



UTMACH

FACULTAD DE CIENCIAS SOCIALES

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

**APLICACIÓN DE LA PLATAFORMA DIGITAL «BRITISH COUNCIL»
COMO HERRAMIENTA FACILITADORA PARA LA COMPRENSIÓN
LECTORA.**

**AGUILAR AGUILAR TANIA ELIZABETH
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

**PAUTE CUERO ANGIE STEFANY
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INTERVENCIÓN**

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**MACHALA
2021**

APPLICATION OF THE "BRITISH COUNCIL" DIGITAL PLATFORM AS A FACILITATING TOOL FOR READING COMPREHENSION

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DEDICATION

I want to dedicate this research work to the people that acted as a fundamental part during all these academic years, my parents who supported me and allowed me to build a professional career and to build a better future. In addition, I would like to dedicate this investigation to my sisters for their constant support during this academic journey.

Tania Elizabeth Aguilar Aguilar

I want to dedicate this research work to my parents Ales Ramiro Paute Paute and Laura Pascuala Cuero Calero, who through their efforts have always provided me with what was necessary for my well-being, being pillars and support for my academic formation during all these years, to my brother Carlos Enrique Paute Cuero for his love and care during all the adversities that came my way, to my best friend Nathaly Brigitte Diaz Diaz for always being unconditionally present in my life. Finally, I dedicate it to all my family and the people who at some point gave me their support.

Angie Stefany Paute Cuero

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Angie Stefany Paute Cuero

ABSTRACT

In this research work, the British Council digital platform is implemented as a tool to facilitate reading comprehension in the English language, due to it allows students to practice in an innovative way a number of exercises, reinforcing and improving their skill.

The participant observation showed that most students have little knowledge of the subject, and present difficulties in reading comprehension, resulting in an unfavorable performance. Therefore, the general objective proposed was: To improve the reading comprehension of students in the 9th year of general basic education through the digital platform “British Council” in the year 2021.

The paradigm of this research work is mixed. In order to collect the necessary information, the methods used were; participant observation, teacher interview and a initial diagnostic test and a final summative test were implemented in the students of the 9th year of general basic education “Maria Piedad Castillo de Levi” in order to know their development before and after having applied the digital platform and to know if they managed to improve their reading comprehension. It can be concluded that the application of the British Council digital platform in conjunction with the development of reading comprehension strategies generate a positive change in student’s performance, after analyzing the results of the final test it was determined that students managed to improve their reading comprehension and that the implementation of the digital platform acted favorably,

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INTRODUCTION

The English language has been cataloged as one of the most important lately, being taught in thousands of schools and colleges around the world as it is believed to be a language that offers many opportunities, both in academia and in the world. In the real work world, therefore, it is essential that students learn and master this language, because it may be an opportunity for the future. Learning a new language is not easy, students, in many cases, are reluctant to learn a language that is foreign to their own, so if the teacher wants to achieve the understanding and correct use of the language. Students must apply tools that encourage and call for learning.

The teacher and the student during the process of teaching and learning the English language play a fundamental role, they depend on each other so that this process fulfills the expected conditions, and when one of them does not fulfill its function, the results are not achieved (Beltrán, 2017). To be an adequate and organized environment where students are willing to learn, a polite relationship must prevail between the teacher and the students, this means that the teacher must know their students including their needs and complexities, this can only be possible through good communication between them.

There are four fundamental bases for the proper learning of this language; speaking, writing, listening and reading comprehension, the last one is the protagonist of this research project, although all skills have their degree of difficulty, reading comprehension is one of the most complex and rejected skills by students.

Reading is essential for the cognitive development of students, therefore, applying reading comprehension strategies represents a key factor to strengthen different aspects such as: vocabulary, grammar, writing and the student development. In addition, reading is the most important activity which works as a source of information and as a process of understanding a reading text (Malikhatul , Prika Lukis, & Karlina Karadila, 2019).

It is possible to show that with the advances in Information and Communication Technologies (ICTs), there has been a change in the way society acts, specifically in the relationship between the teaching and learning process, which are directly related to the advances of this technology (Zamora-de-González, 2020).

The world has been characterized as a changing place. Technology has allowed it to advance and develop in multiple areas: education is one of the most important. ICTs and education have been mixed to create an era in which students can learn in a more digital and globalized way, the application of digital platforms and technological resources allow them to get the attention of students, facilitating learning and contributing to creativity.

After having mentioned all that, the following research question arises: How to improve the reading comprehension of the 9th grade students of the «María Piedad Castillo de Leví» Basic Education Center in the 2021-2022 school year?

Considering the teaching-learning process of the English language in basic education as an **object of study**.

The general objective

To improve the reading comprehension of the students of the 9th year of Basic General Education through the digital platform «British Council».

This research work has as specific objectives:

- To base theoretically the object and field of research
- To apply a diagnostic test that assesses students' reading comprehension.
- To introduce the «British Council» digital platform as a facilitating tool for reading comprehension.
- To evaluate the progress and mastery of reading expression through a test.
- To check if the students improved their reading comprehension after using the digital platform.

This research is focused on the ninth-year students of the "María Piedad Castillo de Leví" Basic Education Center in Arenillas, who have an age range that encompasses 12 and 13 years.

The research carried out is descriptive, since it immerses itself in the problem and describes why reading comprehension in the English language is so difficult for 9th grade students. In addition, its methodological perspective is a mixed nature since it combines quantitative and qualitative approaches. To analyze the problem a participant observation and interviews will be carried out as well as taking tests, such as diagnostic and a final placement test that will demonstrate the progress of the students through percentages.

This research has a great **importance**, as it is aimed at improving the reading comprehension of students as well as to provide teaching techniques that will be useful when students perform reading exercises, which can be found on the «British Council» digital platform, which is the practical contribution of this research.

The **practical contribution** goes around the application of the «British Council» digital platform as it serves as a tool that helps improve students' reading comprehension. The **novelty**

about this research work is that in the past to improve students' reading comprehension teachers used to use copies or texts that included reading comprehension exercises, now in a digital age learning is more technological and practical. Therefore, this work focuses on implementing a digital platform that seems attractive to students and motivates them to learn, leaving behind the monotonous and repetitive style that used to be used.

This project is structured in an introduction where the following aspects of the research topic are specified. The first chapter addresses the support of the theoretical framework, which is essential for the development of this work, within this the methodological framework is explained in detail, which determines the type of research, the objective is aimed to know the different methods and techniques used for data collection and analysis and thus verify the corresponding results. Finally, conclusions and recommendations are made based on the pertinent bibliography.

CHAPTER I

Theoretical Foundation for The Implementation Of The British Council Digital Platform

As A Facilitating Tool For Reading Comprehension In English

The objective of this chapter is to establish the object and the field of the investigation theoretically. The writing process is focused on the historical background, conceptual and referential background as well as the conceptual characterization of this research work.

The Historical Background is based on bibliographic data that allows access to key information that is useful for the Application of Digital Platforms in the teaching-learning process of the English language, in order to know the beginnings of this technology in the educational field and how important it has been over the years.

The conceptual and referential antecedents include the development that digital platforms have undergone with respect to the teaching-learning process of the English language, its evolution and management.

Finally, the contextual characterization will address specific information on the management of reading comprehension in the Ecuadorian educational system. In addition, a diagnostic test will be developed to determine the academic level of each student in English as a subject.

1.1 Historical Background Of The Use Of Digital Platforms For Didactic Use In The Teaching-Learning Process Of The English Language

Distance education in Western Europe, Oceania and North America was born in the industrial centers of the 19th century with the aim of assisting minority groups that for one reason or another could not attend schools. However, it is at the beginning of the 20th century

that this modality is recognized as an alternative form of teaching, where new technologies were incorporated with the time (Rivera-Vargas, Alonso-Cano, & Sancho-Gil, 2017).

The technological means serve as a digital tool that allows us not only to be informed, but also to teach and it works as a resource for the teacher to use it as a benefit of didactic and novel planning that allows reinforcing the learning of each student (Perero, 2011).

Throughout history, short but important steps had to be taken to achieve advanced education. Many decades ago, education was monotonous, rigid and in many cases feared, there were no tools as the ones we can have today, the teacher was the highest authority in the classroom, there was no dynamism and education was very traditional.

However, all that changed from the 90s, who acted as a fundamental pillar in the construction of a technological and modern world, said that technology would reach all corners of the planet, including education.

According to (Colli-Novelo & Becerra-Polanco, 2014):

During the nineties, technological innovation and the emergence of portable devices such as portable devices, the discman, laptops, cell phones, etc., allowed a radical change in our lives by offering greater freedom and better forms of communication. and interaction. What is more, the emergence of the powerful tool of the Internet contributed to providing better communication options and flexibility in data management. (p. 89)

This was the starting point that allowed education to develop its way of teaching, digital platforms, applications, technologies, etc., helped students to learn from another perspective and gave them a way to get directly involved with the teaching process - learning.

Teaching materials designed on the web or virtual are those that provide us with digital content that facilitate the teaching-learning process. These materials are generally multimedia, that is, they combine different technologies such as text, images and / or videos, from a pedagogical benefit approach. (Torres Chavez & García Martínez, 2019).

1.2 Conceptual Background In The Use Of Digital Platforms For Didactic Use In The Teaching-Learning Process In The English Language

Digital platforms came to the educational field to renew it and set a new era in pedagogy. Times have changed, therefore it is essential that both teachers and students adapt to them because they improve the quality of teaching, making it dynamic and attractive to students, and they also act as tools that facilitate teaching work.

As mentioned above, this type of platform facilitates joint work between the teaching and learning process in which teachers and students intervene, this type of tools constitute support for the educational system of schools, colleges, institutes and universities. (Viñas, 2017).

Educational platforms constitute a computer resource that provides a series of tools grouped and optimized for better teaching and learning, where they provide shared spaces for the exchange of information in which communication tools are incorporated. (Díaz, 2009).

Digital platforms such as the British Council integrate four skills of English so students can enjoy a full and varied education due to all the activities and exercises they have to offer. However, there must be responsibility on the part of the students when carrying out the activities. In addition, they contribute to education beneficially, they appear as great tools that allow students to develop and interact in a standardized digital world. They are dynamic, practical and different from any tool that has been used in the past. These platforms are useful and should be

applied in all educational centers since they serve for the development and improvement of the teaching-learning process of the English language.

Education is no longer as it used to be known, the classrooms, students, teachers and the educational system has changed over the years, new improvements, educational systems, dynamic strategies and new technologies have been created to bring the education to a higher level.

The use of Information and Communication Technologies (ICT) in education provides a series of advantages compared to the tools used in the use of traditional teaching. One of the main advantages that can be described is that the internet, as the fundamental basis of this teaching, becomes a resource that allows easy access to distance education through telematic means, those people who for various reasons cannot access classes face-to-face. ICTs are of great relevance both in society and also in the economy from the end of the last century to the present. The term ICT was born from the mixture of different technologies such as; electronic technology, software and telecommunications infrastructures. The union of these technologies is considered as the way to the information process, where new models are created. (Suasnabas-Pacheco, Avila-Ortega, Díaz-Chong, & Rodriguez-Quiñonez, 2017).

According to Carneiro, Toscano, & Díaz (2021), it is vitally important to create a relationship between Communication and Information Technologies with the development of students in terms of their learning capacity, their ability to investigate and forge critical thinking about the great content that the network has in order to boost their values.

Platforms such as the British Council allow students to train in all English skills (speaking, reading, writing, listening). It has a number of exercises that help the student to put

into practice and reinforce their knowledge, with instant results where they can check your mistakes and learn from them. British Council is part of the ICT family, a technology suitable for learning, easy to use and freely accessible.

All in all, digital platforms are developed as a tool that contributes to the teaching-learning process, they are means that lead to knowledge and you have to know how to use them for good, just as there is the British Council, in the vastness of the internet there are dozens of platforms that are very useful for education and are ready to be explored.

1.2.1 Application Of The British Council Digital Platform As A Tool To Improve The Teaching-Learning Process Of The English Language

Nowadays, digital platforms are one of the most recommended technological tools to encourage teaching, serving as a mediating instrument that raises a specific structural phase for the teaching-learning process, in which teachers and students manage to carry out learning significantly. When using innovative tools to teach and encourage students to choose to use these digital tools, it is possible to achieve new knowledge and skills whose results are developed quickly and effectively.

ICTs represent a great advance for the educational field, they highlight the dynamism and development that education must have, they are not just simple platforms or applications that provide knowledge, they are tools that promise to integrate the skills of students and guarantee their participation in class. As stated by Calero (2019), the implementation of innovative technologies in the classrooms promotes a much more active learning, in which students can play a more leading role in the teaching-learning process.

Digital platforms have played a great role in the teaching-learning process in recent years, because they increase the effectiveness of learning, also enrich, provide and facilitate the content to help improve and anticipate the cognitive development of students.

In this way, virtual platforms such as the British Council are of great importance in current education, as it is argued by Barrera Rea & Guapi Mullo (2018), in which they mention that ICTs have played an important role in education, which is why they are addressing new directions and learning contexts that make educational institutions more diverse and complete places for student training, these technologies being well received by students as it increases their curiosity and investigation of new knowledge.

By using digital platforms in the teaching process, dynamism and innovative training in education are being promoted, managing to train competent students in the management of technology, being today a fundamental pillar to obtain a comprehensive education where the student is the learning center under the supervision and teaching guide who evaluates each of the steps followed by the students on the digital platform.

Within the application of the British Council platform as a tool for didactic use in the teaching-learning process of the English language, it is intended to train students with dimensions such as:

Context. Trying to accomplish this, students manage to be coherent according to their environment and the reality we live in.

Experience. Building the knowledge and cognitive development of students under an educational relevance.

Action. Basing the knowledge of each of the students at the time of carrying out the activities proposed by the teacher within what has been learned on the digital platform.

Evaluation. Through a central and permanent process, it is finally possible to measure the quality of the results obtained in the teaching-learning process.

Within learning the English language when it is used digital platforms that encourage the practice of technological management in students, managing to create broad expectations regarding the development of the language. Through the management of digital platforms in education, it is possible to provide fundamental information to guide and instruct correctly, exercising each of the skills, in addition, motivation manages to maintain the interest of students. At the end, the knowledge and skills that the students have developed in the course of the time that the digital platform was applied is evaluated, providing simulations that manage to evaluate and explore, through observation, the progress obtained in each of the students.

British Council represents a digital platform that allows students from all over the world to apply to their courses and applications. It has multiple exercises in all English skills, its main aim being the expiation of the development of this language in all corners of the planet.

1.2.2 Characteristics Of The British Council Digital Platform For The Development Of Reading Comprehension In English Language

The British Council digital platform can be seen that it has efficient characteristics to learn about this skill in relation to reading comprehension in English,

It is possible to find important factors such as activities that promote the practice of reading comprehension skills, which helps to improve the understanding of the language by applying the mastery of vocabulary. Within the digital platform there are self-study lessons that

are selected and organized according to the level of English proficiency obtained by each of the students.

To carry out optimal learning, different types of texts and interactive activities are presented and manage to put into practice the reading comprehension skills that are needed to achieve effective study results.

In this digital platform, the level of reading comprehension is selected as follows:

Beginner A1. To develop simple information activities, parables and phrases opting for familiar topics, within this level there are exercises that cover basic content for the preparation of a moderate level of reading comprehension.

Pre-Intermediate A2. At this level, activities are presented to help put reading comprehension into practice in simple texts where specific information is sought about some everyday material. The exercises at this level involve invitations, advice, criticism, warnings and personal messages.

Intermediate B1. At this level the activities aim to achieve the comprehension of texts written in everyday language.

Upper Intermediate B2. It has reading comprehension activities that help to understand texts that contain a wide vocabulary where cases such as obtaining the opinion of the writer are presented, among others. The texts analyzed at this level include short stories, reviews, reports, and articles.

Advanced C1. Activities are presented that will help the students to analyze long and complex texts, within a wide variety of topics to be selected, where the texts are classified by abstracts, articles and finally biographies.

The aforementioned emphasizes the resources that the British Council digital platform has, which is very useful for teaching English as it improves English skills through high-quality courses and resources, each of the activities present on this platform are designed to create interactive classes with unlimited access. It is also possible to access personal English tutors online, easily exploring the free resources provided by this platform to improve the English level of students with proficiency and fluency.

1.3 Contextual Characteristics Of The Use Of Digital Platforms For Didactic Use In The Teaching-Learning Process Of English

In Ecuador, the aim is to improve inclusive education in educational institutions, to achieve these high expectations it is necessary to implement the use of digital platforms because they promote all kinds of tasks to favor both teachers and students where it is allowed the exchange of information with the help of communication tools. At the time of integrating the use of digital platforms in Ecuador, it is possible to grow and enrich both academically and technologically, but even so Ecuador is a developing country therefore there is a long way to go for technologies like you to be used throughout the country.

According to Mora, Garófalo, & Zapata (2021), assure that higher-level educational centers in Ecuador have suffered complications at this type of technologies, this results in the need to inform the educational community about the large number of digital resources that can be found in order to encourage a more up-to-date education.

Through digital platforms it is hoped that there are several changes in Ecuadorian education, with a view to generating a wave of positive knowledge transfer that could be reflected in the management of the platforms to be used. This could result in a change in

teaching. Education would become dynamic and attractive for students, causing in them curiosity to learn and better development in the English language. For digital platforms to be a success in the country, teachers must first be highly trained to properly manage these technologies. The changes brought about by communication and information technologies force teachers to be trained in handling them. Since, at present, in Ecuador there is a controversial debate about whether ICT should be part of the teacher training of all Ecuadorian teachers (Navarrete Mendieta & Mendieta García , 2018).

In teaching a new language, it is necessary to implement this type of platform because work and activities can be carried out with flexibility, transforming the traditional into modern learning, where various characteristics stand out that contribute to the improvement of the teaching-learning process of this idiom. Said characteristics are classified as follows:

Interactivity. Through the use of digital platforms, a good percentage of teacher-student interactivity is achieved. This mediating element contributes to the development of cognitive processes in teaching because it is an element that allows teachers and students to interact with the content and resources that are used to advance their learning in a more efficient way.

Standardization. To obtain a result that is beneficial through this feature, it is allowed to personalize the content that is shared to achieve that students obtain better benefits at the time of their development in learning.

Functionality. According to the requirements and needs of each of the students (users), this feature contributes to ensuring that each of the presentations made on the platform is adequate to meet the objective that has been set in favor of the course of teaching the students.

Integration. It allows us to measure the impact caused by applying digital platforms in education where it demonstrates the effectiveness of students when carrying out activities that help to form optimal knowledge based on what they have learned.

The management of digital platforms for didactic use in the teaching-learning process of English, allows students to explore new directions and knowledge, forming a learning superior to the traditional, the need that exists to improve the teaching of English is paramount, therefore It is expected to integrate the aforementioned characteristics in the teaching-learning process of each of the students, forming high standards of knowledge according to their level of study, hoping to shape each of their skills with optimal results.

1.3.1 The Teaching-Learning Process Around The Development Of The Reading Skill In English Language In Ecuador

Over the years Ecuador has joined efforts to improve the general education of all Ecuadorian students through public education, in the same way the country hopes to prosper in welcoming English as a foreign language but it has not been an easy task. For Peña Ledesma (2019), many years ago in Ecuador, the use of several languages by students was almost non-existent due to the scant attention that was directed to other languages as a foreign language, since it was thought that the teaching of an external language was not of great importance within the educational curriculum. Although the country has not strongly developed the teaching of English, actions have been taken for years to change this panorama.

According to Intriago, Villafuerte, Bello, & Cevallos (2019), Ecuador keep the same thought that other nations around the world have about the advantages that the English language could bring, such as job opportunities, studies, business, etc. Therefore, various educational

resolutions have been taken in order to strengthen their teaching and learning for thirty decades now.

Within Ecuador, if a teacher aspires to teach the English language, they must be certified as B2 according to the standards of the Common European framework, this caused the SENESCYT (Secretariat of Higher Education, Science, Technology and Innovation) to have published an investigation carried out by the MINEDUC (Ministry of Education of Ecuador) where it highlighted that 74% of English teachers have an A1 and A2 level, which represents that the teachers are not sufficiently trained, resulting in the poor development of the language skills of the students (Barrera Erreyes, Barragán García, & Ortega Zurita, 2017). The need to achieve a bilingual Ecuador forced all educational systems to reinforce the hours of classes in this language, in order to compensate for the time lost due to the absence of the teaching of English. This is stated by Ponce-Merino, Parrales-Poveda, Baque-Arteaga, & Parrales-Poveda (2019), in the country, the public education system decided to implement a specific hourly load for teaching a foreign language, in this case the English from the second year to the seventh year of basic determined by the levels established by the Ministry of Education in the Curricular Reform of February 17, 2016. Prior to this date, it was not mandatory for students to receive English classes during their school year.

The rules of teaching English as a second language in Ecuador are directly related to the demands that are world famous and also provide a common framework with the aim of managing programs for the study of this language. These guidelines place Ecuadorian students at different levels according to their command of the language, which are reflected in six different

levels (A1.1 - A1.2 - B1.1- B1.2 - B2.2) (Fabre Merchan, Calero Mieles, & Albán Obando, 2016).

In order for students to achieve excellent reading comprehension in the English language, they should first tame it in their native language, for this it is essential that teachers invite their students to discover this enjoyable habit, providing different texts all according to the tastes of the students with the objective that they read for pleasure and not for obligation. According to Cantú Cervantes, De Alejandro García, García Sandoval, & Leal Reyes (2017), reading comprehension plays an integral role in the lives of all teachers and students, because thanks to it the reader can immerse himself in various texts with the In order to interpret the meaning of what is written in order to reach the summit of knowledge.

The tendency for reading represents an important pillar in the formation of a person, this includes their development in their written and oral skills, improve their spelling, interpret, produce evaluations, value judgments, etc., all this acts in favor of the reader to achieve a change with himself and with society. The reality about reading in Ecuador is a bit bleak, Ecuadorians do not take reading as something important or something that can be enjoyed and that provides many benefits (Pérez Payrol, Baute Rosales, & Espinoza de los Monteros, 2018)

A study carried out on 16-year-olds showed that 26.5% do not show any inclination to read either due to lack of time, lack of interest, etc. The time used by people who do like to read (50.3%) do so in an interval of (1 to 2 hours a week) when 13.5% spend between 3 to 4 hours reading. He studied and concluded that people with an age range between 16 to 24 years old are the ones who tend to read the most, stating that 82% of the population, people 65 and 62% represent the population that reads the least. It is important to analyze that 32% read out of

obligation and 32% because they are familiar with a specific topic, this means that almost no one reads for pleasure. Owing to this study, it can be seen to reflect the reality about reading in Ecuador, both teenagers, young adults and elderly people show a low level towards reading, although the percentages indicated show that there are people who dedicate part of their time to reading , they do not do it as a habit or permanent hobby.

Getting students interested in reading is not an easy job, this complicates the situation for the development of reading comprehension in the English language, that is why it is essential to motivate and provide tools or strategies to plant this habit in them so beneficial.

Teaching in Ecuadorian educational institutions usually faces some challenges, especially in public institutions. In this respect, this study aimed to provide practical solutions to teachers, students, and parents to improve and enhance students' EFL reading habits. For this purpose, students' reading habits were determined, and workshops and reading corners were implemented at public high schools.

The Ecuadorian educational system should spare more efforts to improve reading in institutions throughout the country, the reading comprehension of students is of great importance as well as other topics of interest, English teachers have to find a way to call the students' attention either by providing necessary material such as worksheets, texts, magazines, books or digital platforms that make their learning more dynamic and bearable.

1.3.2 Diagnosis Of The Current State Of The Development Of Reading Comprehension In English In Ninth-Year Students From The María Piedad Castillo De Levi Basic Education Center, From Arenillas

The eighth year of Basic Education "María Piedad Castillo de Levi" in Arenillas, has 26 students, who have an age range that includes 12 and 13 years.

In the collection of information, techniques such as observation (ANNEX 1), diagnostic test (ANNEX 2), teacher interview (ANNEX 3) and summative evaluation (ANNEX 4) were carried out. From the observation that it was an analysis and recognition work which lasted two weeks, it was possible to show that the students are relatively good, have an acceptable level of English, although they present certain difficulties in reading comprehension, which results in average low with respect to reading ability.

This could be verified by the initial diagnostic test applied to the students, it could be evidenced that, although their level of English with respect to reading comprehension is favorably good, there is still a need to improve this ability, especially in word recognition, grammatical structures, tenses, etc. The results of the initial diagnostic test are equivalent to the qualification that was granted to each level, which are shown in Table 1.

Table 1

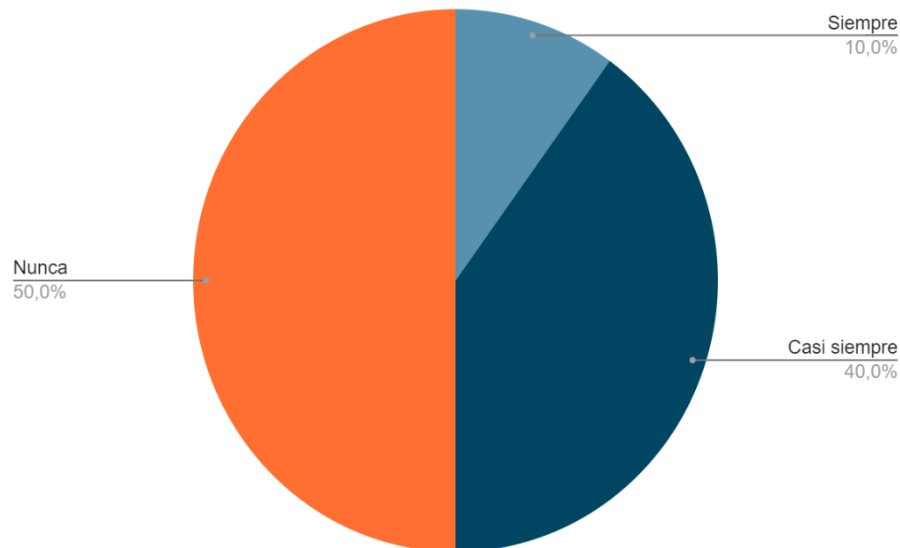
Scores of diagnostic test scores

LEVELS	VALUES	SCORES
Always	3	9.00 – 10.00
Usually	2	7.00 – 8.00
Never	1	3.00-6.00

Source: Own

Figure 1

Results of the diagnostic test in the "Reading Comprehension" analysis unit



After having applied the initial diagnostic test and also thanks to the observation carried out, it was found that the small group of students from the ninth grade of the Center for Basic Education "María Piedad Castillo de Leví" have an intermediate level in the command of the English language but most of the remaining students presented failures in reading skill, with vocabulary, they had no notion of the existence of techniques for the development of reading comprehension, and confused words and meanings. Although they did not show behavioral problems, they kept their camera turned off during the diagnosis and also during the observation time.

The figure reflects the results of the students' knowledge, only 3 students managed to obtain a good grade in the test since most of their answers were correct (9- 10 score), 12 of them did not have the maximum mark but their answers gave positive results (7-8 score) but 15 students They showed very unfavorable results, they could not complete the test, their answers

were mostly wrong, they had difficulties in understanding the reading and much more in understanding the instructions of the exercise (3-6 score)

To understand and know the context of our context of study much better, an interview was conducted with the English teacher in charge of the course, thanks to them it was possible to realize that the students have considerable knowledge about the language, attend class, answer the questions of the teacher, they interact, etc., but they do not have all their skills fully formed, especially the ability to read, the teacher suggests that teachers do not have an inclination to read, they tend to get bored when they read, it seems very repetitive and without any kind of dynamism since they do it only in the workbook, which generates a great problem in the development of their reading comprehension, another important point that should be emphasized is that the students do not keep their camera on, this implies complications for the teacher.

CHAPTER II

Methodological Framework

In the following chapter, the different methodological aspects of the research will be mentioned, giving details on the process done in which each of the aspects proposed are detailed, highlighting the type of research, its paradigm and the chosen population. This will be useful to introduce the techniques applied in the data collection.

- **2.1 Research Type**

This research is mixed since its collection process, data analysis and consolidation are both quantitative and qualitative. According to Pérez, mixed designs make part of the highest degree of consolidation between both the quantitative and qualitative approaches. They both combine all along the research process or at most parts of their phases and a level of complexity is included in the study process; including the advantages of each and every approach used. (Pérez Pereira, 2011)

Through this type of research, the improvement of the two paradigms introduced in this research are approached, which will allow us to work in a manner to understand the purpose of the research in an integrated approach.

- **2.2 Research Design**

This project is descriptive because it is focused on discovering the determinant factors which prevent English students from developing their reading comprehension, this is carried out through the research methods such as the observation technique and the survey.

The design of this research is an approach in which a number of structured, sequential and organized activities are applied to address the research problem in the proper manner; hence,

the design will introduce the steps, evidence and techniques used to collect and analyze the data. Clearly, the chosen research design is the best strategy the researcher can employ. (Gomez Bastar, 2012)

The research design includes the integrated components ensemble which are interrelated with the aim to achieve a specific objective. (Cuenca Tinoco, Cajas Palacios, & Santos Jimenez, 2017)

2.3 Research Population

The population are the students of the second year of Elementary School “María Piedad Castillo de Levi” which is a total of 30 students, 18 women and 12 men between the ages of 13 and 14.

2.4 Research Methods

- ***2.4.1 Theoretical Methods***

The theoretical methods act like a key part of every research project since they are used with the purpose of making the analysis of the problem, besides, they have a gnoseological function that contributes to the interpretation of the data found in the research.

These methods go together with the theoretical procedures of the analysis and synthesis, and the change from the abstract to the concrete, in this way, the logical relation between all the components of the theoretical design and methodology of the research are kept. (Miralles Aguilera, 2020)

- **Analytical-Synthetic Method**

Through this method, it is possible to observe each of the causes and effects provoked in the course of the development of the students regarding the use and handling of the digital platform «British Council».

This method helps the research because through the analysis of a study case it starts from the simple to the complex depending on the degree of learning that the students are in.

The analytical-synthetic method needs to be able to analyze the documentation concerning the topic of the research, this allows the gathering of the most important elements that are related to the object of study. (Rodríguez Jiménez & Pérez Jacinto, 2017)

- **Historical-logical method:**

The aim of this method is to get to know the development and history of the students regarding their reading comprehension, by using this method it is also given, at the same time, a lead concerning its objective that is the search of information on the student's development of this skill.

«The historical method studies the real development of the phenomena and events of the course of history. The logical method looks for the general laws of the functioning and development of the phenomena. » (Pérez Rodríguez, 1996)

- **2.4.2 Empirical Method**

The empirical methods are the ones that document and collect information about the object of study, this is done by implementing a number of resources. These resources and backup materials are of great importance for the research since they provide hints about the growing and development of the individual in the research area. In addition, as previously mentioned, these methods are greatly connected to the research object, the scientific problem and its objective

with the aim of carrying on with the variable earlier stated to assess the resolution of the indicators.

To be able to carry out this research, three empirical methods were chosen, these were essential for the research development:

- The observation guide that establishes the research problem, this method is done through the class observation, where the student is the main focus and their development and behavior is analyzed.
 - The diagnostic test plays an essential role to know the English academic level of the students, this will be useful to implement the necessary learning strategies and the digital platform «BRITISH COUNCIL» for the development of the reading comprehension in English.
 - Finally, the interview is part of the methods applied in this research because it is imperative that teachers take part in it by giving their opinion about the teaching world.
- Next, the chosen methods which helped to carry out this research are mentioned.

Observation:

The objective of the observation method is to perceive in a direct way the research object and then define the study object and analyze the context and reality of the situation in which the research is developed. In this project, the researcher observes the development and the performance of the students, but also takes part and gets involved in their learning through the implementation of the digital platform «British Council» which will be a key part to develop their reading comprehension.

The observation methods allow to have a register on the behavior in a real time, therefore, errors are highly unlikely to be found and there is a high accuracy at the moment of collecting and registering the data. Some types of information can be only gathered using the observation, this technique also reduces the deviations to the person being interviewed but it does not eliminate the fully. (Alvarez, y otros, 2016)

Diagnostic test:

In this research, it is proposed to apply a diagnostic test that will allow to establish the level of the English language regarding the skill of reading, by doing this, we will be able to know the students' weaknesses and strengths regarding their reading comprehension; at the same time, it plays an important role to know what strategies must be applied to teach students the techniques and methods most useful when it comes to these types of activities.

Teacher's interview:

With the aim of knowing the handling of the teaching-learning process of the English language and establishing what the way to teach and improve reading comprehension is, an interview with the teachers was applied, this interview was composed of a number of questions that also were of great help to the data collection.

The interview is a qualitative gathering instrument that is presented as a great tool for the collection of useful data for the research field. (Troncoso Pantoja & Amaya Placencia, 2016)

Techniques of data processing

- **Data analysis:**

After a long field research work, it seems extremely essential to continue with the search and collection of data by doing the analysis of it since it allows us to make a register of the most important ones that give relevance to the research project. The data analysis is a dynamic, protagonist and transversal process in the research methodology that leads to finding relevant meaning of the obtained data about the study problem. (Chacon Guerrero & Eslava Zapata, 2016)

The data collection process was done thanks to the approach of the empirical methods previously mentioned, which are the key to make the variables work possible, the same what are important to back up the application of the digital platform «British Council» as a tool for the development of the reading comprehension in the English language.

2.5 Variables' Work In The Research Study

With the objective of designing an entire and well redacted research, it is necessary to propose the variables that will be apply in this project, therefore, they will be described one by one so they can be properly understood. The research has two variables as its protagonists:

- **variable 1:** The *British Council* platform as an education tool.
- **variable 2:** The development of the reading comprehension of the students of the first year of Elementary school.

Variable 1. Variables are of great help since they allow the researcher to explain the study object during the whole research process besides helping to make and interpret the facets of the independent variable. In this research, said variable is the digital platform *British Council* as an educational tool.

Educational digital platforms have acted as an effective and revolutionary way in the education field, every day, there are more platforms that get together and provide students a fun and different way to learn, keeping students active and willing to create knowledge, Therefore, the use of the *British Council* platform was defined as essential to create a new path in both education and research.

Variable 2. This variable is defined as dependent since at its vast majority is modified by the independent variable, in other words, variable 1. This research project includes the development that students of the second year of Elementary school show regarding the English language reading comprehension.

2.6 Conceptual Definition Of The English Language Reading Comprehension.

Reading comprehension in English is the ability to build personal meanings of the text in English from previous experiences as a reader and from the relation with the context, using in a conscious way many individual strategies during the reading process.

The **dimensions** to keep in mind for this variable are:

Literal reading comprehension. The literal reading comprehension, also called comprehension focused on the text, means to fully understand the idea of the text in a precise and correct way.

Inferential reading comprehension. It refers to establishing connections between the different parts of the text in English to deduce a relation, information, conclusions or aspects that are not directly written in the text.

Critical reading comprehension. It consists on the production of an opinion of the text, taking into account some criteria, aspects or already established questions, which implies that the reader reads the text to identify the conducting thinking thread of the author, discover their intentions, analyze their arguments, understand the organization and structure of the text, establishing if the text has the parts, it needs or it is incomplete and if it is coherent.

Operational definition of the reading comprehension

- Category (beginning, in process, achieved) Indicators for the study variables.

Table 2

Indicators for the reading comprehension variable

DIMENSIONS	CATEGORIES	INDICATORS
Literal reading comprehension.	<ul style="list-style-type: none"> • Beginning • In Process • Achieved 	<ul style="list-style-type: none"> • Understands the meaning of words, sentences and clauses. • Identifies details. • Controls time and space. • Orders the events.
Inferential reading comprehension.	<ul style="list-style-type: none"> • Beginning • In Process • Achieved 	<ul style="list-style-type: none"> • Complements details that are not in the text. • Makes conjectures about existing events or ones that might happen. • Formulates hypotheses of the inner motivations of the characters. • Concludes teachings. • Suggests titles for a text.
Critical reading comprehension.	<ul style="list-style-type: none"> • Beginning • In Process • Achieved 	<ul style="list-style-type: none"> • Get implicit instincts. • Judge the verisimilitude of the text or its worth. • Distinguishes facts from opinions. • Judges the way to act or behave. • Expresses esthetic judgment.

Source: Tania Aguilar; Angie Paute

Table 3*Representation of the categories used in the development of the reading comprehension:*

Categories	Observation	
	Diagnostic test	Analysis
	Interview	
Literal reading comprehension	Analysis unit	<ul style="list-style-type: none"> When students show through their performance in classes how they achieve to understand the meaning of words, sentences and clauses that are introduced, where they build their autonomous learning identifying details, controlling the space and time in which the activity needs to be completed by following the different situations that appear during the process.
	1: Texts' comprehension.	<ul style="list-style-type: none"> When students do not perform in class, they do not get the meaning of words, sentences and clauses introduced, minimizing their autonomous learning by drifting away of achieving to identify the details, without controlling the space and time to carry out an activity, which leads to a deviation from a sequence of events during the process.
Inferential reading comprehension	Analysis unit	<ul style="list-style-type: none"> When the student complements the details that are not in the text. Produces a critical judgement about the existing events or that might happen during the reading process, and after this, formulates a hypothesis where the inner motivations of the characters are introduced. Taking into consideration the learned teachings, the student produces an own opinion and offers suggestions to improve reading, and even suggests creating titles for a text.
	2: Process' interpretation.	<ul style="list-style-type: none"> When the student does not complement the details that are not in the text. The student is not able to make a critical judgment about the previous events or that might occur during the reading process, leaving out the possibility of formulating hypotheses of the inner motivations of the characters. No learning is taken

CHAPTER III

Results' Analysis And Presentation

In this chapter, the process of the activities system using the platform British Council is introduced, the same that will work as an instrument to improve the development of the reading comprehension of the students of the second year of the “María Piedad Castillo de Levin” Elementary School in Arenillas. At the same time, the veracity of the results obtained after having applied the activities system through the digital platform previously mentioned, showing in this way the response to the problematic situation.

- **3.1 Pedagogical Proposal**

In this chapter, the contribution of this research project to the “María Piedad Castillo de Levi” Elementary School is introduced, through the use of the British Council digital platform as a tool that facilitates and improves the reading comprehension in the teaching-learning process of the students of the second year of Elementary School.

In the process of this research, it was decided to elaborate a study plan consisting of three classes, in which the student is guided to perform every activity and selected content in the platform to strengthen their learning process and reading comprehension for its further study.

- ***3.1.1 Theoretical Foundation Of The System Of Didactic Activities To Improve The Reading Comprehension Using As The Digital Platform British Council As A Tool.***

This research's main objective is to strengthen the reading skills of the students of second year of the “María Piedad Castillo de Levi” Elementary School through the use of the British Council platform.

Educational platforms help to identify the low academic performance of students. These platforms have had great success with students that handle a learning of contents, to this, the administrative aspect and the methodology used in classes come together, with the main purpose of Students adapting to these technologies. (Vargas Cubero & Villalobos, 2017)

Platforms represent improvement, progress and knowledge, they are a tool that promote and encourage self-learning. According to Pérez, these new technologies have a practical and technological purpose, they provide a lot of economic benefits, their access to information is quick, and they also improve the teacher-student relationship and give access to an endless knowledge source. (Mirate Ruiz, 2010)

Nowadays, it is widely known that platforms have been a key factor to the educational process, being a part of the cognitive learning of students since it plays an important and strategic role as a resource that is used in a way that contributes to the progress that the teachers want to achieve for their students.

To check the feasibility, pertinence and relevance of a research, it is necessary to introduce theoretical aspects in which the relation between pedagogy, didactic and above all, psychology is introduced. These aspects are essential for the research project in order to consolidate the development and progress achieved during its study process.

- ***3.1.2 Pedagogical Foundation Of The Exercises' System.***

This research has as its purpose to observe and analyze the Teaching process and the improvement that it will achieve through the application of a digital platform as a tool that facilitates the reading comprehension of the second year Students of the “María Piedad Castillo de Levi”. Elementary School.

Through the application of the digital platform, some classes were carried out, these last were done during three weeks, each class with a duration of 40 minutes per week. In these classes, students will learn to make significant progress regarding their reading comprehension during the class in an engaging way.

The application of a digital platform not only means a technological advance or the improvement of didactic resources in education, it has a deeper and more significant relevance that allows student to be their own actor in the building of their knowledge, take advantage of the quantity of information and the new ways of learning that TIC offer to create a constant and significant learning, all of this can be achieved thanks to the constructivism learning. The theory backs up the use of digital platforms as a tool that helps the learning process.

In other words, it can be said that constructivism is the model that keeps a person in the cognitive, social and affective aspects of behavior, it is not just a product or a simple result of inner dispositions but a constant production that gets bigger every day as a result of these two factors... (Payer, s.f.)

Constructivism seeks to create autonomy in people, it produces a constant learning made by people themselves who look to perform in different contexts and interact with different factors. To Tigse, constructivism itself explains with details the teaching-learning process through an analysis, a diagnostic and planning of said process. (Tigse Parreño, 2019)

Another theory that allows to reinforce the application of digital platforms in the world of education and its importance to achieve innovative learning is the connectivism theory.

TIC's adaption by university students: a look from the connectivism and behaviorism stands out among the other learning theories by being the only one capable of understanding the

learning process in this technological era, the others have a limited relation with the digital world since, according to them, learning is an strictly individual process which is the opposite to learning in the digital era. (Delgadillo Franco & Islas Torres, 2016)

Thanks to what was previously stated, it can be concluded that didactic platforms represent real pedagogical tools which work for the development of education. By implementing these technologies on a daily basis in the education field, students will benefit greatly and it will also allow to create positive changes and focus on the Teaching-learning process of the English language and to the learning systems that need to change its perspective.

• **3.1.1.1 Proposal's Didactic Foundation.**

The activities program is addressed to the improvement of the reading comprehension in English and it is composed of two axes which are the digital platforms, British Council in this case as a didactic resource and the reading comprehension that is field intended to be improved.

The first axis belongs to the digital platforms, these have been adapted for educational purposes to make a change and give the teaching-learning process a new perspective. To Correa and others (2020) “digital platforms act as virtual spaces in the teaching-learning process that allow the mutual interaction of the protagonists of the education system, in other words, teachers and students.” (Correa García, 2020)

Platforms are regarded as adaptable, technological and easy resources to use and successful at the moment of providing a lot of information. As Ramon assures, in the educational context, the teacher guides the students to the path of knowledge, applying digital tools that offer important information with which multiple activities can be done and also improve some skills. (Ramón Peralta , 2021)

The didactic of these digital platforms can be found in the top activities which go from interactive games for the youngest learners to the more complex activities for learners with a higher level of performance and knowledge. These technologies go beyond the traditional learning process, they break the chains of tradition and bet for a more interactive, dynamic and friendlier education for students, in this way, learning will be accepted by students.

The second axis as previously mentioned, is the reading comprehension in English; to achieve a proper comprehension is it essential that students feel connected to reading, that they feel a natural motivation and enjoy it even though the language might seem like an obstacle to achieve this objective, platforms are introduced as digital tools which can be of great help for students and even for readers in general due to its free-access endless source of information for anyone who would like to acquire new knowledge.

TICs make part of digital tools, websites, repositories, virtual libraries among other resources that allow readers to Access documents, do research and be able to read about literature in a way that is possible for them to put texts into context and improve their interpretation of the same.

Communication and information technologies have proved to be the perfect key that education needs to shape the Teaching-learning process; they are more than simple platforms, they are didactic tools, educational means that when all their benefits and many functions are taken into consideration makes possible to achieve and gain new knowledge, in the case of this research, to improve the reading comprehension in English.

Peña says that digital platforms do not represent a threat as sometimes is thought; on the contrary, they are a means that makes possible the learning of other languages, where it needs to

be taken into account the established Schedule for each class and what is the objective to be achieved. Hence, the platform that is going to be used needs to be chosen carefully and find the right time to make use of it. (Peña Ledesma V. , 2019)

- ***3.1.3 Proposal's Psychological Foundation***

To Mirate, teachers must have a full preparation to face the technological society which has taken education to constant changes. Classes that include these kinds of technologies need to be interactive, whole and different, therefore, to achieve this it is essential that teachers keep preparing themselves on a daily basis so they are able to fully handle the digital part. (Mirate Ruiz, 2010)

This change seems to significantly affect both teachers and students since it completely transforms the learning process, TICS need to be considered as a highly psychological instruments and a facilitator of the relations that blossom among the protagonist of education that are teachers and students through the activities and roles that each one of them performs in the teaching-learning process. (Bustos Sánchez & Coll Salvador , 2010)

According to Rodríguez, teachers need to be prepared and have knowledge on how to use TICs, they must act as digital facilitators from the psychological education point of view and at the same time they need to intervene in the design and creation of virtual context and environment to the teaching-learning process, all of this to contribute of the development of the skill. (Rodriguez, 2020)

- ***3.1.4 Proposal's Technological Founding***

Education virtual environments act as a resource to makes the creation of learning and teaching systems possible, they include TICs in the classrooms, these technologies have as

objective to help the teacher improve the pedagogical process, communication and improve the experience of both teachers and students, who are the protagonists of the education field.

(Rodriguez, 2020)

Virtual platforms have already proved to be effective for the educational system, it provides a lot of benefits both for teachers and students; for students, they become a dynamic and different tool with which they can learn and have Access to an unlimited source of information; as for teachers, they work as extra help, they are easy to use, they help and facilitate their planning and it also become a positive and didactic change in their teaching methodology.

Many countries in Latin America, including Ecuador, have included this type of methodology to their education systems, for Ecuador it has not been an easy job to do because it lacks resources and teachers that are capable of teaching and handling these technological resources without any problem. Nevertheless, the government in Ecuador is making efforts to make educational establishments use them.

To be able to apply a new digital platform in an educational context, there should be training first for both teachers and students, this will mean a significant change in their daily basis education and it should prepare them to be able to adapt to this transformation. (Olmos Migueláñez, 2008)

The British council makes part of TICs because it leads to new knowledge, provides activities to put into practice all English language skills and it also keeps a record of the students' progress.

- **3.2 Proposal's Objective**

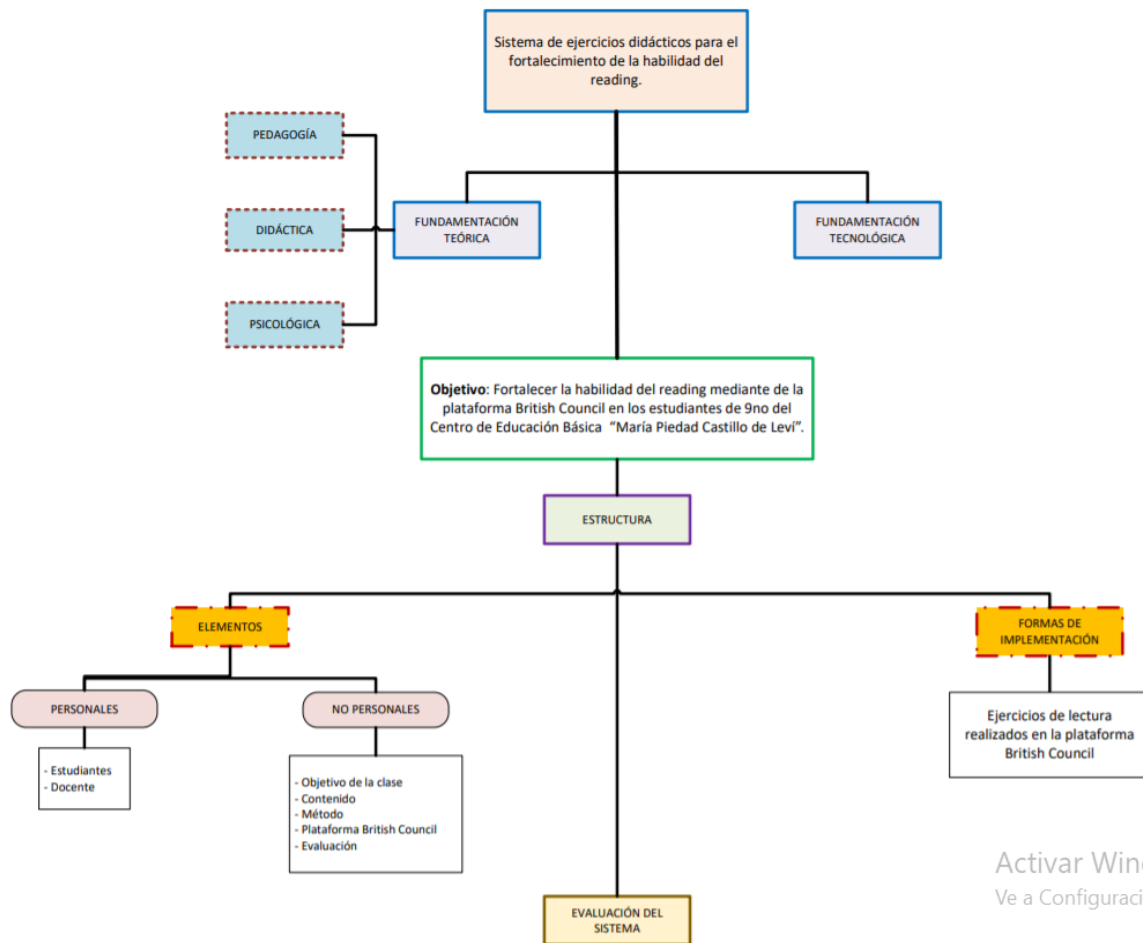
Improve the reading skill of the students of the second year of the “María Piedad Castillo de Levi” Elementary School in Arenillas through the use of the British Council platform.

- **3.3 Description Of The Educational System Of Didactic Activities To Improve The Reading Comprehension.**

Now, it is going to be theoretical in detail the functional structure of the activities system to improve the reading skills where the role of each element is specified, these elements are both personal and non-personal, and the way in which they are going to be implemented and assessed are also going to be mentioned.

Figure 2.

Scheme of the system of activities for the improvement of the receptive skills.



Activar Window
Ve a Configuración p.

- **3.4 Elements That Make Part Of The System Of Activities**

The elements that make part of this research are divided into two groups: personal and non-personal elements.

- **3.4.1 Personal Elements**

Among the personal elements, the protagonists of this research project are introduced:

Teacher. Regarding the application of the British Council digital platform, the teacher makes a slight change of direction since at the moment of using the platform, teachers become a

guide that offers help in the handling and correct use of the platform, and through the activities, students' educational process is assessed in a different and flexible manner.

Student. Being one of the protagonists for the development of the research, students from the second year of the “María Piedad Castillo de Levi” Elementary School are the ones getting most of the benefits at the moment of applying this platform due to the big change in their learning process. In other words, when making use of virtual platforms, students are being motivated to work by themselves and achieving better results. “Motivation is a key factor to promote meaningful learning since a student who is motivated to learn and not just goes to school to pass exams is more likely to have success in their personal, academic and working lives. To make this possible, the teachers play an essential role. (Valdez Fuentes & Machorro Cabello, s.f.)

- **3.4.2 Non-Personal Elements.** Regarding the progress of the pedagogical proposal, they following elements need to be addressed:

Class Objective. In relation to the class, a general objective is proposed to establish what can result from the progress regarding the students' level in activities related to the reading comprehension.

Content. When it comes to establishing an objective, it is essential to choose the contents that are planned in the process of a class. In this pedagogical proposal, procedural contents will be taken into account, which refer to the methodology, procedures and skills.

Inside the activities system to be developed in this research, activities of literal, inferential and critical reading comprehension will be carried out.

Method. Through the used method, the progress that allows developing the objectives becomes clearer since the beginning of the research. Severo Iglesias says that the method is a path, an order that is directly connected to the objectivity of what is desired to study... The methodological demonstrations always have a relative affirmation to the laws of human knowledge in general. (Iglesias, 2009)

The method used in the pedagogical proposal is the Thinking Based Learning one, whose purpose is to make students analyze, argue and relate the information they gather; through this method the activities that are introduced in the British Council platform are all connected.

To collect the desired results in the application of the chosen resources for this research project, it is essential to apply the Thinking Based Learning method since this is the one that makes possible for students to come up with ideas and also assess and establish more ideas that might arise during the cooperative working process; and by doing this, they will be constructing an own critical thinking.

Resource of Didactic Materials. They are understood to be a group of materials that take part and facilitate the teaching-learning process. These materials can be physical as well as virtual. They are supposed to awaken the students' interests, adjust to their physical and psychic features, moreover, they ease the teacher's performance as a guide, in turn, they must be feasible to any type of content. (Morales Muñoz, 2012)

Within the development of this research aimed at ninth-graders at the basic education center "Maria Piedad Castillo de Levi", it was decided to implement the use of a useful tool such as the digital platform British Council. In order to select this digital platform, a comparative

diagram among other platforms was used, in which it was decided to determine the characteristics that each of them possesses in terms of reading comprehension.

Assessment. Assessment is commonly known as a research-like instrument over selection. This instrument gives all the teaching-learning process, approaches and objectives a qualitative value including all the stakeholders. The assessment is a significant part of the educational system and it will always be linked to it. (Serafi, s.f.)

Aiming to get to know the results of the activities that were performed by the students, a summative assessment was done. (APPENDIX 4). This evaluation contains a text with a defined number of questions related directly to the reading text. The objective of this evaluation was to measure the reading comprehension of the learners in English.

It is true that the summative assessment is necessary since the educational system has been accountable to certify whether a student is capable and prepared to obtain some degree or not. (Olmos Migueláñez, 2008)

Activities. The activities comprise the exercises done by the learner under the invigilation of the teacher. The time dedicated to do each task helps as practice so as not to forget what they previously learnt. Besides, it bolsters their capacities and gain new knowledge.

The importance of an interaction application in the educational field is evidently perceived since thanks to this tool teacher acquire didactic teaching skills which benefit themselves in an attractive and different process that willingly involves them to develop abilities being witness of a transition of teaching towards a first-world future of our inclusive and national culture. (Posligua Espinoza, Chenche García, & Vallejo Vivas, 2017)

This demonstrates that classrooms should be a dynamic and interactive place where the learners are active most of the time doing activities that can relieve their minds and stop boredom.

Timing. The time plays a very important role at the moment of lesson planning as the class depends on the time assigned to each activity. There ought to be a balance that can develop a class with just and calculated periods to be able to complete the tasks. The time is fundamental only if the educational system knows how to take advantage of it for the particular reason that all the activities depend on management and distribution of the time dedicated to them. (Gutiérrez Ruiz, Chaparro Caso López, & Azpillaga Larrea, 2017)

3.4.3 Forms Of The Implementation Of The Didactic Exercise System To Reinforce Reading Comprehension.

The ninth-graders at the Basic Education Center “Maria de Levi” did a series of exercises in order to improve their reading comprehension in English. To make this possible, a study plan was carried out aiming to manage each activity, time, resources or tasks done during the class periods. The British Council Platform was the key means to perform the activities, which played the role of a useful tool of their reading comprehension in English.

Steps that were followed in the implementation of the British Council Platform

- Prior to the utilization of this platform, the students did some activities using printed texts. This was done in order to contrast the monotony of the everyday teaching versus the dynamism of a virtual platform.
- The platform supplies countless exercises. As a result of the diagnostic test and previous activities, language-graded exercises were selected.

- Once the activity is chosen, the learners analyze the text and proceed to circle the right answer.
- Underlining key words in both the text and the questions helps as a key strategy to obtain the right answer of the task.
- The British Council Platform plays the role of a helpful tool to enhance reading skills.

English reading comprehension is one of the main options in the menu of the platform. It is likely to do these activities for all the academic levels that range from A1 to B2. It has a limitless variety of texts that also range from announcements, restaurant menus, work timetables to others. All of them strengthen the students' skill in different contexts.

In the classroom curricular planification, the teacher is specifically demanded to have a constructivist paradigm that ranges from the manner of grouping programmatically contents with values to the building of pedagogic and dynamic environments that provide experiences which favor the endogenous development by means of the resolution of problems and elaboration of short, mid and long term producing and innovating in accordance with the demands of the current productive and technological sectors.

(Meléndez & Gomez, 2008)

3.5 System Planning Of Activities Inside The British Council Platform To Better The Development Of The Reading Comprehension In The Ninth-Grade Students Of Basic Education.

As a result of the elaboration of the system plans of activities, the development of the research project is presented, in which the classes designed for the ninth-grade learners at the

basic education center “Maria Piedad Castillo de Levi” can be visualized. Within the elaboration of the lesson plans, the following criteria is being considered:

Methodology. It is considered within the investigation to elaborate the components in terms of activities system design due to the fact that the teacher must be fond of knowledge of the activities to be performed in the lesson plan.

Technique. In order to achieve significant learning in the students, the teacher has to provide strategies during the process in which they share their knowledge to strengthen the students’ learning process.

Procedures. It makes reference to the stages that must be followed and met during the research progress.

Next, the table of the components can be visualized, in which the activities to be done with the ninth-grade students at the basic education center “Maria Piedad Castillo de Levi” are described so as to improve their reading comprehension.

Table 4

Components about the system of activities

Objective: Strengthen the reading comprehension skill by means of the British Council Platform in the ninth-grade learners at the basic education center “Maria Piedad Castillo de Levi”	
Methods	<ul style="list-style-type: none">● Analytical-Synthetic Method● Logical-Historical Method
Form	Application of the British Council digital platform inside the class to better the reading comprehension of the students.

-
- Resources**
- British Council digital Platform
 - Worksheets
 - Zoom Platform
 - Visual Material
-

- Activities**
- Usage of the activities within the British Council platform.
 - Usage of the texts within the platform to strengthen the students' practice.
 - Selection of the right answers after having previously read the exposed story.
 - *Spelling* correction in the activities done by the students.
-

Next, the designed planification for the ninth-grade students' classes at the basic education center Maria de Levi.

CLASS 1

1. **Students' level to whom the instruction is directed:** Ninth grade of basic education.
2. **Class objective:** To introduce the British Council platform to the students to adapt to it, practice in it and start to like reading.

CONTENT

Knowledge: Introduction to reading, worksheets and the British Council virtual platform.

Class timing:

Introduction: 5 minutes

Development: 35 minutes

Conclusion: 5 minutes

ACTIVITIES

- Greetings and class organisation
- Brief review on the importance of reading comprehension
- Performance of reading comprehension activities in worksheets as previous work to the introduction of the platform
- Introduction of the British Council Platform as a useful tool of reading comprehension
- Exercise practice on the platform as a contrast of monotonous usage of worksheets and traditional material

CLASS 2

1. **Students' level to whom the instruction is directed:** Ninth grade of basic education.
2. **Class objective:** To do reading comprehension activities by means of the British Council Platform to better the students' reading skill.

CONTENT

Knowledge: Introduction to reading, worksheets and the British Council virtual platform.

Class timing:

Introduction: 5 minutes

Development: 35 minutes

Conclusion: 5 minutes

ACTIVITIES

- Greeting and class organisation
- Comprehension development
- Text about “Message for a new friend”
- Students’ participation through chatbox.
- Verification of answers by means of breakout rooms on zoom
- Feedback at the end of the class

RESOURCES

- Worksheets
- Laptops
- Zoom Communication Platform
- British Council digital platform

INDICATORS OF EVALUATION

- Observation
- Students’ participation
- Answer verification
- Questions
- Feedback

CLASS 3

- 1. Students’ level to whom the instruction is directed:** Ninth grade of basic education.
- 2. Class objective:** To assess if the students’ reading comprehension bettered after implementing the British Council Platform.

CONTENT

Knowledge: Introduction to reading, worksheets and the British Council virtual platform.

Class timing:

Introduction: 5 minutes

Development: 35 minutes

Conclusion: 5 minutes

ACTIVITIES

- Greeting and class organisation
- Evaluation of the reading comprehension betterment thanks to the text called “A Plastic Ocean”
- Development of text’s Gist task
- Development of the detailed task when answering the given items
- Feedback at the end of the class

RESOURCES

- Worksheets
- Laptops
- Zoom Communication Platform
- British Council digital platform

INDICADORES DE EVALUACIÓN

- Observation
- Students’ participation
- Answer verification

- Questions

Next, the designed planification for the class of the ninth-grade learner at basic education center Maria de Levi.

Class 1. In the first class, the initiative to explain briefly the importance of reading comprehension in both Spanish and English was taken by doing a group of exercises aiming to familiarize the students and such skills and obtaining the necessary knowledge about those types of tasks. Those tasks were performed as a result of basic and monotonous worksheets. Once the introduction was over, the British Council platform was presented mentioning the most important points about it. The different levels of difficulty were also shown. The English skills were highlighted, making emphasis on the reading one. As first practice, the students did one activity called “Morning Programme” in which they had to read carefully the timetables and then choose the right option. In order to ease this skill, the strategies of underlining key words to find the needed information was performed rapidly and properly which made it easy for the students.

Figure 3

Introduction to the “British Council” digital platform

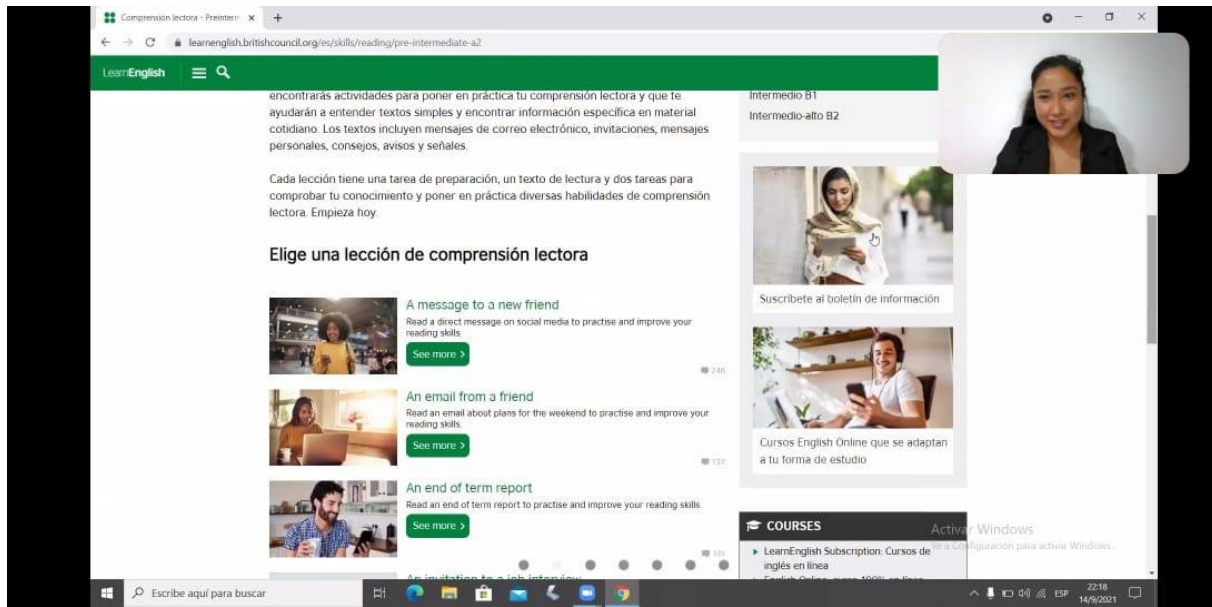
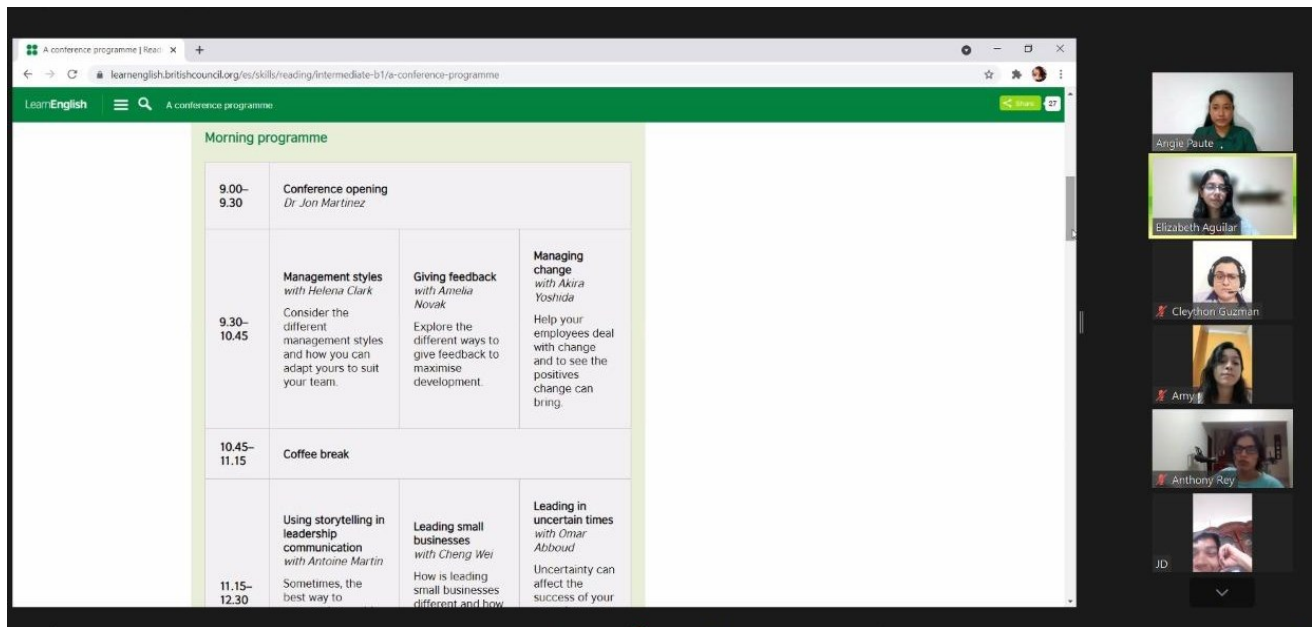


Figure 4

Performance of the reading comprehension task “Morning Programme”



Class 2. In this class, a reading task based on an email entitled “*A message for a new friend*” was done. In this exercise, the learners analyzed the text, read it out and selected the answer in accordance with the context of the text. In order to change the way of checking answers, the class was divided into pairs and were sent to the breakout rooms on Zoom aiming for the answers, the justification and reasoning of the correct one. When the breakout rooms were closed, the learners wrote their answers in the chat box so that everybody could check if their answers were right. At the end of the class, general feedback was conducted to get to know if the students encountered any type of problems at the moment of doing the task or if it was of their liking, etc.

Class 3. Finally, the students were assessed in order to prove their betterment in their reading comprehension by using the text “*A Plastic Ocean*”. They applied the same previous strategies which consisted of finding key words in both the text and the answers. They were guided to do a *Gist task* and a *Detailed task*. At the end, feedback was done to report on the students’ improvements and their mistakes they had made as well.

Figure 5

Development of the reading "A message for a new friend"

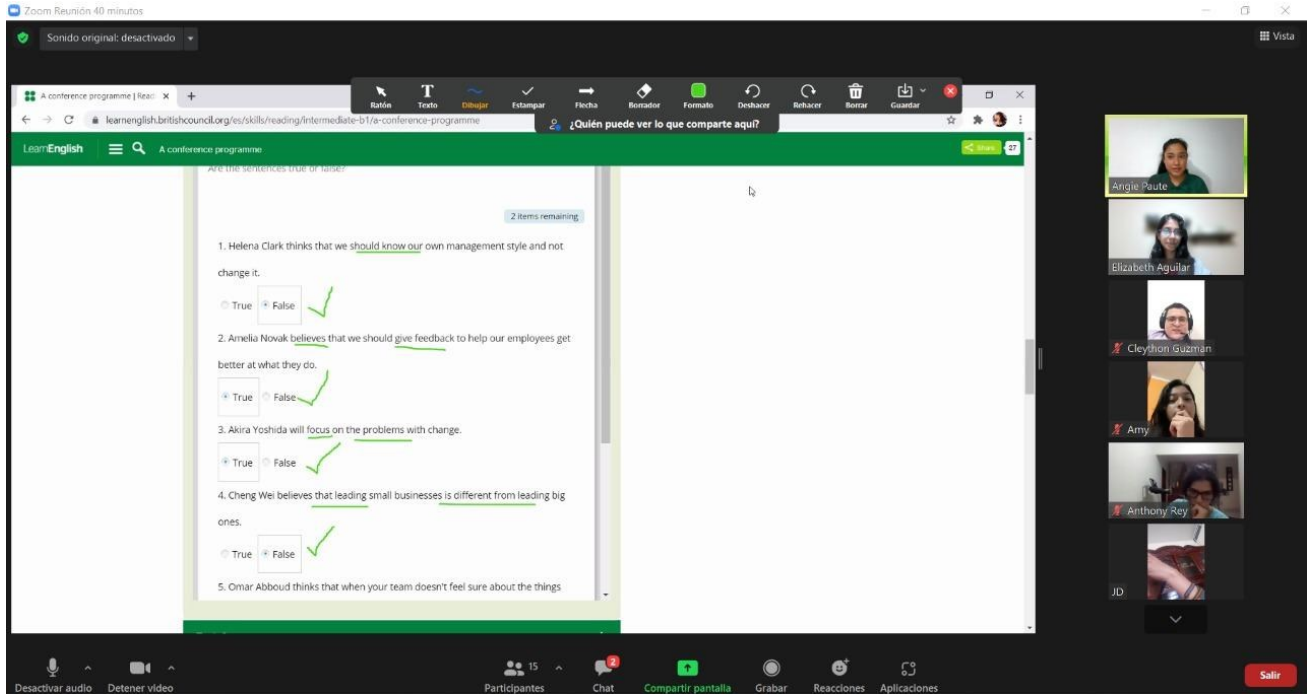
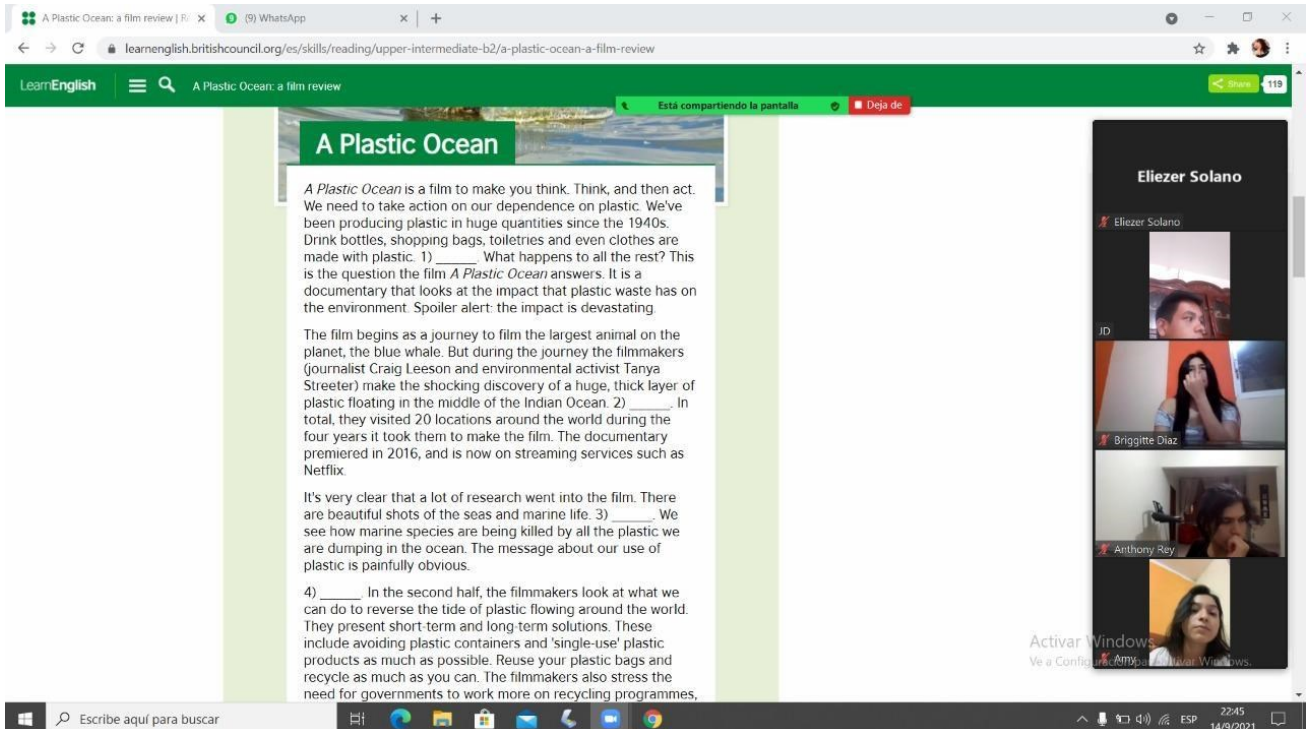


Figure 6

Assessment by using the text "A Plastic Ocean"



3.6 Assessment Of Effectiveness Of The Activity System To Improve The Development Of Reading Comprehension Of The Ninth-Graders At Basic Education Center Maria Piedad Castillo De Levi.

During the elaboration of this research project, the students' performance was observed at the very beginning and thanks to their participation in their normal class with their teacher, the selection of the skill in which this research was going to be based was done.

When the corresponding observations were carried out, an activity system was designed in which the process of elaboration of this research was detailed, mentioning each and every single procedure applied regarding the usage of the platform to improve the students' reading comprehension.

After applying the usage of the digital platform to cultivate the students' participation and better the development of their reading comprehension by means of the most accurate tool in which they worked, advancing and achieving the goal of showing that digital platforms are of great help to motivate the students' learning process.

To corroborate that the activity system was useful to encourage the students' participation and their reading comprehension improvement, a summative assessment was conducted (Table 5), in which the evidence of the ninth-grade students' reading comprehension improvement at the basic education center "María Piedad Castillo de Levi" is shown.

The results presented at the end of this research project showed that using the British Council platform helped develop a collaborative learning among students, evidence that working that way enhances and creates a more active learning process with an advantageous outcome for

their future education. The results found in the summative assessment can be observed in the following table.

Table 5

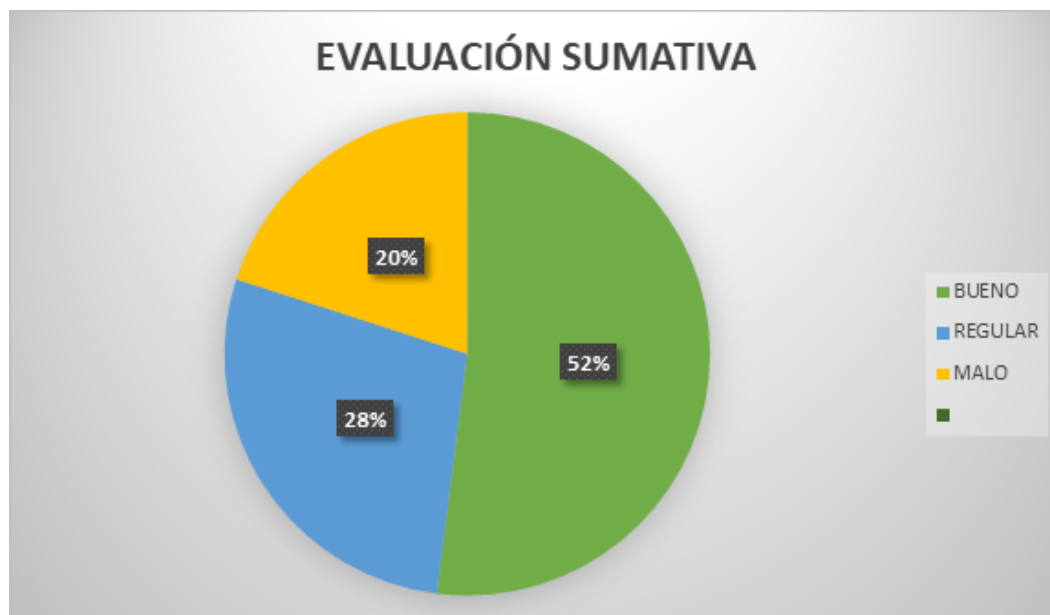
Summative assessment grades

LEVEL	VALUE	GRADE
Good	3	10-8
Regular	2	7-6
Bad	1	5-0

Elaboration: Own

Figure 7

Assessment results



As shown in the graphics, a group of students within the grade of **good** accounts for 52%, within the grade **regular** there is 28% and within the **bad** grade, there is a 20% of students. When the analysis of the students ended, it was understood that within the range of grades between 10

and 8, valued as 3, a high percentage of students were able to meet the goal of improving their Reading comprehension as a result of the application of the British Council platform.

On the other hand, the students who belong to the 28% valued as 2 obtained grades between 7 and 6 presenting that they were able to achieve the proposed expectations in the research project. Furthermore, the left percentage of 20% valued as 1 obtained a score between 5 and 0 showing that these students could not approach the application of the British Council digital platform as a helpful tool for reading comprehension.

Throughout the research project, great interest by the students was perceived at the moment of working on the platform, determining that an active participation resulted in satisfactory outcomes within the obtained results of the summative assessment. That is why it was determined that the didactic exercise system achieved great improvement in reading comprehension.

Conclusions

- The object and field of this investigation was theoretically based on the implementation of digital platforms in the teaching-learning process.
- A diagnostic test was applied and helped to know the student's performance with respect to reading comprehension.
- The digital platform British Council was implemented, which acted as a facilitating tool for reading comprehension.

- It was found that student's reading comprehension increased considerably, therefore, this defines that the platform was effectively applied.

Recommendations

- Encourage reading to students, in both, their native language and a foreign language.
- Introduce technology in the teaching-learning process of the English language to design more dynamic classes and less monotonous ones.
- Verify if students understand the use of virtual platforms and check if they are used in a correct way.

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APPENDIX

APPENDIX 1. Observation sheet

Table of Values:

Levels	Values
ALWAYS	EXCELLENT
ALMOST ALWAYS	GOOD
NEVER	INSUFICIENT

Unit of analysis	Categories	Analysis
Comprehension of texts	Literal reading comprehension	<ul style="list-style-type: none"> - The student always understands the general idea of the text and expresses it accurately. - The student almost always understands the general idea of the text and expresses it accurately. - The student rarely understands the general idea of the text and expresses it accurately. - The student never understands the general idea of the text and expresses it accurately.

Inferential reading comprehension	<ul style="list-style-type: none"> - The student always establishes relations between different parts of the text. - The student almost always establishes relations between different parts of the text. - The student rarely establishes relations between different parts of the text. - The student never establishes relations between different parts of the text.
Critical reading comprehension	<ul style="list-style-type: none"> - The student always makes judgement about the text. - The student almost always makes judgement about the text. - The student rarely makes judgement about the text. - The student never makes judgement about the text.

APPENDIX 2: DIAGNOSTIC TEST

STUDENT'S NAME:

COURSE/LEVEL:

DATE:

OBJECTIVE: To diagnose the current state of the students' reading comprehension skill in order to analyze their academic performance and their comprehension domain of any type of texts. The diagnosis commences from the participative observation done by the researcher.

Read the text and answer the questions

My last holiday (A1)

My name is Samantha and I'm from Los Angeles, every year my family prepare a trip for the whole family to the most beautiful places in USA, last year we went to Colorado and camped in Yellowstone an enormous national park, we were surrounded by the nature and animals like

birds, insects and even bears. But this year was different, my mom was tired of travelling so far that she decided to spend Christmas at home, my brothers and I were upset because that was the first time without having a super holiday but at the end we understood, my mom is doctor so she is always busy and needed to rest.

I thought that this year, our holidays would be boring but I was wrong, family from different parts of the country visited our home, I met new cousins or at least cousins that I didn't know I had, my uncle Tom arrived the house on his big camper, the first day we hang around the city on it. Moreover, my mom and aunties prepared delicious food every day and, on the evenings, we used to eat hamburgers. Although we didn't go to amazing places, this year was my favorite because I spend beautiful time with my family, playing, talking and joking and that's better than spending several hours inside of a car.

Did you understand the text?

1) What does she do every holiday?

- a) She stays at home
- b) She travels abroad to wonderful places
- c) She visits different places in USA

2) Which was the last holiday destination after this one?

- a) Colorado
- b) New York
- c) Yellowstone

3) Samantha's mom was tired because...

- a) She didn't like traveling

- b) She wanted to have a different holiday
 - c) She is a doctor, so she is always busy
- 4) Samantha's uncle, Tom, arrived her house on his...**
- a) old car
 - b) big camper
 - c) motorbike
- 5) This year was special because Samantha...**
- a) spent a boring time at home
 - b) was happy because she spent a beautiful time with her family
 - c) wanted to travel instead of being a home}
- 6) At the end, Samantha points out that...**
- a) She didn't like this holiday
 - b) Was her best holiday ever
 - c) Was too boring

APPENDIX 3. Interview guide for teachers

Questions for the teacher.

No.	QUESTIONS
01	Do you consider that the students' participation in class is high in this new modality of study?
02	Do you frequently use digital platforms that help motivate the students' significative learning process?
03	During the students' learning process, which is the skill that is more difficult to domain?
04	Do the activity planification that you create to teach your students comprise the four English skills?
05	Is the students' participation noticeable at the moment of performing the activities?