UNIVERSIDAD PENINSULA DE SANTA ELENA
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER

THE USE OF "ARDORA" A WEB 2.0 TOOL, FOR IMPROVING THE READING COMPREHENSION SKILLS IN THE STUDENTS OF SIXTH GRADE FROM INNOVA SCHOOL, CANTON SALINAS IN SANTA ELENA PROVINCE, 2015-2016

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR'S DEGREE IN ENGLISH

AUTHOR:

IVETTE LORENA DE LA ROSA BEJEGUEN

ADVISOR:

LIC. BYRON VILLACRESES SANTILLÁN, MBA

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UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS

CARRERA DE LICENCIATURA EN INGLÉS

THE USE OF "ARDORA" A WEB 2.0 TOOL, FOR IMPROVING THE READING COMPREHENSION SKILLS IN THE STUDENTS OF SIXTH GRADE FROM INNOVA SCHOOL, CANTON SALINAS IN SANTA ELENA PROVINCE, 2015-2016

TRABAJO DE TITULACIÓN

Para obtener el grado académico de

LICENCIADA EN IDIOMA INGLÉS

AUTOR:

IVETTE LORENA DE LA ROSA BEJEGUEN

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La Libertad August 22, 2016

ADVISOR´S APPROVAL

I served as Advisor to undergraduate student Ivette Lorena De La Rosa Bejeguen for the research paper THE USE OF "ARDORA" A WEB 2.0 TOOL, FOR IMPROVING THE READING COMPREHENSION SKILLS IN THE STUDENTS OF SIXTH GRADE FROM INNOVA SCHOOL, CANTON SALINAS IN SANTA ELENA PROVINCE, 2015-2016

I declare that after guiding, correcting, and reviewing the project, I approve it in its entirety. It meets the requirements of the English Teaching Career, Faculty of Education and Languages at Universidad Estatal Peninsula de Santa Elena. This final project is eligible for submission to the academic tribunal for final approval.

Sincerely,

_____

Lcdo. Byron Villacreses Santillán, MBA.
Advisor

La Libertad August 22, 2016

STATEMENT OF AUTHORSHIP

I, Ivette Lorena De La Rosa Bejeguen with ID number 092027637-5, undergraduate student from the Peninsula de Santa Elena State University, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor´s degree in English, in my role as author of the research paper THE USE OF "ARDORA" A WEB 2.0 TOOL, FOR IMPROVING THE READING COMPREHENSION SKILLS IN THE STUDENTS OF SIXTH GRADE FROM INNOVA SCHOOL, CANTON SALINAS IN SANTA ELENA PROVINCE, 2015-2016, certify that this research is of my authorship, except for the quotes and reflections used in this research paper.

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DEDICATION PAGE

I dedicate this research work to my mother, for all her support during the design and implementation of this investigation. For always motivating me with love, patience and for trusting on my abilities to develop this work.

To my father for being always worried for my career.

To my beloved husband, without whom none of my success would be possible.

For being my best friend, who has always encouraged me to keep fighting.

Ivette

ACKNOWLEDGMENT

Thanks to God for being my guide, my motivation, my inspiration and my refuge.

To the UPSE and all the professors that helped me achieve my academic goals and to the Salinas Innova School Administration for having been cordial and very kind in facilitating access to all the necessary information for the development of the investigation.

Ivette

DECLARATION

"The content of the following graduation work is my responsibility; the intellectual property belongs to the Universidad Estatal Peninsula de Santa Elena".

Ivette Lorena De La Rosa Bejeguen

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Author: Ivette De La Rosa

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ABSTRACT

The current research is based on how to improve reading comprehension skills through the use of interactive activities designed in Ardora software. The aim of this study is to show how the use of Ardora interactive activities can help students feel more motivated to develop the reading abilities, having the opportunity to use reading strategies in a spontaneous way. The study involved the principal, the English coordinator, English teachers, and sixth grade students from Unidad Educativa Salinas Innova. The data was gathered through surveys, interviews, diagnostic tests, and post-tests.

Keywords: Ardora interactive activities, ICT, reading strategies, reading process.

INTRODUCTION

Reading in English has always been a difficult task for students. It is very unusual to find people with good reading abilities even in their native language. That is, because today, people are not accustomed to read or to become engaged with the complex nature of the mental processes that it involves. Given that society is always been innovated, individuals capable of understanding and communicating in English are needed since it has become a universal language.

In addition, it is even more difficult to get students to practice reading at home. Therefore, teachers assumed this skill as a challenge. Given the need for teachers to prepare pupils for the reading experience, this paper seeks to contribute to the arduous task of teaching English.

This paper contains a theoretical framework with information about reading, reading comprehension, reading strategies and the impact of Information and Communication Technologies (ICT).

This work is comprised of five chapters detailed as follows:

Chapter I: Contains data about the title, context, critical analysis, guideline questions, formulation of the problem, delimitation of the research, significance and objectives of the research.

Chapter II: Refers to the theoretical framework with relevant information about the topic, pedagogical basis, legal basis, fundamental categories, hypothesis and variables**.**

Chapter III: Contains the approach, methodology, level and type of research of the research, the population sample, the instruments that were useful for collecting the data, the interpretation of the results, the variables operationalization, conclusions and recommendation of the investigation.

Chapter IV: Establishes a solution to the problem by the implementation of the proposal, which describes the impact of Ardora reading comprehension interactive activities for improving the reading comprehension skills.

Chapter V: Indicates the distribution of economic resources, budget and timetable of the activities.

CHAPTER I

THE PROBLEM

1.1 TITLE

THE USE OF "ARDORA" A WEB 2.0 TOOL, FOR IMPROVING THE READING COMPREHENSION SKILLS IN THE STUDENTS OF SIXTH GRADE FROM INNOVA SCHOOL, CANTON SALINAS IN SANTA ELENA PROVINCE, 2015-2016"

1.2 STATEMENT OF THE PROBLEM

1.2.1 Context

Reading comprehension is an important skill that is required for success in life. The relevance of reading comprehension skills lies in being the key for understanding the environment, and the uncertain rules in which society is established.

Ecuador has recognized English as a relevant tool for the human development. Therefore, the President of Ecuador, Rafael Correa, announced in 2012 the aspiration for improving the quality of the educational sector. Since that declaration there had been several changes in the education program of the Ecuadorian students in order to encourage them to be part of the globalized world of today. Teachers have also received several English trainings to improve the

English classes, but students need to be encouraged to improve their English abilities.

Even though private schools such as Salinas Innova School located at canton Salinas in Santa Elena Province, motivate the pupils to improve their reading skills, some difficulties achieving the comprehension of texts exist. In accordance to several class observations applied specifically in the sixth grade, most of the students have poor reading comprehension abilities, being a notable problem for the development of a meaningful reading process.

According to the coordinators of the school, different academic strategies such as personalized monitoring while reading, graphic tools, questioning and answering, diagramming and summarizing had been applied to engage students to be immersed in reading comprehension activities, but problems in reading abilities and assimilating texts continue.

This problematic is an interesting issue due to the new opportunities that it concerns on these days. Thus, to accomplish an effective comprehension level remains the goal in this school.

1.2.2 Critical Analysis

The phenomenon observed that this study seeks to uncover was directly associated with the poor reading comprehension skills of students of sixth grade from Salinas

Innova School. Therefore, to ascertain the roots of the problem, its causes and effects needed to be examined as illustrated in the graph below:

		Effects		
Students are not prepared for facing the globalized world	Lack of interest in reading issues	Limited understanding of the reading object	Students get easily bored while the experience of reading	Difficulty in the development of the other English skills

Poor reading comprehension skills

Ecuador reflects an average of 13/20 in English skills (E.F, 2002)	Students do not have reading habits	Low application of reading strategies in the classroom	Few didactic and interactive tools for reading comprehension	Students have low cognitive structures

| | | Causes | | |

Chart 1. Problem tree
Source: Salinas Innova School.

The first cause that evidences the problem in levels of English achievement, is the fact that our Ecuadorian students, rank an average of 13 out of 20 points according to the last studies from Education First (E.F) in 2002.

As an effect, we are not preparing students for the challenges facing the globalized world that we have nowadays.

In addition, as a second cause, there is evidence that points out the absence of reading habits. Consequently, they reflect lack of interest for reading about diverse issues according to investigations by INEC submitted in October, 2012.

As a third cause, the low use of reading strategies in the classroom have contributed to the under development of the reading abilities. When the reading process is not supported by the constant application of reading strategies, as an effect, there is a limited understanding of the reading object.

On the other hand, the use of few didactic and interactive tools for reading has a major impact on students´ motivation, so, as a consequence, students become easily bored during the act of reading.

Finally, as fifth cause, students show low cognitive structures. Students have very basic ideas, concepts, and information stored in their brains, and therefore are unable to reach the comprehension goal. Unfortunately, as a negative effect, the students face difficulties in the development of the other English skills as well.

1.2.3   Formulation of the problem

In order to intervene the problem of the reading comprehension skills in the students of sixth grade from Innova School Salinas, Santa Elena Province, school year 2015-2016, the author seeks to provide evidence that support the use of the web 2.0 tool, Ardora, to improve the reading comprehension skills.

1.2.4 Guideline questions

o What is reading comprehension?

o What is a web 2.0 tool?

o How does Ardora work?

o How does ICT influence the English teaching process?

o What are the strategies for teaching reading comprehension?

o Why do we think Ardora can be applied to improve reading comprehension?

1.2.5 Problem Limitation

- **Field:** Education

- **Area:** English as a foreign language

- **Aspect:** Ardora, a web 2.0 tool for improving reading comprehension.

- **Title:** THE USE OF "ARDORA", A WEB 2.0 TOOL, FOR IMPROVING THE READING COMPREHENSION SKILLS IN THE STUDENTS OF SIXTH GRADE FROM INNOVA SCHOOL, CANTON SALINAS IN SANTA ELENA PROVINCE, 2015-2016

- **Problem:** Poor English reading comprehension skills in the students of sixth grade from Innova School Salinas, Santa Elena Province, school year 2015-2016.

- **Time limitation:** The research was held during the academic year 2015 – 2016.

- **Population limitation:** sixth grade students from Salinas Innova School

- **Space limitation:** Salinas Innova School, Salinas, Ecuador

- **Context limitation:** This investigation was focused on the influence of ARDORA, a technological tool, for improving the reading comprehension skills in the students of sixth grade from Salinas Innova School.

1.3 SIGNIFICANCE OF THE PROJECT

Since 2008 the ecuadorian government has propelled several changes in education. Achieving the B2 level at the end of high school became the goal. This leaves an opened door for researchers in the linguistic field. That is the reason why this research paper is of significant importance in the field of education and innovation to improve one of the abilities of learning the English language.

Taking into account that reading comprehension seems to be difficult for most of the students of sixth grade from Salinas Innova School, this research contributed to the intellectual growth of the children by helping them to improve the development of the "complex task" as most students define reading comprehension skills.

As future high school undergraduates from Salinas Innova School, their bilingual education needs to be always related to innovative subjects concerning their educational growth. Therefore, it is important to create new tools and resources to help them cope with hard but relevant abilities such as reading comprehension in English classes.

Children of sixth grade from Innova School will be helped by the impact of this educational project. This work sought to awaken the curiosity for reading comprehension, improve the abilities to interpret texts, expand vocabulary, improve concentration, memory and critical thinking. Finally, the viability of this project can be proved due to the fact that the researcher had the support of the authorities of the educational institution. The students were ready to be part of the investigation and there were all the necessary tools to design the academic sources with ARDORA.

1.4 OBJECTIVES

1.4.1 General Objective of the research

To improve the reading comprehension skills through interactive activities for students of sixth grade from Innova School, Canton Salinas, Santa Elena, school year 2015-2016

1.4.2 Specific Objectives

- To determine the importance of reading comprehension.

- To determine how the use of Information and Communication Technology tools help students to comprehend texts better.

- To propose free online Ardora activities with different reading comprehension exercises.

- To investigate other parts of the world where similar research has yielded positive results.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 PREVIOUS RESEARCH

2.1.1 History of reading

Reading invention goes hand in hand with writing creation dating back to the fourth millennium B.C. with the design of the hieroglyphs almost 5,000 years ago and the phonetic alphabets 3,500 years ago. Due to the politics of that time, not everyone was free to read and to choose readings. Only a small percentage of people in the world were literate before the industrial revolution. Just after the establishment of the syllabic writing system, educators started to seek for the best way to teach how to read (Adams, 2000).

Throughout history, reading methodologies, techniques and strategies have been idealized according to the necessities of each student. Before the 1500s, students learned to read by repeating phonemes, recognizing each sound of the letters of the alphabet and syllables to construct words (Sweet 1996). During the 1500s, scholars learned to read by memorizing the sounds of sight words, so that they know how the word sounded only by remembering its writing. Then, in the 1600s learners started to read combinations with consonants and short vowel sounds (Sweet, 1996; Wren, 2003).

The importance of reading at those times was marked by the belief of Satan´s attempt to keep people away from scriptures. So, every parent wanted their boys not the girls because of women discrimination, to learn how to read and become well versed in the instruction of the Bible.

In the 1800s, with the establishment of public schools and democratic ideals, the creation of textbooks could be possible and education became more secular. In this way, the willingness to learn how to read was powered by the essays, papers and books written by Americans and Europeans that encouraged them to become educated (Adams, 2000).

Phonetic, syllabic, intensive and extensive approaches shifted the reading instruction until the constructivism, as a natural process, since it was considered the best way to help students build meaning as they were immersed into unstructured literature (Lemann, 1997). Reading suffered a lot of changes in the way it was taught, so its importance in history had been remarkably established.

2.1.2   What is reading?

"Reading is an interaction between the reader and the text" (Grabe, 2001). Reading is a complex phenomenon that involves a wide range of activities, such as: reproducing written words, identifying the subject of the text, determining key information, repeating information, elaborating and selecting criteria and creating from the text.

Kintsch, 1998 confirmed Grabe´s thought that "reading is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what it is described in the text rather than to obtain meaning from isolated words or sentences." When the understanding of the text occurs, the comprehension is born. Otherwise, a simple reading without a process, is not real reading.

2.1.3   What is comprehension?

Comprehension is very complex and multifaceted. Understanding is a building process in which a person receives data from a specific transmitter and reproduces o recreates the image of what has been transmitted. In other words it becomes a superior thought process. (Nation, 2011).

Comprehension starts on the perception and the attention of a cultural or natural event which activates the prior knowledge, causing an association that facilitates the retention of information to explain and even predict this fact. During the comprehension process, the mind uses thought patterns to integrate other information and then it displays different behaviors as analysis, comparisons and synthesis. (Duke, Pearson, Strachan, & Billman, 2011)

2.1.4   Reading comprehension

Reading includes two processes, the first one corresponds to the reproduction of the words, and the second one helps to construct meanings, that is when

comprehension works. Reading is the process of recognizing letters and producing them in a silent or spoken way, but reading comprehension depends on the abilities of each person to catch the meaning of those words as Harmer, 2010 states "Reading is one of the receptive skills. It is the way in which people extract meaning from the discourse they see". It means, it is needed more than only words to produce the reading comprehension process as Gernsbacher (1990) agree "reading comprehension is not as simple as passing the eyes over texts, it requires a recognition of a mental representation of the text built up in the mind, integrating information across the lexical features to the knowledge existing about the world."

At this point, it is feasible to affirm that the course of acquisition of reading abilities through the development of the mental processes is very long. It is a mistake to think of reading comprehension as only taught in the first years of basic education, it really starts at childhood and continues during adolescence and maturity.

Nowadays, the main goal of reading comprehension is communication, which is one of the most common problems in students. There are evident obstacles in students when trying to reproduce the message or objective of a text but, there are few investigations about those reading comprehension problems in English as a second language.

Reading comprehension has become a real problematic in the teaching and learning process according to INEC, 2012. There is a large percentage of students that do not know how to read and comprehend even in Spanish (their mother tongue). The deficiency of the reading ability could be also shown in the development of the other subjects due to the relationship that reading has on the other topics.

Reading is a major factor for success. It conceives a wide range of opportunities for developing helpful abilities to handle with the academic purposes. It means that, for children who do not learn how to read, the chances to excel in classes and in life would be low. The only way to reach good readers is to make them experience it as much as possible as Allington, 1977 preached in his article "If they don´t read much, how they ever gonna get good".

2.1.5 The importance of teaching Reading in English

It is not new news that English is the most spoken and used language around the world. English has become a mandatory requirement for public and private schools in Ecuador. Teaching English has been presented as a plan to raise the level of education and the country's competitiveness.

In the globalized world we live today, English is essential to education (Manivannan, 2006). "Learning to read is a major achievement in student´s language development..." (Allen and Linn, 1964).

Taking into account the assumptions below, reading has been placed as the base of the language acquisition of grammar, vocabulary, speaking and writing structures, which start forming the academic and personal attitude towards the general society in the different fields people develop. Nowadays, teaching reading in English help students increase the competitive performance that education is looking for.

2.1.6 The importance of reading comprehension

The ability to read well is the basis for succeeding in most of the issues concerning personal and interpersonal abilities. Its importance in the first years of education is inevitable. Even though reading skills are important for obtaining knowledge in every field of study, the academic level of reading comprehension in the middle and high school is very low (Holloway, 1999).

Comprehending what is read, is how the brain receives knowledge and learns. But when the information is not absorbed, it becomes into a short–term keepsake which can be erased from the memory in a very easy way.

Without the ability of comprehension, the risks of dropping out of school, having not well paid jobs and repeating the cycle, are very high (Alliance for excellent education, 2007).

2.1.6.1 Ausubel´s cognitivism and meaningful learning

It is important to acknowledge that reading is a basic skill, one of the most significant to humans, which increases the intelligence quotient (IQ), providing important cognitive abilities, involving not only obtaining information about the veracity of contexts, but as Tapia, 2005 said "It implies a motivated goal-oriented activity, whose outcome depends, therefore, on the interaction between text features and the activity of the reader, who, when facing with reading, it is not done from the nothingness, but considering different knowledge, intentions and expectations."

In addition to the achievement of comprehension, it is important to set the pedagogical basis of the following investigation. It can be summarized by the theory of Ausubel, who explained that "The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly" (Ausubel, 1960)

This psychologist stated that learning is about how the new information is organized in the learner´s brain and how it is related to the knowledge that already exists in the cognitive structures of the mind. When the new content is not easily forgotten and the students are capable of linking hieratically the old and new ideas, representing them in advance organizers or another tool, it becomes a meaningful learning.

The cognitivist learning theory involves a series of processes from the human mind that make the meaningful learning to be reached. Therefore, according to Ausubel, students can comprehend when their learning works in a top-down procedure or deductive manner, from general (prior knowledge) to particular (new knowledge)

2.1.6.2 Cognitive structure

Cognitive structure refers to the information that the brain saves in a different order and in a different time. This, becomes organized and expanded when the person starts to explain something and learns something new.

"Cognitive abilities include all the psychological processes and activities involved in thinking and knowing. These include how information is acquired, processed and organized. Cognitive development is the study of how the processes develop in children and young people, and how they become more efficient and effective in their understanding of the world and in their mental processes" (Stone, 1999).

Dr. Chapman, in her blog, describes the cognitive structure as what the children think about the world and how it is understood. She adds that reading is an important skill for increasing the mental capacities of the brain. Chapman also explains that reading and comprehending texts, involve a better management of vocabulary, spelling, grammar and good use of language and writing.

It is easy to assume then, that if reading habits are constantly practiced, intellectual abilities, including language, could be mastered and the view about the world in personal and general perception could be assumed and learned in an outstanding way because the critical thinking is stimulated and, in addition, the academic results and individual growth become better.

To acquire intellectual abilities it is necessary to make the brain work. When reading, not only the eye, but the other senses become active, and the mental processes obtain experience. That experience transforms into significant learning, which feeds the knowledge and the intellect.

2.1.6.3 Imagination, creativity, memory and concentration

By reading texts in English at an early age, students start to improve the English background and principles of the language. The imagination, creativity, memory and concentration begin to be developed (Mikulecky, 2008). The learning process can be assumed by students in a correct way because the human senses become more alert to receive what comes from the atmosphere, inside or outside the classroom and in any situation.

"Reading involves a complex process that requires the proper functioning of a number of mental activities." (Sellés, Vidal and Martínez, 2008). By developing those brain abilities, cultural background is also trained. Furthermore, the level of

knowledge of the person who reads, allows to develop in academic, professional and social environments.

2.1.7   The reading process

In the book "Teaching English as a Foreign Language" by Marianne Celce, it is explained that reading occurs in the mind while interpreting written symbols. The reading process, starts when the reader constructs meaning from the symbols, representing the language. There are some factors that the reader uses when trying to interpret the language received. Those factors are the past experiences, the language background and the cultural framework.

Celce also mentions that proficient readers are able to recognize words and meanings applying the previous knowledge about semantics and syntactic. By the experience of reading, predictions and critical thinking can be formed. After confirming or rejecting those predictions, the brain samples the information, make hypothesis and synthesis, test them and confirm them. The process continues, but it can be broken down if the recognition of the information becomes non-sense. So, the reader implements another strategy to re-analyze the text, facilitating the comprehension.

There are some moments in the reading process that allow the students and teachers to make use of all the strategies, techniques and resources to have a significant experience with the text.

Pre-reading: Pre-reading involves an overview of the text that is going to be read, it can consist on looking, thinking and having an idea about the titles, chapters, introductory paragraphs or scenarios, headings, subheadings, pictures, etc. This can be the most important part of the reading process because the student´s attention needs to be ready for the language and information acquisition.

During reading: "Once the reader's mind is "warmed up," the next task for the reader is to interact with the text and to monitor comprehension, paying attention to points at which the material is not clear or the terms are not familiar." (Austin, 2010). In this part of the reading process the teacher needs the students to hypothesize, identify concepts or summarize what it has been understood to be sure about the real comprehension achieved in students.

Post-reading: Post-reading consists on reviewing or discussing what has being understood after reading the passage or passages of the reading. In this part, the students should have reached comprehension and assured retention of some or most of the events of the text. Summarizing, inferring, diagramming or mapping can be helpful in this stage of reading.

2.1.8 Traditional reading process in schools

As Cassany, Luna and Sanz said in their book "Enseñar lengua" (1994), the conception of reading that has subconsciously transmitted in the traditional school is limited.

Following Solé, 1992, it is also exposed the typical teaching sequence of the traditional teaching of reading, which according to the communicative teaching – learning process applied in Ecuador shows the same processes as basically the following:

❖ The teacher chooses a reading.

❖ A student reads a fragment while the rest are still reading and if he or she makes a mistake, the teacher corrects the pronunciation or intonation.

❖ The teacher asks questions about the reading and students answer individually (if they do so).

❖ Grammar exercises from the text.

The error of this type of activity is that the most important aspect of reading is forgotten. Reading means understanding and building new or significant meaning in the mind from the written signs. The process of reading is being developed in a very simple way, ignoring that the aim is to relate what they already know with what the text brings to the readers, so that the brain is trained to receive implied or simple information and avoid the mechanical response of questions (Ausubel, 1960).

2.1.9 Factors related to the Reader

Reading comprehension involves a lot of processes, skills and strategies during the process of reading. Here are some factors which are important to develop this

activity and that can be considered to understand the weaknesses of the abilities of the reader.

- ➢ Reader´s prior knowledge about the reading.
- ➢ The reader's interest in the subject. If the reader is interested on what it is read, it would be easier to understand the context.
- ➢ The purpose that drives the reader to read. The student who has a determined purpose, which motivates him or her to read, is more likely to understand the text than the student who read the same material without a purpose.
- ➢ The reader's ability of decoding words. If the reader meets with a text with strange words to his or her vocabulary and focuses more on finding the meaning of each word will not understand the text as a whole. (Humanistas, Hugo, La, & San, 2011)

2.1.10 Promoting reading comprehension

Based on the work of Smith, F., 1984, about the acquisition of reading skills, there are some details that should be taken into account in order to teach the learners how to read and comprehend.

First of all, the design of reading activities in the classroom must be cared for mainly achieving the pre-reading step in order to link the text information with the student's knowledge about the text. It is necessary before entering the text, to

stimulate the previous knowledge and create the need for reading to make sense by establishing the relationship between what is known and what is going to be met though the anticipation of questions, predictions or hypotheses.

It is also essential that the reading activity develop strategies of prediction and hypothesis in the context of the text itself. The reading resource should promote independent or autonomous reading through which the reader deduces, anticipates and checks the answers using the keys that the text provides.

Therefore, any proposed materials for teaching reading skills needs to give space to pre-reading strategies and reading, training students in various techniques and resources aimed at developing efficiency and autonomy. (Prins, Veenman, & Elshout, 2006)

Nunan (1996) exposes some reasons suggested by Rivers and Temperley (1978) for a second language student that wants to read a text:

> ➢ information for any reason or curiosity
>
> ➢ instructions for a task of our work or daily life
>
> ➢ participate in a function or in a game
>
> ➢ maintain personal or business contacts
>
> ➢ namely information about an event or event
>
> ➢ know what is happening or has happened
>
> ➢ for pleasure or excitement

2.1.11 Reading skills and reading strategies

Both terms, skill and strategy are used to make connections between the process of teaching for instructors and the process of learning on students and additionally, to describe what is taught and what is learned. However, despite these terms sometimes are used to explain similar procedures as synonyms, they are really complementary to the reading process.

Many teachers think that reading skills can be taught, but the truth is that skills are unconsciously used by readers and applied in a specific time when it is necessary. "reading skills operate without the reader's deliberate control or conscious awareness. They are used out of habit and automatically so they are usually faster than strategies because the reader's conscious decision making is not required." (Afflerbach, Pearson, & Paris, 2008).

In contrast, a reading strategy is a kind of planning to understand and reach comprehension of what is being read. "A reading strategy is a deliberate, conscious, metacognitive act. The strategy is prompted by the student's vague feeling of poor comprehension, and it is characterized by a slower rate of reading and a deliberate act of self-questioning that serves the student's goal of monitoring and building better comprehension." (Afflerbach, Pearson, & Paris, 2008)

Skills can´t be taught, the skills are and can be improved and trained with the help of the learning of strategies. The reading skills can be defined as the experience the reader has from reading as background and the strategy is applied when the text is not so simple, so, he or she has the necessity to comprehend something that seems to be new.

For EFL students, the use of several reading strategies is important for having a better understanding and comprehension about the foreign language. It could be quite complicated because as Spanish native speakers, most of the vocabulary will be strange. But with practice and good reading habits, strategies will transform into reading skills and will need less deliberate attention, so the goal of reading will be more easily reached in learners.

2.1.12 Reading strategies and techniques for improving reading skills

There are a lot of reading strategies and techniques to help and monitor student´s progress on reading comprehension. The strategies are plans used in reading to enhance the skill while the techniques are the procedures used by the strategies to achieve the aim of reading. "Each of the techniques shares a strategy of teaching and modeling the process of generating alternative". (Bransford, Brown, & Cocking, 2004)

Following some investigations from different researchers, the following are the most commonly used reading strategies:

Predicting: Prediction activities are deciding processes that define the students' purpose for reading. When students predict, the prior knowledge about the language, vocabulary, grammar and coherence remaining in their memory and knowledge become activated. The reader gets engaged with the reading by integrating the learner´s background and new information which can bolster the critical thinking skills. "Research has shown that good readers use their experiences and knowledge to make predictions and formulate more ideas and thoughts as they read" (Block & Israel, 2005)

Summarizing: This can be considered as the most difficult strategy for readers. It is directly related to the strategy of identifying main ideas, categorizing information and deleting unimportant data. In this kind of strategy, the comprehension needs to be achieved in order to communicate a clear understanding and informational framework of the texts. Summarizing benefits the reader by improving the memory recall, developing language structure and fluency, and organizing sequence of thoughts and ideas. (Block & Israel, 2005)

Inferring: "Inferring refers to reading between the lines." (Küçükoğlu, 2013) In this kind of strategy students also need to use their prior knowledge in order to draw and transmit the correct conclusion of the reading.

In this process, the reader is allowed to decide what facts are necessary for a correct interpretation of the author´s message. This strategy can make use of different resources to explain the reading such as illustrations, graphs and pictures.

Questioning: Questions about the text can be applied before, during and after the reading. This process makes possible the construction of meaning, understanding improvement, answer and information finding and problem solving. Students are permitted to return to the text and re-read to build and integrate the comprehension. (Pearson & Gallagher, 1983)

Scanning: It involves a very high-speed reading used by readers when looking for a precise piece of information. When the reader is scanning, he or she always has a question in the mind, so only key words are attended and most of the text is skipped. (Pearson & Gallagher, 1983)

Skimming: It is used by the reader to get through a text quickly. This means that skimming help the reader to get the general sense of a passage, not specific details, without reading the whole passage, moving the eyes over the lines in very quickly way. (Pearson & Gallagher, 1983)

Highlighting or underlining: It is used to organize and select the important information from the text. This strategy helps the readers to have a general knowledge about what the text is about. (Küçükoğlu, 2013)

Searching for new words on the dictionary: For EFL learners, it is necessary to have a guided use of dictionary as a tool for understanding new words. This strategy "develops the autonomous learning in students" in order to reach a

learner centered teaching process while developing reading skills. (Küçükoğlu, 2013)

Comparing and contrasting: It is used by readers to determine similarities and differences between two or more elements such as characters, events, situations, etc., that are intervening in the reading. Comparing and contrasting clarifies concepts and help the reader have a memorable information. (Küçükoğlu, 2013)

Visualizing: Some readers accomplish comprehension by constructing images if the scenery or scenes of the texts. This kind of strategy also facilitates the readers to remember in an easier way the sequence of the reading. (Küçükoğlu, 2013)

Making connections: "By making connections, the learners can activate their prior knowledge and connect the ideas in the text to their own experiences. Reading becomes meaningful when the reader connects the ideas in the text to their experiences and beliefs, and the things happening in the outer world." (Küçükoğlu, 2013)

Diagramming/Mapping: This strategy uses visual representations of different and ordered ideas about the reading. By this strategy the reader distributes the data while constructing comprehension. (Bransford, Brown, & Cocking, 2004).

2.1.13 Types of reading

Intensive reading: Intensive reading is associated to an instructive reading using specific texts and reading strategies to help the learner get familiar with the skill and the target language by practicing lexical and syntactical aspects of it. "This type of reading occurs inside the classroom and it is monitored by the teacher" in order to achieve an educational purpose. (Long and Richards, 1987)

Extensive reading: According to Long and Richards (1987) extensive reading occurs when the learners read with high interest. In contrast to intensive reading, it happens out of class. Extensive reading is also called "reading for pleasure". This kind of reading is done individually. Learners are allowed to choose the reading material according to their interest, extensive reading can occur at schools or not.

2.1.14 Instructional Technology

"There are two sets of events that have contributed to the development of technology, one set compromises the continuing and remarkable growth of new things, processes, and ideas that constitute what we mean as technology. A second and equally essential factor has been the influence of a growing number of people of sound intellect with an analytical cast of mind, a dedication to the promise of human learning, and a vision of how to promote the spread of human knowledge." (Gagne, 2013).

In this vision Gagne explains that the most sophisticated machines created by humans were result of the effectiveness developing of human capacities and abilities to cope with all the technological demands that the society faced resulting in the potentialities of the human learning and its outcome results.

Since the human is usually investigating its mind has always taken advantage of the situations and the reality that is being lived such as in the educational field, that is when instructional technology begins.

"Instructional technology includes practical techniques for effective learning". It is not only about having the technology, it is about making the students live with technological and monitored activities in order to experience what technology can do with their capacities and abilities during the learning process and what effect does it have on focusing on engaging the learner to be conscious and comprehend the content more than simply reading it quickly or listening to it without decoding any kind of meaning. "The theoretical framework of instruction must be considered when designing instruction; technology itself is not enough to make people learn" (Uzun & Senturk, 2010, p. 204)

2.1.14.1 Information and Communication Technologies (ICT)

Information and Communication Technologies (ICT) were defined in 2003 by Benvenuto as "the converging set of technologies that allows the acquisition, storage, processing, communication, registration, access and data and content

presentation". In 2009, Jaramillo, Castañeda and Pimienta defined ICT as "set of tools based on digital technology, involving computers and the Internet ".

Adell, in 1997, explained that the environments innovate over time - space, producing educational environments governed by the computer as a system of means of communication.

According to these investigations it can be inferred that ICTs are directly linked to innovation characterized by revolutionizing the time and space coupled with the traditional behaviors and perceptions about the world.

2.1.14.2   ICT in education

One of the areas that has been affected by globalization is education. In order to face the demands of the 21st century "education should be aimed at promoting skills and competencies and not only at closed knowledge and programmed techniques". (Pozo & Monereo, 1999). Students should be oriented to learn and develop their own capacities, potentiate and improve their skills, not only in their school life for better long-term results but also to grow the habit of driving their knowledge autonomously.

Through the use of ICT, education has a new view. Many teaching elements begin to enrich themselves such as interdisciplinarity, cooperative learning, digital and audiovisual literacy as well as the development of skills and practical

competencies, quick searching, accessing and selection of informative data and the improvement of expressive and creative skills, which certainly supports Brunner, 2003 by inferring that "ICTs are serving as the basis for the emergence of a completely new and different environment within which teaching and learning processes will develop "

2.1.14.3 Web 2.0 tools

One of the services that ICT offers to society and the world are the web 2.0 tools. According to investigations, the term web 2.0 was first mentioned in a paper named "Fragmented future" by Darcy Di Nucci in 1999, but its use was widespread since 2004, providing formats that enable users to collaborate and to create and share content and interaction among users.

The web 2.0 is based on a number of web services that can be applied for innumerous purposes in different areas of life, work or learning processes. "These kinds of services are built using the building block of technologies and open standards that underpin the internet and web." (Mahmud, & Wallin, 2009).

2.1.14.4 Web 2.0 tools in the classroom

Many technological creations including devices with web 2.0 applications like Facebook, Twitter, Instagram, softwares, and platforms, since their inception were not created in order to integrate the processes of education but simply to improve

and enable universal communication. Gradually, they have been inserted in the educational field in order to take advantage in students trying to reduce the problems that inhibit them to meet and master content in the classroom including internal or external factors of motivation.

"Web 2.0 technologies offer substantial opportunities for educators to enhance communication, productivity and sharing within their classes". (Brown, 2010; Greenhow, Robelia, & Hughes, 2009).

The role of web 2.0 tools in the classroom is not only linked to the inclusion and implementation of spaces with access to technological equipment, but also to good management and achievement of educational objectives previously proposed through these digital resources.

2.1.14.5 The role of Web 2.0 tools in the process of reading

Web 2.0 tools have been the center of many educational plans due to their great importance in all human fields. However, a clear idea about the role of web 2.0 tools has to be determined. It is not about replacing the teaching task but to guide the knowledge to the student in an assertive and successful way to enrich all the processes involved in reading comprehension, working in a better organized digital environment but without forgetting the role it plays in the learning process that takes place in the classrooms. Jaramillo, Castañeda and Pimienta explained that learning environments can be supported by integrating web 2.0 tools, and

offer the possibility of transcending the physical classroom, the time class, enriching the alternatives and teaching methods in order to have students with better learning opportunities.

In this sense, the use of the web 2.0 tools creates a different atmosphere where students feel sufficiently encouraged to learn in a comfortable and affordable way, strengthening the process of student reading and language acquisition and also helping them to assimilate texts more quickly and effectively.

2.1.15 Ardora

Ardora is one of the web 2.0 tools used for educational purposes. It consists on a "free multilingual software application for creating interactive multimedia activities" (González, 2012) using simple forms and formats in HTML and Java. The creation of a wide variety of more than 45 kind of activities including multiple options that can be customized and adapted to the necessities of the learning or teaching process in course.

2.1.15.1 Downloading and installing

Ardora can be downloaded in the following link: http://www.webardora.net. There is a download area from where the installer can be obtained. Step by step, the process of installing the software application is explained. Ardora only needs to be installed in the device that will create the interactive activities.

2.1.15.2 Ardora activities

∝ **Activity with graphics:** This is an interactive activity for identifying the different parts of an image and distinguish each of its parts. For EFL readers, this activity can develop the vocabulary of the reading in an easier way.

∝ **Puzzle:** This activity helps to complete a picture, it can be helpful for consolidating the events from the reading and help the students comprehend what they read.

∝ **Coloring:** Establishes differences within an image by determining specific areas of it, such as coloring city maps, departments or countries.

Word games

∝ **Crossword and word search:** This is an enhancing vocabulary activity, commonly used in reading comprehension processes.

Activities with sounds:

∝ **Distinguishing sounds:** This activity is important for relating sound-text, sound-image or sound-text and image. It is used for practicing spelling, vocabulary, distinguishing foreign languages and recognizing letters and sounds.

Relate activities

∝ **Match words:** Allows to relate and associate concepts or terms. For example: antonyms, synonyms, equivalents and more.

∝ **Relate sentences / paragraphs:** It is used to associate the content to sentences or paragraphs in order to order the text.

∝ **Relate image - phrase:** It is used to relate, associate concepts or terms by the use of images and descriptions

Completing activities

∝ **Complete text with words (selected):** With this activity, students can practice coherence by selecting the correct word in order to complete a text. It can be applied within the reading strategies during or after reading.

Classifying activities

∝ **Word and picture classification:** Used for making groups and relationships, among other words or pictures.

- ∝ **Ordering phrases:** This resource allows to tidy up the elements of a sentence or series, important for post reading activities to assure what the reader remembers about the text.

- ∝ **Ordering paragraphs:** This option allows the learner to place in a logical order different paragraphs in order to remember the text.

- ∝ **Ordering pictures:** Used to place in a logical order different images, it can be applied to animate the events of the written passages of the text.

- ∝ **Tests:** Used to measure the level of comprehension of the reader or the learner.

2.1.16 Why use Ardora?

According to the National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs, during the period 2004 – 2005 the schools in the State of California implemented and offered the use of web 2.0 tools in the teaching-learning processes. As a result, the number of students enrolled increased with an estimated of 5,119,561. English Language Learners (ELLs) representing the 56.2% of scholars increment, followed by Texas (684,007), Florida (299,346), New York (203,583), Illinois (192,764), and Arizona (155,789). These results showed the high level of acceptance in the society, factor that has to be exploited in order to maximize the learning of the students and extend their English language acquisition.

Furthermore, since 2009 the Association of Informatics teachers of the Republic of Argentina have shared their school projects, knowledge and experiences in classes with children and adolescents applied in some English and Spanish assignments using web 2.0 tools including Ardora. In the site, it can be seen that some schools in Bariloche and Buenos Aires have had excellent results in the academic reports since they started using those web tools. (Asociación de Docentes de Informática y Computación de la República Argentina (ADICRA), 2009)

On the other hand, an investigation done in 2012 by Pilar de Juan Gonzalez in Spain, at Universidad de las Palmas de Gran Canaria, showed that the use of web 2.0 in the teaching of foreign languages had a great impact on different groups of students. A wide number of activities including Ardora softwares were applied in the process of the foreign languages teaching and learning reaching most of the aims first designed in each course.

"Different aspects and competencies of the language acquisition resulted positive such as understanding science, having global awareness, having the ability to keep learning, which involves gathering, processing, analyzing, synthesizing, and presenting information as well as communicating and collaborating. It is clear that the teaching and learning of foreign languages in a new stage characterized by the use of ICT and its web 2.0 tools works." (González, 2012).

It is important to maximize students´ abilities for learning. Ardora is one of those alternatives that the web sets as an opportunity to make from learning something comfortable to their necessities and expectations. Ardora can promote the active engagement of students, motivate them to develop their capacities, activate the attention and improve the attitudes and participation of the learners. The use of Ardora activities in the classroom can help the learners and instructors to enjoy better most of the processes that are concerned in teaching and learning.

"New digital media has important implications for what, where, and how learning occurs in contemporary society, and there is a rich body of literature developing around this topic." (Bosco, 2009, p. 3)

"In the online world, content is a verb" (Henry & Meadows, 2008). It is necessary to focus on engaging the learner to the content more than simply reading or listening. "The theoretical framework of instruction must be considered when designing instruction; technology itself is not enough to make people learn" (Uzun & Senturk, 2010, p. 204)

"The shift to web 2.0 tools can have a profound effect on schools and learning, causing a transformation in thinking. This will happen because those tools promote creativity, collaboration, and communication.. For example, when students collaborate on a project and present what they've learned, they've honed

their thinking and organizational skills. New tools enable that possibility."
(Solomon & Schrum, 2007, p. 21)

"These technologies provide learners with limitless opportunities to expand their knowledge and the knowledge of others and they require dynamic and active involvement by the learner." (Malhiwsky, 2010, p. 25)

"Ardora can have a dual purpose. It provides what you need to create all kinds of activities: geometry, calculus, word games, etc., and on the other it is a good way to introduce children to the world of computers and the internet." Block & Israel, 2005, p. 44)

2.2 FUNDAMENTAL CATEGORIES

2.2.1   Reading comprehension

Reading comprehension is an acquired ability to read texts, process information and understand its meaning. It refers to an individual's ability to comprehend which is influenced by traits and skills. When the recognition of the words becomes difficult, then, their processing capacity to read individual words and their ability to comprehend what is read, is interfered.

"It is the process by which written language is understood. In this understanding the text, its form and its content expectations and previous knowledge involves

both, as the reader. For reading, we need to simultaneously handle with decoding and contribute to the text, our goals, ideas and previous experiences, we need to be engaged in a process of continuous prediction and inference, which is based on the information provided in the text and our own baggage, and in a process to find out evidence or reject predictions or inferences." (Solé, 1992, p.18).

2.2.2 Reading skill

"Reading skill is the cognitive process that a reader uses in making sense of a text. For fluent readers, most of the reading skills are employed unconsciously and automatically. When confronting a challenging text, readers apply these skills consciously and strategically in order to comprehend" (Mikulecky, 2008, p. 3)

2.2.3 Reading strategy

"It is clear that students who learn about reading strategies can use the knowledge to become fluent and skilled, to monitor and make efficient their own reading, and to teach skills and strategies to others. This thoughtful and deliberate use of strategies may also provide a motivational advantage for students. Reading strategies are motivated by control, good decision making, and adaptability; they reinforce self- efficacy based on both, ability and effort. Strategic readers feel confident that they can monitor and improve their own reading so they have both knowledge and motivation to succeed." Afflerbach, P., Pearson, P. D., & Paris, S. G. (2008, p. 7)

2.2.4   Web 2.0 tool

"Web 2.0 encompasses the growing collection of new and emerging web-based tools. Most of them are free and available, social in nature and promote self-expression, such as the community networks, blogs, wikis, and photo and video sharing sites"(Solomon & Schrum, 2007, p. 13)

"Web 2.0 applications refer to a class of Internet-based applications defined by how they are used as much as the technologies themselves. Web 2.0 applications like social media, blogs or podcasts, for example, centre on the idea that the content contained within is produced and consumed by the users." (Aucoin, 2014, p.1)

2.2.5   Interactive activities

The interactive activities have the characteristic of keeping the user in a reciprocal action exerted between two or more people and the computer, maintaining the interest for the subject matter in order to produce results.

2.2.6   ICT

Informational and Communication Technologies are all kind of technological resources that enable the communication though the reception, sending, accessing and processing of data.

"ICTs are developed from scientific advances in the fields of computing and telecommunications. ICT is the set of technologies that enable access, production, processing and communication of information presented in different codes (text, image, sound, ...)." (Belloch Orti, 1998)

"ICTs help to transform information into knowledge, to exchange information, to experience different cultures and even help the students in literacy learning, implementing a constructive, collaborative, meaningful and globalized learning." (Gértrudix Barrio & Ballesteros Avila, 2014)

2.3 LEGAL BASIS

2.3.1. Ministerial Agreement 224-11

The article 1 of this Ministerial Agreement promotes the use of ICT in the process of education in order to improve the quality of the educational sector.

2.3.2. Constitution of Ecuador

The fifth section about education, the article 27 establishes that the education will be centered in the development of the learners in an environment of quality and warmth to develop all the capacities and competencies in the students.

Furthermore, the article 343 of the REGIMEN DEL BUEN VIVIR supports that the national education system including private and public schools will promote a dynamic, effective and efficient learner centered education in which the individual and collective learning capacities and potentialities develop as the main purpose.

2.3.3   Law of intercultural education

Within the chapter two, art. 4 of the Law of Intercultural Education, the government is in charge of ensuring the use of the information and communication technologies (ICT) in the process of education, this is a duty that corresponds to public, public or municipal schools in order to introduce the students into a digital literacy for social and productive purposes.

2.3.4   Child and Adolescent Code

The Child and Adolescent Code, in its article 37 from the chapter III about the rights related to the development, also explains in a clearly way the rights of children for enjoying of an education of quality and it sets how important is the education for their integral development.

2.4   IDEA TO DEFEND

The Ardora reading comprehension activities will improve the reading comprehension skills in the students of sixth grade from Innova School, Canton Salinas in Santa Elena Province, 2015-2016.

2.5   VARIABLES OF STUDY

Dependent Variable: The reading comprehension skill.

Independent Variable: Ardora, a web 2.0 tool.

CHAPTER III

METHODOLOGY

3.1 RESEARCH APPROACH

The investigation design was based on qualitative, inductive, deductive and observation research methodology. Those methods allowed the investigator to obtain specific results about the improvement of the reading comprehension skills.

3.1.1 Qualitative Method

This research used qualitative methods to gather information about reading comprehension and the use of Ardora to explore the correlation between these factors to help the researcher find a solution during the investigation. The researcher interviewed 4 specialists with enough experience working in different institutions such as, Universidad de las Fuerzas Armadas, U.E. John F. Kennedy and Unidad Educativa Eloy Velásquez Cevallos.

Furthermore, the researcher collected the opinions of 7 English teachers from Juan Jacobo Rousseau, Unidad Educativa Segundo Cisneros, and Salinas Innova School. The Principal and the English Coordinator of the involved school were also interviewed during the investigation. Therefore, it was mandatory to apply surveys to gather information to assure the viability of the investigation and the problematic. Those surveys were administered to the 29 students including 12

girls and 17 boys of sixth grade from Salinas Innova School.

3.1.2   Inductive-deductive Method

This paper used both, the inductive and deductive method. For the inductive method, the researcher made observations, gathered the corresponding data, studied it, contrasted it and looked for patterns in order to explain all about the reading comprehension and the implications of Ardora. In contrast, for the deductive method, the researcher started with investigations from other authors in order to hypothesize the use of Ardora in the reading comprehension process applied in the students of sixth grade from Salinas Innova School.

3.1.3   Observation Method

The term discussed the observation as a means to define the causes and effects of the reading problems in the students of sixth basic grade from Salinas Innova School by observing directly and setting hypothesis as well as elaborating possible solutions.

The researcher started the observation and made assumptions in order to determine the phenomena. The method was applied during the entire process in order to become aware and determine the level of reading comprehension that the students presented at the beginning of the investigation and the positive or negative effects that Ardora would have of their academic development during the entire process of the research.

3.2. LEVEL OR TYPE OF RESEARCH

3.2.1 Exploratory Research –This type of research was chosen with the main objective of investigating all the preliminary information about the existence of reading problems in the sixth grade students of Salinas Innova School and the hypothesis which in this case is what Ardora can provide in order to define the results of the application of this possible solution.

3.2.2 Field Research - It was important and necessary to obtain updated information on the current status of Salinas Innova School, specifically at the sixth grade, since it is the target population involved in the problem, regarding the implementation of Ardora reading comprehension activities. The researcher used this type of research for having a better idea of how the problem occurs and prove if it really occurs in order to establish a basis for the investigation.

3.2.3 Bibliographic Research - It allowed the researcher to gather the scientific-theoretical information about the phenomenon of investigation and the corresponding topics related to reading skills, reading comprehension and the use of Ardora.

3.2.4 Correlational Research - This method measured the degree of relationship between the stated problem and the proposal. This type of research helped the investigator to establish a concrete analysis of the problem in order to build on the information that are important for the proposal creation and

application.

3.2.5 Applied Research - This type of research made possible the design of reading comprehension activities using Ardora to improve reading comprehension skills of the sixth grade students from Salinas Innova School by using all the preliminary information of its application.

3.3 POPULATION AND SAMPLE

3.3.1 Population

The population of this research he aged the 10 and 11 years old. It was made up of 28 students of sixth grade from Innova School, Canton Salinas in Santa Elena Province. The researcher took into account the sixth grade students since it was a manageable population. Given that the population was small, it was not necessary to use a statistic formula for stratifying a sample.

Chart 2: Population

Nº	Description	Quantity	%
01	Principal at Salinas Innova School	**1**	**2.8 %**
02	English Teachers	**5**	**13.9 %**
03	English Coordinator	**1**	**2.8 %**
04	Six Grade Students from Salinas Innova School	**29**	**80.6 %**
TOTAL		**36**	**100 %**

Source: Salinas Innova School
Author: Ivette De La Rosa Bejeguen

3.4 VARIABLES OPERATIONALIZATION

Independent Variable: Ardora , a web 2.0 tool.

Chart 3: Independent Variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
Ardora, a web 2.0 tool A multilingual software application used to create interactive resources.	Learning Process	Motivation	Are students allowed to read and understand shorts texts such as stories, poems and tales?	Lesson Plans
	ICTs	Systematic	Are the teachers able to use technological resources in the classroom?	Observation guide
	Education	Systemic	Will the use of ICT improve reading?	Interview
	The reading skills	Quality of the environment	Does Ardora motivate and interact with the students during the reading process?	Survey
		Student´s progress	Do the students feel engaged with what they read?	Video-Camera
			Are the teachers able to make use of Ardora software in the classroom?	

Author: Ivette Lorena De La Rosa Bejeguen

Dependent Variable: The reading comprehension skill.

Chart 4: Dependent Variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
The reading comprehension skill	Language acquisition	Expression and summary of ideas expressed in their own words.	Is reading important for the student´s academic development?	Observation sheet
Reading comprehension is the approximation to a text that seeks to obtain a more analytical view of text content. It concerns the interpretation and critical understanding of the text decoding the message, questioning, analyzing, criticizing , etc.	Cognitive structure	Relate reading with the existing ideas.	What level of reading comprehension skills have the students developed?	Observation
	Learning tool	Develop comprehensive and analytical memory.	Is the analysis of texts promoted?	Interview
		Acquire new knowledge.	Are the stages of the reading process reached?	Survey
		Extracts the important information from the reading.	Are the students allowed to express criteria?	
		Express own criteria.		

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3.5 TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION

3.5.1 Techniques

The researcher used the following techniques during the investigation: observation, survey, interview, and test. They were used in order to access knowledge and have a better idea of the problem to help the researcher be in contact with the reality of the phenomena that exists in the sixth grade students of Salinas Innova School.

3.5.1.1 Observation

Observation techniques were applied directly to the students and English teacher of sixth grade from Innova School at Canton Salinas, Peninsula of Santa Elena. These, allowed the researcher to look thoroughly at the techniques, strategies, and processes applied on the reading comprehension process.

The researcher could become aware of the lack of didactic and interactive material applied during the reading activities which caused the students to become easily bored, didn´t pay attention, and finally got lost during the reading stages. The teacher tried to grab their attention during the entire class with varied levels of success. Some of them followed the reading and answered the oral questions but more than half of the students did not. The entire reading was done orally with just the book as the sole tool. The book seemed to be interesting, it was from Pearson editorial, but the problem was that students needed something more to

feel engaged to the text.

3.5.1.2 Survey

This technique was also applied to the sixth grade students to gather precise information through direct questions regarding the problematic and the proposed solution. It allowed to obtain results relating to the problem that students face when reading texts in English and how difficult it seems for them. Additionally, this technique helped the researcher to measure the acceptance level of the students involved in relation to the use of the interactive activities using Ardora to improve their reading comprehension skills.

3.5.1.3 Interview

This technique was used for obtaining direct information from the Principal, English Coordinator, English teachers, and English specialists from several institutions. Through these interviews the researcher gathered information relating to the use and frequency of technologies at Salinas Innova School.

3.5.1.4 Test

This technique was applied to the sixth grade students from Salinas Innova School to help the researcher measure the level of comprehension in order to become aware of the attitudes towards texts, to establish a baseline of their needs, and help them improve their reading skill. For the diagnostic, a sample Toefl Jr test was

applied from the ETS web page. It was condensed into a short reading passage and a story with a total of 10 questions.

3.5.2   Instruments

3.5.2.1   Photo Camera, video camera

These instruments were used to capture photos and make a videos in order to have evidence about the progress of the proposal implementation.

3.5.2.2   Notebook

It was used to take notes of the different activities, responses, and observation details developed throughout this research. It was important for outlining the activities, questions, etc

3.5.2.3. Observation guide

This instrument gathered important aspects in the process of the reading and writing class. It was important to help the researcher be clear about the specific problems that students from sixth grade had. (appendix D.5)

3.6   DATA COLLECTION PLAN

The data collection plan was done in accordance to the gathered information from the surveys, interviews, and statistical charts.

Chart 5: Data Collection Plan

BASIC QUESTIONS	EXPLANATION
1. For what?	For improving reading comprehension in students
2. From which people or objects?	Sixth grade students from Salinas Innova School
3. About what aspects?	Interactive reading comprehension activities using Ardora, a web 2.0
4. Who?	Ivette Lorena De La Rosa Bejeguen
5. To Whom?	Students and teachers
6. When?	During the school year 2015 – 2016
7. Where?	At Salinas Innova School
8. How many times?	3 times per week, one month
9. How?	Individually and in groups
10. What data collection techniques?	Observation, interviews, surveys, and test
11. With what?	Photo camera, video camera, and notebook

Author: Ivette Lorena De La Rosa Bejeguen

The data collection plan above points out how the basic questions of the investigation were answered during the study. The questions first attempted to explain the main objective why this work began, which was for improving the reading comprehension skills in the students of sixth grade through interactive reading comprehension activities using Ardora.

The data collection plan also mentions to whom the investigation was applied. This research was centered on the students to try to help them develop the ability of comprehending texts. But teachers were also made aware of a new option that

can be applied in their teaching processes.

The investigation work was conducted during the school year 2015-2016 in Innova School at Canton Salinas, Peninsula of Santa Elena. The implementation was developed 3 times a week for a period of 7 weeks. The investigation was centered on the effects that can be produced by the use of Ardora reading comprehension interactive activities in an individual way. The investigation techniques that were used are observation, interviews, surveys and test. Finally, the instruments that were useful during the entire investigation process and for gathering evidence were a photo camera, a video camera and a notebook.

3.7 DATA PROCESSING PLAN

Chart 6: Data Processing Plan

DETERMINATION OF A SITUATION	DATA SEARCH	DATA COLLECTION AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENT OF SOLUTIONS
Poor level of reading comprehension skills and low use of technological teaching resources in the reading processes were determined through observation sheets, interviews and surveys directed to students and teachers of sixth grade from Salinas Innova School at Canton Salinas. The use of Ardora reading comprehension interactive activities to improve reading comprehension skills in students was justified.	Once the problem was discovered and analyzed, the investigator began looking for related information at: books, articles, internet, journals and sample thesis among others. Interviews with the Principal, the English coordinator and English teachers were scheduled.	Once the problem was confirmed in the students of sixth grade, surveys and interviews were applied. Those instruments were analyzed to develop a proposal in order to solve the stated problem.	Using all the collected data that established the poor level of reading comprehension skills, it was important to begin the design of the interactive activities using Ardora, taking into account all the observations made, in order to develop an interface and improve the reading comprehension skills of the students.	Applying the Ardora reading comprehension interactive activities, the students of sixth grade from Salinas Innova School improved slowly their reading comprehension skills.

Author: Ivette Lorena De La Rosa Bejeguen

3.8 ANALYSIS AND INTERPRETATION OF RESULTS

3.8.1 Diagnostic test applied to the students

Chart 7. Student´s diagnostic test score chart

|	STUDENTS	SCORE
1	Alejandro Mazón Alvaro Adrián	4
2	Bejar Lama Antonella Denisse	4
3	Cambala Romero Ashley Romina	4
4	Carvajal Guale Elkin Ivan	4
5	Castro Perero Carlos Joseph	4
6	Chaca Reyes Hugo Fernando	6
7	Chalen Toro Jean Pierre	7.5
8	Chavez Macias Tiffany Anahi	5.5
9	Chilan Paladines Mauricio Enrique	4
10	Del Pezo Tomalá Arelys Adriana	5.5
11	García Rivas Angel Daniel	5.5
12	Lindao Rosales Marissa Isabel	4
13	Mancheno Malavé Ana Belén	5
14	Matías Matías Nivaldo Ismael	5
15	Mendoza Macias Valeri Pamela	8
16	Mogollón Navarro Chiara Francesca	4.5
17	Orrala Reyes Thomas Eduardo	3.5
18	Parrales Idrovo Erick Andrés	4
19	Pibaque Ochoa Jorge Daniel	4
20	Piguave Solano Moisés Emanuel	5
21	Ponce Baque Natasha Michelle	6
22	Posligua Mendoza Josué Kleber	-
23	Ramírez Perero Debbie Adamary	7
24	Rivadeneira Sáchez Danna Tehina	6
25	Rojas Trujillo Gabriel Alexander	5
26	Suárez Coronel Maria Belén	4
27	Torres López Jesher Benjamín	5.5
28	Valverde Lamota Emilio José	4
29	Villao Baquerizo Julio Alberto	6
	AVERAGE	**5.02**

Most of the students were present during the diagnostic test, with the exception of one who does not reflect a grade since he had health problems during the time the research was conducted. The results showed a total average of 5,02 out of 10 points. According to the scale nationally used for measuring the academic achievement of students provided by the Ecuadorian government, none of the students of sixth grade from Salinas Innova School mastered the required learning in the reading test. 3 students achieved 7 and 8 points, reaching the required learning. 13 students achieved 5 and 6 points, being close to reaching the required learning. 12 students did not reach the required learning, achieving 4 points in the diagnostic reading test as it is shown in the chart below.

Chart 8. Student´s diagnostic test results scale

QUALITATIVE SCALE	SCALE	N° STUDENTS	PERCENTAGE
Master the required learning	10 – 9	0	0%
Reach the required learning	8 – 7	3	11%
Close to reaching the required learning	6 – 5	13	46%
Do not reach the required learning	< or 4	12	43%
TOTAL		**28**	**100%**

Graph 1. Student´s diagnostic test results
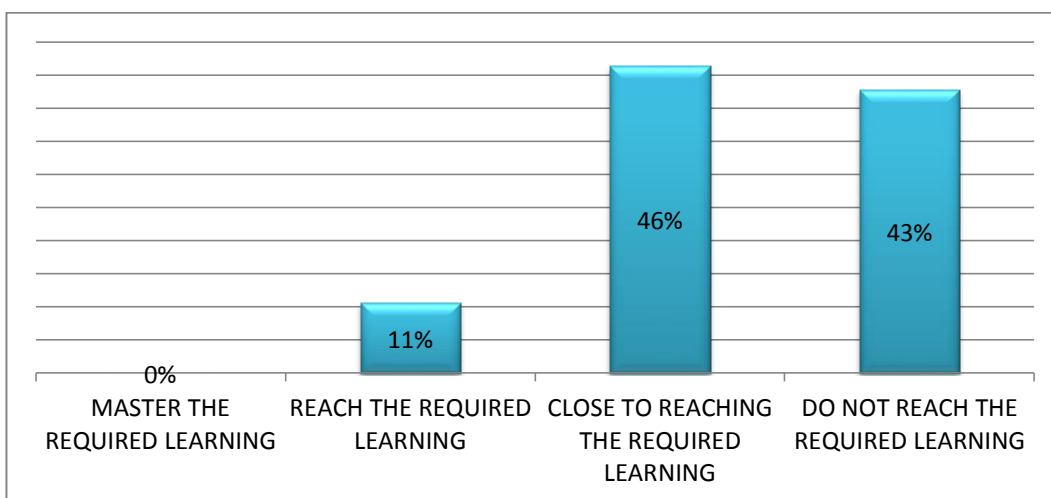
The graph above represented the percentage of the results from the diagnostic reading test, showing that the 0% of the involved students mastered the required learning, the 11% reached the required learning, the 46% were close to reach the required learning and the 43% didn´t reach the required learning for the development of the test.

These rates display that students have difficulties towards reading. Most of the students presented problems in comprehension and assimilating the content even having the answers within the paragraphs. They displayed a lack of motivation and poor attitude towards reading that did not allow them to read consciously in order to achieve better results.

3.8.2   Interview directed to Salinas Innova School Authorities

Interviewee 1: Elsa Janeth Guamantica Suárez

Title or Role: Principal of the Basic Elementary School

Academic Degree: Graduate in Education Sciences

Professional experience: 14 years of general education

Interviewee 2: Sonia Elizabeth Estrella Alarcón

Title or Role: English Coordinator

English Studies: Private tutoring 1993 - 2000

Academic Degree: None. Currently studying for an English teaching Degree

Professional Experience: 14 years

Question 1: Do you think reading comprehension is important in today´s education?

Interpretation: The Principal and the English Coordinator agreed saying that reading comprehension is very important for building in students a wide set of language skills so that students can be able to appreciate where, when and how to use structures and vocabulary, resulting in the future users of more sophisticated grammar, language and communicative skills and that they, as a school through a bilingual education, want their students not only to manage reading but also to comprehend what and when they read by a major exposure of the language.

Question 2: Why are you including reading comprehension in your program as an important skill?

Interpretation: Both, the Principal and Coordinator answered that reading is the beginning of the language exposure which includes the development of the other skills needed for the English learning because they are and need to be linked. The Coordinator also said that besides that the Government had established that it is not mandatory to teach English in the primary levels, it is imperative for children to start mirroring their natural learning abilities to the abilities of the foreign language in order to help them acquire in a friendlier way the foreign language.

Question 3: Do you consider that your school needs to focus more the attention on improving this skill in the students?

Interpretation: The Principal said that it is very important that every school should take reading as one of the most important educational aims to accomplish because most of the students that come from another schools have a lot of problems in reading even in their native language (Spanish) so, the language acquisition become slow and in a different level. The objective, she said, is to help the students develop their reading comprehension in English as they do in the mother tongue in order to reach a good level in both, Spanish and English at the same time.

The English Coordinator agreed because through reading, students have more opportunities to develop language skills, by providing tools such as tales, stories, etc., the students feel engaged to the acquisition of the second language.

Question 4: On a scale from 1 to 10, how would you rate your student´s actual reading comprehension?

Interpretation: The Principal expressed that it is complicated to enhance student´s reading comprehension because of the actual lack of reading habits, which demonstrated the low level of reading skills they have. She said that unfortunately on a scale from 1 to 10, the student´s actual reading comprehension is around 4 or 5. For that reason, in Salinas Innova School, the English program has changed in order to motivate students since the first grades of basic education and help them develop the reading, writing, speaking skill at the same time by the experience of reading for fun.

The English Coordinator also added that student´s actual reading comprehension level is poor even in Spanish and that it was necessary to start from the basics and that they are still in the process. She also said that being honest student´s actual reading skills are around 5. She also added that the major problems that they face are related to the love for reading and lack of practice.

Question 5: According to your criteria, what could happen to the students that do not have reading habits?

Interpretation: The Principal said that when students do not read, they do not develop all the thought processes because by reading is how we receive knowledge and all the aspects of the language involved. The Coordinator explained that it is important to pressure the students to read when they do not possess reading habits because that is the way for acquiring vocabulary. She also said that a student that does not read will not have all the opportunities of succeed in all the aspects of life because of the lack of skills that can be developed within the process.

Question 6: Do you think that the use of web tools could help students enhance their reading comprehension?

Interpretation: The Principal said that ICTs are extremely important in education and that of course she thinks its web tools can help learners in their metacognitive processes by increasing the students´ motivation and transform the common class into a more dynamic process of teaching and learning.

The English Coordinator also added that they make use of some web tools but during the reading comprehension class there are only soundtracks as instruments for reading and that they have had good results in the areas in which ICTs are applied and if there were web tools available for enhancing reading comprehension skills, it would have excellent results.

Question 7: Would you support the use of interactive activates using Ardora, a web 2.0 tool, to improve the reading comprehension skills on the students of sixth grade?

Interpretation: The Principal and the Coordinator assured their support for the use of interactive activities using Ardora, which they also mentioned that is new for them, but that it is important to maintain the innovation and wide number of instruments to motivate students for learning. In addition they also said that it will be very useful because there are few reading instruments that their editorials offer for improving reading.

3.8.3   Interview directed to Specialists

Specialist 1: Sonia Maria Barragán Lucas

Degree: Master in Education Management and Educational Leadership

Position: English teacher.

English studies

TOEFL IBT training.

IELTS preparation course.

American Language course.

COPOL English course.

Professional experience: 12 years

English teacher:

Universidad Técnica Particular de Loja (UTPL)

Escuela de la Marina Mercante (ESMENA)

Centro Tecnológico Naval (CETNAV)

Universidad Península de Santa Elena (UPSE)

Universidad de las Fuerzas Armadas (ESPE-UFA)

Specialist 2: Julieta Verónica Limones Borbor

Degree: Licenciada en Idioma Inglés

Position: English teacher

English studies:

Cambridge Training.

B2 Training.

COPEI Training.

Cambridge English teaching training

Professional experience: 5 years

English teacher at U.E. John F. Kennedy

Specialist 3: Arisdely Paola Parrales Yagual

Degree: Graduated in Education with honorable mention on Languages and

Linguistics

Position: English Coordinator.

English studies:

COPOL ELT trends.

Pearson 3D ELT for young learners training.

Oxford teacher´s Academy training program.

Cambridge English teaching student – centered classes training.

Professional experience: 9 years

English Teacher and English Coordinator at Unidad Educativa Eloy Velásquez

Cevallos.

Specialist 4: Silvia Lorena Moreno Rivera

Degree: Licenciada en Idioma Inglés

Position: English teacher.

English studies:

COPEI English teaching seminars.

TOEIC certification.

B2 Training.

Professional experience: 9 years

English Coordinator assistant at Centro EDUCA Bilingüe.

English teacher at U.E. John F. Kennedy

Question 1: Do you think reading comprehension has a major impact on student´s

preparation?

Interpretation: The specialists answered that reading comprehension has an important impact on students. They explained that it is relevant for the development of the mind and all the processes it concerns as the key for being a proactive and creative individual in their future life.

Question 2: Do you think reading comprehension is essential for the development of the other skills of the English language?

Interpretation: The specialists agreed and said that reading is the door for learning acquisition, and that it is important to make the students experience, the most time possible, the reading skills in order to be more able to understand and learn how to communicate in the foreign language. They also added that while reading, a lot of mental processes start to work, that is why reading is important for the development of other skills including mental abilities.

Question 3: Do you consider schools need to focus their attention on improving this skill on students?

Interpretation: All specialists agreed with each other and said that it is mandatory for schools to focus more attention on reading skills but that sadly, most of the students do not feel motivated to read. One of the specialists added that it is important that teachers and reading activities activate the love for reading in learners that is what schools need to do.

Question 4: What effects do you think the lack of reading comprehension abilities would have on students?

Interpretation: The specialists said that we are in the information society and high tech gadgets so if students do not acquire reading skills they will not be able to succeed in their personal life, work and society because their skills have not developed and their level of comprehension will be poor.

Question 5: How important do you consider the use of web 2.0 tools in education?

Interpretation: All of them said that ICTs and all its tools have changed the way in which education processes have been executed, and that those tools will be always necessary and extremely important in education due to their interesting motivational effect they have in the students.

Question 6: Do you consider that Ardora, a web 2.0 tool, can help students enhance their reading level?

Interpretation: The specialists mentioned that every technological advance is good, that it is only about practice and that Ardora could be one opportunity for students to feel motivated towards texts and improve their reading comprehension skills.

3.8.3   Interview directed to English teachers

Teacher 1: Gabriela Verdesoto Bastidas

English Studies:

Macmillan training course

Degree: None. Currently pursuing English teaching Degree

Professional Experience: 4 years

Teacher 2: Zoila Stefania Rivera Laca

English Studies:

TOEFL IBT

Pearson English training course

Degree: None. Currently pursuing English teaching Degree

Educational Experience: 3 years

Teacher 3: Jesse Estefanía Peñaherrera

English Studies:

Macmillan drama and puppets training

Macmillan academic training on activating productive skills course

Degree: None. Currently pursuing English teaching Degree

Educational Experience: 5 years

Teacher 4: Diana Carolina Valdivieso Haz

English Studies:

Macmillan drama and puppets training

Macmillan academic training on activating productive skills course

COPEI inspire teachers and learners course

COPOL ELT

COPOL ELT Working towards standards

ELT trends course

Cambridge English Teaching training

Degree: None. Currently pursuing English teaching Degree

Educational Experience: 4 years

Teacher 5: Teresa de Jesús Cornejo Mora

English Studies:

Benedict Institute

COPOL ELT training

English course in Germany

Degree: None. Currently pursuing English teaching Degree

Educational Experience: 2 years

Teacher 6: Geovanny Fernando Perero Vera

English Studies:

CEN course

COPEI English Training Course

Degree: None. Currently pursuing English teaching Degree

Educational Experience: 1 year

Teacher 7: Carlos Muñoz

English Studies:

Macmillan drama and puppets training

Macmillan academic training on activating productive skills course

TOEFL IBT

Degree: None. Currently pursuing English teaching Degree

Educational Experience: 3 years

Question 1: Do you think reading comprehension has an important role in the students´ preparation for life?

Interpretation: All of the interviewed teachers confirmed the importance of reading comprehension in the students´ preparation, they said that reading is one of the issues that society is always looking for improvements due to its relevance in the integral development of people.

Question 2: Do you think reading comprehension is essential for the development of the other skills of the English language?

Interpretation: The English teachers agreed, one of the teachers explained that reading comprehension help develop the other skills by developing a judging character and making own conclusions about what texts are about.

The other specialists also clarified that in the same matter students also enrich their vocabulary, learning the meaning and phonetic of new words and, as result, students discover fluency, pronunciation, listening and writing while improving

the reading abilities.

Question 3: Do you think teachers have to focus more their attention on improving students´ reading comprehension?

Interpretation: All the seven interviewees said that it is imperative for teachers to develop reading in order to help students acquire the another three skills in the process, too. They explained that this skill is an indispensable responsibility because it needs to be practiced perpetually in order to help students be proficient non-native English learners.

Another teacher added that students must be also exposed to constant reading strategies application guidance so that they understand the whole content and could react to it, for that reason it is mandatory for all teachers to practice and focus on reading skills development.

Question 4: Do you consider that the students´ actual reading comprehension is suitable according to their age or grade?

Interpretation: The majority of teachers said that their students' actual reading comprehension level is very poor. One of them added that it is terrible to think in students that are not making progress on this skill due to the appalling consequences and that unfortunately, it is not just happening during the English learning because students also show reading problems and difficulties in Spanish, which is their native language.

Another teacher also expressed that she estimates that her pupils reach a maximum of only 5 points in the comprehension of texts. Only 1 teacher said that his students have improved during the academic year and that he is making use of a lot of technological resources to make that enhancement to be possible.

Question 5: According to your criteria, is it necessary for the students to feel motivated in order to read and complete its process?

Interpretation: The seven teachers answered that motivation does play an extremely important role for the achievement of the reading process and stages. They expressed that teachers must always look for new alternatives, methodologies, strategies and techniques to help the students feel engaged and comfortable with the subject or matter.

Question 6: What do you think are the causes why students do not comprehend what they read?

Interpretation: The interviewees resolved that the lack of comprehension while reading happens because of the way reading has been always seen: boring, this is a huge disadvantage because there is no intrinsic motivation. They also mentioned that the lack of reading habits is another cause which makes comprehension to be impossible to achieve.

Question 7: As an effect, in the future, what could happen to a student that do not achieve reading comprehension abilities?

Interpretation: Teachers expressed that reading is one of the most important necessities that human beings have, so, the person who does not achieve reading abilities would be unable to communicate appropriately. They also said that without reading comprehension it is difficult to obtain and develop well in their jobs and society, being unable to be more kind to others so that to see the world from the perspective of others cannot be possible.

One of the teachers also added that reading helps us to consider the consequences of our actions toward others, being more conscious by the exposure of the different reading experiences.

Finally, they expressed that reading comprehension helps us to demonstrate better, virtues such as kindness, generosity and sympathy due to the expansion of vocabulary that the reading process causes.

Question 8: Do you know about the use of web 2.0 tools provided by ICTs in education?

Interpretation: The teachers commented that it is impossible to be unaware of ICTs and its web tools because today, children and education are technological. They said that nowadays ICTs are the best way to catch the student´s interest for their own education.

Question 9: Do you know about the use of Ardora in education?

Interpretation: They said that they have made use of some ICT tools in their

processes such as blogs, printable worksheets, videos, video games and softwares from the books but that Ardora is completely new for all of them.

Question 10: Would you like to make use of Ardora reading comprehension interactive activities to enhance students´ reading skills?

Interpretation: All the teachers assured their support and acceptance in the application of Ardora reading comprehension interactive activities. They added that it would be interesting to use new tools that involve more practice of the English skills.

3.8.4 Survey directed to students

Question 1: How important do you think that reading comprehension is for your academic and personal development?

Objective: To determine the opinion of students about the importance of reading comprehension.

Chart 9. Students´ opinion about the importance of reading

ALTERNATIVES	QUANTITY	PERCENTAGE
Very important	26	92%
Important	1	4%
Not important	1	4%
Total	28	100%

Graph 2. Students´ opinion about the importance of reading
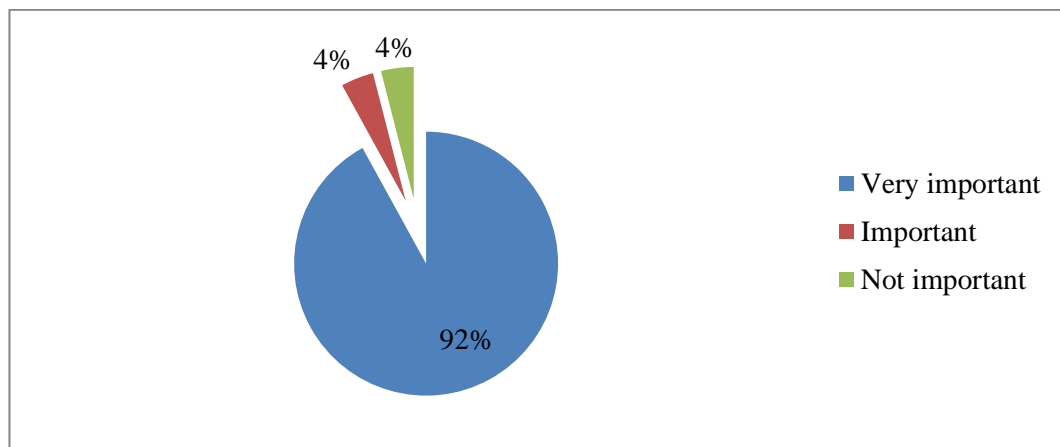
Source: Salinas Innova School
Author: Ivette Lorena De La Rosa Bejeguen

Interpretation: 92% of the total of students agreed that reading comprehension is very important within the teaching - learning process. Only 4% of the students expressed that it is important and 4% agreed that it is not important for their personal development.

Question 2: How difficult is it for you to understand texts in English?

Objective: To determine the comprehension difficulty that students have while reading texts in the foreign language.

Chart 10. Students´ opinion about their comprehension difficulties.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Very difficult	20	71%
Difficult	8	29%
Not difficult	0	0%
Total	28	100%

Graph 3. Students´ opinion about their comprehension difficulties.
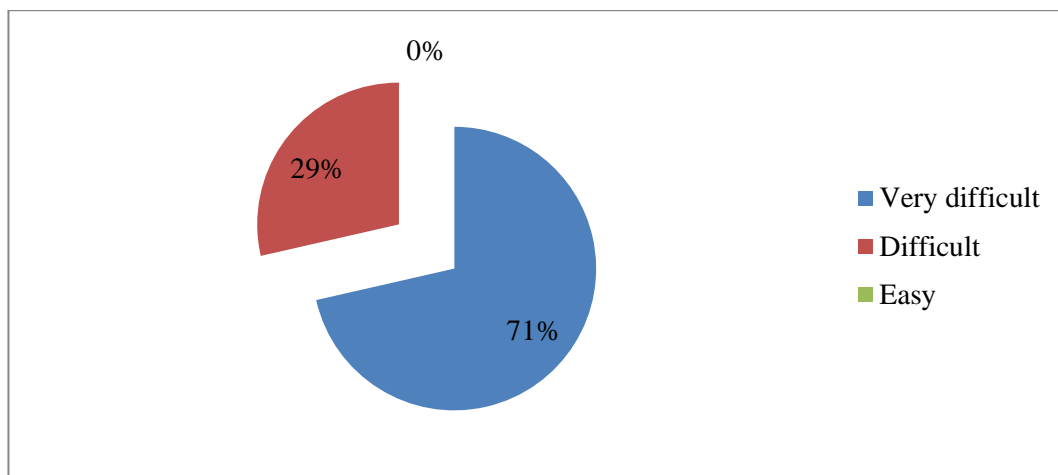
Source: Salinas Innova School
Author: Ivette Lorena De La Rosa Bejeguen

Interpretation: Most of the sixth grade students, representing 71% of the class, admitted that they have difficulties when reading texts in English.

29% of them answered that it is normally difficult. But, none of the students answered that they do not have difficulties for understanding the second language, they accepted that it is very difficult to experience reading with positive results.
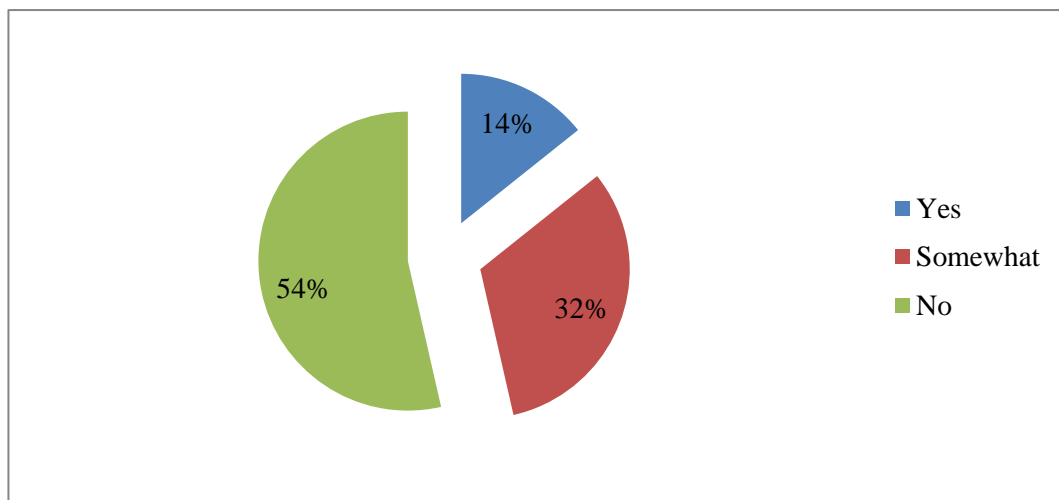
Question 3: Do you feel motivated to read texts in English?

Objective: To determine the satisfaction of students on reading texts in English.

Chart 11. Students´ motivation for reading texts in English.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	4	14%
Somewhat	9	32%
No	15	54%
Total	28	100%

Graph 4. Students´ motivation for reading texts in English.

Source: Salinas Innova School
Author: Ivette Lorena De La Rosa Bejeguen

Interpretation: More than half of the total students, represented by 54% of the sixth grade class, do not feel motivated to read texts in English.

32% of them admitted that they feel somewhat motivated.

Only 14% said that they do feel motivation for reading texts in English.

Question 4: Do you and your teacher make use of web 2.0 tools within the reading class?

Objective: To determine if web 2.0 are implemented in reading comprehension teaching and learning process.

Chart 12. Use of web 2.0 tools within the reading class.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	6	21%
Somewhat	8	29%
No	14	50%
Total	28	100%

Graph 5. Use of web 2.0 tools within the reading class.
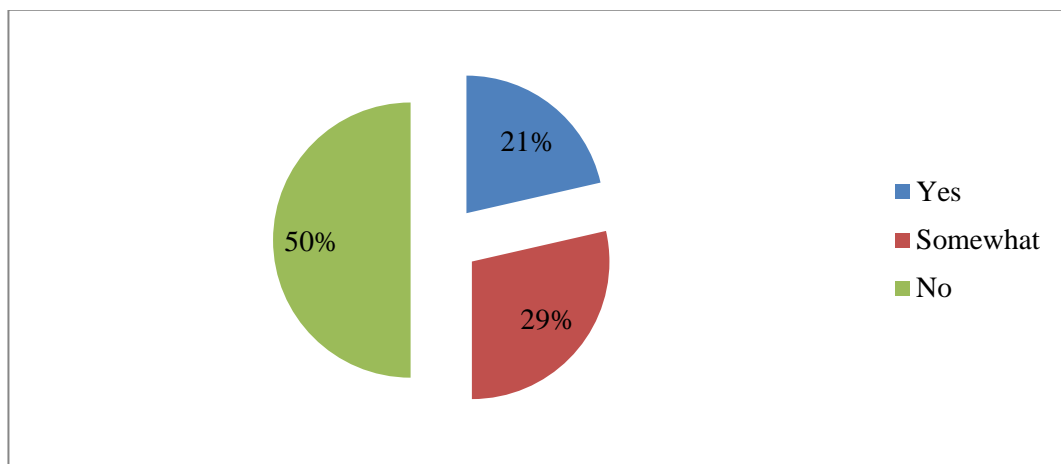
Source: Salinas Innova Schools
Author: Ivette Lorena De La Rosa Bejeguen

Interpretation: The results show that 21% of the total students of sixth grade from Salinas Innova School affirmed that they do make use of web tools within the reading class. 29% answered that web tools are somewhat used in the class. But, the 50% said that they do not implement any web tool as technological resource to enhance the reading skill. It means that the use of web 2.0 tools during the reading class is not enough.

Question 5: What resources are most frequently used in your reading and writing class for enhancing your English skills?

Objective: To determine the type of resources that are frequently and rarely used during the reading and writing class.

Chart 13. Most frequently used resources during the reading class.

ALTERNATIVES	PERCENTAGE
Book	53%
Worksheets	25%
Videos	11%
Online activities	0%
Projector	11%
Interactive games	0%
Total	100%

Graph 6. Most frequently used resources during the reading class.
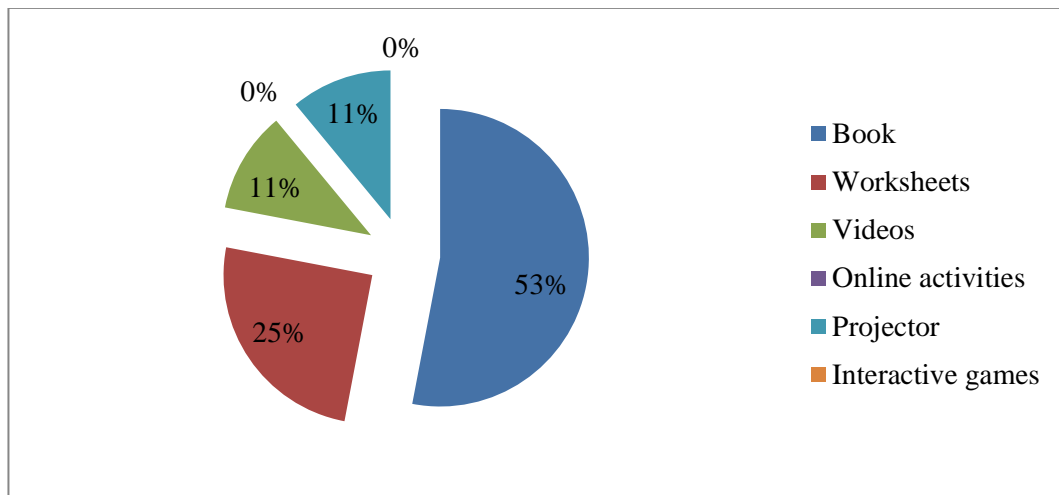
Source: Salinas Innova School
Author: Ivette Lorena De La Rosa Bejeguen

Interpretation: The students affirmed that most common resource used within the reading and writing class is the book with a frequency of 52%, followed by the use of worksheets, which are used in 25%. Unluckily, the usage of videos and projector is very limited to 11%,

Question 6: According to your criteria, which of the following characteristics should reading comprehension activities have? Number from 1 to 4, being 1 the most relevant.

Objective: To determine the Ardora reading comprehension activities´ characteristics and their level of preference that each of them have on the sixth grade students.

Chart 14. **Students´ criteria about the characteristics of reading comprehension activities.**

ALTERNATIVES	PREFERENCE
Interactive	1
Motivating	2
Original	3
Easy to use	4

Graph 7. Students´ criteria about the characteristics of reading comprehension activities.
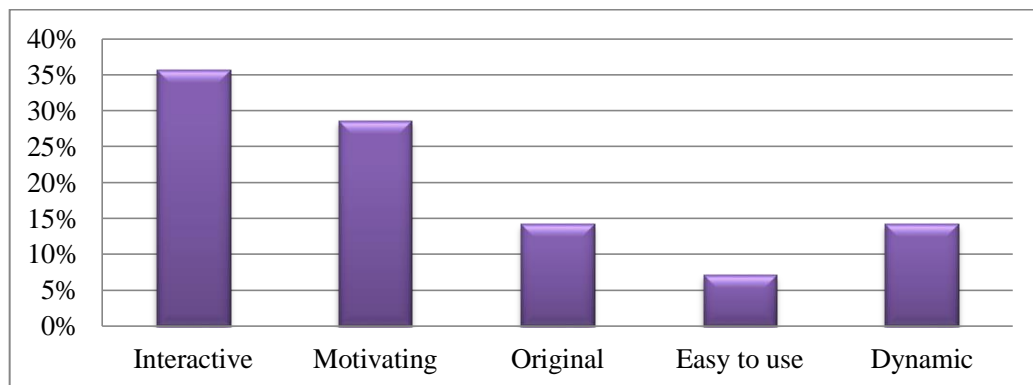
Source: Salinas Innova Schools
Author: Ivette Lorena De La Rosa Bejeguen

Interpretation: The most important characteristic that the Ardora activities should have is to be "interactive", in a second place of preference level they voted for "motivating", followed by the characteristic of "originality". Finally they considered that the activities should be easy to use as the fourth characteristic.

Question 7: Would you like to try Ardora interactive activities in your reading class?

Objective: To determine the acceptance of students towards Ardora interactive activities within the reading class.

Chart 15. Students´ acceptance for Ardora activities.

ALTERNATIVES	QUANTITY	PERCENTAGE
Yes	28	100%
No	0	0.00
Total	28	100%

Graph 8. Students´ acceptance for Ardora activities.
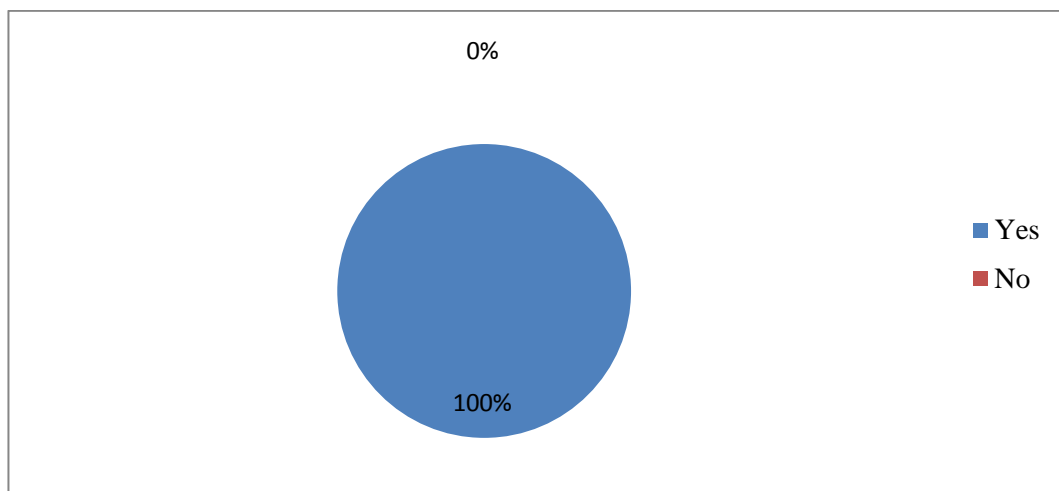
Source: Salinas Innova School
Author: Ivette Lorena De La Rosa Bejeguen.

Interpretation: All the students approved the idea of trying Ardora interactive activities showing their 100% of acceptance.

3.8.5 Analysis of results

Results from the surveys and interviews applied in the investigation showed that reading comprehension is considered to be very important during the teaching and learning process for the acquisition of the native and non-native language. The interviewed teachers and specialists explained that, by the exposure of reading, the other skills become activated and developed. Therefore, they consider that all teachers should be more focused on the accomplishment of the processes that reading comprehension comprises due to the fact that most of the students´ actual reading comprehension level is very poor even in their mother tongue.

In addition, sixth grade students demonstrate a lot of difficulty towards the comprehension of texts in English. They admitted the lack of motivation, reading habits and low use of technological resources, being quite significant factors for the accomplishment of the reading skills that teachers see as a teaching responsibility due to its repercussion on the educational and personal growth.

Despite the interviewees recognized that nowadays it is impossible for teachers not to be aware of the contributions that ICTs have provided, the most used resource in the reading and writing class, was the book and written material. In other words, web tools are not constantly used. Therefore, most of the sixth grade students are not totally aware of the use of the web tools and are not engaged to the reading issue. However, as good news there is a 100% of acceptance for being involved in the use of Ardora by teachers, students and the school authorities.

3.9   CONCLUSIONS AND RECOMMENDATIONS

3.9.1   CONCLUSIONS

- The reading comprehension skills of the students of the sixth grade from Salinas Innova School have not been developed satisfactorily, showing a poor level of reading comprehension. This ability is essential for the development of the other skills of the foreign language of future professionals.

- The new ICTs in education are increasingly adopted by all the institutions worldwide.

- The use of Ardora sounds interesting to the educational community concerned. The principal, coordinator and students accept the idea to raise reading skills by the application of this web 2.0 tool.

3.9.2   RECOMMENDATIONS

- It is recommended to implement more reading strategies to improve the reading skills.

- Teachers should make constantly use of the new ICTs in their teaching processes of education in order to increase student´s motivation for reading.

- Ardora is recommended as good option to help enhance students' reading abilities due to its wide number of activities, easy use and quickly loading on Internet.

CHAPTER IV

THE PROPOSAL

4.1 INFORMATIVE DATA

Title of proposal

Ardora reading comprehension interactive activities to improve the reading skills of students of sixth grade from Salinas Innova School, Canton Salinas in Santa Elena province, 2015-2016.

Executing Institution

Salinas Innova School

Beneficiaries

Students of sixth grade from Salinas Innova School

Location

The investigation was held at the common classroom of the students of sixth grade from Innova School located in Santa Paula, canton Salinas, Province of Santa Elena Peninsula due to its comfortable installations, access to technological visual communication resources such as projector, material and physical space.

Illustration 1. Salinas Innova School
Resource: https://maps.google.com.ec/

Estimated time for execution

From December 7th, 2015 to January 22th, 2016

Individuals responsible

Author: Ivette Lorena De La Rosa Bejeguen

Advisor: Byron J. Villacreses Santillan, MBA

Budget

$ 955.00 (American dollars)

4.2 PROPOSAL BACKGROUND

In recent years, many educators have noticed that children and young people do not know how to read or do not have a love for reading. If they do read, chances are that it is because parents apply pressure due to teachers who insist on the need to read in schools. Teachers, grammar schools, high schools, colleges, and universities are mostly blamed by the social strata for this lack of interest in reading in the students. Whatever the cause is, there is no justification for crossing ones arms and doing nothing to improve the situation.

Under the technological development of today's world and the enormous amount of information that bombards us every day, it is important to be able to select the most suitable web tool for the purposes being pursued. In this particular case, the purpose is educational with the aim of enhancing reading comprehension. Technology offers a wide range of possibilities for increasing the students´

abilities and competencies. One of the technologies that can be freely acquired for many educational purposes is Ardora.

According to studies, technology has become an important factor for motivating and improving student´s school work. Nowadays, web tools have become more than means of communication, having more and more demanding students expecting to be impressed with something new.

The following work, proposed Ardora interactive activities after performing the needs analysis of a community of sixth grade students from Salinas Innova School. The research sought to motivate students to experience and enjoy the process of reading, offering a new alternative for improving their reading abilities and reading strategies as well as promoting a better consolidation of the comprehension as the main goal.

4.3 SIGNIFICANCE

This proposal was of great importance in the field of education and innovation due to the implementation of technological tools as Ardora activities in the improvement of reading skills and achievement of a better development and understanding of English texts in the second language, which is nowadays, a practical problem that needs to be covered within the community of students.

Another fact that justifies the need of applying a new alternative to motivate students to comprehend what they read is that according to the diagnostic test of the sixth grade of Salinas Innova School, 86% of the total students did not reach the required learning, exposing poor reading comprehension skills and the need to implement a method to enhance this ability.

The direct beneficiaries of this proposal were 28 students of 10-11 years old of the sixth grade from Innova School at canton Salinas. According to the corresponding observation and survey techniques, they are facing reading comprehension problems when trying to assimilate paragraphs or texts. As a consequence of being exposed to long writings on the book, the act of reading results in a poor and almost empty procedure.

This proposal helped students to change their vision about reading comprehension in English as a boring and incomprehensible subject, providing a new alternative for carrying out the learning process more efficiently to obtain better student academic results.

4.4 OBJECTIVES

To design reading comprehension interactive activities through the software Ardora in order to improve the reading skills of students of sixth grade from Salinas Innova School, at Canton Salinas in Santa Elena province, 2015-2016.

Specific Objectives:

- To evaluate the reading comprehension skills of the sixth grade students through the application of the diagnostic test.

- To promote the use of Ardora in the reading and writing subject.

- To develop Ardora reading comprehension interactive activities.

- To compare the reading comprehension results before and after the application of the proposal.

4.5 PLANNING, DESIGNING AND DEVELOPING OF THE PROPOSAL

4.5.1 Planning

The planning process for the Ardora reading comprehension activities answered the following questions to guide and manage the structure of the future tasks and to ensure the accomplishment of the scheduled objectives in the proposal. The planning process helped the investigation determine the nature, resources and purpose of the activities for the sixth grade students from Salinas Innova School.

Who does this process involve?

Girls and boys from sixth grade at Salinas Innova School.

Do they have access to internet connections during reading and writing classes?

Yes, they do.

Are the activities for informing or entertaining?

Ardora activities are done for enhancing reading skill through nice activities that can stimulate and mainly entertain students while learning and comprehending texts.

How long will each session and activity take?

According to the English coordination, a maximum of 20 minutes will be given for each session.

What kind of material and content will be selected for the enhancement of reading comprehension in the reading and writing class?

The material will be chosen according to the units 3 and 4. In order to complement the reading process, it had been planned that the reading strategies will begin through the interaction with videos related to the topics currently being studied which will activate the comprehension for the development of the other activities based on the video content.

How will the reading comprehension progress be measured?

Each video will contain a number of activities that will enhance the reading comprehension skill. At the end of those activities, a test will be administered which will be the way in which both teachers and students will be noticed about the reading progress of the skill in the classroom.

4.5.2 Design

The Ardora software has been used in education for several purposes for supporting the educational work and potentiate both, the labor of teachers and

students. For that reason, this project promotes the use of Ardora reading comprehension interactive activities for helping students enhance the development of the reading abilities in sixth grade students from Innova School at canton Salinas, school year 2015-2016.

The Ardora reading comprehension interactive activities are based on several readings which begin with the vocabulary appreciation, vocabulary games, story scripts, reading comprehension questions, graphic panels, completing paragraphs activities, ordering sequences of events, ordering pictures, ordering sentences according to each story and the corresponding test at the end of each of the story activities. The test attempts to measure the progress of the students during the use of the instructional software which shows the score of each of the activities performed during the class and at home for reinforcement.

Ardora reading comprehension activities were applied specifically during the reading and writing class to reinforce the previous knowledge and vocabulary acquired during the school year. The actual units the students were studying were Unit 3: "Telling tales" and Unit 4: "Problem solvers" so the activities were searched, planned, designed and applied based on those units.
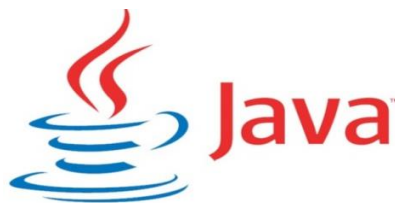

Illustration 2. Ardora activity HTML file
Resource: own production

Ardora was used mainly aimed to allow the psychomotor development and stimulate reasoning to solve comprehension activities previously designed for them. For its management it only needs the installation of a basic version of Java plugin, as basic requirement.

4.5.2.1 Java plugin

Java is a totally free programing language with a multifaceted codification which allows different programs and applications to be ran in the computer hardware. It is normal that all computers have this plugin installed due to the necessity of installing games, chatting online, surfing on the web, view images, videos, forums and more. The software Ardora contains a lot of interactive resources so that, for its use, Java is necessary. It is available on www.java.com.

Illustration 3. Java logo
Resource: https://www.java.com/e/download/

4.5.2.2 Characteristics and advantages of Ardora activities

- Ardora activities only need a basic Pentium processor.

- Only the html file of the Ardora activity sent by the teacher needs to be opened to start working on it.

- No need of a lot of internet signal, their access is almost immediately.

- Not dependent on the computer operating system, hardware or browser.

- Can be opened at any time according to the necessity of the student and teacher.

- Complement the reading and writing class through complete explanations by the interactive elements that Ardora offers.

- Encourage reading habits and work within the classroom and at home.

- Promote the attention of the students.

- Reinforce theoretical knowledge of the reading comprehension process by the use of its interactive elements.

- Motivate the students to be involved in their comprehension process in the reading and writing class.

- Turn the common class into a more interactive class with favorable conditions of reading and solving comprehension exercises.

- Can help the teacher to develop more reading strategies in the students.

- Offer a new strategy to present and comprehend texts and improve their reading comprehension skills.

4.5.2.3 Structuring content

To establish the content and the thematic of the exercises and activities it is necessary to take into account the level of the students that are involved in the investigation as the 6th grade students from Salinas Innova School.

Given that, the diagnostic test taken from an excerpt of the Toefl Jr. test consisting on 10 questions, revealed that only a number of 4 students reached the required learning, so, the activities were structured beginning with a basic level of vocabulary in the actual unit the students were "Telling stories" and raising the level of difficulty students were developing reading strategies until the next unit "Problem solvers".

4.5.2.4 Ardora resource

The complementary Ardora activities were taken from Bookbox.com, a free educational web site that uploads creative animated material for teachers and students, available in YouTube, as well. Each story starts with the respective vocabulary and/or vocabulary activity with the corresponding pictures in order to awaken the development of the reading strategies in the reading process of the students.
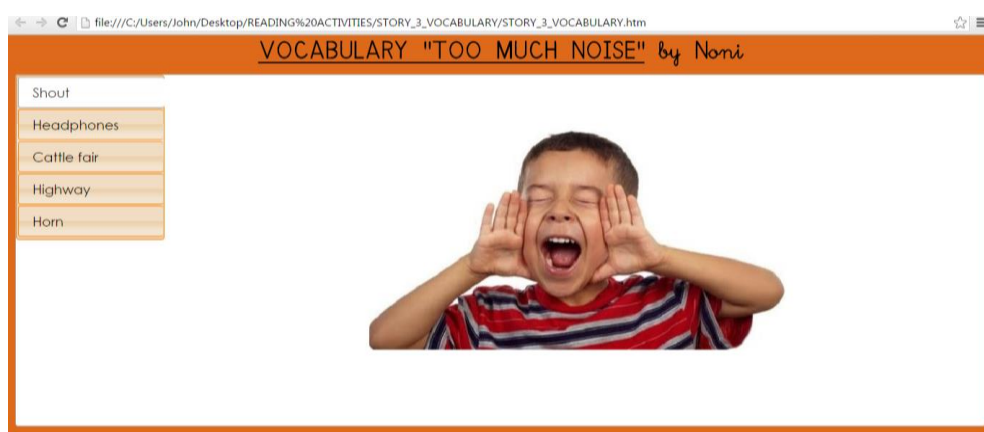
Illustration 4. Ardora activity: accordion panel
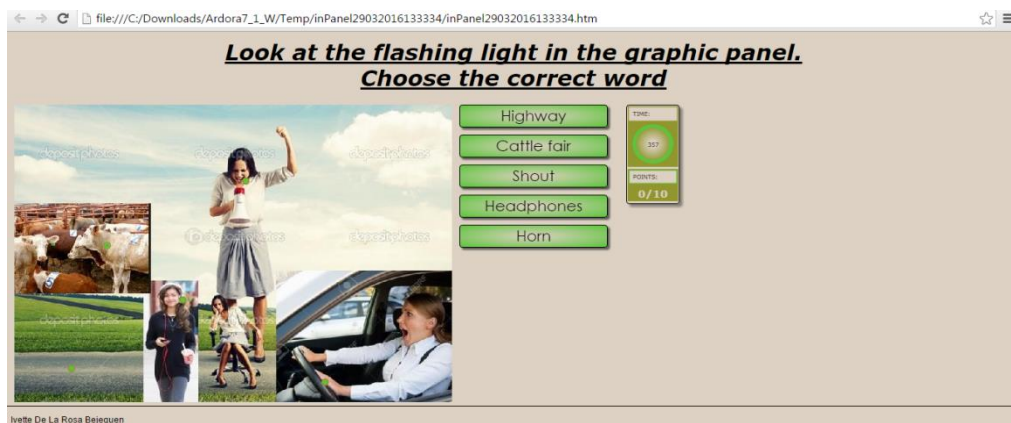**Resource:** own production

Once the students felt familiarized with the vocabulary, the script done in Ardora resource by the investigator was presented. The scripts also had multimedia

material so the comprehension of the students was activated. The written and the visual information got linked by the implementation of the multimedia Ardora resource. In each of the activities a number of reading strategies are used with the goal of helping the scholars strengthen the reading ability interacting with Ardora.
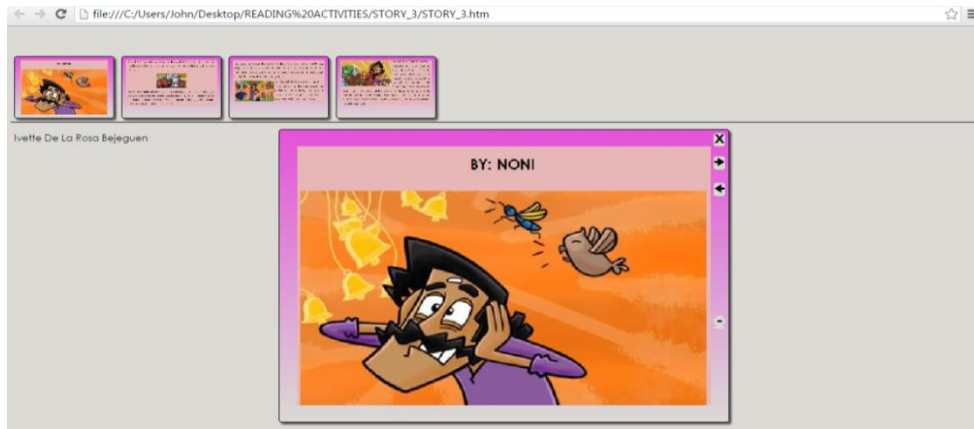
Illustration 5. Ardora activity: image gallery
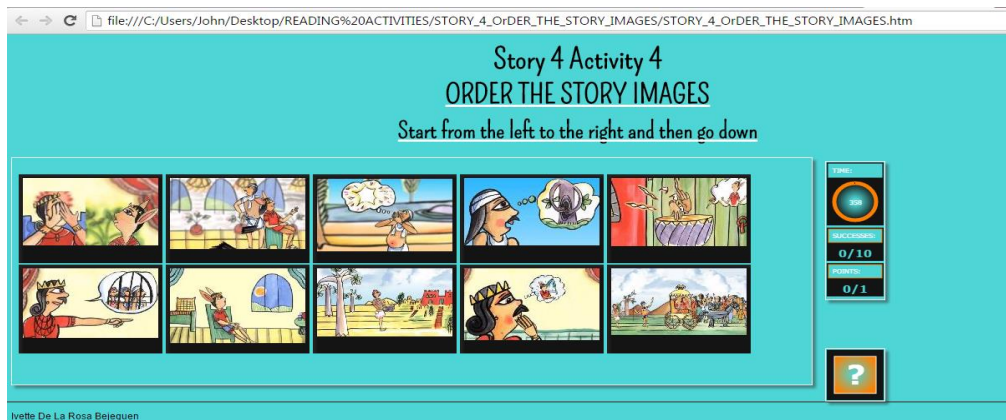**Resource**: own production

The activities also included some vocabulary exercises with different type of games such as hangman, graphic panels, relating images and texts and relating pictures and words. Some of them were timed out in order to help the students develop speed to answer.

Illustration 6. Ardora activity: graphic panel
Resource: own production

The comprehension activities allowed students to be part of their own knowledge procurement process through their simple use in order to enhance reading comprehension in a more effective and satisfactory way not only for students but also for teachers.

The comprehension activities were designed with a pleasant environment to stimulate memory, analysis, conception of information, promote attention and interest for the balance between content and comprehension.


Illustration 7. Ardora comprehension activity: ordering images of the story
Resource: own production

Most of the comprehension activities had a simple way to be managed, encompassing a space for each element. For instance, the appropriate area in the right side for the number of succeed attempts, the corresponding points attributed per question, a question mark box that cognized if the answer was correct or incorrect showing an instant message of congratulations, time limit, limit of attempts, and, or error and the space for the name of the designer of the activities.

Finally, the corresponding evaluations designed in Ardora had a number of questions that were increasing depending on the difficulty of the stories. Each question had multiple options but only one specific answer.

Some of the questions had implied answers, so the comprehension activated and proved how much the student was immersed into the reading. All the tests were timed in order to potentiate their attention during the reading process.
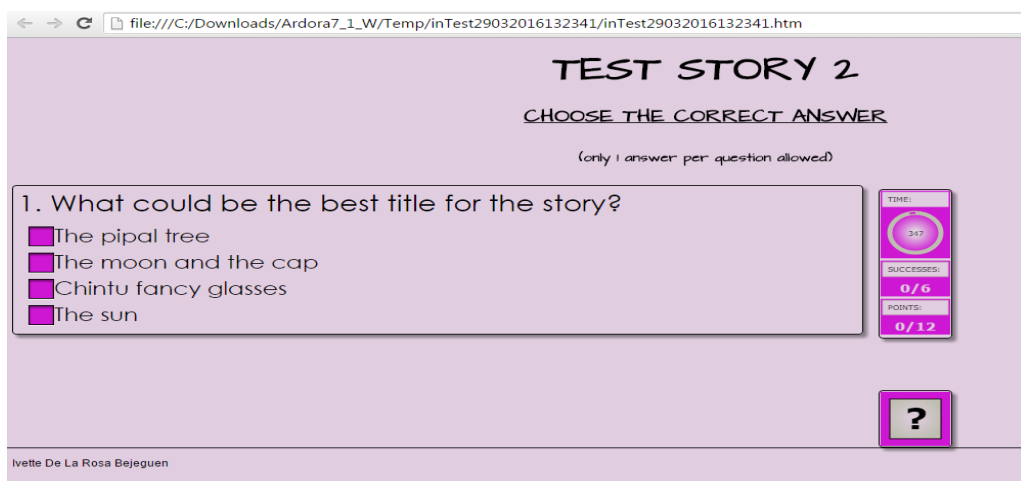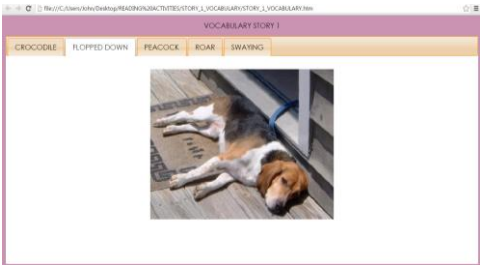

Illustration 8. Ardora activity: Test
Resource: own production

4.5.2.5 Description of the activities

The activities applied in the sixth grade students were principally designed to encourage them to enjoy reading and enhance their reading comprehension abilities in a different way, not just looking at the book.

Therefore, reading strategies could be constantly used due to the nature of the stories, which motivated them to be engaged to the activities and interact with the content through the software.
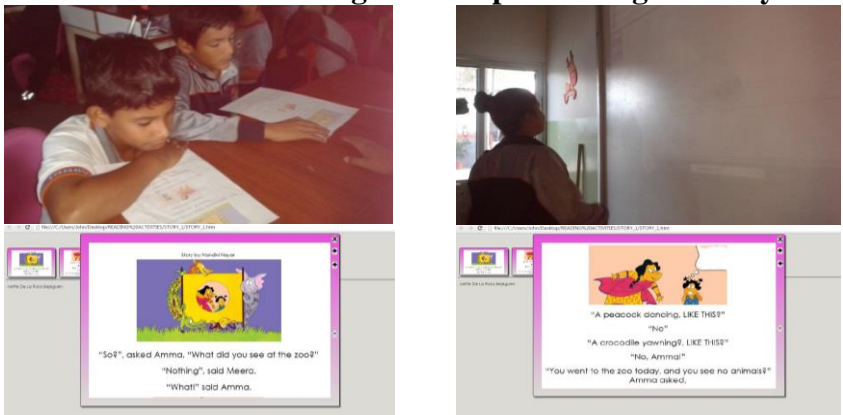
Activity 1

Unit 3: Telling tales	Course: Sixth grade
Resources: Ardora software	**Activity:** Meeting vocabulary 1
Objective: To meet the words of the story 1 in order to have an idea of its content.	

<div align="center">

Illustration 9. Meeting vocabulary 1

</div>

Instructions:

- Teacher presents the words using Ardora software.
- Teacher gives the pronunciation of each word and asks students to follow it.
- Students are asked to give ideas of the meaning of each vocabulary word.
- Teacher writes the ideas to compare them at the end.
- Students infer about their possible meaning.
- Teacher presents the words with their meaning and compare them with the possible meaning that the students gave.
- Teacher measures student´s comprehension by presenting the images and students pronounce the correct vocabulary word.

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Activity 2

Unit 3: Telling tales	Course: Sixth grade
Resources: Ardora software, story written script 1	**Activity:** Reading and comprehending story 1
Objective: To read and comprehend the context of story 1 through the use of Ardora software.	

Illustration 10. Reading and comprehending the story 1

Instructions:

Pre-reading

- Students recall the vocabulary words presented the last class.
- Teacher asks students to look at the story pictures and predict its context.
- Teacher writes each student´s idea to confirm them at the end of the story.

During reading

- Students and teacher read along.
- Student highlight the vocabulary words introduced in the previous session.

Post-reading

- Teacher checks the predictions with the students and discards the ideas that are not close to the real content.
- Students identify the main and secondary ideas of the text.
- Students give a short summary about what they understood from the story.
- Finally, students watch the video again to feedback comprehension.

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Activity 3

Unit 3: Telling tales	Course: Sixth grade
Resources: Ardora software, story written script 1.	**Activity:** Vocabulary Ardora game: Hangman
Objective: To consolidate the vocabulary of the story through the game Hangman developed in the software Ardora.	

Illustration 11. Vocabulary Ardora game: Hangman
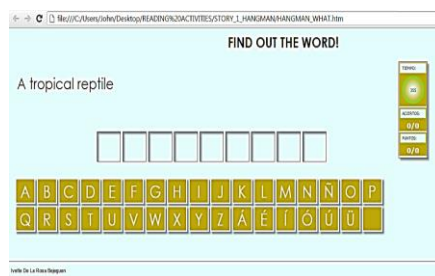
Instructions:

- Teacher reminds students the vocabulary about the story by brainstorming the word aloud.
- Teacher drills and repeats the target vocabulary three times.
- Teacher presents the game activity to the students and gives the corresponding instructions.
- Students participate by turns until guessing the correct word.
- Students get involved with the vocabulary by acting it at the end.
- Students get evaluated by the teacher through watching the vocabulary words again and saying aloud its meaning as feedback.

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Activity 4

Unit 3: Telling tales	Course: Sixth grade
Resources: Software Ardora, test worksheet 1	**Activity:** Test about story 1
Objective: To measure the content comprehension of story 1.	

Illustration 12. Test about story 1
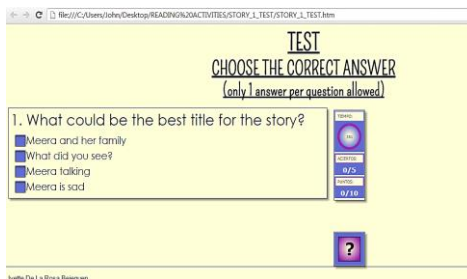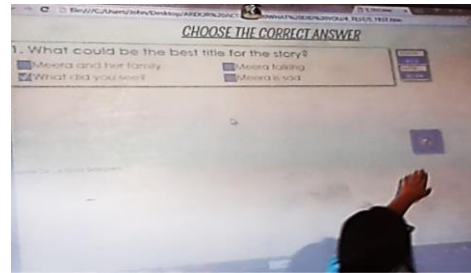
Instructions:

- Teacher reproduces the video from story 1 again.
- Students and teacher recall the most important events of the story.
- Teacher gives the instructions and reads the questions aloud.
- Students choose the correct answer for each question.
- Teacher checks the answers with the students using Ardora software.
- Students write a check or a cross mark according to their correct or wrong answers.
- Both, students and the teacher become aware of their comprehension progress.

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Activity 5

Unit 3: Telling tales	Course: Sixth grade
Resources: Software Ardora	**Activity:** Vocabulary 2
Objective: To meet the vocabulary from story 2 to have a clear idea of its content.	

Illustration 13. Meeting vocabulary 2

Instructions:

- Teacher shows the words related to the story 2 to the students using Ardora software.
- Students follow the teacher´s pronunciation of each word.
- Students relate the words with each picture presented.
- Students give some characteristics of the vocabulary pictures.
- Teacher asks the students to infer about the possible content of story 2 according to the vocabulary words.
- Teacher chooses a word in a random way and asks a student to remember its meaning or give some characteristic of what it is.
- Teacher measures student´s comprehension by presenting the images and students pronounce the correct vocabulary word.

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Activity 6

Unit 3: Telling tales	Course: Sixth grade
Resources: Ardora software, written script 2	**Activity:** Reading and comprehending the story 2
Objective: To read and comprehend story 2 using Ardora software.	

Illustration 14. Reading and comprehending story 2
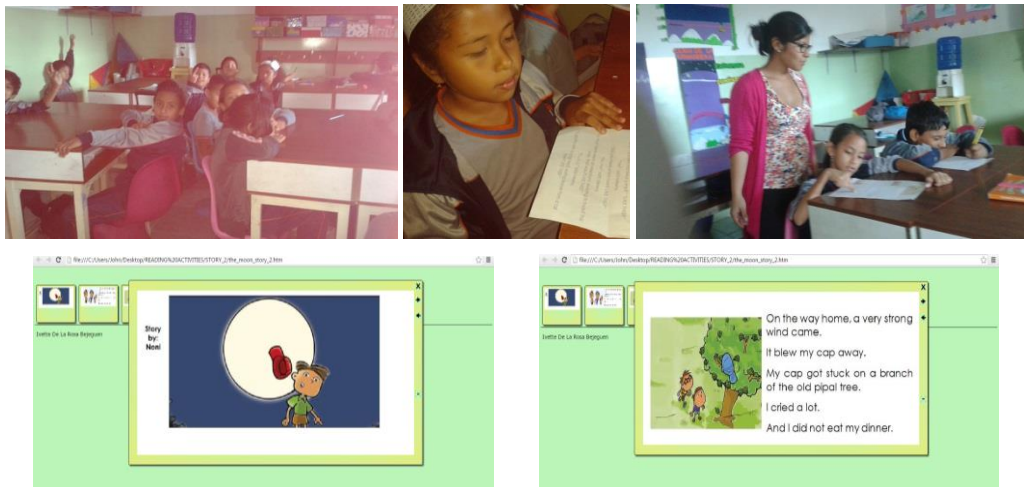
Instructions:

Pre-reading

- Students visualize the story pictures and predict about its possible content.
- Teacher takes notes about some student´s possible story scenes.

During reading

- Students highlight the vocabulary words introduced in the previous session.

Post-reading

- Teacher and students check out the predictions and discuss their validity.
- Teacher asks the students for a story sequence of events.
- Finally, students watch the video again for checking if the sequence of events is correct.

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Activity 7

Unit 3: Telling tales	Course: Sixth grade
Resources: Ardora software, written script 2.	**Activity:** Relating the texts and the pictures.
Objective: To relate the correct texts to the pictures through the use of Ardora software in order to order the story events of story 2.	

Illustration 15. Relating the texts and the pictures.
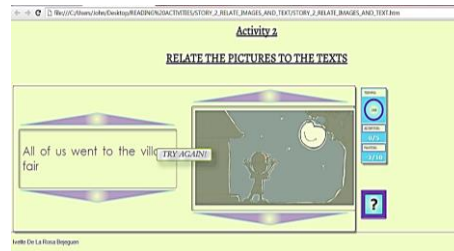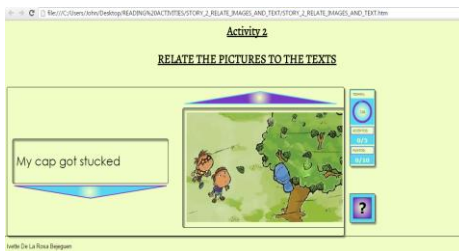
Instructions:

- Teacher asks some questions about the sequence of event about the story 2 in order to remind it.
- Students visualize the pictures and the texts presented in the software Ardora.
- Teacher reads each sentence along with the students and passes over the pictures until identifying the correct one that corresponds to that sentence.
- Students participate by turns in a second round by themselves and taking care of the time limit.
- Teacher and students evaluate the connection of the exercises and check answers along watching the video again.

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Activity 8

Unit 3: Telling tales	Course: Sixth grade
Resources: Ardora software, test worksheet	**Activity:** Test about story 2
Objective: To measure reading comprehension of story 2.	

Illustration 16. Test about story 2
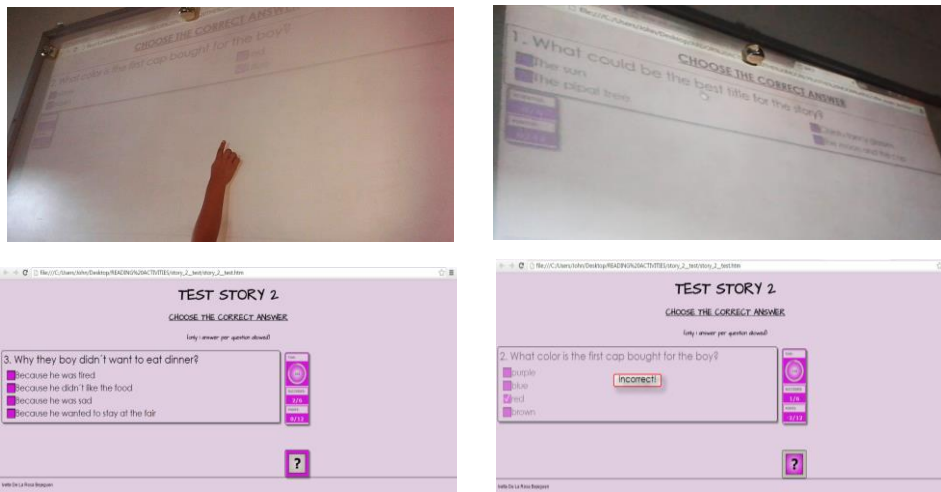
Instructions:

- Teacher shows the story pictures using the software Ardora to awaken comprehension.

- Students and teacher remember the most important events of the story.

- Teacher explains the test instructions and reads the questions aloud and the possible answers.

- Students choose the correct option for each question.

- Teacher checks the answers with the students using Ardora.

- Students write a check or a cross mark according to their correct or wrong answers.

- Both, students and teacher evaluate and compare their reading comprehension progress.

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Activity 9

Unit 4: Problem solvers	Course: Sixth grade
Resources: Ardora software	**Activity:** Introducing vocabulary 3
Objective: To introduce vocabulary 3 through the accordion panel activity created in the software Ardora in order to have a previous idea of the content of story 3.	

Illustration 17. Meeting vocabulary 3
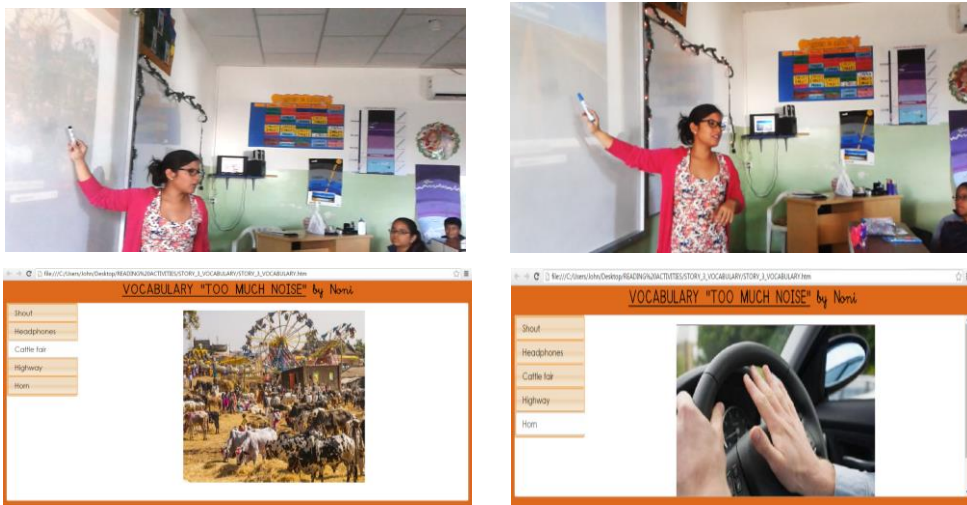
Instructions:

- Teacher asks about the things and places where loud sounds are produced.
- Students brainstorm their ideas and write them on the board.
- Teacher presents the vocabulary words of story 3 using the accordion panel activity created in the software Ardora.
- Teacher pronounces each word 3 times.
- Students follow the teacher´s pronunciation of each word and connect them with the corresponding picture shown.
- Teacher chooses randomly a word and asks a student to remember its meaning.
- Teacher feedback student´s comprehension by presenting the images and asking some students to say the correct vocabulary word.

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Activity 10

Unit 4: Problem solvers	Course: Sixth grade
Resources: Ardora software	**Activity:** Labeling the correct word in the Ardora graphic panel.
Objective: To consolidate the vocabulary words through the use of a graphic panel activity in Ardora software.	

Illustration 18. Labeling the correct word in the graphic panel

Instructions:

- Teacher presents a picture in the software Ardora.

- Teacher asks the students about what they can see.

- Student relate the pictures with the vocabulary words learned in the last session.

- Teacher asks for the pronunciation of each word and correct it if necessary.

- Teacher explains the instructions of the activity.

- Students participate by turns watching at the flashing light in the picture and recognizing the correct vocabulary word that corresponds to that picture.

- Teacher measures students´ comprehension by repeating the activity three times with different students.

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Activity 11

Unit 4: Problem solvers	Course: Sixth grade
Resources: Ardora software, written script 3.	**Activity:** Reading and comprehending story 3
Objective: To read and comprehend the content of the story using Ardora.	

Illustration 19. Reading and comprehending story 3
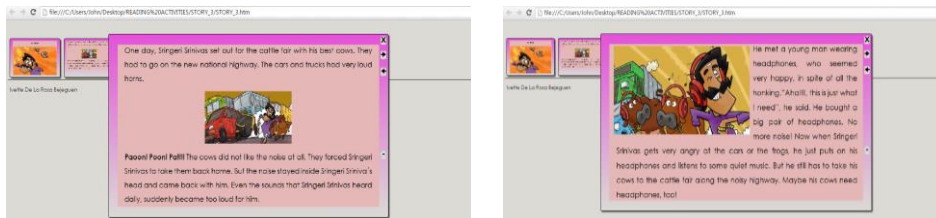
Instructions:

Pre-reading

- Teacher presents the story in Ardora software and hands out the script.
- Students visualize the story pictures and give predictions about its content.
- Teacher writes down their predictions in order to compare them with the real content after reading it.

During reading

- Students read along with the teacher.
- Students highlight the vocabulary words learned and make connections with the teacher´s help.

Post-reading

- Students compare their predictions and discuss about them.
- Students and teacher summarize the story in short sentences on the board and watch the video of the story.

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Activity 12

Unit 4: Problem solvers	Course: Sixth grade
Resources: Ardora software	**Activity:** Labeling the correct word in the paragraph.
Objective: To consolidate the vocabulary words through the use of a completing activity developed in the software Ardora.	

Illustration 20. Labeling the correct word in the paragraph.
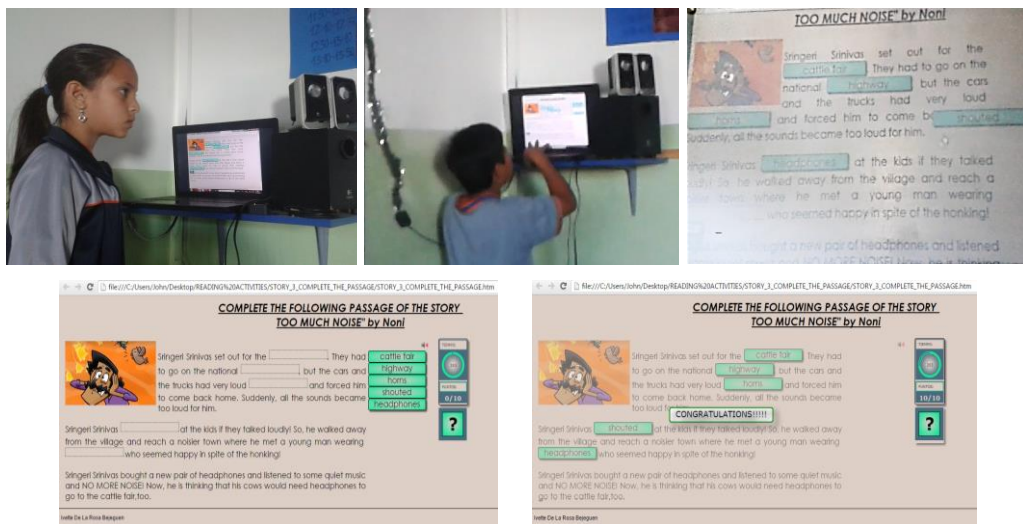
Instructions:

- The teacher and the students remember the vocabulary words of story 3 in the Ardora software.

- Students remember the story by just listening to it before developing the activity.

- Teacher reads the paragraph and asks for possible questions about the activity.

- Teacher gives the instructions.

- Students participate by turns trying to fit the correct word in each blank space.

- Students´ check the answers aloud with the teacher.

- Finally, students listen to the audio again and compare their progress.

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Activity 13

Unit 4: Problem solvers	Course: Sixth grade
Resources: Ardora software, written test worksheet.	**Activity:** Test about story 3.
Objective: To measure student´s comprehension of story 3.	

Illustration 21. Test about story 3.
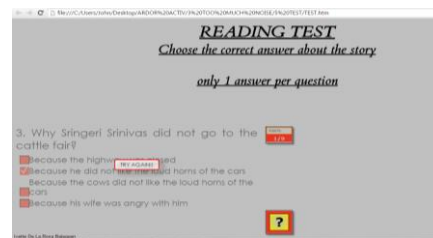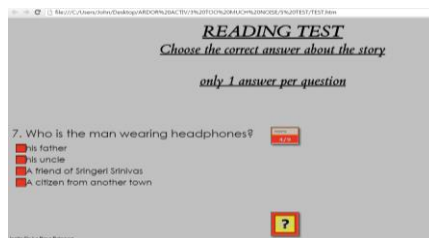
Instructions:

- Teacher shows the pictures of the story using the software Ardora to awaken comprehension.

- Students and teacher remember the most important parts of the story.

- Teacher explains the test instructions and reads the questions and the possible answers aloud.

- Students choose the correct option for each question.

- Teacher checks the answers with the students using Ardora.

- Students place a check or a cross mark according to their correct or wrong answers.

- Students watch the story video again as feedback and become aware of their own reading comprehension progress.

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Activity 14

Unit 4: Problem solvers	Course: Sixth grade
Resources: Ardora software	**Activity:** Introducing vocabulary 4
Objective: To introduce the vocabulary words through the use of the accordion panel activity developed in Ardora to have a previous idea of the next story**.**	

Illustration 22. Meeting vocabulary 4.
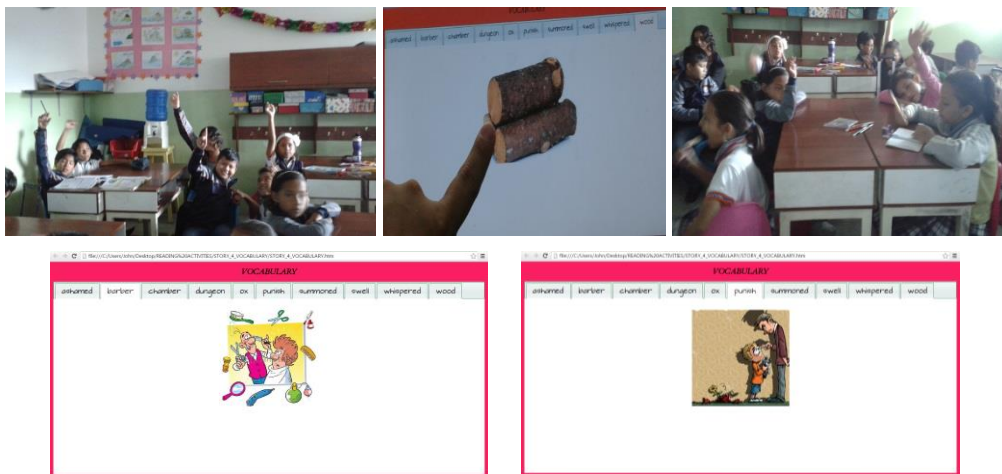
Instructions:

- Teacher shows the words related to the story 4 to the students using Ardora software.

- Students try to guess the correct pronunciation of each vocabulary word and follow each pronunciation three times with the teacher.

- Students associate the words with each picture presented.

- Teacher asks the students to imagine some possible events that could happen in story 4 according to the vocabulary words.

- Teacher shows a word in a random way and asks the students to remember its meaning.

- Teacher measures student´s comprehension by presenting the images and students give the correct name of each vocabulary word.

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Activity 15

Unit 4: Problem solvers	Course: Sixth grade
Resources: Ardora software	**Activity:** Associating the picture to the word.
Objective: To associate the picture to the correct vocabulary word using Ardora to consolidate the vocabulary acquisition.	

Illustration 23.Associating the picture to the word.

Instructions:

- Teacher shows the words related to the story 4 using Ardora software.
- Teacher gives the corresponding instructions for the development of the activity.
- Students participate in pairs by turns.
- Students watch the pictures and move them one by one to its correct name the times it is necessary taking care of the time limit.
- Teacher checks out with the students after students have received their score given by the software..
- Teacher compares student´s comprehension by presenting the resultant scores.

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Activity 16

Unit 4: Problem solvers	Course: Sixth grade
Resources: Ardora software, written story script.	**Activity:** Reading and comprehending story 4.
Objective: To read and comprehend the content of the story 4 using Ardora**.**	

Illustration 24. Reading and comprehending story 4.
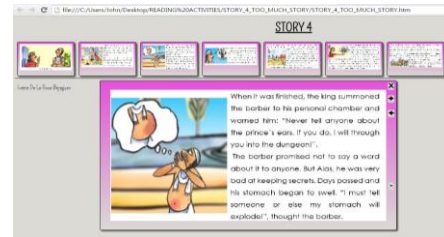
Instructions:

Pre-reading

- Students visualize the story pictures and predict about its possible events.
- Teacher writes down the predictions in order to check them at the end.

During reading

- Students read along with the teacher using Ardora and identify the problem.
- Students highlight the vocabulary words previously learned.

Post-reading

- Students are asked to infer about a different end for the story.
- Students identify the characters and discuss about the solution taken in the story.
- Finally students watch the video of the story and consolidate their comprehension.

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Activity 17

Unit 4: Problem solvers	Course: Sixth grade
Resources: Ardora software	**Activity:** Ordering the story pictures.
Objective: To consolidate the reading comprehension of story 4 through the use of an ordering pictures Ardora activity.	

Illustration 25. Ordering the story pictures.
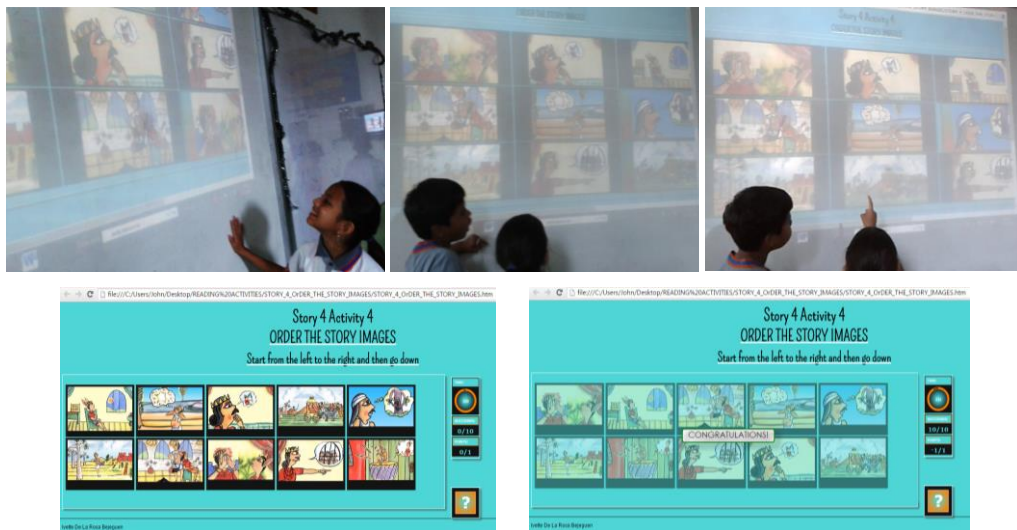
Instructions:

- Students watch the video to remember the story sequence of events.

- Teacher shows the Ardora activity and gives the instructions for its development.

- Students participate in groups of three trying to place the pictures in the correct order taking care of the time limit.

- .Teacher checks aloud with the software and compare answers.

- All the students participate in turns.

- Teacher and students discuss about the different answers given by the students to consolidate the comprehension process.

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Activity 18

Unit 4: Problem solvers	**Course: Sixth grade**
Resources: Ardora software	**Activity:** Ordering the story events
Objective: To order the story events by reading the sentences and associate them with the vocabulary learned in order to have a clear idea of what happened in the text in a visual and in a written way, too.	

Illustration 26. Ordering the story events
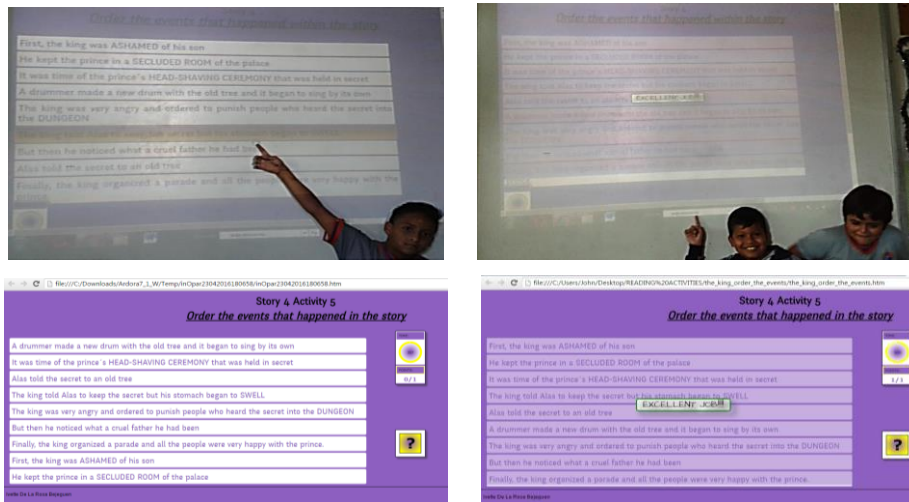
Instructions:

- Teacher presents the Ardora activity.

- Students read along the sentences and notice that they are not ordered correctly.

- Teacher gives the corresponding activity instructions .

- Students recognize the vocabulary words as they did in the written script in order to be helped to determine the sequence in which the events happened.

- Students are asked to read and try to summarize the story ordering the most important events in the correct order.

- Students participate in pairs.

- Teacher measures student´s comprehension by comparing each pair´s score.

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Activity 19

Unit 4: Problem solvers	Course: Sixth grade
Resources: Ardora software, written test worksheet.	**Activity:** Test about story 4.
Objective: To measure reading comprehension of story 4.	

Illustration 27.Test about story 4.
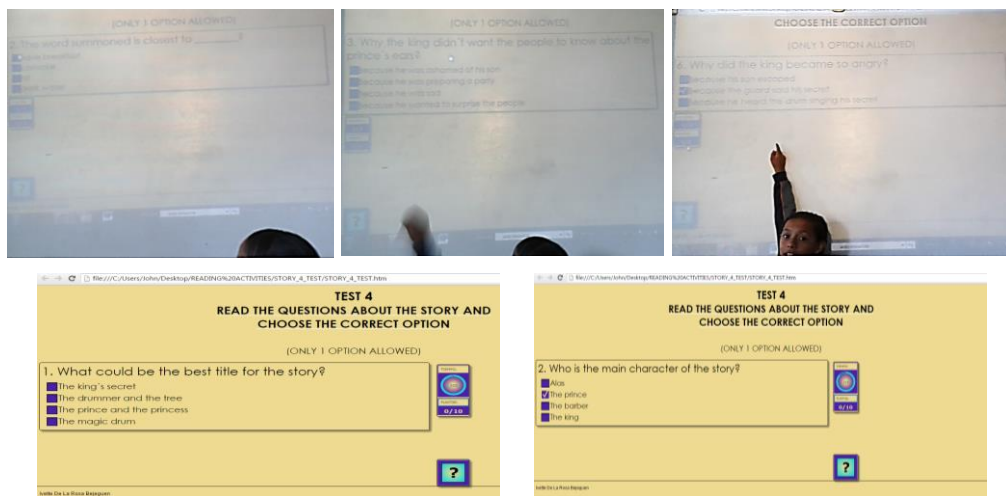
Instructions:

- Teacher shows the pictures of the story to awaken the previous knowledge.

- Students and teacher remember the most important parts of the story identifying the key words learned.

- Teacher explains the test instructions and reads the questions aloud and the possible answers.

- Students select the correct alternative for each question.

- Teacher checks the answers with the students using Ardora.

- Students place a check or a cross mark on their worksheet test according to their correct or wrong answers.

- Students watch the story video again as feedback and become aware of their own reading comprehension progress with the teacher.

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4.6 EVALUATION PROCESS:

The tests were relevant for the evaluation process for allowing the teacher and students to be part of the teaching and learning process, helping the involved individuals identify the reading comprehension difficulties and successes in order to be aware of the necessary strategies that have to be reinforced and complete the feedback in the reading process.

The template of the tests were designed to evaluate according to Peterson´s model, 2008 which is the most common model for measuring comprehension.

4.6.1   Peterson´s model

Peterson, in the publication: "Master critical reading for the SAT, 2008", which is a preparation for the scholastic assessment test (SAT) that students need to take in order to enter to college in the United States, demonstrates a close relationship between critical reading for reaching comprehension.

Peterson affirms that the critical reading questions are relevant for assessing the ability to understand what is being read, those critical reading questions are divided into vocabulary-in content questions which ask for familiar and unfamiliar words from the passage or text, literal comprehension questions, which refer to the information that can be found out directly within the paragraphs, and extended reasoning questions which allow the students to have a reaction to the texts such a making inferences, predictions or combining different textual clues to grasp indirect information. Peterson´s model is clearly explained in the graph below.
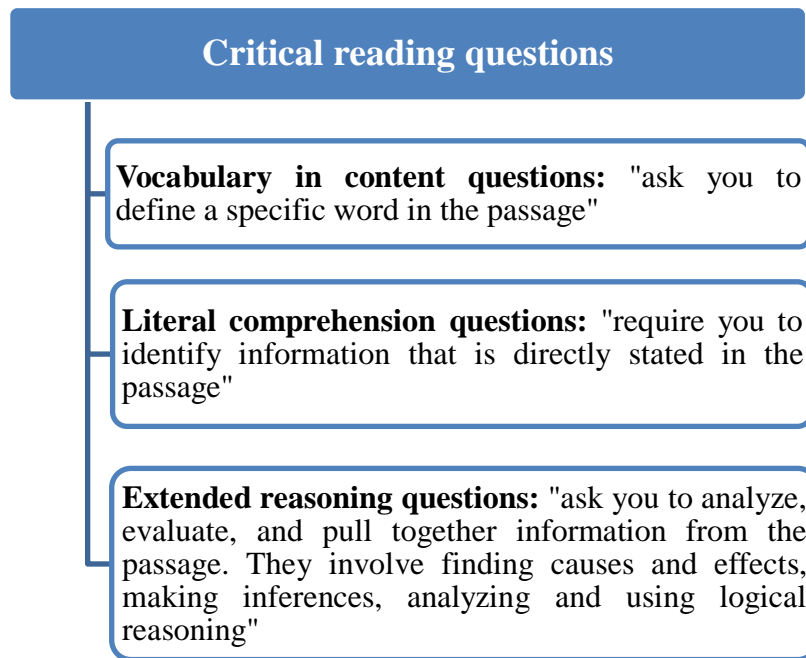
Chart 16. Peterson´s model
Source: Adopted from Peterson´s model, 2008. p. 119.

4.6.2 Evaluation aspects

In order to be more precise for the evaluation process a rubric was also used in order to define the evaluation aspects for the improvement of comprehension of the students of sixth grade from Salinas Innova School during the application of the proposal.

4.6.2.1 Rubric:

The rubric consisted on a designed scale that identified the essential criteria for evaluating the progress of comprehension of the reading process, providing a gradient of vital descriptors for identifying and have a real observation of the evolution of the expectations, standards or goals previously proposed.

Those criteria aspects were: previews text and accesses to prior knowledge, makes predictions, uses reading strategies, interprets vocabulary, identifies the message and summarizes with evidence.

The rubric qualified the criteria with: advanced, with 4 points, proficient, with 3 points, basic, with 2 points and below basic, with 1 point. The rubric and the qualitative scale showed the performance of the sixth grade students in reading comprehension skills in accordance with the tests and both, demonstrated that their progress could reach the 7 points. (Appendix D.6)

4.7 RESULTS OF THE PROPOSAL IMPLEMENTATION

The results of the implementation of the proposal showed how the students were reacting to the Ardora activities, reflecting an enhancement on reading comprehension skills test by test. In the following graphs the score of each student per test is shown with the respective qualitative scale demonstrating the comprehension acquisition transition.

The first test displays that, in contrast to the diagnostic test, the number of students that did not reach the required learning with a maximum of 4 points, decreased in one number from 11 to 10 representing the 36% of the total students.

The number of students that were close to reach the required learning with 5 and 6 points also decreased from 13 to 12 being the 43% of the total students and as a positive effect, the number of students that reached the required learning with 7 and 8 points increased from 4 to 5 as the 18% of the students. Fortunately, one

student could master the required learning for comprehending the texts with 9 points representing the 4% of the total number of students as in the chart below is shown.

Chart 17. Students´ first test result chart

	STUDENTS	SCORE
1	Alejandro Mazón Alvaro Adrián	4.5
2	Bejar Lama Antonella Denisse	6
3	Cambala Romero Ashley Romina	4
4	Carvajal Guale Elkin Ivan	4
5	Castro Perero Carlos Joseph	6
6	Chaca Reyes Hugo Fernando	4
7	Chalen Toro Jean Pierre	9
8	Chavez Macias Tiffany Anahi	6
9	Chilan Paladines Mauricio Enrique	6
10	Del Pezo Tomalá Arelys Adriana	8
11	García Rivas Angel Daniel	8
12	Lindao Rosales Marissa Isabel	6
13	Mancheno Malavé Ana Belén	5
14	Matías Matías Nivaldo Ismael	4
15	Mendoza Macias Valeri Pamela	8
16	Mogollón Navarro Chiara Francesca	4.5
17	Orrala Reyes Thomas Eduardo	4
18	Parrales Idrovo Erick Andrés	6
19	Pibaque Ochoa Jorge Daniel	4
20	Piguave Solano Moisés Emanuel	4
21	Ponce Baque Natasha Michelle	8
22	Posligua Mendoza Josué Kleber	-
23	Ramírez Perero Debbie Adamary	6
24	Rivadeneira Sáchez Danna Tehina	6
25	Rojas Trujillo Gabriel Alexander	4
26	Suárez Coronel Maria Belén	8
27	Torres López Jesher Benjamín	4
28	Valverde Lamota Emilio José	5
29	Villao Baquerizo Julio Alberto	4

Chart 18. Qualitative scale of the first test

QUALITATIVE SCALE	RANGE SCALE	N° STUDENTS	PERCENTAGE
Master the required learning	10 – 9	1	4%
Reach the required learning	8 – 7	5	18%
Close to reaching the required learning	6 – 5	12	43%
Do not reach the required learning	< 4	10	36%
TOTAL		**28**	**100%**

The second test revealed that the number of students that did not reached the required learning continued decreasing since the first test from 10 to 7 being 25% of the total students. The number of students that were close to reach the required learning also decreased in two points from 12 to 10 representing the 36% in the qualitative scale. As a positive effect, four more students reached the required learning since the last test being 9 now with 32% of the learners. In this evaluation a new student could master the required learning and improve the reading comprehension skill being 2 students now the ones that could comprehend texts better as the result charts below show.

Chart 19. Student´s second test result chart

	STUDENTS	SCORE
1	Alejandro Mazón Alvaro Adrián	4.5
2	Bejar Lama Antonella Denisse	6
3	Cambala Romero Ashley Romina	4
4	Carvajal Guale Elkin Ivan	4.5
5	Castro Perero Carlos Joseph	6
6	Chaca Reyes Hugo Fernando	4
7	Chalen Toro Jean Pierre	9
8	Chavez Macias Tiffany Anahi	6
9	Chilan Paladines Mauricio Enrique	6
10	Del Pezo Tomalá Arelys Adriana	7.5
11	García Rivas Angel Daniel	7.5

12	Lindao Rosales Marissa Isabel	6
13	Mancheno Malavé Ana Belén	5
14	Matías Matías Nivaldo Ismael	6.5
15	Mendoza Macias Valeri Pamela	8.5
16	Mogollón Navarro Chiara Francesca	5
17	Orrala Reyes Thomas Eduardo	4
18	Parrales Idrovo Erick Andrés	6.5
19	Pibaque Ochoa Jorge Daniel	3
20	Piguave Solano Moisés Emanuel	4
21	Ponce Baque Natasha Michelle	8
22	Posligua Mendoza Josué Kleber	-
23	Ramírez Perero Debbie Adamary	8
24	Rivadeneira Sáchez Danna Tehina	7
25	Rojas Trujillo Gabriel Alexander	3
26	Suárez Coronel Maria Belén	8
27	Torres López Jesher Benjamín	5
28	Valverde Lamota Emilio José	7
29	Villao Baquerizo Julio Alberto	4

Chart 20. Qualitative scale of the second test

QUALITATIVE SCALE	RANGE SCALE	N° STUDENTS	PERCENTAGE
Master the required learning	10 - 9	2	7%
Reach the required learning	8 - 7	9	32%
Close to reaching the required learning	6 - 5	10	36%
Do not reach the required learning	< 4	7	25%
TOTAL		**28**	**100%**

The third evaluation was taken after the comprehension activities of story 3, it also revealed a little decrement in the number of students that did not reach the required learning being now 6 or the 21% of the students that have a lot of problems when trying to understand what they read and need the teacher´s help to get the content. The number of students that were close to reach the required learning also showed a diminution in one scholar representing 32% of the total

students. As an effect the number of scholars that could reach the required learning raised from 9 to 10 symbolizing 36% of the total students. Additionally, as a secondary positive effect, one more student got an outstanding grade being now 3 which is 11% of the students who could master the required learning and more reading strategies for the development of the Ardora activities.

Chart 21. Student´third test result chart

	STUDENTS	SCORE
1	Alejandro Mazón Alvaro Adrián	4.5
2	Bejar Lama Antonella Denisse	6.5
3	Cambala Romero Ashley Romina	4
4	Carvajal Guale Elkin Ivan	4
5	Castro Perero Carlos Joseph	6
6	Chaca Reyes Hugo Fernando	6
7	Chalen Toro Jean Pierre	10
8	Chavez Macias Tiffany Anahi	7
9	Chilan Paladines Mauricio Enrique	6
10	Del Pezo Tomalá Arelys Adriana	8
11	García Rivas Angel Daniel	8
12	Lindao Rosales Marissa Isabel	6
13	Mancheno Malavé Ana Belén	6.5
14	Matías Matías Nivaldo Ismael	5
15	Mendoza Macias Valeri Pamela	9
16	Mogollón Navarro Chiara Francesca	4.5
17	Orrala Reyes Thomas Eduardo	4
18	Parrales Idrovo Erick Andrés	6.5
19	Pibaque Ochoa Jorge Daniel	3
20	Piguave Solano Moisés Emanuel	5.5
21	Ponce Baque Natasha Michelle	9
22	Posligua Mendoza Josué Kleber	-
23	Ramírez Perero Debbie Adamary	8
24	Rivadeneira Sáchez Danna Tehina	4
25	Rojas Trujillo Gabriel Alexander	4
26	Suárez Coronel Maria Belén	8

27	Torres López Jesher Benjamín	6.5
28	Valverde Lamota Emilio José	7
29	Villao Baquerizo Julio Alberto	6

Chart 22. Qualitative scale of the third test

QUALITATIVE SCALE	RANGE SCALE	N° STUDENTS	PERCENTAGE
Master the required learning	10 − 9	3	11%
Reach the required learning	8 − 7	10	36%
Close to reaching the required learning	6 − 5	9	32%
Do not reach the required learning	< 4	6	21%
TOTAL		**28**	**100%**

The final test was a little longer than the others, so that the teacher could assure that the students were practicing the reading strategies and notice how the comprehension of the texts was improving in the sixth grade students through the addition of more comprehension questions. The results showed that one more student left the category of didn´t reach the required learning being now only 4 whose reading abilities are not enough for reaching the comprehension representing the 14% of the 28 students.

Therefore, as good news, the number of scholars that were close to reach the required learning also suffered a diminution since the test 3 from 9 to 8 students, representing now the 29%. The category of the students that could reach the required learning continued increasing to the 43% now due to the improvement of two more students´ reading skills being now 12 the ones who got 7 and 8 points.

Finally only the 14% of the total students could demonstrate more significant progress and master the required learning, becoming 4 students who, during the

period of implementation, presented more reading abilities when developing the

Ardora activities and tests as the charts below show.

Chart 23. Students´ final test result

	STUDENTS	SCORE
1	Alejandro Mazón Alvaro Adrián	5
2	Bejar Lama Antonella Denisse	7
3	Cambala Romero Ashley Romina	4
4	Carvajal Guale Elkin Ivan	4
5	Castro Perero Carlos Joseph	7
6	Chaca Reyes Hugo Fernando	6
7	Chalen Toro Jean Pierre	10
8	Chavez Macias Tiffany Anahi	8
9	Chilan Paladines Mauricio Enrique	6
10	Del Pezo Tomalá Arelys Adriana	8
11	García Rivas Angel Daniel	8
12	Lindao Rosales Marissa Isabel	6
13	Mancheno Malavé Ana Belén	8
14	Matías Matías Nivaldo Ismael	6
15	Mendoza Macias Valeri Pamela	10
16	Mogollón Navarro Chiara Francesca	6
17	Orrala Reyes Thomas Eduardo	4
18	Parrales Idrovo Erick Andrés	7
19	Pibaque Ochoa Jorge Daniel	4
20	Piguave Solano Moisés Emanuel	6
21	Ponce Baque Natasha Michelle	9
22	Posligua Mendoza Josué Kleber	-
23	Ramírez Perero Debbie Adamary	8.5
24	Rivadeneira Sáchez Danna Tehina	8
25	Rojas Trujillo Gabriel Alexander	6
26	Suárez Coronel Maria Belén	7
27	Torres López Jesher Benjamín	8
28	Valverde Lamota Emilio José	8
29	Villao Baquerizo Julio Alberto	8

Chart 24. Qualitative scale of the final test.

QUALITATIVE SCALE	RANGE SCALE	N° STUDENTS	PERCENTAGE
Master the required learning	10 – 9	4	14%
Reach the required learning	8 – 7	12	43%
Close to reaching the required learning	6 – 5	8	29%
Do not reach the required learning	< 4	4	14%
TOTAL		28	100%

4.8 IMPROVEMENT OF THE STUDENTS

In the chart below, it can be seen the improvement of each student, which was measured by their development in the tests, demonstrating that most of them enhanced their comprehension but in a slow way. Despite the number of students with excellent grades is not large, only a number of 4 students did not indicate a meaningful improvement getting the same grade from the diagnostic test.

Chart 25. Total grades achieved

	Students	Diagnostic Test	Test 1	Test 2	Test 3	Final Test
1	Alejandro Mazón Alvaro Adrián	4	4.5	4.5	4.5	5
2	Bejar Lama Antonella Denisse	4	6	6	6.5	7
3	Cambala Romero Ashley Romina	4	4	4	4	4
4	Carvajal Guale Elkin Ivan	4	4	4.5	4	4
5	Castro Perero Carlos Joseph	4	6	6	6	7
6	Chaca Reyes Hugo Fernando	6	4	4	6	6
7	Chalen Toro Jean Pierre	7.5	9	9	10	10
8	Chavez Macias Tiffany Anahi	5.5	6	6	7	8
9	Chilan Paladines Mauricio Enrique	4	6	6	6	6
10	Del Pezo Tomalá Arelys Adriana	5.5	8	7.5	8	8
11	García Rivas Angel Daniel	5.5	8	7.5	8	8
12	Lindao Rosales Marissa Isabel	4	6	6	6	6
13	Mancheno Malavé Ana Belén	5	5	5	6.5	8
14	Matías Matías Nivaldo Ismael	5	4	6.5	5	6
15	Mendoza Macias Valeri Pamela	8	8	8.5	9	10
16	Mogollón Navarro Chiara Francesca	4.5	4.5	5	4.5	6
17	Orrala Reyes Thomas Eduardo	3.5	4	4	4	4

18	Parrales Idrovo Erick Andrés	4	6	6.5	6.5	7
19	Pibaque Ochoa Jorge Daniel	4	4	3	3	4
20	Piguave Solano Moisés Emanuel	5	4	4	5.5	6
21	Ponce Baque Natasha Michelle	6	8	8	9	9
22	Posligua Mendoza Josué Kleber	-	-	-	-	-
23	Ramírez Perero Debbie Adamary	7	6	8	8	8.5
24	Rivadeneira Sáchez Danna Tehina	6	6	7	4	8
25	Rojas Trujillo Gabriel Alexander	5	4	3	4	6
26	Suárez Coronel Maria Belén	4	8	8	8	7
27	Torres López Jesher Benjamín	5.5	4	5	6.5	8
28	Valverde Lamota Emilio José	4	5	7	7	8
29	Villao Baquerizo Julio Alberto	6	4	4	6	8
	AVERAGE	**5.02**	**5.57**	**5.84**	**6.16**	**6.88**

In the following chart the percentage of improvement of each of the students of sixth grade is shown, determining that 24 of the 28 students reflected changes in their reading abilities. One student improved the reading skills in 20%, 7 in 33%, 4 in a 43%, 8 in a 50%, 1 in a 53%, 1 in a 56%, and 2 in a 60% only one student could improve his reading skills in a 60%. Comparing the averages of the diagnostic (5.02) and the final test (6.88), the general percentage of improvement of the whole class during the implementation of the Ardora activities showed an achievement of 42% according to the statistics.

Chart 26. Percentage of improvement per student

	STUDENTS	DIAGNOSTIC TEST	FINAL TEST	% IMPROVEMENT
1	Alejandro Mazón Alvaro Adrián	4	5	20%
2	Bejar Lama Antonella Denisse	4	7	43%
3	Cambala Romero Ashley Romina	4	4	0%
4	Carvajal Guale Elkin Ivan	4	4	0%
5	Castro Perero Carlos Joseph	4	7	43%
6	Chaca Reyes Hugo Fernando	6	6	33%
7	Chalen Toro Jean Pierre	7.5	10	60%
8	Chavez Macias Tiffany Anahi	5.5	8	50%
9	Chilan Paladines Mauricio Enrique	4	6	33%
10	Del Pezo Tomalá Arelys Adriana	5.5	8	50%

11	García Rivas Angel Daniel	5.5	8	50%
12	Lindao Rosales Marissa Isabel	4	6	33%
13	Mancheno Malavé Ana Belén	5	8	50%
14	Matías Matías Nivaldo Ismael	5	6	33%
15	Mendoza Macias Valeri Pamela	8	10	60%
16	Mogollón Navarro Chiara Francesca	4.5	6	33%
17	Orrala Reyes Thomas Eduardo	3.5	4	0%
18	Parrales Idrovo Erick Andrés	4	7	43%
19	Pibaque Ochoa Jorge Daniel	4	4	0%
20	Piguave Solano Moisés Emanuel	5	6	33%
21	Ponce Baque Natasha Michelle	6	9	56%
22	Posligua Mendoza Josué Kleber	-	-	-
23	Ramírez Perero Debbie Adamary	7	8.5	53%
24	Rivadeneira Sáchez Danna Tehina	6	8	50%
25	Rojas Trujillo Gabriel Alexander	5	6	33%
26	Suárez Coronel Maria Belén	4	7	43%
27	Torres López Jesher Benjamín	5.5	8	50%
28	Valverde Lamota Emilio José	4	8	50%
29	Villao Baquerizo Julio Alberto	6	8	50%
	AVERAGE	**5.02**	**6.88**	**42%**

The next chart displays the average improvement per test during the implementation of the proposal. It can be seen that departing from the diagnostic test, as entry point, to the test 1, the students demonstrated an improvement of a 10% with an average of 5.57. Later, in the test 2, their average suffered a variation of 4% improving a 14% with 5.84 points. Then, their average got better to 6.16 points, reflecting an improvement of the 19% likewise in the final test the improvement had better results increasing to 27%.

Chart 27. Percentage of improvement

DIAGNOSTIC TEST	TEST 1	TEST 2	TEST 3	FINAL TEST
5.02	5.57	5.84	6.16	6.88
% IMPROVEMENT	**10%**	**14%**	**19%**	**27%**

4.9 STRATEGIES OF IMPROVEMENT

The Ardora activities caused that the children of sixth grade test their abilities creating a self-learning and making possible an improvement on their reading process for comprehending the texts that they are exposed to read. Given that the book was not the unique material, replacing the way in which a common English class is imparted, the Ardora activities were seen by the students as entertainment to win or lose, none of the students wanted to lose so, they were motivated and interested on understanding the writings by putting in practice different reading strategies to finish the activity and go to another, fact that was very favorable for helping them to increment their comprehension and analysis and being more enthusiastic and competent at reading.

The chart below describes how the strategies of improvement changed after the application of the proposal.

Chart 28. Strategies of improvement

BEFORE THE PROPOSAL	AFTER THE PROPOSAL
* Few didactic and interactive tools only using the traditional material	* Students acquire experience on the development of web 2.0 tool (Ardora) activities.
* Traditional English classes.	* English classes using technological resources.
* Poor reading strategies.	* Students acquire more abilities by the reinforcement of reading strategies using Ardora.
* Low level of reading comprehension.	* Increment in the comprehension and analysis of texts.
* Poor reading habits	* More interest for understanding texts
* Demotivation for reading	* Enthusiasm for interacting with the reading activities and games.

4.10 CONCLUSIONS AND RECOMMENDATIONS

4.10.1 CONCLUSIONS

∝ This study concludes that technology was favorable for enhancing the reading process of the students of sixth grade from Salinas Innova School. Ardora activities had a positive impact in teachers and students for helping improve the learning environment, making it more interactive, fun and interesting for the learning issue, giving the learners the opportunity to be aware of their own improvement in the whole process.

∝ The sessions for the implementation of Ardora activities lasted for a short time, therefore, most of the students´ averages raised little by little in a slow way.

∝ Ardora resources made the use of different reading strategies easier for a good development of the reading process. The practice of different reading strategies were important to help students to be criticizers of their knowledge acquisition during the process of reading, making their comprehension to be possible.

∝ The reading and writing class was more entertaining for scholars while they were learning due to Ardora´s interesting interface and exercises that held the attention of the students during the class. Learners enjoyed more the Reading and Writing class since they noticed that they were about to use the computer.

∝   Ardora activities were good technological resources not only for the reading comprehension skill improvement but for the development and reinforcement of vocabulary and the speaking skill as well, which were specifically part of the comprehension consolidation when the students were evaluated and participate in the different Ardora exercises.

4.10.2 RECOMMENDATIONS

After having culminated the investigation, it is considered appropriate to raise the following recommendations.

∝   Ardora activities should be implemented to make the reading process more comfortable for the students´ reading comprehension apprehension.

∝   Even though Ardora was implemented for a short period, the average of the sixth grade students raised in a short way so, it is recommendable to use Ardora for a longer period of time in order to obtain considerable results.

∝   Ardora should be constantly used awaken of the reading strategies that are very important for a better comprehension during the whole process that it requires.

∝   The reading and writing class should use more resources such as Ardora to increase the students´ interest for this English class.

∝   Ardora should be also applied to potentiate better other English skills such as vocabulary and speaking.

CHAPTER V

ADMINISTRATIVE FRAMEWORK

5.1 RESOURCES

The budget for implementing the following project is broken down in materials, equipment, and service as it is described below.

5.1.1 Materials

ITEM	PRICE	TOTAL
Paper	5.00	5.00
Ink	10.00	10.00
Copies	14.00	14.00
Books	60.00	60.00
	TOTAL	89.00

5.1.2 Equipment

ITEM	PRICE	TOTAL
Printer	110.00	110.00
USB Memory	15.00	15.00
Laptop	500.00	500.00
Camera	150.00	150.00
	TOTAL	775.00

5.1.3 Service

DESCRIPTION	PRICE	TOTAL
Internet	36.00	36.00
Electricity	20.00	20.00
	TOTAL	56.00

5.1.4 Others

DENOMINATION	TOTAL
Communication	30.00
Transportation	5.00
TOTAL	35.00

5.1.5. Total resources

DENOMINATION	TOTAL
Material	89.00
Equipment	775.00
Service	56.00
Others	35.00
TOTAL	955.00

5.2 TIMETABLE

Chart 29. Timetable

ACTIVITY	2015 JUL	AUG	SEP	OCT	NOV	DEC	2016 JAN	FEB	MAR	APR	MAY	JUN	JULY	AUG	SEP	OCT	NOV	DIC
Socialization with advisor	█																	
Elaborate Chapter I	█																	
Elaborate Chapter II		█																
Elaborate surveys and interviews			█															
Surveys and interviews application			█															
Elaborate Chapter III				█	█													
Proposal application					█	█												
Elaborate Chapter IV								█	█	█								
Elaborate Chapter V											█	█						
Final corrections													█					
Final Work														█	█			
Pre-defense																	█	
Thesis Defense Graduation																		█

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APPENDIX

Appendix Nº 1. Interview questions applied to Innova School Authorities

UNIVERSIDAD PENÍNSULA DE SANTA ELENA
FACULTY OF SCIENCES OF EDUCATION AND LANGUAGES
ENGLISH LANGUAGE TEACHING CAREER

Interviewee: _____

Position: _____

Degree: _____

Professional experience: _____

This interview will help to obtain important information for the research paper titled: The use of "Ardora, a web 2.0 tool, for improving the reading comprehension skills in the students of sixth grade from Innova School at Canton Salinas in Santa Elena province, 2015-2016".

Please take 5 minutes to answer the following questions. All the answers will be used exclusively for this investigation.

1. Do you think reading comprehension is important in today´s education?

   _____

2. Why are you including reading comprehension in your program as a skill?

   _____

3. Do you consider that your school needs to focus more the attention on improving this skill in students?

   _____

4. On a scale from 1 to 10, how would you rate your student´s actual reading comprehension?

_____

5. According to your criteria, what could happen to the students that do not have reading habits?

_____

6. Do you think the use of web tools which ICTs offer, could help students enhance their reading comprehension?

_____

7. Would you support the use of interactive activates using Ardora, a web 2.0 tool, to improve the reading comprehension skills on the students of sixth grade?

_____

Thanks for your time and cooperation!

Appendix Nº 2. Interview questions applied to the Specialists

UNIVERSIDAD PENÍNSULA DE SANTA ELENA
FACULTY OF SCIENCES OF EDUCATION AND LANGUAGES
ENGLISH LANGUAGE TEACHING CAREER

Full name: _____

Position: _____

Employer: _____

English studies: _____

Professional experience: _____

This interview will help to obtain important information for the research paper titled: The use of "Ardora, a web 2.0 tool, for improving the reading comprehension skills in the students of sixth grade from Innova School, Canton Salinas in Santa Elena province, 2015-2016". Please take 5 minutes to answer the following questions. All the answers will be used exclusively for this investigation.

1. Do you think reading comprehension has an impact on student´s preparation?

   _____

2. Do you think reading comprehension is essential for the development of the other skills of the English language?

   _____

3. Do you consider schools need to focus their attention on improving this skill in students?

   _____

4. What effects do you think the lack of reading comprehension abilities would have in students?

_____

5. How important do you consider the use of web 2.0 tools in education?

_____

6. Do you consider that Ardora, a web 2.0 tool, can help students enhance their reading level?

_____

Thanks for your time and cooperation!

Appendix Nº 3. Interview questions applied to teachers

UNIVERSIDAD PENÍNSULA DE SANTA ELENA
FACULTY OF SCIENCES OF EDUCATION AND LANGUAGES
ENGLISH LANGUAGE TEACHING CAREER

Full name: _____

English Studies: _____

Degree: _____

Professional Experience: _____

This interview will help to obtain important information for the research paper titled: The use of "Ardora, a web 2.0 tool, for improving the reading comprehension skills in the students of sixth grade from Innova School, Canton Salinas in Santa Elena province, 2015-2016". Please take 5 minutes to answer the following questions. All the answers will be used exclusively for this investigation.

1. Do you think reading comprehension has an important role in the students´ preparation for life?

   _____

2. Do you think reading comprehension is essential for the development of the other skills of the English language?

   _____

3. Do you think teachers have to focus more their attention on improving students´ reading comprehension?

   _____

4. Do you consider that the students´ actual reading comprehension is

suitable according to their age or grade?

_____

5. Do you think students need to feel motivated in order to read and complete

   its process?

   _____

6. Do you know about the use of web 2.0 tools provided by ICTs in

   education?

   _____

7. Do you know about the use of Ardora in education?

   _____

8. Would you like to make use of Ardora reading comprehension interactive

   activities to enhance students´ reading skills?

   _____

Thanks for your time and cooperation!

Appendix Nº 4. Survey applied to students

UNIVERSIDAD PENÍNSULA DE SANTA ELENA

FACULTY OF SCIENCES OF EDUCATION AND LANGUAGES

ENGLISH LANGUAGE TEACHING CAREER

Objective: The objective of this survey is to obtain your opinion about the significance of reading comprehension and its teaching procedure in the classroom.

Instructions: Read the questions below and then choose one option (X)

1. What do you think about reading comprehension in terms of its significance for your academic and personal development?

Very important	
Important	
Not important	

2. How difficult is it for you to understand texts in English?

Very difficult	
Difficult	
Easy	

3. Do you feel motivated to read texts in English?

Yes	
Somewhat	
No	

4. Do you and your teacher make use of web 2.0 tools within the reading class?

Yes	
Somewhat	
No	

5. What resources are most frequently used in your reading and writing class for enhancing your English skills?

Book	
Worksheets	
Videos	
Online activities	
Projector	
Interactive games	

6. According to your criteria, which of the following characteristics should reading comprehension activities have? Number from 1 to 4, with 1 being the most relevant and 4 being the least relevant.

Interactive	
Motivating	
Original	
Easy to use	

7. Would you like to try Ardora interactive activities in your reading class?

Yes	
No	
Undecided	

Thanks for your cooperation!

Appendix Nº 5. Instrument: Observation guide

GENERAL INFORMATION			
Observer: Ivette De La Rosa Bejeguen		**Institution:** Unidad Educativa Salinas Innova	
Observed Teacher: Pamela Loor Faggioni		**Class:** Sixth grade	
Objective: To evaluate the development of the reading class, the resources used, and their influence in the students´ comprehension.			

Nº	DESCRIPTION	Yes	No	Partially
	Introduction and Content			
1	Teacher establishes the objectives of the reading class.			
2	Students are introduced to the reading by making predictions.			
3	Teacher provides students the vocabulary words as background knowledge.			
5	Students feel interest for the reading class.			
	Methodology			
6	Students interact with the reading passage.			
7	Reading strategies are applied during the class.			
	Resources and consolidation			
8	Teacher makes use of technological resources such as online activities, games, videos, etc.			
9	Teacher and students make use of the book within the reading class.			
10	The use of ICT promotes the students' motivation to practice reading comprehension.			
11	Students are encouraged to develop other English skills.			
12	Students comprehend the text.			
13	Students share the experience of reading, discussing, and make corrections being aware of their reading process.			
14	Students develop individual and collaborative activities.			
15	Students feel encouraged to participate, giving opinions, comparing ideas, etc.			
	Evaluation			
16	Students are able to summarize, infer or discuss about the reading.			

Appendix Nº 6. Evaluation rubric

Criteria	Advanced 4	Proficient 3	Basic 2	Below Basic 1	SCORE
Pre – reading					
Previews text and accesses to prior knowledge	Previews text easily making numerous connections activating prior knowledge easily	Previews text but connects prior knowledge with help	Previews text randomly and/or incompletely requiring activities to activate prior knowledge	Previews when reminded and almost not accessing to prior knowledge	
Makes predictions	Makes insightful predictions using prior knowledge	Makes meaningful predictions	Makes predictions inconsistently	Makes vague or unjustified predictions	
During – reading					
Uses reading strategies	Applies strategies in the reading process naturally	Applies appropriate strategies most of the time	Applies strategies with limited, but increasing success	Applies few or no strategies	
Interprets vocabulary	Identifies and interprets the meanings of familiar and unfamiliar words easily while reading	Identifies and interprets most of the meanings of familiar and unfamiliar words	Identifies familiar and unfamiliar words but is not always able to interpret meaning from context	Does not interpret independently the meaning of the vocabulary	
Post – reading					
Comprehends the message	Explains theme or message in own words offering supportive evidence	Restates understanding of theme or message and identifies supporting details	Identifies theme or message inconsistently	Identifies the theme or message with guidance	
Summarizes with evidence	Summarizes in own words by identifying all the important points from the text	Summarizes in own words by identifying the main points from the text	Attempts to summarize in own words, but lacks one or more main points or includes unnecessary details	Lacks ability to write a summary independently retelling the selection randomly	
TOTAL					

UNIVERSIDAD PENÍNSULA DE SANTA ELENA

FACULTY OF SCIENCES OF EDUCATION AND LANGUAGES

ENGLISH LANGUAGE TEACHING CAREER

STUDENT'S NAME:		____
GRADE: Sixth grade	**DATE:**	**10**

LET´S START!!

Questions 1 to 4 are about the following announcement. Read and circle the letter with the best answer.

STUDENT VOLUNTEERS NEEDED!

On Saturday, December 12th, from 10 a.m. until 4 p.m., Carverton Middle School will be holding a music festival in the school gymnasium. The special event will <u>feature</u> a variety of professional musicians and singers.

Task	Time	Date
Make posters	1 p.m. – 4 p.m.	December 5th
Set up gym	11 a.m. – 4 p.m.	December 11th
Help performers	9 a.m. – 4 p.m.	December 12th
Welcome guests	10 a.m. – 2 p.m.	December 12th
Clean up gym	4 p.m – 7 p.m	December 12th

Interested students should speak with Ms. Braxton, the music teacher. Students who would like to help at the festival must written permission from a parent or guardian.

1. **What time will the festival begin?**
   A. 10 A.M
   B. 11 A.M
   C. 1 P.M
   D. 2 P.M

2. **In line 2, the word <u>feature</u>, is closest in meaning to _____?**
   A. Look
   B. Keep
   C. Include
   D. Entertain

3. **What job will be done the day before the festival begins?**
   A. Making posters
   B. Setting up the gym
   C. Cleaning up the gym
   D. Helping the performers

4. **Who is told to talk to Ms. Braxton?**
   A. Parents
   B. Students
   C. Teachers
   D. Performers

Questions 5 to 10 refer to the following story. Read and circle the letter with the best answer.

-"Bill, did you see that? You never miss, you´re a great shooter! !" Joe said to his friend Bill.

-"Unless I´m in a real game," Bill complained. "Then I miss all the time."

Joe knew that Bill <u>performed</u> much better when he was having fun with Joe in the school yard than he did when he was playing for the school team in front of many people.

-"Maybe you just need to practice more," Joe suggested.

-"But I practice all the time with you! I just can´t play well when people are watching me."Bill objected.

-"You play well when I´m watching" Joe pointed out.

"That´s because we are good friends. I don´t feel comfortable playing when people are around" Bill said.

The next day Joe and Bill met in the school yard again to practice.-"Practice without me, I´ll be back in a minute" Joe said. He had an idea so, he gathered some people including two students, a math teacher, two secretaries and a janitor. They were happy to help. Joe reminded the group to stay quiet as they watch Bill playing. Bill made five baskets in a row without noticing the silent people standing behind him.

-"Hey Bill" Joe called out finally.

Bill turned and a look of surprise came over his face.

–"I just wanted to show you that you could play well with people watching you"
Joe added. "Now you´ll have nothing to worry about for the next game!!!"

5. **What could be the best title for the story?**
    A. Joe joins the game
    B. Practice makes perfect
    C. Bill wins the big game
    D. Bill´s basketball problem

6. **In line 6, the word performed is closest to the meaning:**
    A. Acted
    B. Played
    C. Moved
    D. Changed

7. **Why is Bill upset?**
    A. He plays better in practice than he does during games.
    B. The school yard is not a good place to practice.
    C. Joe watches him too closely when he plays.
    D. His team loses too many games.

8. **Why does Bill play well when Joe is watching him**
    A. Because he is comfortable with Joe.
    B. Joe tells him how to play better.
    C. He does not know that Joe is there.
    D. He wants to prove to Joe that he is a good player.

9. **Why does Joe decide to gather a group of people?**
    A. Because he wants more players for his team.
    B. Because he wants to help Bill feel less nervous.
    C. Because he wants to show them his talent.
    D. Because he wants more people to see the next game.

10. **At the end of the story, all of the following people watch Bill practice EXCEPT _____ .**
    A. Joe
    B. A janitor
    C. A math teacher
    D. The basketball coach

Appendix Nº 8. Test 1

STUDENT'S NAME:		
GRADE: Sixth grade	**DATE:**	_____ 10

Read the following questions from story 1. Write or circle the letter with the correct answer.

1. **What could be the best title for the story?**
A. Meera and her family
B. Meera talking
C. What did you see?
D. Meera is sad

2. **Think of another title**

_____

3. **Who is Amma?**
A. Meera´s mother
B. Meera´s sister
C. Meera´s daughter
D. Meera´s aunt

4. **Which animal Amma didn´t mention?**
A. monkey
B. peacock
C. tiger
D. elephant

5. Why did Meera always answer "NO!" to Amma?

A. Because she haven´t gone to the zoo

B. Because she doesn´t love Amma

C. Because she is angry

6. Why do you think Amma flopped to the ground like a bear?

A. Because she is tired of miming animals

B. Because she wants to sleep

C. Because she likes bears

Appendix Nº 9. Test 2

UNIVERSIDAD PENÍNSULA DE SANTA ELENA

FACULTY OF SCIENCES OF EDUCATION AND LANGUAGES

ENGLISH LANGUAGE TEACHING CAREER

STUDENT'S NAME:		
GRADE: Sixth grade	**DATE:**	____ 10

Read the following questions from story 2. Circle the letter with the correct answer.

1. **What could be the best title for the story?**
 A. The moon and the cap
 B. The sun
 C. Chintu fancy glasses
 D. The pipal tree

2. **What color is the first cap bought for the boy?**
 A. blue
 B. purple
 C. red
 D. brown

3. **Why they boy didn´t want to eat dinner?**
 A. Because he didn´t like the food.
 B. Because he was tired.
 C. Because he was sad.
 D. Because he wanted to stay at the fair.

4. **Why did the moon smile?**
 Because she liked the cap.
 Because she loves the boy.
 Because she likes the pipal tree.
 Because she was sad.

5. **What did the mother do after school?**
 She took the boy to the fair again.
 She gave the boy another cap.
 She talk to the boy.

UNIVERSIDAD PENÍNSULA DE SANTA ELENA

FACULTY OF SCIENCES OF EDUCATION AND LANGUAGES

ENGLISH LANGUAGE TEACHING CAREER

STUDENT'S NAME:		
GRADE: Sixth grade	**DATE:**	**10**

Read the following questions from story 3. Circle the letter with the correct answer.

1. **What could be the best title for the story?**

   Sringeri Srinivas goes to the park.

   Too much noise.

   The family of Sringeri Srinivas.

   The noisy family and animals.

2. **Who is the main character of the story?**

   The cows.

   Sringeri Srinivas.

   The man wearing headphones.

   The frogs.

3. **Why Sringeri Srinivas did not go to the cattle fair?**

   Because the cows did not like the loud horns of the cars.

   Because he did not like the loud horns of the cars.

   Because his wife was angry with him.

   Because the highway was closed.

4. **Why was Sringeri Srinivas unhappy?**

   Because the cows were hungry.

   Because the cows did not moo anymore.

   Because the children were noisy.

   Because he wanted silence.

5. **What did the children do for helping his father?**

They played cricket silently.

They went to another town.

They went to sleep.

They bought Sringeri Srinivas some headphones.

6. **Why did Sringeri Srinivas go away?**

Because he wanted to go to a noisy place.

Because he wanted to buy food.

Because he wanted to find a quiet place.

Because he wanted to buy more cows.

7. **Who is the man wearing headphones?**

A citizen from another town.

A friend of Sringeri Srinivas.

His uncle.

His father.

8. **What type of music does Sringeri Srinivas listens to?**

Rock music

Ballads

Quiet music

Disco music

9. **Why did Sringeri Srinivas think the cows need headphones?**

Because the cows do not like noise.

Because the cows are unhappy.

Because he loves his cows.

Because the cows likes the headphones.

UNIVERSIDAD PENÍNSULA DE SANTA ELENA

FACULTY OF SCIENCES OF EDUCATION AND LANGUAGES

ENGLISH LANGUAGE TEACHING CAREER

STUDENT'S NAME:		
GRADE: Sixth grade	**DATE:**	**10**

Read the following questions from story 4 and circle the letter with the correct answer.

By Santali Folktale

1. **What could be the best title for the story?**
A. The prince and the princess
B. The magic drum
C. The king´s secret
D. The drummer and the tree.

2. **Who is the main character of the story?**
A. Alas
B. The barber
C. The king
D. The prince

3. **The word summoned is close to _____?**
A. Have breakfast
B. drink water.
C. To hit
D. To convoke

4. Why the king didn´t want the people to know about the prince´s ears?
A. Because he was sad.
B. Because he wanted to surprise the people.
C. Because he was ashamed of his son.
D. Because he was preparing a party.

5. What happened to Alas when the king tell him to save his secret?
A. He didn´t say anything.
B. His stomach began to swell.
C. His stomach exploded.
D. He told the secret to the drummer.

6. Whom did Alas tell the king´s secret ?
A. The old tree.
B. The guard.
C. The barber
D. The drummer.

7. Why did the king became so angry?
A. Because his son escaped.
B. Because he heard the drum singing his secret.
C. Because the guard revealed his secret.

8. What happened the day before the holiday?
A. The king realized his cruelty.
B. The prince was angry.
C. The king organized a party.
D. The king send the guard to the dungeon.

9. Why was the people so happy at the end of the story?
A. Because they were in a party
B. Because they received money.
C. Because they did not care about the prince´s ears.
D. Because the king was happy.

10. Who led the procession?
A. The drummer
B. The guard
C. The minister
D. The king

Appendix Nº 12. List of sixth grade students

Unidad Educativa
"Salinas Innova"
Año lectivo: 2015 – 2016
Listado de estudiantes por curso
ESCUELA
SEXTO AÑO BÁSICO

Nº	ESTUDIANTES
1	Alejandro Mazón Alvaro Adrián
2	Bejar Lama Antonella Denisse
3	Cambala Romero Ashley Romina
4	Carvajal Guale Elkin Ivan
5	Castro Perero Carlos Joseph
6	Chaca Reyes Hugo Fernando
7	Chalen Toro Jean Pierre
8	Chavez Macias Tiffany Anahi
9	Chilan Paladines Mauricio Enrique
10	Del Pezo Tomalá Arelys Adriana
11	García Rivas Angel Daniel
12	Lindao Rosales Marissa Isabel
13	Mancheno Malavé Ana Belén
14	Matías Matías Nivaldo Ismael
15	Mendoza Macias Valeri Pamela
16	Mogollón Navarro Chiara Francesca
17	Orrala Reyes Thomas Eduardo
18	Parrales Idrovo Erick Andrés
19	Pibaque Ochoa Jorge Daniel
20	Piguave Solano Moisés Emanuel
21	Ponce Baque Natasha Michelle
22	Posligua Mendoza Josué Kleber
23	Ramírez Perero Debbie Adamary
24	Rivadeneira Sáchez Danna Tehina
25	Rojas Trujillo Gabriel Alexander
26	Suárez Coronel Maria Belén
27	Torres López Jesher Benjamín
28	Valverde Lamota Emilio José
29	Villao Baquerizo Julio Alberto

Appendix Nº 13. Legal Articles

ARTICLE	DESCRIPTION
Ministerial Agreement Nº 224-11 Art. 1	"To institute the incorporation to the education of the Information and Communication Technology (ICT) as a contribution to the improvement of the quality of education and the promotion of digital citizenship in the educational community ..."
Constitution of Ecuador Fifth Section "Education" Art. 27	"Education will be centered in the human being and it will guarantee his/her holistic development, in the respect framework to human rights, to the sustainable environment and to the democracy. Education will be participative, mandatory, intercultural, democratic, inclusive and diverse, of excellence and warmth; education will promote the equity of gender, justice, solidarity and peace; education will stimulate the critical sense, the art and the physical culture, the individual and community initiative, and the development of competences and capacities to create and work".
Constitution of Ecuador- Title VII "Régimen del Buen Vivir" First Section "Education"	"The National System of Education will have as purpose the development of individual and collective capacities and potentialities of people, which makes possible the learning, and the generation and use of knowledge, techniques, arts and culture. The system will have the person who learns in the center, and it will work in a flexible, dynamic, inclusive, effective, and efficient way. The National System of Education will integrate an intercultural vision according to the

Art. 343	geographical, cultural and linguistic diversity of the country, and to the respect of communities, towns and nationalities rights".
Organic Law of Intercultural Education Chapter two Art. 6.literal j	"To ensure the digital literacy and the use of information technology and communication in the educational process and foster the relationship between teaching and the productive or social activities."
Child and Adolescent Code Art. 37 Right to Education	Children and adolescents have the right to an education of good quality. This right demands of an educational system that: 1. Ensure access and permanence of every child to a basic education and adolescents to the bachillerato or its equivalent; 2. Respect cultures and specificities of each region and place; 3. Consider flexible educational proposals and alternatives to attend the necessities of all children and adolescents, taking priorities to those who have disabilities, work or live in a situation which requires greater opportunities to learn; 4. Ensure children and adolescents have teachers, didactic materials, laboratories, facilities, infrastructure and adequate resources and have a favorable environment for the learning. This right includes the effective access to the early education from zero to five years old, and therefore, it will be developed flexible programs and projects, appropriated for the cultural necessities of the

	learners.
	5. Respect the ethical, moral and religious convictions of parents and children and adolescents.
	Public education is secular at all levels, mandatory until the tenth year of basic education and free until the bachillerato and its equivalence.
	The State and its pertinent organisms will ensure that educational institutions provide services with equity, quality and opportunity, and also ensure the right of parents to choose the education that most suits to their sons and daughters.

Appendix Nº 14. Photos

Observation of the reading and writing class
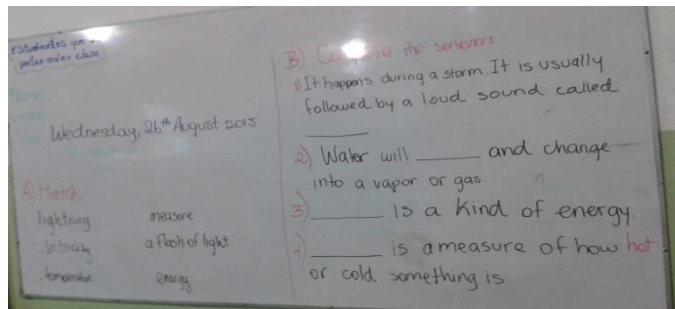
Students using only the book during the whole reading and writing class. Then, some questions were written on the board in order to consolidate the comprehension.

Interview of the Principal

Interviewing the Principal of Salinas Innova School

English Coordinator Interview
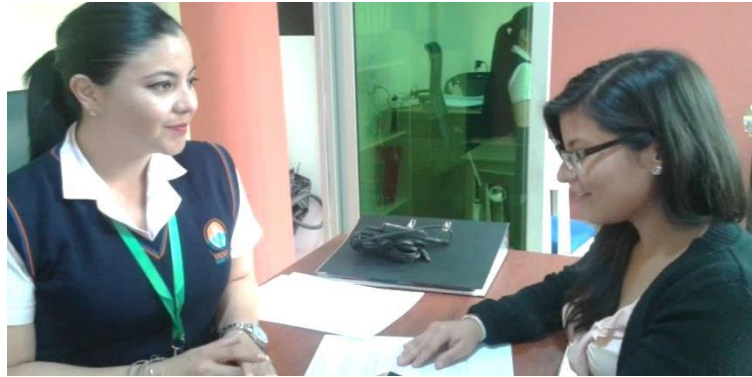
Interviewing the English coordinator from Salinas Innova School.

Innova Teachers Interviews

Interviewing each of the English teachers from Salinas Innova School. Each of them gave their opinion about the reading comprehension skills of their students.

Asking questions about the investigation to Miss Diana Valdievieso.

Specialists Interviews

Interviewing the specialists from different schools.

Students´ surveys
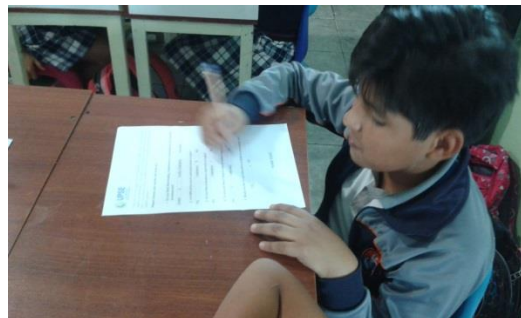
Students from sixth grade from Salinas Innova School answering the questions for the development of the investigation.

Students during the Diagnostic Test

Students from sixth grade from Salinas Innova School during the diagnostic test. The investigator is monitoring each student.

Investigator during the proposal application

Investigator during the proposal application

The researcher applying Ardora reading comprehension interactive activities with students of sixth grade from Salinas Innova School. The students were very motivated with the application of the web 2.0 tool

Investigator designing the Ardora activities
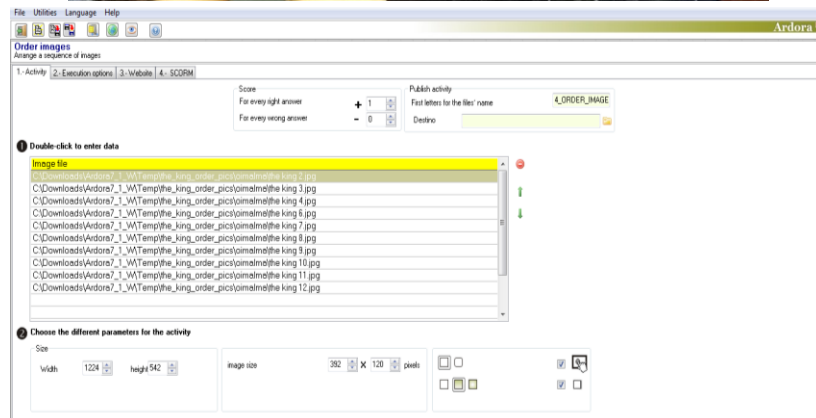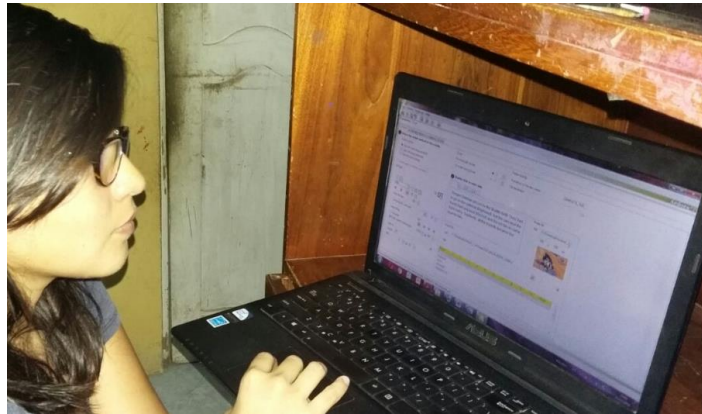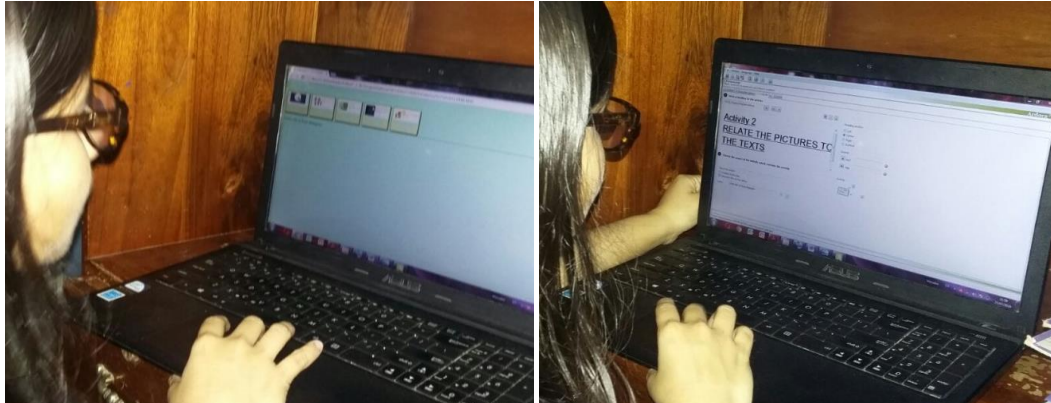
The researcher designing the Ardora activities. The interface of the web tool Ardora is easy as it is shown in the picture.

Anti-plagiarism report

UNIVERSIDAD ESTATAL
PENÍNSULA DE SANTA ELENA

La Libertad Agosto 22, 2016

CERTIFICADO ANTIPLAGIO

006-TUTOR BJV-2016

En calidad de tutor del trabajo de titulación denominado THE USE OF
"ARDORA" A WEB 2.0 TOOL, FOR IMPROVING THE READING
COMPREHENSION SKILLS IN THE STUDENTS OF SIXTH GRADE
FROM INNOVA SCHOOL AT CANTON SALINAS IN SANTA ELENA
PROVINCE, 2015-2016", elaborado por la estudiante IVETTE LORENA DE
LA ROSA BEJEGUEN, egresada de la Carrera de Licenciatura en Inglés, de la
Facultad de Ciencias de la Educación e Idiomas de la Universidad Estatal
Península de Santa Elena, previo a la obtención del título de Licenciada en Inglés,
me permito declarar que una vez analizado en el sistema antiplagio URKUND,
luego de haber cumplido los requerimientos exigidos de valoración, el presente
proyecto ejecutado, se encuentra con 4% de la valoración permitida, por
consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

Lic. Byron Villacreses Santillán, MBA.
C.I. 0952384907
DOCENTE TUTOR

Institution´s consent letter

UNIDAD EDUCATIVA SALINAS
INNOVA
PRIMARY - SCHOOL

Salinas, 20 de agosto de 2015

Directivos
UNIVERSIDAD PENÍNSULA DE SANTA ELENA
En su despacho.-

Quienes conformamos la Unidad Educativa Salinas Innova le extendemos un cordial saludo, esperando éxitos en sus labores diarias.

Por medio de la presente confirmamos nuestro apoyo a la Srta. Ivette Lorena De la Rosa Bejeguen con CI. 092027637-5, estudiante de la Carrera de Licenciatura en Inglés, Facultad de Ciencias de la Educación e Idiomas, para que ejecute su tema de tesis: " **THE USE OF, "ARDORA" A WEB 2.0 TOOL FOR IMPROVING THE READING COMPREHENSION SKILLS IN THE STUDENTS OF SIXTH GRADE FROM INNOVA SCHOOL AT CANTON SALINAS IN SANTA ELENA PROVINCE 2015-2016."**

Es un gran honor ser parte de la formación de profesionales de vuestra prestigiosa universidad.

Atentamente,

Lcda. Janeth Guamantica
DIRECTORA-ESCUELA

...la educación de tus hijos en las mejores manos...

Certificate of proposal application

Salinas, 22 de enero del 2016

CERTIFICADO

Yo, Janeth Guamantica Sánchez, Directora de la Unidad Educativa "Salinas Innova", **certifico** que la Srta. Ivette Lorena De La Rosa Bejeguen, con CI. 092027637-5, egresada de la Universidad Estatal Península de Santa Elena, Facultad de Ciencias de la Educación e Idiomas, Escuela de Idiomas, Carrera de Licenciatura en Inglés; ha desarrollado e implementado el tema de investigación: **THE USE OF "ARDORA" A WEB 2.0 TOOL, FOR IMPROVING THE READING COMPREHENSION SKILLS IN THE STUDENTS OF SIXTH GRADE FROM INNOVA SCHOOL AT CANTON SALINAS IN SANTA ELENA PROVINCE, 2015-2016",** desde el 7 de Diciembre del 2015 hasta la presente fecha en la institución educativa que dirijo.

Se expide la siguiente solicitud de la interesada para los fines que crea conveniente.

Atentamente,

Lcda. Janeth Guamantica
Directora-Escuela

UNIDAD EDUCATIVA
"SALINAS INNOVA"
DIRECCIÓN
J.L. Tamayo Salinas

...la educación de tus hijos en las mejores manos...