose all options they must to press the next bottom.

Illustration No. 26: Comprehension Page

**Choose the best answer**

What time does Carlos get up?  
\_\_\_\_\_

What does Carlos' baby eat?  
\_\_\_\_\_

Carlos always goes to school by \_\_\_\_\_

Carlos works at U.E La Libertad as \_\_\_\_\_

Carlos sometimes take a walk \_\_\_\_\_ with his family.  
to the beach  
to the park  
to the Paseo Shopping

Student: \_\_\_\_\_

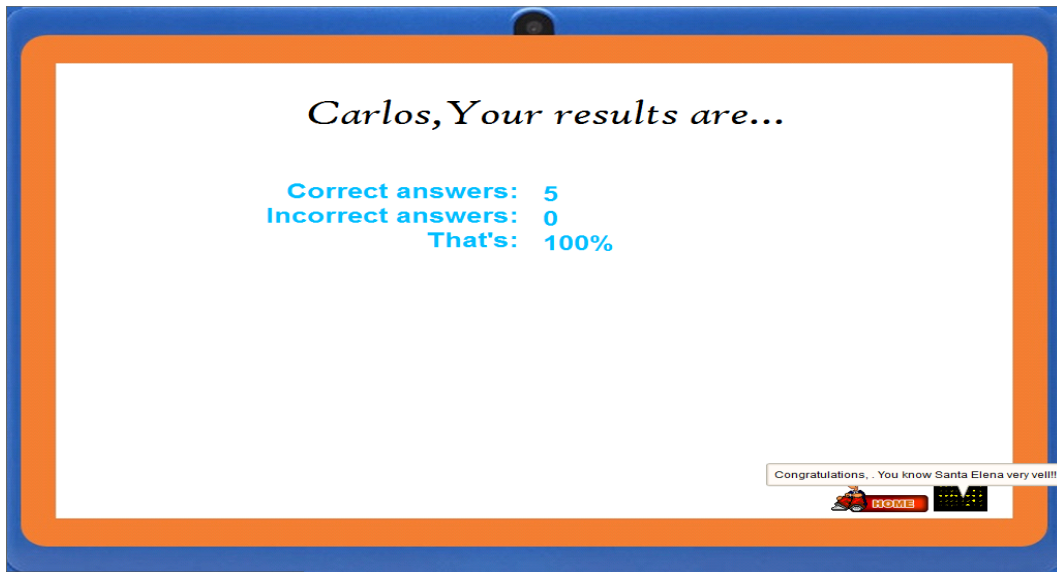
HOME

The interface features a blue background with a white border. In the center, there is a photograph of five young people holding question marks. Below the photo, there are five multiple-choice questions with dropdown menus. At the bottom right, there is a 'HOME' button with a small character icon.

Source: Interactive Reading CD  
Author: Carlos Efraín Reyes Suárez.

Students can check the number of correct and incorrect answers in this page, also they can observe the grades obtained in this exercise. The CD congratulates students if they get more than 70 percentage.

Illustration No. 27: Result Page.



Source: Interactive Reading CD  
Author: Carlos Efraín Reyes Suárez.

In Unit 5 there are readings such as Ballenita Beach, Recycling and Weekend Days.

Illustration No. 28: Unit 5 Page.



Source: Interactive Reading CD  
Author: Carlos Efraín Reyes Suárez.

This reading belongs to Unit 5, students has also the opportunity to listen the audio script in order to improve their reading skill, after they finish the activity they must continue with the comprehension page.

Illustration No. 29: Reading Page

**Weekend days**

My name is Jack and these are the activities I normally do. I love going to the beach. During the weekend I wake up early and go for a small walk along to the beach. I usually go with my father and my sister. We like to get some fresh air of the sea before we start our day. At this moment we are in front of the sea feeling this sea breeze. We live in Guayaquil city. We think that this place is wonderful because it don't have a lot of noisy and pollution of my city. We walk for about one hour and then return to our home in front of the sea. I work in a computer company. I usually go to work by bus but when I am late my father take me to my job. I ensemble and repair computers. I also install programs, sell software and accessories for computers.

At night I usually check my email and chat with my friends, I sometime post in my blog the activities I usually do

Student: \_\_\_\_\_

HOME

The screenshot shows a reading page with a blue border. At the top, the title 'Weekend days' is written in a stylized font. Below the title, there are two images: a statue in a park and a computer workstation. To the right of the images is a text block about a person named Jack who lives in Guayaquil and works in a computer company. At the bottom left, there is a 'Student:' label with a blank line. At the bottom right, there is a 'HOME' button with a house icon.

Source: Interactive Reading CD  
Author: Carlos Efraín Reyes Suárez.

In this page students have to select the best option according what they read previously. After choose all options they must to press the next bottom.

Illustration No. 30: Comprehension Page

**Choose the best answer**

1. How many degrees do you have to preheat the oven?

- 300 degrees F.
- 350 degrees F.
- 250 degrees F.

2. Once the water is boiling you have to...

- Add the lasagna noodles a few at a time.
- Fill a large pot with lightly salted water.
- Bake in the preheated oven until the casserole is bubbling.

3. What is the size of the baking pan?

- 9x13-inches.
- 8x13-inches.
- None of these.

4. How many minutes do you have to bake the lasagna in the oven?

- 10 minutes.
- 20 minutes.
- 30 minutes.

5. You should allow to stand at least:

- 3 minutes before serving.
- 5 minutes before serving.
- 10 minutes before serving.

Student: \_\_\_\_\_

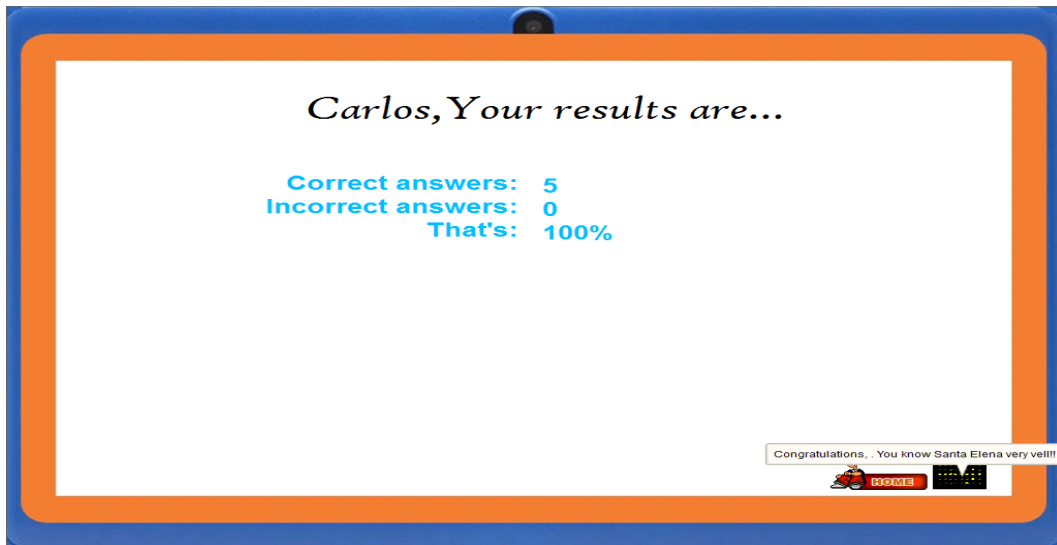
HOME

The screenshot shows a comprehension page with a blue border. The title 'Choose the best answer' is at the top. Below it are five multiple-choice questions about cooking lasagna. Each question has three radio button options. In the background, there are images of five people holding large question marks. At the bottom left, there is a 'Student:' label with a blank line. At the bottom right, there is a 'HOME' button with a house icon.

Source: Interactive Reading CD  
Author: Carlos Efraín Reyes Suárez.

Students can check the number of correct and incorrect answers in this page, also they can observe the grades obtained in this exercise. The CD congratulates students if they get more than 70 percentage.

Illustration No. 31: Result Page.



Source: Interactive Reading CD  
Author: Carlos Efraín Reyes Suárez.

In Unit 6 there are readings such as Going to the Zoo, My Weekend Plans and Winter days.

Illustration No. 32: Unit 6 Page.



Source: Interactive Reading CD  
Author: Carlos Efraín Reyes Suárez.

This reading belongs to Unit 6, students has also the opportunity to listen the audio script in order to improve their reading skill, after they finish the activity they must continue with the comprehension page.



Illustration No. 33: Reading Page

**Going to the Zoo**

Hi! My name is Monica and I am 15 years old. I am so excited! I am excited because tomorrow my dad is going to take me and my sister Mary to the zoo. We love going to the zoo! We are going to see wild animals! The last time we went to the zoo we saw the cutest tiny green snake. We want to see more animals!

We are going to see the lions. I am going to roar at the lions! Can you roar like a lion too?

Mary is going to hop like a kangaroo when she sees the kangaroos! When I see the penguins I am going to waddle like them. They look so funny when they walk!

We are going to sing like the birds and I am going to flap my arms and fly with them too! We are going to be a beautiful blue birds with a bright yellow beak! We are going to find the giraffes too. They have very long necks. My dad is going to let us buy something from the gift shop. I don't know what I am going to want but I can't wait to see what there is! We are going to have fun! We are so excited!

Student: \_\_\_\_\_

The page features a title 'Going to the Zoo' in a stylized font. Below the title is a paragraph of text about a family going to the zoo. To the right of the text are two images: a lion and a kangaroo. At the bottom of the page, there is a 'Student:' label and a small 'DOSCOOL' logo.

Source: Interactive Reading CD  
Author: Carlos Efraín Reyes Suárez.

In this page students have to select the best option according what they read previously. After choose all options they must to press the next bottom.

Illustration No. 34: Comprehension Page

**Choose the best answer**

How often does John eat out?  
 usually  
 often  
 always

John has breakfast...  
 in the school bar  
 at the cafeteria  
 in a restaurant

John usually chooses  
 healthy food  
 junk food  
 vegetarian food

How often does John eat meat?  
 two times a wee  
 once a week  
 sometimes

For dinner John drinks a glass of...  
 soda  
 milk  
 water

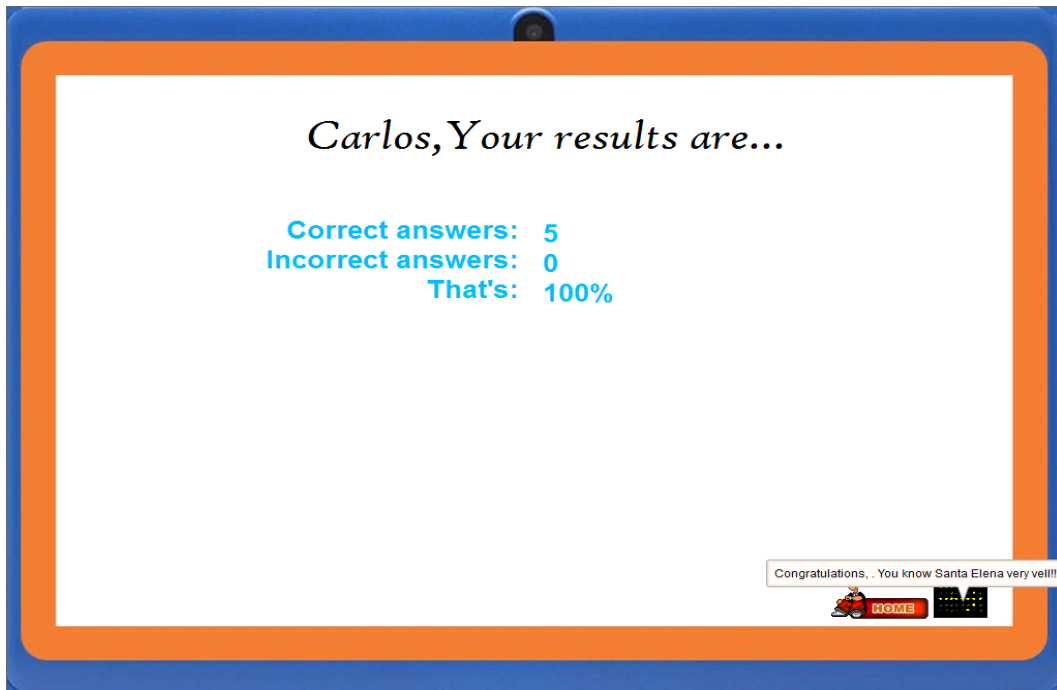
Student: \_\_\_\_\_

The page features a title 'Choose the best answer' in a stylized font. Below the title are four multiple-choice questions about John's eating habits. To the right of the questions are four images of people holding question marks. At the bottom of the page, there is a 'Student:' label and a small 'DOSCOOL' logo.

Source: Interactive Reading CD  
Author: Carlos Efraín Reyes Suárez.

Students can check the number of correct and incorrect answers in this page, also they can observe the grades obtained in this exercise. The CD congratulates students if they get more than 70 percentage.

Illustration No. 35: Result Page.



Source: Interactive Reading CD  
 Author: Carlos Efraín Reyes Suárez.

#### 4.6. Strategies of Improvement

Chart No. 27: Strategies of improvement.

Use of text before the proposal	Use of the Interactive CD after the proposal
<ul style="list-style-type: none"> <li>• Use of traditional material</li> <li>• Traditional English classes</li> <li>• Low level of motivation to read text in English.</li> <li>• Low level of interaction among teacher and students.</li> </ul>	<ul style="list-style-type: none"> <li>• Students use the Interactive Reading CD</li> <li>• English classes with the use of technological resources.</li> <li>• Reinforcement of the reading skill in class with the use of the interactive CD to increase the level of motivation</li> <li>• Increase of the level of interaction among teacher and students.</li> </ul>

Author: Carlos Efraín Reyes Suárez.

#### 4.7. Results of Implementation

Chart No. 28: Results of Pre-Test.

BEFORE							
No	STUDENTS	Comprehension 4 marks.	Pronunciation 3 marks.	Fluency 1 mark.	Punctuation 1 mark.	Vocabulary 1 mark.	Total 10 marks.
1	ALVARADO MURILLO MELANY KRYSTEL	2	1	0,5	0,5	0,5	4,5
2	AQUINO FLORES GENESIS BRIGITTE	1	1	0,5	0,5	0,5	3,5
3	ARANEA MENDEZ CHRISTIAN DANIEL	3	1	0,5	0,5	0,5	5,5
4	ARANEA MENDEZ EVELYN IVETTE	1	1	0,5	0,5	0,5	3,5
5	ARTEAGA ARTEAGA JEAN PIERRE	3	2	0,5	0,5	0,5	6,5
6	ASCENCIO GUARANDA KEVIN JOEL	1	1	0,5	0,5	0,5	3,5
7	BALLADARES RODRIGUEZ JACKIE JULISSA	2	1	0,5	0,5	0,5	4,5
8	BALON PRUDENTE ALEX GEOVANNY	2	1	0,5	0,5	0,5	4,5
9	BAZAN VILLEGAS MARJORIE LISBETH	3	1	0,5	0,5	0,5	5,5
10	BESERRA ORTEGA GRACE STEFANNY	3	2	1	0,5	0,5	7
11	BORBOR ASECIO DENISSE MAGDELLY	2	1	0,5	0,5	0,5	4,5
12	BORBOR GONZABAY ELIZABETH TAMARA	1	1	0,5	0,5	0,5	3,5
13	CAICHE DIAZ VERONICA JULISSA	3	1	0,5	0,5	0,5	5,5
14	CASTILLO COCHEA NATHALY ROXANNA	1	1	0,5	0,5	0,5	3,5
15	CASTRO VILLAMAR SANTIAGO RICARDO	1	1	0,5	0,5	0,5	3,5
16	CEDEÑO MIRANDA ODALIS ARLETTE	3	2	0,5	0,5	0,5	6,5
17	CHICAIZA REYES KENGY EDUARDO	2	1	0,5	0,5	0,5	4,5
18	CHILAN OLEAS IVAN RICARDO	2	1	0,5	0,5	0,5	4,5
19	CONFORME LINO JAMILEX SORAYA	3	1	0,5	0,5	0,5	5,5
20	CORREA ASECIO EVELYN IVETTE	3	1	0,5	0,5	0,5	5,5
21	DEL PEZO POZO JEFFERSON HUMBERTO	2	1	0,5	0,5	0,5	4,5
22	DEL PEZO REYES RONALD JAVIER	1	1	0,5	0,5	0,5	3,5
23	DEL PEZO YAGUAL MELISA ROXANA	3	2	1	0,5	0,5	7
24	DEL PEZO YAGUAL TATIANA MELISA	3	2	1	0,5	0,5	7
25	DELGADO GONZALEZ EZEQUIEL MICHAEL	1	1	0,5	0,5	0,5	3,5
26	ESTUPIÑAN ROSALES ASHLEY ISABEL	3	2	1	0,5	0,5	7
27	FLORES SALINAS JEFFERSON BOLIVAR	3	1	0,5	0,5	0,5	5,5
28	FRANCO CHANCAY DAYANA GISELLA	2	1	0,5	0,5	0,5	4,5
29	FRANCO YAGUAL JOSE AUGUSTO	3	1	0,5	0,5	0,5	5,5
30	GONGORA FRANCO KATHIUSCA YAMILETH	3	2	0,5	0,5	0,5	6,5
31	GONZABAY POZO GINA KATHERINE	2	1	0,5	0,5	0,5	4,5

32	GONZALEZ TOMALA GRACE GISELLA	3	2	1	0,5	0,5	7
33	GOROZABEL QUIMIS JOSSELYN JAMILETH	3	1	0,5	0,5	0,5	5,5
34	HUMANANTE SORIANO ARIEL JOSE	1	1	0,5	0,5	0,5	3,5
35	MACIAS GALAN KEYLA DOMENICA	3	2	0,5	0,5	0,5	6,5
36	MARTINEZ REYES EVELYN ARIANA	1	1	0,5	0,5	0,5	3,5
37	MEREJILDO ORRALA JONATHAN ALBERTO	2	1	0,5	0,5	0,5	4,5
38	PEÑA RODRIGUEZ JOSE ALEJANDRO	2	1	0,5	0,5	0,5	4,5
39	POZO POZO ALEXIS JOFFRE	3	1	0,5	0,5	0,5	5,5
40	QUINDE TOMALA MADELINE DAYANARA	3	2	1	0,5	0,5	7
41	QUIRUMBAY NIETO JOSELINE DENNISE	3	2	1	0,5	0,5	7
42	RAMIREZ VERA KELLY MELISSA	3	2	1	0,5	0,5	7
43	REYES DE LA A IRVING ISAAC	3	2	1	0,5	0,5	7
44	REYES VILLON ALEX ARIEL	3	2	1	0,5	0,5	7
45	RIVERA BELTRAN ELVIS HUMBERTO	1	1	0,5	0,5	0,5	3,5
46	RODRIGUEZ RIVERA ERICK ALEXANDER	2	1	0,5	0,5	0,5	4,5
47	RODRIGUEZ SALINAS ANABEL ABIGAIL	1	1	0,5	0,5	0,5	3,5
48	SALINAS POZO JONATHAN STEVEN	3	2	1	0,5	0,5	7
49	SOLEDISPA BELTRAN KAREN YULEIDY	1	1	0,5	0,5	0,5	3,5
50	SUAREZ TUMBACO JOSUE STEVEN	1	1	0,5	0,5	0,5	3,5
51	SUAREZ VERA KEVIN PAUL	3	2	1	0,5	0,5	7
52	TOALA PRUDENTE FABIAN ANDRES	3	2	1	0,5	0,5	7
53	VERA CHANCAY LISSETTE MAHOLY	2	1	0,5	0,5	0,5	4,5
54	VERA COBEÑA MELANIE JULISSA	3	1	0,5	0,5	0,5	5,5
55	VERA GONZALEZ ANGIE ANDREA	3	1	0,5	0,5	0,5	5,5
56	VERA ORRALA EVELYN KATHERINE	2	1	0,5	0,5	0,5	4,5
57	VERA ROCAFUERTE TATIANA ISABEL	1	1	0,5	0,5	0,5	3,5
58	YAGUAL CASTILLO CAROLINA EMPERATRIZ	3	2	1	0,5	0,5	7
59	YAGUAL CATUTO ALEX ORLANDO	1	1	0,5	0,5	0,5	3,5
60	YAGUAL GABINO KARLA MELISSA	3	2	1	0,5	0,5	7
<b>AVERAGE TOTAL COURSE</b>							5,1 8

Source: Pre-Test

Author: Carlos Efraín Reyes Suárez.

Chart No. 29: Results of Post-Test

AFTER							
No	STUDENTS	Comprehension 4 marks.	Pronunciation 3 marks.	Fluency 1 mark.	Punctuation 1 mark.	Vocabulary 1 mark.	Total 10 marks.
1	ALVARADO MURILLO MELANY KRYSTEL	4	2	0,8	1	1	8,8
2	AQUINO FLORES GENESIS BRIGITTE	3	2	0,8	1	1	7,8
3	ARANEA MENDEZ CHRISTIAN DANIEL	3	2	0,7	1	1	7,7
4	ARANEA MENDEZ EVELYN IVETTE	3	2	1	1	1	8
5	ARTEAGA ARTEAGA JEAN PIERRE	3	2	1	1	1	8
6	ASCENCIO GUARANDA KEVIN JOEL	3	2	0,9	1	1	7,9
7	BALLADARES RODRIGUEZ JACKIE JULISSA	4	2	0,8	1	1	8,8
8	BALON PRUDENTE ALEX GEOVANNY	3	2	1	1	1	8
9	BAZAN VILLEGAS MARJORIE LISBETH	3	2	1	1	1	8
10	BESERRA ORTEGA GRACE STEFANNY	3	2	0,9	1	1	7,9
11	BORBOR ASECIO DENISSE MAGDELLY	3	2	1	1	1	8
12	BORBOR GONZABAY ELIZABETH TAMARA	4	2	1	1	1	9
13	CAICHE DIAZ VERONICA JULISSA	3	2	0,7	1	1	7,7
14	CASTILLO COCHEA NATHALY ROXANNA	3	2	1	1	1	8
15	CASTRO VILLAMAR SANTIAGO RICARDO	3	2	1	1	1	8
16	CEDEÑO MIRANDA ODALIS ARLETTE	4	2	1	1	1	9
17	CHICAIZA REYES KENGY EDUARDO	3	2	1	1	1	8
18	CHILAN OLEAS IVAN RICARDO	3	2	0,9	1	1	7,9
19	CONFORME LINO JAMILEX SORAYA	4	2	0,7	1	1	8,7
20	CORREA ASECIO EVELYN IVETTE	4	2	1	1	1	9
21	DEL PEZO POZO JEFFERSON HUMBERTO	3	2	1	1	1	8
22	DEL PEZO REYES RONALD JAVIER	3	2	0,9	1	1	7,9
23	DEL PEZO YAGUAL MELISA ROXANA	4	2	1	1	1	9
24	DEL PEZO YAGUAL TATIANA MELISA	4	2	1	1	1	9
25	DELGADO GONZALEZ EZEQUIEL MICHAEL	3	2	1	1	1	8
26	ESTUPIÑAN ROSALES ASHLEY ISABEL	4	3	1	1	1	10
27	FLORES SALINAS JEFFERSON BOLIVAR	4	2	1	1	1	9
28	FRANCO CHANCAY DAYANA GISELLA	3	2	1	1	1	8
29	FRANCO YAGUAL JOSE AUGUSTO	4	2	1	1	1	9
30	GONGORA FRANCO KATHIUSCA YAMILETH	4	2	0,9	1	1	8,9
31	GONZABAY POZO GINA KATHERINE	3	2	1	1	1	8
32	GONZALEZ TOMALA GRACE GISELLA	4	2	1	1	1	9

33	GOROZABEL QUIMIS JOSSELYN JAMILETH	4	2	1	1	1	9
34	HUMANANTE SORIANO ARIEL JOSE	3	2	1	1	1	8
35	MACIAS GALAN KEYLA DOMENICA	4	2	1	1	1	9
36	MARTINEZ REYES EVELYN ARIANA	3	2	1	1	1	8
37	MEREJILDO ORRALA JONATHAN ALBERTO	3	2	1	1	1	8
38	PEÑA RODRIGUEZ JOSE ALEJANDRO	3	2	1	1	1	8
39	POZO POZO ALEXIS JOFFRE	4	2	1	1	1	9
40	QUINDE TOMALA MADELINE DAYANARA	4	2	1	1	1	9
41	QUIRUMBAY NIETO JOSELINE DENNISE	4	3	1	1	1	10
42	RAMIREZ VERA KELLY MELISSA	4	3	1	1	1	10
43	REYES DE LA A IRVING ISAAC	4	2	1	1	1	9
44	REYES VILLON ALEX ARIEL	4	2	1	1	1	9
45	RIVERA BELTRAN ELVIS HUMBERTO	3	2	1	1	1	8
46	RODRIGUEZ RIVERA ERICK ALEXANDER	3	2	1	1	1	8
47	RODRIGUEZ SALINAS ANABEL ABIGAIL	3	2	1	1	1	8
48	SALINAS POZO JONATHAN STEVEN	4	3	1	1	1	10
49	SOLEDISPA BELTRAN KAREN YULEIDY	3	2	0,9	1	1	7,9
50	SUAREZ TUMBACO JOSUE STEVEN	3	2	0,9	1	1	7,9
51	SUAREZ VERA KEVIN PAUL	4	3	1	1	1	10
52	TOALA PRUDENTE FABIAN ANDRES	4	3	1	1	1	10
53	VERA CHANCAY LISSETTE MAHOLY	3	2	1	1	1	8
54	VERA COBEÑA MELANIE JULISSA	4	2	1	1	1	9
55	VERA GONZALEZ ANGIE ANDREA	4	2	0,8	1	1	8,8
56	VERA ORRALA EVELYN KATHERINE	3	2	1	1	1	8
57	VERA ROCAFUERTE TATIANA ISABEL	3	2	1	1	1	8
58	YAGUAL CASTILLO CAROLINA EMPERATRIZ	4	3	1	1	1	10
59	YAGUAL CATUTO ALEX ORLANDO	3	2	1	1	1	8
60	YAGUAL GABINO KARLA MELISSA	3	3	1	1	1	9
<b>AVERAGE TOTAL COURSE</b>							8,5 4

Source: Post-Test

Author: Carlos Efraín Reyes Suárez.

Chart No. 30: Result of improvement

No.	STUDENTS	BEFORE	AFTER	% OF IMPROVEMENET
1	ALVARADO MURILLO MELANY KRYSTEL	4,5	8,8	95,56%
2	AQUINO FLORES GENESIS BRIGITTE	3,5	7,8	122,86%
3	ARANEA MENDEZ CHRISTIAN DANIEL	5,5	7,7	40,00%
4	ARANEA MENDEZ EVELYN IVETTE	3,5	8	128,57%
5	ARTEAGA ARTEAGA JEAN PIERRE	6,5	8	23,08%
6	ASCENCIO GUARANDA KEVIN JOEL	3,5	7,9	125,71%
7	BALLADARES RODRIGUEZ JACKIE JULISSA	4,5	8,8	95,56%
8	BALON PRUDENTE ALEX GEOVANNY	4,5	8	77,78%
9	BAZAN VILLEGAS MARJORIE LISBETH	5,5	8	45,45%
10	BESERRA ORTEGA GRACE STEFANNY	7	7,9	12,86%
11	BORBOR ASECIO DENISSE MAGDELLY	4,5	8	77,78%
12	BORBOR GONZABAY ELIZABETH TAMARA	3,5	9	157,14%
13	CAICHE DIAZ VERONICA JULISSA	5,5	7,7	40,00%
14	CASTILLO COCHEA NATHALY ROXANNA	3,5	8	128,57%
15	CASTRO VILLAMAR SANTIAGO RICARDO	3,5	8	128,57%
16	CEDEÑO MIRANDA ODALIS ARLETTE	6,5	9	38,46%
17	CHICAIZA REYES KENGY EDUARDO	4,5	8	77,78%
18	CHILAN OLEAS IVAN RICARDO	4,5	7,9	75,56%
19	CONFORME LINO JAMILEX SORAYA	5,5	8,7	58,18%
20	CORREA ASECIO EVELYN IVETTE	5,5	9	63,64%
21	DEL PEZO POZO JEFFERSON HUMBERTO	4,5	8	77,78%
22	DEL PEZO REYES RONALD JAVIER	3,5	7,9	125,71%
23	DEL PEZO YAGUAL MELISA ROXANA	7	9	28,57%
24	DEL PEZO YAGUAL TATIANA MELISA	7	9	28,57%
25	DELGADO GONZALEZ EZEQUIEL MICHAEL	3,5	8	128,57%
26	ESTUPIÑAN ROSALES ASHLEY ISABEL	7	10	42,86%
27	FLORES SALINAS JEFFERSON BOLIVAR	5,5	9	63,64%
28	FRANCO CHANCAY DAYANA GISELLA	4,5	8	77,78%
29	FRANCO YAGUAL JOSE AUGUSTO	5,5	9	63,64%
30	GONGORA FRANCO KATHIUSCA YAMILETH	6,5	8,9	36,92%
31	GONZABAY POZO GINA KATHERINE	4,5	8	77,78%
32	GONZALEZ TOMALA GRACE GISELLA	7	9	28,57%
33	GOROZABEL QUIMIS JOSSELYN JAMILETH	5,5	9	63,64%
34	HUMANANTE SORIANO ARIEL JOSE	3,5	8	128,57%
35	MACIAS GALAN KEYLA DOMENICA	6,5	9	38,46%

36	MARTINEZ REYES EVELYN ARIANA	3,5	8	128,57%
37	MEREJILDO ORRALA JONATHAN ALBERTO	4,5	8	77,78%
38	PEÑA RODRIGUEZ JOSE ALEJANDRO	4,5	8	77,78%
39	POZO POZO ALEXIS JOFFRE	5,5	9	63,64%
40	QUINDE TOMALA MADELINE DAYANARA	7	9	28,57%
41	QUIRUMBAY NIETO JOSELINE DENNISE	7	10	42,86%
42	RAMIREZ VERA KELLY MELISSA	7	10	42,86%
43	REYES DE LA A IRVING ISAAC	7	9	28,57%
44	REYES VILLON ALEX ARIEL	7	9	28,57%
45	RIVERA BELTRAN ELVIS HUMBERTO	3,5	8	128,57%
46	RODRIGUEZ RIVERA ERICK ALEXANDER	4,5	8	77,78%
47	RODRIGUEZ SALINAS ANABEL ABIGAIL	3,5	8	128,57%
48	SALINAS POZO JONATHAN STEVEN	7	10	42,86%
49	SOLEDISPA BELTRAN KAREN YULEIDY	3,5	7,9	125,71%
50	SUAREZ TUMBACO JOSUE STEVEN	3,5	7,9	125,71%
51	SUAREZ VERA KEVIN PAUL	7	10	42,86%
52	TOALA PRUDENTE FABIAN ANDRES	7	10	42,86%
53	VERA CHANCAY LISSETTE MAHOLY	4,5	8	77,78%
54	VERA COBEÑA MELANIE JULISSA	5,5	9	63,64%
55	VERA GONZALEZ ANGIE ANDREA	5,5	8,8	60,00%
56	VERA ORRALA EVELYN KATHERINE	4,5	8	77,78%
57	VERA ROCAFUERTE TATIANA ISABEL	3,5	8	128,57%
58	YAGUAL CASTILLO CAROLINA EMPERATRIZ	7	10	42,86%
59	YAGUAL CATUTO ALEX ORLANDO	3,5	8	128,57%
60	YAGUAL GABINO KARLA MELISSA	7	9	28,57%
<b>AVERAGE TOTAL COURSE</b>		5,18	8,45	65,09%

Source: Pre & Post Tests

Author: Carlos Efraín Reyes Suárez.

#### 4.7.1. Pre & post – tests results

Results showed that before the implementation of the proposal 52% students had a low level of reading skill, after the implementation of the proposal they improved their reading skills level to 85%, in consequence this Interactive Reading CD has reached its objective.

The information will be presented in percentage in order to get a clearer view of what their grades were at the beginner and what the grades were at the end of the month.

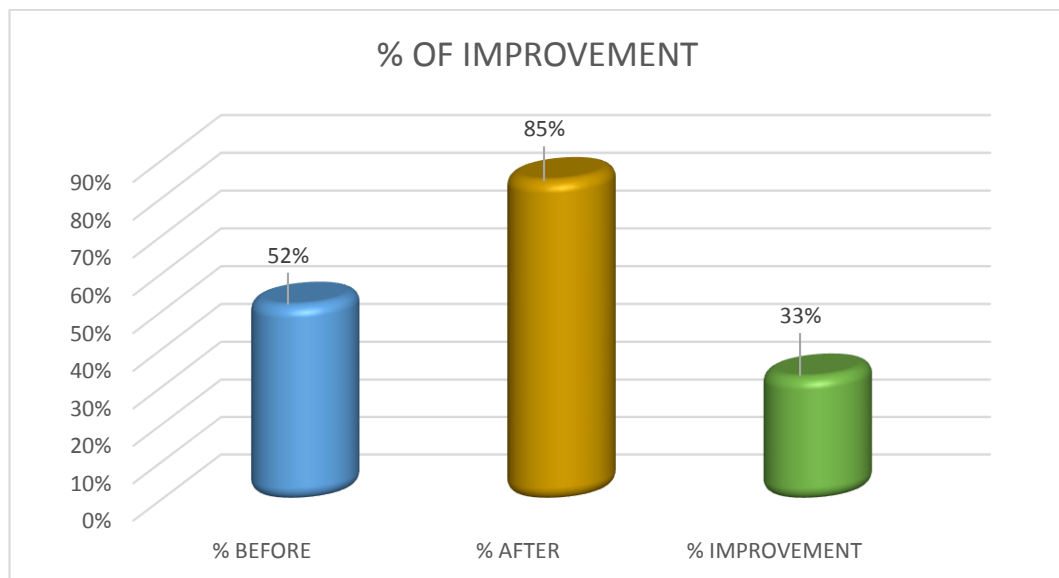


Chart No. 31: Test Results

BEFORE	AFTER	% OF IMPROVEMENT
5,18	8,54	3,36
52%	85%	33%

Source: Unidad Educativa “La Libertad”  
 Author: Carlos Efraín Reyes Suárez.

Graph N° 19: Statistical graphic results of the tests.



Source: Unidad Educativa “La Libertad”  
 Author: Carlos Efraín Reyes Suárez.

#### **4.8. Conclusions**

1. The Interactive reading CD is a didactic educational tool in the process of learning to read in English.
2. The Interactive reading CD allows teachers to reinforce reading in English in class using four reading sub-skills like: comprehension, pronunciation, punctuation, fluency and vocabulary.
3. Students of First year of Bachillerato at Unidad Educativa “La Libertad” improved their reading skills through the use of the interactive reading CD.

#### **4.9 Recommendations**

1. The Interactive reading CD should be used as a didactic educational tool in the process of learning to read in English.
2. This Interactive reading CD should be used to reinforce reading skill in English classes using four reading sub-skills like: comprehension, pronunciation, punctuation, fluency and vocabulary.
3. Students of First year of Bachillerato at Unidad Educativa “La Libertad” improved their reading skills through the use of an interactive reading CD.

## CHAPTER V

### ADMINISTRATIVE FRAMEWORK

#### 5.1. Resources

##### 5.1.1 Materials

Q.	DESCRIPTION	UNIT COST	TOTAL COST
1000	Prints	\$ 0.15	\$ 150.00
100	Copies	\$ 0.05	\$ 5.00
4	Ink	\$10.00	\$ 40.00
60	CD'S	\$ 1.00	\$ 60.00
10	Pens	\$ 0.50	\$ 5.00
2	Flash drive	\$15.00	\$ 30.00
	TOTAL		\$ 290.00

##### 5.1.2. Technology

Q	DESCRIPTION	UNIT COST	TOTAL COST
12	Internet Service for month	\$ 20.00	\$ 240.00
1	Laptop	\$900.00	\$900.00
1	Camera	\$ 300.00	\$ 300.00
	TOTAL		\$ 1140.00

##### 5.1.3. Financial Resources

DESCRIPTION	UNIT COST	TOTAL COST
Transportation	\$ 100.00	\$ 100.00
Unexpected expenses	\$ 200.00	\$ 200.00
TOTAL		\$ 300.00

TOTAL		\$ 1730,50
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# **APPENDIX**



**Constitution of Ecuador.**

<b>Article</b>	<b>Description</b>
16 Sec. 2	All persons, individually or collectively form, have the right to: Universal access all kind of communication and information technologies.
343	In which "establishes that a national system of education will aim to develop individual and collective abilities and potentialities of the people, that enable learning, and the generation and use of knowledge, skills ..."
347 Sec. 8	Include the information and communication technology in the educational process and promote the link of education with productive or social activities.

**Law of Intercultural Education**

Similarly, respect to this research, the Organic Law of Intercultural Education expressed in articles the following:

<b>Article</b>	<b>Description</b>
38 Sec. h	This principle refers to an instructed and guided by the teacher in order to improve and enhance the intellectual and cognitive part of the learner through activities and resources as technology and knowledge teaching.
6 Sec. j	This section supports education system through digital technologies; as ICTs, in order to integrate new of education methods and promote communication activities in teaching.

<p style="text-align: center;">6 Sec. m</p>	<p>The state covers the tasks of scientific and technological research, cultural and linguistic preservation; components that increase daily empirical and intellectual preparation in the educational process.</p>
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**Childhood and Adolescence Code**

<b>Article</b>	<b>Description</b>
<p style="text-align: center;">38 Sec. a</p>	<p>This article protects the development of natural and individual qualities possessed by children and adolescents in their formative stage, through recreational activities to enrich and set knowledge acquired during class hours.</p>

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA  
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS  
CARRERA LICENCIATURA EN INGLÉS  
PRINCIPAL 'S INTERVIEW



No.

Dear Principal, this interview will help to obtain important input for a research paper titled **“INTERACTIVE CD TO REINFORCE ENGLISH READING SKILL IN STUDENTS OF FIRST YEAR BACHILLERATO AT UNIDAD EDUCATIVA “LA LIBERTAD”, LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2014-2015”**, please take 5 minutes to answer the questions honestly; all the answers will be used exclusively for this work. Thanks in advance.

1. Do you consider that reading is important for the teaching – learning process?
2. How do you consider the English classes in this school?
3. Do you think that teachers implement the right strategies and methods for teaching reading?
4. Do you consider that students from this institution have developed their reading skill satisfactorily?
5. Do you think that students enjoy reading in English in this institution?
6. Have you ever heard about interactive CD that help students to improve their reading skill?
7. Do you think that the implementation of an interactive CD motivate the students' interest in class?
8. Do you consider that an interactive CD could help students from this institution to improve their speaking skills?
9. Are you willing to implement in your institution the use of an interactive CD with activities to improve the student's reading skill?

Gracias por su colaboración

Appendix No. 3. Survey to the Specialist.

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA  
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS  
CARRERA LICENCIATURA EN INGLÉS  
SPECIALIST'S INTERVIEW



No.

Dear specialist, this interview will help to obtain important input for a research paper titled “INTERACTIVE CD TO REINFORCE ENGLISH READING SKILL IN STUDENTS OF FIRST YEAR BACHILLERATO AT UNIDAD EDUCATIVA “LA LIBERTAD”, LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2014-2015”, please take 5 minutes to answer the questions honestly; all the answers will be used exclusively for this work. Thanks in advance. .

1. Do you consider that English is important in today's education?
2. How do you consider the English classes should be?
3. Do you think that English teachers implement the right strategies and methods to teach reading in class?
4. Do you consider that students develop their reading skills satisfactorily?
5. Do you consider that better strategies could help students to improve their reading skills?
6. How can you define an interactive CD to improve reading?
7. Do you consider that interactive CD could help students to improve their reading skills?
8. What are the advantages of using interactive CD?
9. What reading strategies do you recommend?
10. Do you recommend the use interactive CDs in educational institutions?

Gracias por su colaboración

Appendix No. 4. Survey to the Teachers.

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA  
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS  
CARRERA LICENCIATURA EN INGLÉS  
TEACHER'S SURVEY



No.

Dear teacher, this survey will help to obtain important input for a research paper titled "INTERACTIVE CD TO REINFORCE ENGLISH READING SKILL IN STUDENTS OF FIRST YEAR BACHILLERATO AT UNIDAD EDUCATIVA "LA LIBERTAD", LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2014-2015", please take 5 minutes to answer the questions honestly; all the answers will be used exclusively for this work. Thanks in advance.

**1. How do you consider reading?**

- 1.1 Very Important
- 1.2 Important
- 1.3 Unnecessary
- 1.4 Useless

**2. How do you consider the English classes?**

- 2.1 Very Interesting
- 2.2 Interesting
- 2.3 Boring
- 2.4 Very boring

**3. Do you think that teachers implement the right strategies and methods for teaching reading?**

- 3.1 Totally agree
- 3.2 Agree somewhat
- 3.3 Disagree
- 3.4 Totally disagree

**4. Do you consider that your students have developed their reading skill satisfactorily?**

- 4.1 Totally agree
- 4.2 Agree somewhat
- 4.3 Disagree
- 4.4 Totally disagree

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA  
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS  
CARRERA LICENCIATURA EN INGLÉS  
TEACHER'S SURVEY



**5. Do you think that your students enjoy reading in English in class?**

- 5.1 Totally agree
- 5.2 Agree somewhat
- 5.3 Disagree
- 5.4 Totally disagree

**6. Do you consider that better strategies could help your students to improve their reading skills?**

- 6.1 Totally agree
- 6.2 Agree somewhat
- 6.3 Disagree
- 6.4 Totally disagree

**7. Have you ever heard about interactive CD that help students to improve their reading skill?**

- 7.1 Yes
- 7.2 No

**8. Do you consider that the implementation of an interactive CD motivate the students' interest in class?**

- 8.1 Totally agree
- 8.2 Agree somewhat
- 8.3 Disagree
- 8.4 Totally disagree

**9. Are you willing to use an interactive CD with activities to improve the student's reading skill?**

- 9.1 Yes
- 9.2 No

**¡Gracias por su colaboración**

Appendix No. 5. Survey to the Students.

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA  
FACULTAD DE EDUCACIÓN E IDIOMAS  
CARRERA LICENCIATURA EN INGLÉS  
STUDENT'S SURVEY



No.

Dear student, this interview will help to obtain important input for a research paper titled “INTERACTIVE CD TO REINFORCE ENGLISH READING SKILL IN STUDENTS OF FIRST YEAR BACHILLERATO AT UNIDAD EDUCATIVA “LA LIBERTAD”, LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2014-2015”, please take 5 minutes to answer the questions honestly; all the answers will be used exclusively for this work. Thanks in advance.

**1. How do you consider English?**

- 1.1 Very Important
- 1.2 Important
- 1.3 Unnecessary
- 1.4 Useless

**2. How do you consider the English classes?**

- 2.1 Very Interesting
- 2.2 Interesting
- 2.3 Boring
- 2.4 Very boring

**3. Do your teachers apply different activities in the English class?**

- 3.1 Totally agree
- 3.2 Agree somewhat
- 3.3 Disagree
- 3.4 Totally disagree

**4. Do you consider that you have developed your reading skills satisfactorily?**

- 4.1 Totally agree
- 4.2 Agree somewhat
- 4.3 Disagree
- 4.4 Totally disagree

UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA  
FACULTAD DE EDUCACION E IDIOMAS  
CARRERA LICENCIATURA EN INGLES  
STUDENT'S SURVEY



**5. Do you think that reading in English is fun?**

- 5.1 Totally agree
- 5.2 Agree somewhat
- 5.3 Disagree
- 5.4 Totally disagree

**6. Do you consider that better strategies could help you to improve your reading skills?**

- 6.1 Totally agree
- 6.2 Agree somewhat
- 6.3 Disagree
- 6.4 Totally disagree

**7. Have you ever heard about interactive CD that help to improve your reading skill?**

- 7.1 Yes
- 7.2 No

**8. Do you consider that the implementation of an interactive CD could motivate your interest in class?**

- 8.1 Totally agree
- 8.2 Agree somewhat
- 8.3 Disagree
- 8.4 Totally disagree

**9. Are you willing to use an interactive CD with activities to improve your reading skill?**

- 9.1 Yes
- 9.2 No

**Gracias por su colaboración**



**UNIDAD EDUCATIVA “LA LIBERTAD”  
PRE & POST TEST RUBRIC**

<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>COMPREHENSION</b>	Fully understand the Reading.	Can re-tell story without expansion of meaning	Can re-tell a few parts of the reading.	Cannot re-tell parts of the reading.
<b>CATEGORY</b>	<b>3</b>		<b>2</b>	<b>1</b>
<b>PRONUNCIATION</b>	All words pronounced correctly.		A few words pronounced correctly.	Difficulty pronouncing most words.
<b>CATEGORY</b>	<b>1</b>	<b>0,75</b>	<b>0,50</b>	<b>0,25</b>
<b>FLUENCY</b>	Smooth, with appropriate pace.	Fairly smooth, with some stumbling .	Too smooth, with a lot of stumbling.	Choppy, broken, usually slow.
<b>PUNCTUATION</b>	Used at all times.	Mostly used.	Partially used.	Not used.
<b>VOCABULARY</b>	Knows all words (meaning and pronunciation )	Knows most words.	Knows some words.	Knows only a few words.

Source: Adapted from: <http://www.multiage-education.com/multiagenb/readingrubric.jpg>

Appendix No. 7. Students List

1	ALVARADO MURILLO MELANY KRYSTEL
2	AQUINO FLORES GENESIS BRIGITTE
3	ARANEA MENDEZ CHRISTIAN DANIEL
4	ARANEA MENDEZ EVELYN IVETTE
5	ARTEAGA ARTEAGA JEAN PIERRE
6	ASCENCIO GUARANDA KEVIN JOEL
7	BALLADARES RODRIGUEZ JACKIE JULISSA
8	BALON PRUDENTE ALEX GEOVANNY
9	BAZAN VILLEGAS MARJORIE LISBETH
10	BESERRA ORTEGA GRACE STEFANNY
11	BORBOR ASECNCIO DENISSE MAGDELLY
12	BORBOR GONZABAY ELIZABETH TAMARA
13	CAICHE DIAZ VERONICA JULISSA
14	CASTILLO COCHEA NATHALY ROXANNA
15	CASTRO VILLAMAR SANTIAGO RICARDO
16	CEDEÑO MIRANDA ODALIS ARLETTE
17	CHICAIZA REYES KENGY EDUARDO
18	CHILAN OLEAS IVAN RICARDO
19	CONFORME LINO JAMILEX SORAYA
20	CORREA ASECNCIO EVELYN IVETTE
21	DEL PEZO POZO JEFFERSON HUMBERTO
22	DEL PEZO REYES RONALD JAVIER
23	DEL PEZO YAGUAL MELISA ROXANA
24	DEL PEZO YAGUAL TATIANA MELISA
25	DELGADO GONZALEZ EZEQUIEL MICHAEL
26	ESTUPIÑAN ROSALES ASHLEY ISABEL
27	FLORES SALINAS JEFFERSON BOLIVAR
28	FRANCO CHANCAY DAYANA GISELLA
29	FRANCO YAGUAL JOSE AUGUSTO
30	GONGORA FRANCO KATHIUSCA YAMILETH
31	GONZABAY POZO GINA KATHERINE
32	GONZALEZ TOMALA GRACE GISELLA
33	GOROZABEL QUIMIS JOSSELYN JAMILETH
34	HUMANANTE SORIANO ARIEL JOSE
35	MACIAS GALAN KEYLA DOMENICA
36	MARTINEZ REYES EVELYN ARIANA
37	MEREJILDO ORRALA JONATHAN ALBERTO
38	PEÑA RODRIGUEZ JOSE ALEJANDRO
39	POZO POZO ALEXIS JOFFRE
40	QUINDE TOMALA MADELINE DAYANARA
41	QUIRUMBAY NIETO JOSELINE DENNISE
42	RAMIREZ VERA KELLY MELISSA
43	REYES DE LA A IRVING ISAAC
44	REYES VILLON ALEX ARIEL
45	RIVERA BELTRAN ELVIS HUMBERTO
46	RODRIGUEZ RIVERA ERICK ALEXANDER
47	RODRIGUEZ SALINAS ANABEL ABIGAIL
48	SALINAS POZO JONATHAN STEVEN
49	SOLEDISPA BELTRAN KAREN YULEIDY
50	SUAREZ TUMBACO JOSUE STEVEN
51	SUAREZ VERA KEVIN PAUL
52	TOALA PRUDENTE FABIAN ANDRES
53	VERA CHANCAY LISSETTE MAHOLY
54	VERA COBEÑA MELANIE JULISSA
55	VERA GONZALEZ ANGIE ANDREA
56	VERA ORRALA EVELYN KATHERINE
57	VERA ROCAFUERTE TATIANA ISABEL
58	YAGUAL CASTILLO CAROLINA EMPERATRIZ
59	YAGUAL CATUTO ALEX ORLANDO
60	YAGUAL GABINO KARLA MELISSA

Source: Unidad Educativa “La Libertad”

Appendix No.8. Pre-test.

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA  
FACULTAD DE EDUCACIÓN E IDIOMAS  
CARRERA LICENCIATURA EN INGLÉS  
STUDENT'S READING COMPREHENSION TEST



READ THE TEXT AND CHOOSE THE CORRECT ANSWER.

Salinas is known as the main beach resort of Ecuador and the province of Santa Elena. It is located 141 km. Guayaquil and 549 km. Quito. Salinas is visited each year by national and international tourists to enjoy its beautiful beaches. Salinas is the perfect place for water sports such as diving, table, sailing, beach volleyball, jet skiing and fishing deep.

Its name originates from its inexhaustible source of iodized salt production, which for many years has exploited its extensive mines called Salinas. Salinas Beach has an area of 15 kilometers and it has warm water temperature. It has excellent restaurants and hotels, as well as modern nightclubs where tourists enjoy during the year.

Salinas has different touristic places like La Chocolatera that is located in the Salinas Navy Base, the most salient point of the peninsula, and is the second most salient point of the South American coast. The arrival of humpback whales is another spectacular attraction of Salinas, which come during the months of July to September so hundreds of local and foreign tourists are not lost in this natural event.

Salinas has another beaches such as Ancon, Punta Carnero and La Puntilla where tourists can observe the sunset and relax in front of the sea.

Salinas also has a gazebo, in this hill you can admire the beauty of the Puntilla and the cantons of the province. A view of three hundred sixty degrees of visibility where we can observe Salinas, La Libertad, Punta Carnero, Santa Elena, Ballenita, Farallon Dillon, Punta Barandua and others.

How far is Salinas from Guayaquil?  
It is located 141 km. from Guayaquil  
It is located 146 km. from Guayaquil  
It is located 140 km. from Guayaquil

Salinas Beach has an area of:  
15 kilometers.  
13 kilometers.  
10 kilometers

The Peninsula of Santa Elena is \_\_\_\_\_ most salient point of the South American coast.  
The second  
The first  
The third

Which beaches belong to Salinas?  
Ancon, Punta Carnero and La Puntilla.  
Ballenita and San Pablo.  
Montañita and Olón.

At Salinas hill you have a view of \_\_\_\_\_ from La Peninsula.  
360 degrees  
180 degrees  
90 degrees

Appendix No.9. Photographs.

Picture No. 3: Interview to the Principal. MSc. Agustín Aquino Bazán.



Picture No. 4: Interview to the Specialist. MSc. Sixter Palma Murga.



Picture No. 5: Survey directed to English teachers. MSc. Denisse Castillo



Picture No. 6: Survey directed to English teachers. Miss Alba Infante Vera.



Picture No. 7: Survey directed to students.



Picture No. 8: Survey directed to students.



Picture No. 9: Explaining the proposal to students.



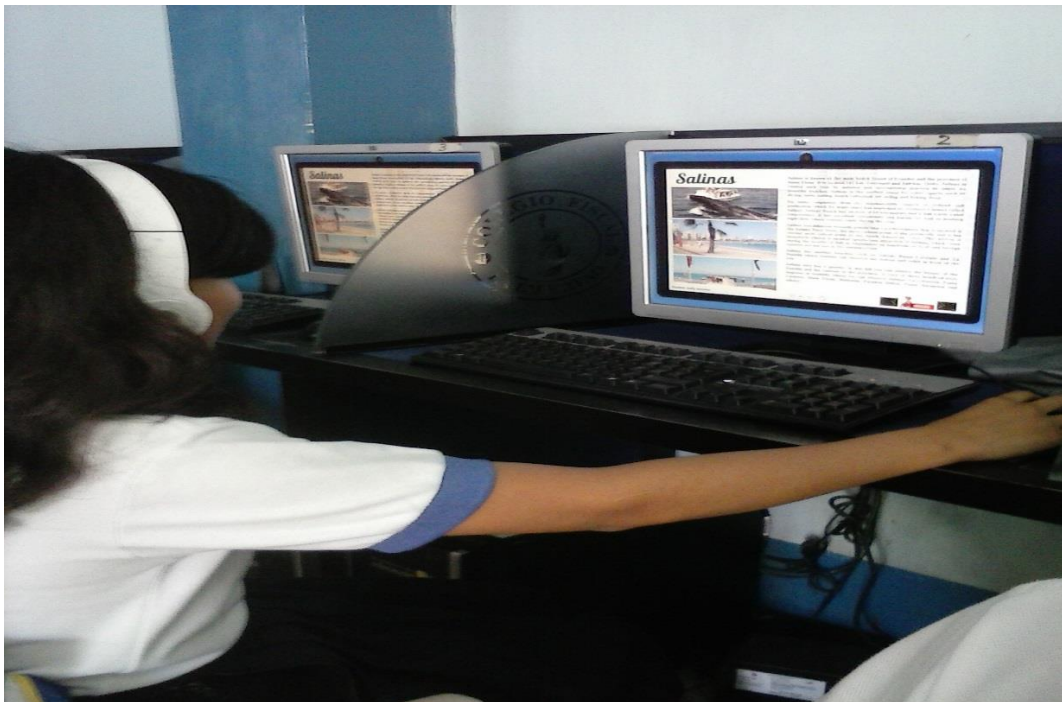
Picture No. 10: Students working with the proposal.



Picture No. 11: Students working with the proposal.

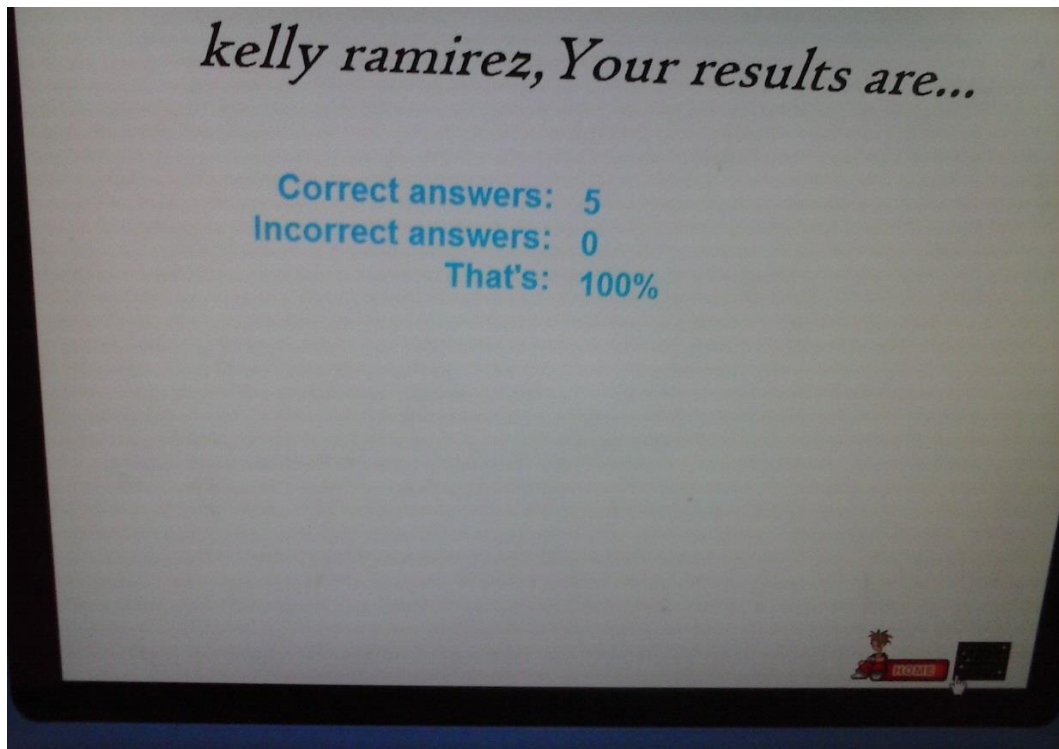


Picture No. 12: Students practicing reading in an interactive way.

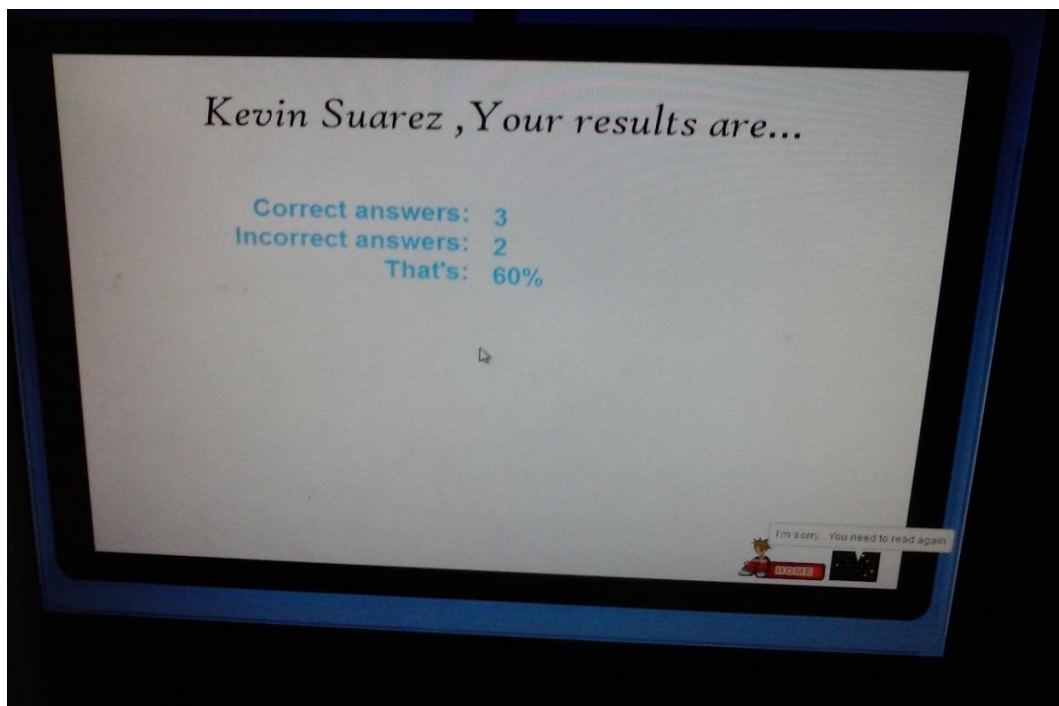




Picture No. 13: Student with an excellent result of comprehension.



Picture No. 14: Student with low result in comprehension.



Appendix No. 10. Application for the acceptance of the project.

La Libertad, 18 de diciembre de 2015

**MSc. Sixter Palma Murga.**  
**RECTOR DE LA UNIDAD EDUCATIVA "LA LIBERTAD"**  
**En su despacho.**


De mis consideraciones.

Mediante la presente reciba un cordial saludo y esperando que Dios todopoderoso siga bendiciendo las labores que Usted dirige, le comunico lo siguiente:

Al egresar de la Universidad Estatal Península de Santa Elena como requisito para incorporarse y obtener el Título de Licenciado en Inglés, se nos pide elaborar un proyecto de tesis, por lo cual solicito muy respetuosamente me permita realizar el trabajo de titulación con el tema **"INTERACTIVE CD TO REINFORCE ENGLISH READING SKILL IN STUDENTS OF FIRST YEAR BACHILLERATO AT UNIDAD EDUCATIVA "LA LIBERTAD", LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016"** en esta distinguida institución.

Esperando que mi petición sea aceptada me suscribo no sin antes reiterarle mi agradecimiento.

Atentamente

  
Carlos Efraín Reyes Suárez  
C.I. 0922155445

COLEGIO ESCAL "LA LIBERTAD"  
RECIBIDO HORAS:

18 DIC 2015

Lcda. Saira Silvestre B.

Appendix No.11. Acceptance letter.



La Libertad, 21 de diciembre de 2015

**Lcda. Glenda Pinoargote Parra, MAD**  
**Directora de Carrera de Licenciatura en Inglés**  
**En su despacho.**

De mis consideraciones.

Mediante la presente notifico que el Sr. Carlos Efraín Reyes Suárez portador de la cedula número 0922155445 egresado en Licenciatura en Inglés, tiene la debida autorización para el desarrollo de la tesis: **"INTERACTIVE CD TO REINFORCE ENGLISH READING SKILL IN STUDENTS OF FIRST YEAR BACHILLERATO AT UNIDAD EDUCATIVA "LA LIBERTAD", LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016"**.

Particular que comunico para los fines pertinentes.

Atentamente

  
**MSc. Sixter Palma Murga.**  
**RECTOR**



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA**  
Creación: Ley No. 110 R.O. No.366 (Suplemento) 1998-07-22  
**FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS**  
**ESCUELA DE IDIOMAS**  
**CARRERA DE LICENCIATURA EN INGLÉS**



La Libertad, 04 de Marzo del 2016

**CERTIFICACIÓN DEL DIRECTOR DE TESIS**


El suscrito, XAVIER ANTONIO ALMEIDA BRIONES, tutor del trabajo de titulación del egresado REYES SUÁREZ CARLOS EFRAÍN.

**CERTIFICO:**

Que una vez revisados los convenios de la investigación y desarrollo del Borrador del Informe final del Trabajo de Titulación **“INTERACTIVE CD TO REINFORCE ENGLISH READING SKILL IN STUDENTS OF FIRST YEAR BACHILLERATO AT UNIDAD EDUCATIVA “LA LIBERTAD”, LA LIBERTAD PROVINCE OF SANTA ELENA. SCHOOL YEAR 2014-2015”** estos guardan relación con lo estipulado en la reglamentación prevista por la Universidad, los mismos que cumplen con los parámetros del método de investigación y su proceso; por lo tanto solicito se dé el trámite legal correspondiente.

Particular que informo para los fines correspondientes.

Atentamente,

  
\_\_\_\_\_  
Ing. Xavier Almeida B. MSc.  
**DOCENTE TUTOR**

Appendix No.13. URKUND Certificate.

**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA**  
Creación: Ley No. 110 R.O. No.366 (Suplemento) 1998-07-22  
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**ESCUELA DE IDIOMAS**  
**CARRERA DE LICENCIATURA EN INGLÉS**



La Libertad, 04 de Marzo del 2016

**CERTIFICADO ANTIPLAGIO**

**003-TUTOR XAAB (XAVIER ANTONIO ALMEIDA BRIONES) 2016**

En calidad de tutor del trabajo de titulación denominado “**INTERACTIVE CD TO REINFORCE ENGLISH READING SKILL IN STUDENTS OF FIRST YEAR BACHILLERATO AT UNIDAD EDUCATIVA “LA LIBERTAD”, LA LIBERTAD PROVINCE OF SANTA ELENA. SCHOOL YEAR 2014-2015**” elaborado por el estudiante REYES SUÁREZ CARLOS EFRAÍN, egresado de la Carrera Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciado en Inglés, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 1 % de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

  
\_\_\_\_\_  
Ing. Xavier Almeida B. Msc.

C.I.:0913534749  
DOCENTE TUTOR

**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA**  
Creación: Ley No. 110 R.O. No.366 (Suplemento) 1998-07-22  
**FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS**  
**ESCUELA DE IDIOMAS**  
**CARRERA DE LICENCIATURA EN INGLÉS**



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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	9%	D13233133 CARLOS REYES-CHAPTER I.docx	19 KB	0 palabra(s)	carlosreyes_...

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