



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“READTHEORY AS A DIDACTIC TOOL TO REINFORCE
READING SKILLS TO FIRST BACH STUDENTS”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR´S DEGREE IN PEDAGOGY OF NATIONAL
AND FOREIGN LANGUAGES**

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Advisor's Approval

In my role as Advisor of the research paper under the title "Readtheory as a Didactic Tool to Reinforce Reading Skills to First Bach Students" prepared by Ortiz Santos Maria Alexandra and Yagual Yagual Keyla Lisbeth, undergraduate students of the Pedagogy of National and Foreign Languages Career, Major of Educational Science and Language at Peninsula of Santa Elena State University I declare that after oriented, studied and reviewed the project, I approve it in its entirety because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,



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Declaration

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Dedication

The thesis is dedicated to the following:

To God, who has been the main mentor of our academic process and the guide and strength along this great path, helping us to fulfill our goals as future professionals.

To our parents and grandparents for being the source of inspiration, perseverance, and perseverance and for always being by our side, giving us words of encouragement, trust, and loyalty, and above all, for being an important part of our academic and economic process and allowing us to fulfill our dreams and goals.

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Ortiz Santos María Alexandra

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Abstract

The work focuses on the analysis of “Readtheory as a didactic tool to reinforce reading skills to first Bach students”. A qualitative study was carried out where its focus was to collect information, ideas, or appreciation about the didactic resource already mentioned for the teaching-learning of a second language. For data collection, an interview was conducted where a small sample of ten students was selected, five women and five men, and one teacher, especially the teacher of the English language subject. Therefore, that process showed characteristics such as being very interesting and timely to improve reading comprehension. They also stated that this resource was suitable because it could not only be applied in the classroom but could be used at home as autonomous and independent work and at any time, they found convenient. This study aims to provide teachers and students with the necessary resources to help improve reading proficiency and thus create a more participatory and dynamic environment. This research work demonstrated that teachers and students showed positive attitudes towards the application of the Readtheory in the classroom. Above all, this type of tool motivates students to read and to become aware of their reading comprehension level and how they could improve.

Key words: Independent, autonomous, reading comprehension, Readtheory, improvement, motivate, suitable, fascinating, timely.

Resumen

El trabajo se centra en el análisis sobre la herramienta Readtheory para el mejoramiento de la habilidad de lectura del idioma inglés en estudiantes de primero de bachillerato. Se realizó un estudio cualitativo donde su principal enfoque era recaudar información, ideas o apreciaciones sobre el recurso didáctico ya mencionado para la enseñanza – aprendizaje de un segundo idioma. Para la recaudación de datos se realizó una entrevista donde se seleccionó una pequeña muestra constituida por diez estudiantes entre ellos cinco mujeres y cinco hombres y un profesor es especial el docente de la asignatura del idioma inglés. Por lo tanto, aquel proceso mostró características tales como, era muy interesante, y oportuna para mejorar la comprensión lectora. También manifestaron que este recurso era idóneo ya que no solo podría ser aplicado en el salón de clases sino para ser usada en casa como trabajo autónomo e independiente, y en cualquier momento que a ellos les parezca conveniente. El propósito de este estudio es brindar a los docentes y estudiantes recursos necesarios que ayuden a mejorar la habilidad de lectura y así crear un ambiente más participativo y dinámico. El resultado de este trabajo de investigación fue que el docente como los estudiantes mostraron actitudes positivas sobre la utilización de Readtheory en el salón de clases. Sobre todo, que este tipo de herramienta motiva a los estudiantes a leer y darse cuenta cuál es su nivel de comprensión con respecto a lectura y como podrían mejorar.

Palabras claves: Independiente, autónomo, comprensión lectora, Readtheory, motivación, idóneo, interesante, oportuno .

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Introduction

The following work is based on one of the skills in the English language, such as reading. "Reading is a process where one observes and understands what is written" (Rafid, 2020).

Reading is considered a receptive skill since it is about reading information that is already written. Therefore, it is essential that students find the resources according to their age and interests to understand what they read and grasp what is to be transmitted through writing.

This problem can occur in any institution in any country where English is taught as a second language, whether due to a lack of student interest, lack of resources on the part of the teacher, or lack of teacher training in the use of technological tools.

The work done in Malaysia (Singh, 2022) tells that students should be taught English as a second language due to its level of complexity and mentions that reading in schools is always seen as a cognitive process where you must understand symbols and understand the text.

However, if looked at from another point of view, such as socially, this will help broaden the mind. It is vital to make students see that reading can be a habit but not an obligation, and in this way, they will be able to do it faster and correctly.

On the other hand, the importance of implementing in the educational process technological tools as in this work, we focus on the Readtheory tool and to know if there are contributions to the reading skill of students.

Alalwany (2019) the author stated that the main feature of Readtheory is gamification design, where get a reward for overcoming a challenge, points, or badges as long as the learner has completed the activity according to the instructions, e.g., a reading quiz.

The problem of loss of interest in English language reading can occur in the traditional, so gamification would attract students' attention, considering their age and interests. So here prevails the importance of the preparation of the English teacher at the time of conducting their classes, what are their methodologies, resources, and tools they apply with their students.

In general, English is often seen by everyone as the most complex language. However, in the case of students, it is a help in their academic preparation that can open many doors in their future, so working from their training in the skills not only in reading but also in writing, speaking, and listening.

To conclude, the aspects mentioned above led to conducting this research work based in an educational institution to be more in contact with the students and the teacher and, thus, to know in detail what would be the results of our research, taking into account that our work will be qualitative.

Chapter I: The Problem

1.1 Research Topic (General/Category)

Teaching strategies and resources

1.2 Write the title of your project. (Specific/Centered on your research)

Readtheory as a Didactic Tool to Reinforce Reading Skills to First Bach Students

1.3 Problem Statement

Teaching-learning process of a non-native language will always be a challenge in education when teaching a new language such as English. Therefore, it is necessary to consider several factors, such as the motivation to read a text, the methodology, and the resource to develop the reading skill effectively.

Reading is one of the four English skills known as a receptive skill. Therefore, it is a fundamental element in the teaching of the language. It is essential to mention that through the practice of reading, it is possible to form people prepared for society; however, there is a significant lack of reading practice, which is more noticeable in adolescents.

Teaching adolescents becomes even more complex because they need to use the necessary tools to attract the students' attention; often, the lack of knowledge, training, or updating on the part of the teacher as a teaching guide makes this process a traditional teaching process.

Traditional teaching consists of the teacher continuing to use shared resources, such as a text provided by the educational unit but not using an additional resource to reinforce the reading skill, which can be boring for students.

"This approach often limits the student to developing his or her skills at the time of learning, whereas using non-traditional teaching will allow the student to develop his or her skills during the learning process". (Tularam, 2018)

However, nowadays, adolescence is linked to technology; even education uses it, and not taking advantage of the resource would generate dull and ordinary teaching.

Another factor may be the difficulty of reading in English, not understanding the context of what is being read, or not understanding the vocabulary used in such reading, which causes them to lose interest in continuing reading. So, they would not finish reading a complete text, or short sentences, or even skip essential parts that will affect reading comprehension as a fundamental part of reading skills.

Finally, the problem of the lack of reading can be related to the development of other skills, such as writing or speaking, and this is observed when students want to communicate among peers and in the activities carried out by the teacher in the classroom because the failure to develop these skills influence their learning of a new language such as English,

1.4 Research Questions

Problem Question

What would be the contributions of the Readtheory tool to reinforce reading in first Bach students?

Specific Questions

- How would the Readtheory tool help in motivating students to implement reading?
- How long should students use the Readtheory tool to improve this skill?
- To what extent would vocabulary increase using the Readtheory tool?

1.5 Research Objectives

General Objective

To assess the importance of the use of didactic tools through Readtheory to reinforce reading skills in first Bach Students.

Specific Objectives

- To know the benefits of using Readtheory as a didactic tool.
- To identify the strategies used by students during the reading process.
- To explain the use of a didactic tool to encourage students to read.

1.6 Justification

It is necessary to encourage the student to learn a new language since we are in a different world where people seek to transcend to pursue opportunities outside their country of origin. But on the other hand, the competitiveness in the educational system and the implementation of technological tools in the classroom make learning a new language more essential and exciting.

In addition, mastering a new language nowadays opens the way to the working world. Above all, the person will have more opportunities to interact with native people and gain experience in an international and multicultural country. However, the student must keep in mind that to master the language, they must develop the primary skills that this new language requires, and this research work will focus on reading skills.

Many times, the practice of reading is only sometimes typical in students. Hence, it is necessary to look for a didactic tool according to the age and interests of students to make its implementation faster and more enjoyable. These would benefit them and the teacher, and the Readtheory tool is an excellent option to turn reading into an educational habit.

Technology should be used correctly; this didactic tool will motivate the student to practice reading. The teacher should use it in the classroom as an additional tool to the text they use daily, and the student will be able to use it at home, using the Internet for self-education.

As the authors Bostock & Cox (2022) tell, "Practicing reading is related to learning other skills when learning another language. In addition, reading allows the student to become interested in stories they are passionate about, so it fully engages their attention".

As the above quote tells, reading in English helps to increase the level in this second language in other skills, such as listening and speaking. The Readtheory tool will increase vocabulary and fluency when speaking or communicating with other students inside or outside the institution or when listening to conversations in this second language can facilitate their understanding.

Finally, reading, in general, has several advantages for the student, such as helping in acquiring a second language, acquiring vocabulary, and allowing the student to prepare his knowledge based on the readings done. Furthermore, the content of Readtheory is based on actual writings, so at the same time, he would be nourished in learning in other fields such as science, technology, discoveries, etcetera.

Chapter II: Theoretical Framework

2.1 Previous Studies

The importance of reading in a second language, such as English, can be seen reflected in other research conducted. This research will share a brief summary of works by authors who previously investigated the topic, such as "Readtheory as a Didactic Tool to Reinforce Reading Skills to First Bach Students.

The author Jabbar (2022) in his work entitled "The Impact of Online Practice Reading Using "Readtheory.Org" on Second Language Learners' Reading skill Improvement" shares with us the following.

During the pandemic, students were completely isolated, so it was almost impossible for teachers to practice reading with their students, so implementing digital resources was necessary to practice skills. And with the use of Readtheory.org, they could read and ask comprehension questions

Concerning this work, technological resources became more beneficial during the pandemic because of the need to use them for teaching and learning. For example, implementing specialized tools such as Readtheory was necessary to practice reading with students. It continues to be used because of its essential contribution to this skill.

Another paper entitled "Readtheory.org – the theory of 21st -century reading: fostering 21st -century reading skills through digital competence, digital teaching aids and frequent digital teaching"

The digital possibilities of the information age provide with abundant learning opportunities but call for instructions and guidance on how to do so efficiently, safely, and appropriately – in private and educational settings. The conceptualization of Digital competence

aims to guide teachers and students in utilizing digital technology in education. (Mo-Bjørkelund, 2020)

Using a digital platform to improve reading skills will be very useful if the learner knows how to use it and give the instructions and steps necessary for the reading process to be effective.

Thylander (2021) shares his research, "Readtheory for Swedish Year 6 Pupils' L2 Reading Comprehension and Motivation."

Readtheory made it easier for her to learn and begin to see reading as enjoyable. This study suggests that teachers use Readtheory as a different approach to help students in their motivation and, at the same time, in their reading comprehension.

This digital tool not only helps the student to have better concentration but also to acquire the ability to quickly identify the text's main ideas and the context of the story. In addition, the causes lead the writer to express his ideas and thus increase his motivation and proficiency in reading skills.

Another work by Setyaningsih (2021) entitled "Examining the effect of Readtheory on EFL students' reading proficiency."

According to this study, the Readtheory tool has been used by 14,000,000 users, but its effect on the reading competence of the users, in this case, students, has yet to be proven. This study will examine its efficiency, so 72 university students participated. The English score application was used for one semester. After that, it was applied as an extracurricular activity integrated into a regular reading course.

This research shows that it helps in other aspects, such as grammar and vocabulary, and encourages the student to use this as an additional tool since it is free.

As a final investigation, Alalwany (2019) share his work with the following title "Enhancing Reading Skill via Readtheory.org: Students' Attitudes, Motivation, Autonomy, and Perceptions"

This study uses Readtheory as a gamified tool that contains gamification elements of badges, knowledge points (KP), levels, and feedback to improve reading comprehension. So, it considered certain things in students, such as attitudes, autonomy, and motivation in reading skills. Interviews and questionnaires were conducted with students at the KSA YELI.

In this research, the author is based on Readtheory as gamification but with the same purpose of encouraging reading, studying the motivation and attitudes at the time of reading, which is applied to a university group.

2.2 Definitions of Relevant Terms

It is essential to identify the main terms and definitions of those words relevant to the project to see the purpose and the information to be disclosed in this topic of study.

2.2.1 Definition of Readtheory

Alalwany (2019) the author stated the following:

The main feature of Readtheory is gamification design, where you get a reward for overcoming a challenge, points, or badges as long as the learner has completed the activity according to the instructions, e.g., a reading quiz (p.13). This tool allows the student to earn points and demonstrate commitment to improving reading skills and encouraging reading comprehension as part of their learning.

Dincer (2017) mentions that:

Readtheory is an online reading comprehension website that assesses students' level and reading comprehension ability and allows them to choose a text according to their level. This platform has more than 1,000 texts at different learning levels. It also performs a diagnostic test to identify the student's needs. Then, as the student reads and answers questions, Readtheory shows new complex or easy readings on this website that can enter by phone or computer.

The author Therrien (2019) tells:

Readtheory is a reading comprehension program that enhances reading and reasoning skills. In addition to sharpening these skills, learners will become more comfortable using tech devices (including searching for the program, signing in with a username and password, and navigating the program).

This digital resource allows students to improve their reading comprehension and helps to identify their needs and which texts are appropriate to develop reading skills using a computer or a phone.

2.2.2 Definition of Reading

Setiawan (2017) believes that:

Reading is the process of looking at written symbols and deducing their meaning. When reading, the eyes are used to get written characters, letters, punctuation marks, or spaces. Then the brain forms words, sentences, and paragraphs that communicate what we read. The reading process can be silent, i.e., in mind or aloud.

In this process, it is necessary to identify the punctuation marks when reading, to connect the main ideas, the context, and how many paragraphs are required to read.

Blakeley (2022) mentions that:

Reading is a thinking process. First, the process allows the reader to use prior knowledge. During this information process, the reader uses methods to comprehend the information they are reading, organizing ideas, and using textual clues to find details and learn new words. All three components of reading comprehension are equally important.

In this process, it is essential that the ideas are connected, make use of previous knowledge, and now of being able to express their ideas and apply a new vocabulary learned through reading comprehension.

Essberger (2022) says that:

To read is to observe a series of written signs in order to obtain their from them definition. When we perform the process of reading, we use our eyes to receive written symbols such as letters, punctuation marks, and spaces, using our minds to convert them into words, sentences, and paragraphs that show the meaning of the text.

This skill allows the student to use their mentality, identifying the patterns, punctuations, and phrases necessary in this process, converting this into knowledge as the words that are part of the reading comprehension.

2.2.3 Definition of Reading Skill

It is necessary to know that the ability to read is carried out by some factors so that the reader can quickly see the message you want to share through text.

(Herrity, 2020) mentions that:

Reading skills are skills related to a person's ability to read, comprehend, interpret and decode the language of written texts. Excellent reading skills can be very beneficial in assimilating and responding to information through emails, letters, and other written messages.

Reading skills can identify and interpret text within a paragraph to identify the main ideas, message, or points of view you want the reader to understand.

2.2.4 Definition of Reading Comprehension

Author Liou (2021) defines, "Reading comprehension is important for navigating the textual world around us. It is a dynamic process that involves making predictions, summarizing the main idea, questioning one's predictions, and clarifying concepts".

This skill helps students improve their reading comprehension and identify the story and what is to be understood, the text's details, and the most critical points.

The author references that:

“Reading Comprehension is the capacity to understand Reading. Good reading comprehension usually involves a series of essential skills for interpreting and identifying the meaning of a text”. (Herrity, 2020)

Several elements like fluency, the ability to decode unfamiliar vocabulary, and using context clues from the reading to identify key features of a text can all be components of effective reading comprehension.

2.2.5 Definition of the Reading Process

In order for the reading process to be effective and easy for the reader to understand, it is essential to carry out the three stages to guarantee good reading comprehension.

The first phase is before Reading and consists of identifying the title and observing the purpose of the Reading by activating the reader's previous knowledge. The next step is during Reading, which allows the reader to make assumptions about the subject while reading and verify if what is being said is correct. The last phase is after Reading,

allowing the reader to give their views and answer questions related to the text or ask.

(Blakeley, 2022)

In this process, it is crucial, as mentioned by the author, for reading comprehension to be more concise and practical. Therefore, it is necessary to apply the three phases to guarantee that the Reading is understood clearly and quickly by the reader.

2.2.6 Skimming and Scanning

Maija (2018) says:

Scanning is applied when specific information is needed, such as a name, a date, a symbol, a formula, or a phrase. However, Skimming wants the reader to order the data according to what they understand about the text, not just identify it. (p. 13)

The reader needs to apply this reading to understand in greater depth what the text is about and the essential details for reading comprehension to fulfill its function.

2.2.7 Definition of Interactive Reading

Johnson (2022) says that:

Interactive Reading requires the action or involvement of the reader. That is, interactive lesson encourages the reader to do more than just read a text, such as hyperlinked e-books, virtual books, websites, and blogs. These interactive reading types enhance the reader's experience when reading a text.

In other words, the purpose of this concept is to know that interactive Reading helps to obtain a better experience at the time of Reading and, above all that this allows obtaining better knowledge through didactic and innovative tools, thus encouraging the interest in reading in students.

2.2.8 Types of Reading Techniques

There are different types of reading techniques, and the following authors will share their definitions.

Intensive Reading. Intense Reading is where readers who are not linguistic experts must be aware of and focus on the context of the text and Semantic Comprehension, as the goal is to obtain such facts. (Rashid et. al, 2021)

In other words, intensive reading requires students to locate words, recognize their meanings and, finally, identify an accurate reading. This type of reading, as mentioned above, requires a great deal of concentration on the part of the reader, as it will take time to locate important facts, key words to understand the context of the reading.

Extensive Reading. To read extensively is to read as much as possible without concerning oneself with the unknown word's meaning. It is performed by reading for large swaths (bands) of time and looking up words only when you consider it necessary to understand the text.

Extensive Reading is supposed to be a fun experience, requiring little mental effort. The more you practice extensive Reading, the more vocabulary you acquire, which will allow you to increase your knowledge relatively quickly. (Ali, 2019)

According to the above quote, Reading requires less effort since it will take more time to read than getting stuck in understanding each word. In addition, one of the advantages of this type of Reading is that it provides more vocabulary to the reader.

2.2.9 Definition of Reading Habit

Tamar (2022) refers to the following:

Reading develops your mind and brings you knowledge and life lessons. It allows you to understand the social context better and develop deeper reading comprehension. The reader will be more creative, and the mind will be more active. With Reading, you will improve your vocabulary and your communication skills. Regarding this concept, having a better reading habit allows us to understand better the context in which we find ourselves and to communicate better with others by applying a vocabulary acquired through constant reading practice and applying it in our daily or academic life.

Chapter III: Methodological framework

In chapter three, the study's practical aspects and descriptive facts will be presented to know in depth the justification of the subject of the study, the factors to consider, and the characteristics of the method applied in this research work. In addition, this chapter will have the part where the research questions and the group on which this work is focused will be answered.

3.1 Qualitative Method Definitions

“Qualitative research collects information from non-numerical data, for example, text, video, audio, ideas, opinions, and experiences, about the problem to generate new ideas or interpretations that help clarify the question.” Pritha (2020). approach allows obtaining data that is not based on statistics or data that has numbers but only collects information found on the opinions and experiences of the respondent.

The main objective of qualitative study is to understand individuals' thoughts, feelings, and opinions and the reasons behind these emotions. This approach allows the researcher to know in more depth the index of the problem and, at the same time, to obtain more information based on the individual's perceptions and views and what they want to achieve with this type of method. (Jared, 2022)

According to the author Dr. Saul (2019), Qualitative data is non-numerical information, for example, texts, videos, photographs, or audio recordings. So much so that data collection can be based on in-depth interviews and analyzed using grounded theory or thematic analysis. As a process that does not focus on numerical statistics but on details related to an individual's views, behaviors, and attitudes in each situation, it focuses on data collection through instruments such as interviews or questionnaires.

3.2 Types of Qualitative Research

In this research project, the type of study to be used is the phenomenological approach that deals with the aspect of the universe and the events around us, this approach studies the experiences of the person, perceptions, beliefs and attitudes, points of view, etc. Furthermore, this type of research shows how a being can assume his role in such an experience and what action he takes in such a situation.

However, the phenomenological method for the data collection on the research topic, such as observation or interview, will allow the researcher to collect details based on the experiences or reasons that give more sense to the research making a holistic extension of everything related to this phenomenon.

Previous research about this phenomenological approach, according to Nathan (2022) says Phenomenological research serves to understand the context of the world and the phenomena that happen in it, identifying the findings and, interpretations, points of view of those who have done the research. This approach is popularly used to study the experience of the human being and gain a more detailed understanding of those Relevant topics about this phenomenon that the researcher is interested in knowing.

A strategy will allow the researcher to deepen their interest in the research by exploring every detail related to that study and thus will enable them to acquire more information that is fundamental and supportive of their research-based more on the respondent's experiences.

3.3 Data Collection Techniques

For this research process, individual interviews will be used. It is essential to obtain results that favor the research. The interview must be face-to-face to identify the opinions, feelings, motivations, and interests related to the research topic.

For this data collection, the researcher must communicate clearly and concisely the points that the research requires and thus obtain favorable and concise results that allow the study to fulfill its function and that this process gets the necessary information that effectively contributes to the research topic.

3.4 Instruments

3.4.1 Research Questions

Questions directed to the teacher

The first four questions are directed to the teachers since they are referents in the teaching of the students, and it is necessary to know their opinion about the use of Readtheory in the English area.

1. Do you have knowledge of the Readtheory tool?

The initial question is an introduction to the interview, as the teacher may or may not be familiar with this tool, so it is necessary to ask it.

2. To what extent will the use of Readtheory as a teaching resource help in the favorable development of students' reading skills?

In this question, the purpose is to know to what extent the teacher thinks the tool can contribute to the development of reading competence by using it in the classroom as an additional tool to those already provided by the institution.

3. How would you describe the Readtheory tool for developing reading comprehension in the classroom?

The teacher already knows this tool and how would describe it in terms of its design, usefulness, and functions—the general opinion about the tool.

4. Could you, as a teacher, use Readtheory in your classroom to improve your students' reading skills?

This last question concludes the teacher interview in which the purpose is to find out if you would be willing to use the tool mentioned above as an additional resource if you believe that the use of Readtheory is a suitable tool for students in the first Bach.

Questions directed to students.

The next questions are directed to the students since they are the main ones involved in the learning process and with whom the didactic tool such as Readtheory will be used.

1. During your academic process have you used the Readtheory tool to practice reading skills in the English language?

With this question, the interview is introduced so that students can say if they have any idea about the Readtheory tool and if they have used it at some point in their educational process.

2. Does Readtheory as a didactic tool attract your attention at the moment of reading comprehension development?

The student knew what Readtheory is and how they would describe it if it called their attention to use it as an educational tool due to their interaction with the readings and the questions in Readtheory.

3. What are the difficulties you have when doing reading assignments?

In the following question, the aim is to determine whether students are aware of the difficulties of their reading ability when assigned a task and its difficulty level.

4. How do you develop your reading comprehension skills?

In this last question, the objective is to know how they develop the ability to read, what instruments or by what means they practice, and if they use technology.

3.4.2 Research Design

For the interview, the questions are open-ended. In total, there are eight questions; four directed to the teacher and four to the students since the research is applied to the teaching-learning of the English language, specifically in the ability to read. The application method will be face-to-face since it will be carried out at the "Unidad Educativa Carrera Sánchez Bruno". The questionnaire questions and their application modality were chosen to interact directly with the people involved and to know their opinion according to the Readtheory tool. To know their perspectives, the advantages, and disadvantages of using the resource in high school students and teachers.

3.5 Data Collection Processing and Resources

The information will be collected through a direct interview with the teacher and students of the "Unidad Educativa Carrera Sánchez Bruno". It will be in the morning hours since this institution has a morning workday; the arrangements will be made to obtain a time that does not interrupt the school schedule, and we will be able to talk or interview those involved calmly. For the collection of information, a technological device such as a cell phone will be used to record the voices of the people using the voice recorder application. The purpose of this process with the research is to obtain the opinions of the interviewees to avoid any confusion and to make the work of collecting information faster and more feasible.

3.6 Population and Sample

The research will be carried out in a private school such as the "Unidad Educativa Carrera Sánchez Bruno", specifically with students in the first year of technical high school.

There are 20 students, eleven women, and nine men. The teacher's opinion in charge of the area will also be considered. As a sample, ten students will be taken, five males and five females, and the English teacher. They are the sample that will be used for the interview.

Chapter IV: Analysis of Findings

In the following chapter, we will present the results of the application of the interview conducted at the "Carrera Sánchez Bruno" Educational Unit to a group of ten students in the first year of technical bachelor and the teacher in charge of the English area. For the interview application, we resorted to the institution with the due authorization of the authorities and with their supervision.

Based on the research questions, the interview will be divided into two sections: Section one is the interview directed to the students to know the impact of the utilization of Readtheory as part of their education to improve reading skills. Section two is the interview directed to the English teacher to know her opinion about the use of Readtheory as part of the teaching process in the classroom.

It was decided to interview in Spanish so the students would understand when they were asked the questions and could answer easily and frankly. In addition, there were no limits when expressing their opinions. The teacher was also interviewed in Spanish because of the same format that had already been used with the students.

.4.1 Interpretation of Data from the Interview or Focus Group

4.1.1 First section

Questions directed to the students

Below, the answers will be detailed according to the questions asked to the required students.

Question 1: During your academic process have you used the Readtheory tool to practice reading skills in the English language?

Analyzing the data obtained, the students expressed that, during the educational process, they "Casi Nunca", "En ocasiones" had used the Readtheory tool. Meanwhile, a percentage who knew to say "Nunca", "Poco "made use of this tool to practice reading skills in the English language. As Figure 1 shows students have almost never used the tool.

Figure 1

Previous Tool Use



Authors: María Ortiz

Question 2: Does Readtheory as a didactic tool attract your attention at the moment of reading comprehension development?

First, the students stated that it drew their attention because it was "Gratuita", "Lecturas cortas," which they highlighted during the interview. On the other hand, they mentioned "Interesante", "Opcional". Finally, the students were surprised to learn about a new tool that helps them develop better reading comprehension and, above all, that can be used independently. As seen in Figure 2, the Readtheory tool is attractive because it is free and has short readings.

Figure 2*Attractive Tool***Authors:** María Ortiz**Question 3:** What are the difficulties you have when doing reading assignments?

According to the students, the difficulties they highlighted in reading were "Falta de Vocabulario", "Falta de fluidez", "No comprender el contexto de la lectura". As for the opinions of the other students, they said that when performing complete reading tasks in the language, they had problems such as "La lectura no es interesante", "Confusión en tiempos verbales". Therefore, they saw this tool as an exciting strategy to improve their skill. As shown in Figure 3, Difficulties in reading are due to confusion in grammatical tenses and lack of fluency.

Figure 3*Reading Difficulties***Authors:** María Ortiz

Question 4: How do you develop your reading comprehension skills?

As a last question asked to the students about the development of reading skills, an influential group stated that "Diccionario", "Comics" were sometimes used to improve their skills. In contrast, another group said that they used "Páginas web", "Libros del Colegio" to develop their activities and, therefore, their language. As a result, it demonstrated that this tool is innovative and exciting to apply in the classroom. As shown in Figure 4, students prefer to use dictionaries and comics to develop their skills.

Figure 4

Reading Comprehension



Authors: María Ortiz

4.1.2 Second Section

Questions directed to the teacher

Four open-ended questions were asked so that the teacher could elaborate on her opinion of each question:

Question 1: Do you have knowledge of the Readtheory tool?

According to what the teacher was able to express, she knew "Poco" about this tool, she had heard about it, but as for its use, the teacher could say that she had "Nada" knowledge. Next, she was presented with a brief overview of the tool and its use. As shown in Figure 5, the teacher has little knowledge of the tool.

Figure 5

Recognizes Tool



Authors: María Ortiz

Question 2: To what extent will the use of Readtheory as a teaching resource help in the favorable development of students' reading skills?

This question indicates how much it could improve her student's reading development. The teacher mentioned two essential aspects, such as "Mucho," that could contribute to improving their reading skills. Also, the teacher said that it "Mejora el nivel de lectura" along

Figure 7*Tool Characteristics***Authors:** María Ortiz

Question 4: Could you, as a teacher, use Readtheory in your classroom to improve your students' reading skills?

As the last question was about the use of Readtheory in the classroom, the teacher mentioned that “Si aplicaria”, for example, “En talleres escolares”, “Con frecuencia” since she has the necessary resource such as the “internet”. As a result, the students would be motivated to try something new and innovative, it would capture their attention, and in the same way, with its frequent use, the student would improve their reading skills. As shown in Figure 8, the teacher would be able to use this tool in the classroom to improve the skill frequently.

Figure 8*Tool Use***Authors:** María Ortiz

4.2 Analysis and Discussion of the Interview or Focus Group vs Bibliographic Review

4.2.1 Analysis of Questions to the Students

The questions asked to the students were open-ended, with the only objective of knowing their opinions, experiences, and points of view regarding the Use of the Readtheory didactic tool in the English language learning process in which they are involved.

The first question is connected if the students during their academic process had used the Readtheory tool, the answers were that they had almost never used this resource in their learning. It can be said that students need to know more tools that help them to develop better reading comprehension skills and not only rely on the texts of the institution nowadays access to information is easier, and with the help of online resources learning a language will not be complicated. The second question is concerned with the characteristics the Readtheory has as a didactic tool. The students were able to state that it is very practical and interesting, which means that even though they did not know what Readtheory was about, they now consider that it will improve their reading comprehension. The third question is related to the difficulties. They have when doing reading tasks. The students said that, in general, the lack of fluency when reading made reading comprehension not have good results. So, it can be deduced that it is necessary to better develop language skills, especially reading comprehension students should perform activities constantly with the help of timely and interesting resources. The last question is how they build reading skills. The students said that using comics because they consider that now reading the process becomes more fun. Therefore, it is necessary to consider that to develop good reading comprehension is fundamental that the reading is of complete interest.

Therefore, the students can use other types of resources besides those of the institution to improve and participate in the resources that the Internet offers today and how easily you can make use of these tools inside and outside the institution.

4.2.2 Analysis of questions to the teacher

The questions asked to the institution's teacher were open questions with the only objective of knowing her opinions regarding the use of the Readtheory tool in the teaching process that involves her as the main character when teaching her knowledge in the English language.

The first question was related to whether the teacher knew the Readtheory tool. The answer was that she had heard about it but had not used it, so we can deduce that teachers are often aware that there are tools on the Internet that they could use. Still, they do not use them; she, as a teacher, is given material in the institution that is the physical text and on a platform they must use. So, they often only dare to use other tools or resources than those already given to them in the institution. The second question is related to how much the Readtheory tool can help develop reading skills in students. The teacher mentioned that it would significantly improve the reading level but also mentioned something fundamental such as reading comprehension. Her students have many difficulties when reading. Perhaps they need to understand the reading for lack of vocabulary or interest fully; for her, the tool would help improve this. For the third question, we asked her to describe the Readtheory tool, and we obtained good adjectives, so we can deduce that it is a pleasant tool for the teacher. The last question is whether she would use it in the classroom, and the teacher responded that she would use it in school workshops because of its ease of use as a resource, such as the Internet. We must consider that if she did not have the

help, she could not use it, but her response was positive in wanting to use it as part of her teaching.

Finally, the teacher is willing to use other types of resources in addition to those of the institution with the sole objective of making her teach innovative and attractive to her students. Also, the tool's advantages would help both the teacher and the students.

Chapter V: Reflections of the Study

In the following chapter, the reflections that have emerged during the research will be shared; taking into account that it was qualitative research, the conclusions will be addressed as answers related to chapter one, the research questions, and the other chapters in general. In addition, the observations, difficulties, challenges, or successful results will be mentioned about the research topic "Readtheory as a Didactic Tool to Reinforce Reading Skills to First Bach Students".

The reflections will be shared by linking them to our research questions, one general and three specific ones. First, according to the data collection instrument, the interview, it was possible to openly know the opinion of the prominent people involved, such as the students and the English teacher.

The general question had excellent results regarding what would contribute to reinforcing reading skills in first Bach students. Therefore, it can be assured that the Readtheory tool brings significant contributions and benefits that help the student to practice reading.

According to the information gathered previously in the interview, they described the tool as something innovative and striking; it is a tool that can be used both daily and in workshops at the institution or as additional material at home. Although this is in response to the time that the tool would be used as part of the educational process in English, it depends on the teacher how she would use this tool, knowing her schedules and the students' deficiencies in reading skills.

On the other hand, one of the advantages most mentioned by the teacher and the students is that it would increase the vocabulary since each reading instructs us on a new topic, whether scientific, educational, art, medicine, etc. Moreover, it contains different vocabulary and,

therefore, different contexts, which capture the student's attention; it can also achieve that the student expands his mind.

Another of the advantages or contributions is that it would help them to work better and faster in reading comprehension, which is where their progress begins in this skill, such as reading. For this, the results would be seen in the questions that Readtheory provides to know how much they understood the context of what they read. But, of course, the important thing will always be that students like to read because they know what they read.

Additionally, teachers could or should implement more of the digital tools provided by the internet with the new generation. It is feasible to use them as long as it is related to the material provided by the institution, such as the book of English area. It would be a great complement to unite these materials with the sole purpose of improving skills such as writing, listening, speaking, and not only reading. In the school where we conducted our research, there would be no impediment if primary resources such as the internet and projectors were available, which are the resources that would be needed to use the Readtheory tool.

Concerning our experience during the research process, we learned a lot; we clarified many doubts that, as students, we could not understand in our future teaching profession. Teaching takes work. Often the teacher is not familiar with the new technology, which could complicate more when wanting to implement new techniques and tools, always thinking about the student's welfare.

It also helped us to be more immersed, to have more knowledge in everything related to an essential English skill, such as reading, and to know the challenges and difficulties that often arise while wanting to learn or teach.

The advantages of our research are that many theories support our research topic, and the problem of reading is prevalent in schools, colleges, and universities. So, it requires attention, and our topic contributes to improving that skill in students facing new methods in their education.

The process of research and data collection has taught us that it is essential that students and teachers acquire new methodological strategies that help to strengthen better the skills and knowledge based on the skills required by a second language. Also, that students are ready to learn a new language to increase their possibility of interaction with society and future generations, thanks to the facility provided by the Readtheory tool that was presented in our research and thus improves the ability to read and ensure a good and satisfactory teaching-learning in the classroom, both for the teacher and for the student.

On the other hand, during our data collection, we verified that our perception and ideas regarding our research topic were close from reality because it was shown that it is necessary to propose strategies or timely and effective resources by the teacher. When teaching the class, the students are interested in learning and participating, thus creating a more productive environment. Furthermore, comparing our perceptions, we could visualize that we had raised issues such as motivating the student to read. Therefore, to have good results based on the development of reading skills, it is necessary to consider that the didactic resources should be focused mainly on students' interests to draw their attention and ensure that reading skills are developed effectively and timely.

Meanwhile, each stage of our study has been positive and significant; the theme of Readtheory to improve reading skills in young people has influenced our way of learning. In such a way, as future professionals focusing on teaching a foreign language within the results obtained in our interview, it was evident that most young people today lack timely resources for learning

English. Not only that, but many think that the language itself is complex and consider it unnecessary to learn, but despite their views, they consider that having a tool such as Readtheory in class will create in their interest in learning not only popular topics, but information related to the world. It will develop their skills and, at the same time, their critical knowledge.

At the beginning of the development of this research, we considered that the tool was accessible to teachers and students because currently, everyone has the primary tool, such as the Internet, both in institutions and at home, to make use of Readtheory.

According to our appreciation at the beginning of this study, the use of Readtheory in the classroom would allow the acquisition of new vocabulary achieving in them a better interpretation of the topic and, at the same time, the interaction between students about what they have read demonstrating their level of understanding. In contrast, during the research process, we realized that our initial assessments coincided with the final results of our project.

Finally, despite being a resource teacher use in different institutions; it is necessary to emphasize that the Readtheory tool in some institutions is used sparingly. For example, in the place where we did our interview, we could see that despite being a good resource, the teacher needed to gain more knowledge about this tool. This leads us to think that a different way to show the didactic resource in future research would be to train teachers about the Readtheory tool, demonstrating its characteristics and the advantages it generates in the classroom or as an additional resource for students in their autonomous learning.

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CERTIFICADO SISTEMA ANTIPLAGIO

Anexo 1: Antiplagiarism Report



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CERTIFICADO ANTIPLAGIO

En mi calidad de Tutor del trabajo de Integración Curricular , denominado **“Readtheory as a Didactic Tool to Reinforce Reading Skills to First Bach Students”**, elaborado por las estudiantes María Alexandra Ortiz Santos y Keyla Lisbeth Yagual Yagual, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO luego de haber cumplido los requisitos exigidos de valoración, el presente trabajo de investigación se encuentra con el 5% de la valoración permitida, por lo tanto se procede a emitir el informe.

Atentamente,

Verónica Limones

Lcda. Verónica Limones Borbor, Msc.

Anexo 2:



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magister

Read Theory (Sin figuras) - copia

5% Similitudes

7% Texto entre comillas
1% similitudes entre comillas





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Nombre del documento: Read Theory (Sin figuras) - copia.docx ID del documento: 5aaf9f9bda105a1c27e175eb10781a079554 Tamaño del documento original: 67,61 kb	Depositante: JUANITA BERÓNICA MARONEL BORROR Fecha de depósito: 7/2/2023 Tipo de carga: Interfaz Fecha de fin de análisis: 7/2/2023	Número de palabras: 7654 Número de caracteres: 49.880
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Ubicación de las similitudes en el documento:



Fuentes principales detectadas



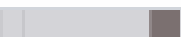
Nº	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	 Documento de otro usuario <small>40846</small> El documento pertenece a otro grupo	2%		Palabras idénticas: 28 (101 palabras)
2	 Documento de otro usuario <small>40843</small> El documento pertenece a otro grupo	< 1%		Palabras idénticas: 4 (16 (32 palabras)
3	 www.common.org Introducing Read Theory CK-12 Commons https://www.ck12.org/authoring/32588-introducing-read-theory/	< 1%		Palabras idénticas: 4 (16 (32 palabras)
4	 Documento de otro usuario <small>41051</small> El documento pertenece a otro grupo 1 fuente similar	< 1%		Palabras idénticas: 4 (16 (32 palabras)
5	 www.ija.edu https://www.ija.edu/teacher/important-issues/reading-comprehension.pdf	< 1%		Palabras idénticas: 4 (16 (32 palabras)

Fuente con similitudes fortuitas

Nº	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	 Documento de otro usuario <small>41051</small> El documento pertenece a otro grupo	< 1%		Palabras idénticas: 4 (16 (32 palabras)



Fuentes ignoradas

Estas fuentes han sido retiradas del cálculo del porcentaje de similitud por el propietario del documento.

Nº	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	 Documento de otro usuario <small>40846</small> El documento pertenece a otro grupo	24%		Palabras idénticas: 246 (1800 palabras)
2	 Documento de otro usuario <small>40843</small> El documento pertenece a otro grupo	17%		Palabras idénticas: 176 (132 palabras)
3	 Documento de otro usuario <small>41147</small> El documento pertenece a otro grupo	13%		Palabras idénticas: 166 (120 palabras)
4	 Documento de otro usuario <small>40846</small> El documento pertenece a otro grupo	12%		Palabras idénticas: 126 (96 palabras)
5	 Documento de otro usuario <small>41051</small> El documento pertenece a otro grupo	12%		Palabras idénticas: 126 (96 palabras)

Fuentes mencionadas (sin similitudes detectadas)

Estas fuentes han sido citadas en el documento sin encontrar similitudes.

- 1  https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3880876
- 2  https://www.academia.edu/38314411/Intensiva_y_no_intensiva.pdf
- 3  <https://study.com/academy/lesson/what-is-reading-definition-process.html>
- 4  <http://myeltrafi.com/articulos/read-theory/>
- 5  <https://www.scripppsychology.org/qualitative-quantitative.html>

Anexo 3: Interview Questions

Questions directed to the teacher

- Do you have knowledge of the Readtheory tool?
- To what extent will use Readtheory as a teaching resource help in the favorable development of students' reading skills?
- How would you describe the Readtheory tool for developing reading comprehension in the classroom?
- Could you, as a teacher, use Readtheory in your classroom to improve your students' reading skills?

Questions directed to students

The next questions are directed to the students since they are the main ones involved in the learning process and with whom the didactic tool such as Readtheory will be used.

- During your academic process have you used the Readtheory tool to practice reading skills in the English language?
- Does Read as a didactic tool attract your attention at the moment of reading comprehension development?
- What are the difficulties you have when doing reading assignments?
- How do you develop your reading comprehension skills?